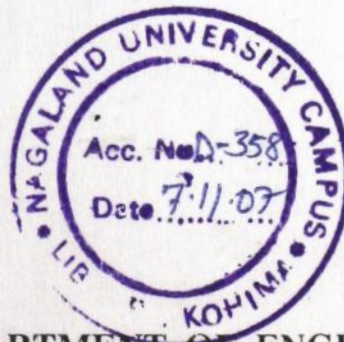


**ENGLISH FOR THE UNDERGRADUATE STUDENTS
OF NAGALAND: A PEDAGOGICAL STUDY**

**THESIS SUBMITTED TO NAGALAND UNIVERSITY
IN PARTIAL FULFILMENT FOR THE AWARD
OF THE DEGREE OF
DOCTOR OF PHILOSOPHY IN ENGLISH**

BY
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DECLARATION

I, Seyiekhrielie Whiso, do hereby declare that the thesis entitled "**English for the Undergraduate Students of Nagaland: A Pedagogical Study**" submitted for the award of the degree of Doctor of Philosophy in English is my original work and that it has not previously formed the basis for the award of any degree on the same title.

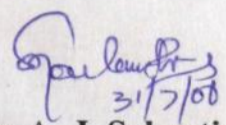
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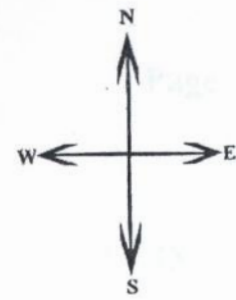
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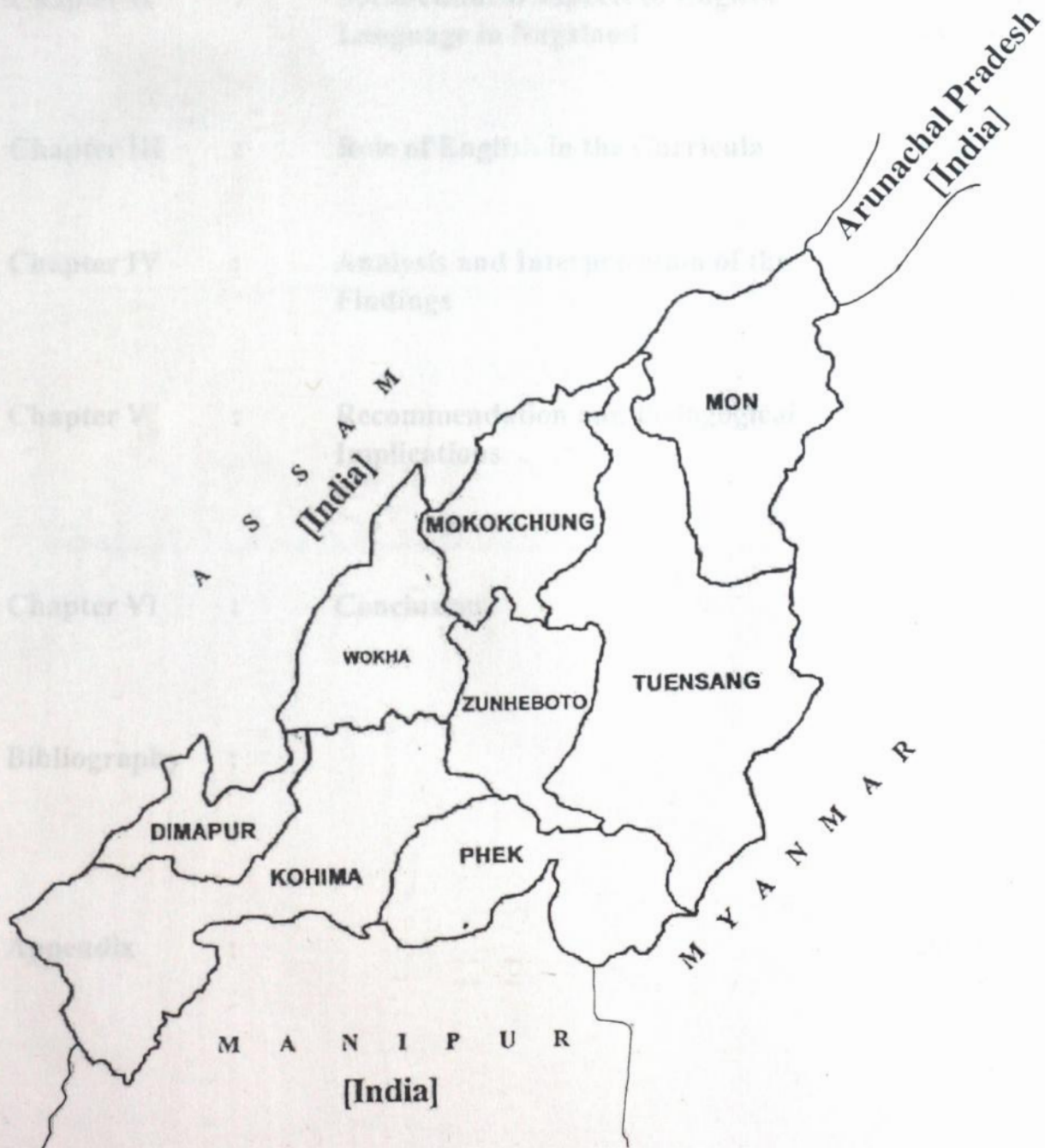
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Chapter I: Introduction

English at the International Level

English is the most widely spoken language in the world today. Apart from being the first language in countries as widely apart as the United Kingdom, the United States of America, Australia, Canada, New Zealand, and South Africa, it is an important second language in the world especially in countries like India, Pakistan, Bangladesh, Singapore, Ghana, Nigeria, Zimbabwe, the Philippines and several countries as an alternative means for cross-cultural communication. It is used as a library language, as language of international trade, as a common language across the ethnic, religious, and linguistic boundaries.

<h1>CHAPTER I</h1> <h2>INTRODUCTION</h2>
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fact, since the 1990s "English language education has been a sign of the importance in China, and proficiency in English has been widely regarded as well as a personal asset" (Guangwei Hu 2005: 5). Even a very conservative like Japan, that resisted English for more than half a century, "thought it a duty of the new millennium to adopt English as a official language" (Chen 2002: 44). Japan now thinks, according to Yoko Butler and Iino, that its people should be equipped with better communicative skills in English and that raising the ability to communicate with foreigners is a key remedial measure to boost Japan's position in the international economic and political arena" (2005: 25-26). The London-based

Chapter I: Introduction

English at the International Level

English is the most widely spoken language in the world today. Apart from being the first language in countries as widely apart as the United Kingdom, the United States of America, Australia, Canada, New Zealand, and South Africa, English is an important second language in the world especially in countries like India, Pakistan, Bangladesh, Singapore, Ghana, Nigeria, Zimbabwe, etc. It is also used in several countries as an alternative means for cross-cultural communication. English is used as a library language, as language of international trade, travel, and as a contact language across the ethnic, religious, and linguistic boundaries. Thus, English is a pre-eminent language of wider communication at the international level. Countries like China, Japan, and Russia, which lagged behind in English language learning and teaching, are now making great efforts towards English language education. In fact, since the 1990s “English language education has been a subject of paramount importance in China, and proficiency in English has been widely regarded as a national as well as a personal asset” (Guangwei Hu 2005: 5). Even a very conservative country like Japan, that resisted English for more than half a century, “thought it fit at the dawn of the new millennium to adopt English as its official language” (Kumaravadivelu 2002: 48). Japan now thinks, according to Yuko Butler and Iino, that its people “must be equipped with better communicative skills in English and that raising the ability to communicate with foreigners is a key remedial measure to boost Japan’s position in the international economic and political arena” (2005: 25-26). The London-based

weekly *The Economist* sums up the status of English very aptly:

It is everywhere. Some 380m people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in a sense exposed to it. By 2050, it is predicted, half of the world will be more or less proficient in it. It is the language of globalization – of international business, politics and diplomacy. It is the language of computers and the Internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, and you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken back in the 1300s only by the 'low people' of England, as Robert Gloucester put it at the time, has come a long way. It is now a global language (2001:47).

Though it is true that English language, or more specifically its spread, was the product of colonialism, this coloniality of the language is fast being forgotten. It has transformed itself from a symbol of colonialism to a tool of globalization. And today, in this world of international market and Information Technology, only familiarity with this language can carry an individual, or a country far.

Importance of English

The importance of the English language is naturally very great. English is the language not only of England but of the extensive dominions and colonies associated with the British Empire. Though the United Nations has five official languages – Chinese, English, French, Russian, and Spanish, we see that most of the proceedings

are done in English. English plays a very important role too in the other organs of the UN and international bodies like the UNESCO, UNICEF, ILO, IMF, World Bank, G-7, etc. We also hear English been spoken on the television, and the radio by all and sundry. Important textbooks, magazines and journals are published in English at the international level. Randolph Quirk says that "English has become the language of scholarship. Scholars of international reputation, whatever their mother tongues, choose to write in English since English happens to be a world language. A measure of the importance of English today even in the highly developed countries of Europe can be seen in this: a Norwegian or Finnish scientist who a century ago might have published his work in French, and three centuries ago in Latin, will often today seek to achieve the maximum circulation of his ideas by publishing it in English" (1968: 13). Rabindranath Tagore, the great Indian poet, got the Nobel Prize for literature in 1913 only after his masterpiece *Gitanjali* was translated into English by W.B. Yeats. "Today, it has emerged as the world's most important language of communication both conventional and digital forms in the 21st century" (Crystal 1997: 60). Its international and universal status is due to its geographical dispersment and numerical size.

Though 'Chinese' is spoken by over 700 million this language consists of a number of mutually unintelligible dialects and Mandarin Chinese. The official language and the most widely spoken variety can claim no more than about 400 million speakers. Another unique position of English is its distribution. Chinese is confined only to the Chinese sub-continent. The English language, because of the consequence of the global extent of the British Empire, has become the

unacknowledged medium for international communications. English is the link language which binds the intelligentsia of different regions in the country. It is not just the lingua franca of international tourism and foreign trade, but it is the medium of one of the great literary traditions of the world. The widespread use of English is also due to its simplicity: it is considered as one of the easiest language of the world. Except for some difficult rules, the grammar of English is an easy one.

Though English is dubbed as imperialistic, the fact that it has grown to international proportion is in itself a reminder that the demand exceeds the supply; the global market ensures that English is here, English is wanted, and English should be provided. The English-speaking people constitute about a tenth of the world's population. English is the most widely spoken language in the world. Its international status has established itself in "trade, teenagers and travellers, contributing an unprecedented degree of converging norms" (Loonen 1996: 7).

English is used as a medium of science and technology. And in this age of the Internet, call centres, and SMSs English has become all the more indispensable. The Internet, the global electronic communication, is one of the engines that drive both economic and cultural globalization. And the coming of the Internet has been responsible for the fast growth of English with more than 80% of home pages on the World Wide Web using English. The *United Nations Report of Human Development* says that "without the English-based global electronic communication, economic growth and cultural change would not have taken place with breakneck speed and amazing reach" (1999: 30). English is used in international trade, travel, and contact

language between nations. Important events in the fields of science, culture, sports, etc. are disseminated through this language. It is used as a library language. Today every important piece of writing in different languages on arts, social sciences, literature, science, sports, medicine, etc. are translated into English as this is the language that can only assure a wide readership. V.V. John corroborates this when he says bluntly, "we need English because we need English books" (1969: 50). English is an in-group language, uniting elite speakers across ethnic, religious, and linguistic boundaries used for political change. Ultimately social and administrative and legal profession including the national media are conducted in English. Even medical and technological advancements are spread through this medium.

Symbol of Power, Modernization, and Elitism

Factors like power, economic, political, or military, can make a language a world language. We have ample examples of this from history. During the first, second, and third centuries A.D. Latin was the world language as practically the whole of Europe, North African, and Middle East were her dominion. In the 17th and 18th centuries as France was very powerful her language too was extensively spoken. The 20th century was the century that belonged to the English language because of the cultural, political, economic, and military hegemony of the UK and the United States of America. Today the world has become unipolar, and the only superpower United States of America is playing her role in the spread of this language. David Crystal observes that, "without a strong power base, whether, political, military or economic, no language can make progress as an international medium of communication.

Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails” (1998: 98).

English continues to be used as alchemy for language modernization and social change. It continues to provide unprecedented power for mobility and advancement to those native and non-native users who possess it as a linguistic tool. It is associated with a power more subtle than mere worldly success; it is considered to be a tool of ‘civilization’ and ‘light’. Competence in English and the use of this language have an added potential for material and social gain and advantage. English is considered a symbol of modernization and a key to expanded functional roles. English being a symbol of power and elitism in non-native context, has become a vehicle of values not always in harmony with local traditions and beliefs. The ‘vehicular load’ of English is the ‘primary medium for century science and technology’ (Kachru 1986:7). English has a large demographic distribution, large numbers of native and non-native users across cultures, used in important world forums, rich in literary tradition.

English does not only provide social status, it also gives access to attitudinally and materially desirable domains of power and knowledge. It provides a powerful linguistic tool for manipulation and control. English has also left a deep mark on the language and literature of the non-western world. English has thus equipped them in the process for new societal, scientific, and technological demands.

English The linguistic and cultural pluralism in Africa and South-Asia contributed to the spread of English, and helped to foster its retention even after the colonial period ended. Though English is also seen as a vestige of British colonialism and as an arm of American cultural imperialism, its alien power base is less an issue now. The English language is not perceived now as necessarily imparting only western traditions: though the medium is non-native, the message is not English is a slogan that has become a vital part of the linguistic repertoire this part of the world. It is an advantage for success and mobility in culturally linguistically complex and pluralistic societies.

English at the National Level

1800 European languages entered India with the discovery of the sea-route to the sub-continent by Vasco-de-Gama in 1498. English first came to India in Portuguese and other European ships, and Portuguese became the lingua-franca in India. Indian contact varieties did not go through the process of pidginization or creolization. (Babu English, Cheechee English, Butler English). The desire to create a strong base for English in India was initially motivated by a missionary zeal to improve the manners and customs of the natives and open the doors of knowledge and faith to them so that they could come out of the darkness of ignorance and superstition (Sinha 1978: 20).

Bengal Going by what Agnihotri & Khanna (1997: 21) has said the Clapham sect, consisting of Charles Grant, Wilberforce and Zachary Macaulay, was clear that the most useful knowledge Indians could aspire for was contained in the *Bible*. Universal dissemination of Christianity in India was the primary motive for even teaching

English when the Charter Act of 1793 came up for discussion and this exercise was supposed to improve the moral fabric of Indian society. The rajas of Tanjore and Marwar had agreed to open English medium schools as early as in 1795, thanks to the efforts of Rev. Swartz. Subsequent activity at Fort William College, Calcutta School Book Society, Calcutta School Society, and the General Committee of Public Instructions further helped to strengthen the role of English in India. The primary objective of the missionaries was to proselytization on the one hand and restricting the access to English to a select few on the other.

The Baptist missionaries who settled in the Danish enclave of Serampore in 1800 were more interested in religious dissemination though they emphasized the role of the native language and culture in education. The Serampore Trio, consisting of William Carey, Joshua Marshman and William Ward, was very active during 1800-1823 to save the souls of the natives through Christianity and Western knowledge. The Trio was also clear that this objective would be achieved best through, according to Laird 'vernacular languages and learning of English was only expected to increase the race for clerical jobs' (1972: 95).

Even the best Indian minds who wished to promote Indian languages and cultures were convinced of the superiority of English language and literature. The Bengal Presidency Report (1844) for the period 1842-43 proposed to promote the highest efficiency in the vernacular and oriental languages and literatures in every practicable way compatible with due regard to the superior importance of the cultivation of the English language and literature, and the deeper and more lasting,

benefits the latter are capable of imparting.

The debates of Constituent Assembly held in 1949 clearly indicated the significance of English in India. It became obvious that Hindi was seen as a threat by South Indians - a symbol of North Indian supremacy over the South. On the other hand, those who had fought for years for the dignity of their country noticed the continuity of the colonial rule in keeping English in India. A compromise needed to be evolved. The pressures from the most vocal and the elite section of the society were understandably in favour of English, yet English was not listed in Schedule VIII of the Indian Constitution which included fourteen (now 18) Indian languages: Hindi was declared to be the official language of the Union and English was given the status of an associate official language for a period of fifteen years. (There are now 18 languages in the Eighth Schedule, under Articles 344 (1) and 351 (1), of the Indian Constitution. They are: 1. Assamese, 2. Bengali, 3. Gujarati, 4. Hindi, 5. Kannada, 6. Kashmiri, 7. Konkani, 8. Malayalam, 9. Manipuri, 10. Marathi, 11. Nepali, 12. Oriya, 13. Punjabi, 14. Sanskrit, 15. Sindhi, 16. Tamil, 17. Telegu, and 18. Urdu). As the appointed day (26th January, 1965) for the abolition approached, there were widespread riots in several parts of South India. The protagonists of Hindi had failed to persuade the people of India to adopt Hindi as the only official and/or national language. If anything, they only further antagonized people in different parts of the country. C. Rajagopalachari, who felt that the imposition of Hindi on non-Hindi-speaking Indians would damage the unity and progress of the country, stood vindicated. Nehru was forced to alleviate the fears of those who did not know Hindi. In a speech

delivered on 7th August, 1959, Nehru assured the people of the non-Hindi-speaking areas that English would continue to be an alternative language as long as they wish it to be so. Due to diversity of languages, India for centuries could not emerge as one single unified country. This issue threatened to show its ugly head in post-independence era, and it was only because of English language that the country was again pacified.

The Imperial Design

The grand design of the imperial forces to intervene in the educational system of India was to destroy its traditional institutions and instrumentalize the use of English for their own ends. In this process it was inevitable that English became associated with elite and languages of the underprivileged got neglected and stigmatized. Macaulay saw India as a 'subject of fable by the nations of Europe, a country lying beyond the point where the phalanx of Alexander refused to proceed' (1833: 559) was waiting for a handful of adventures to get subjugated.

Generally, people were suspicious of the introduction of English as the official language of British India. They felt it was 'an instrument of discipline and management', to counteract the possibility of 'imminent rebellion and resistance'. The curriculum was viewed as a 'defensive mechanism of control' against indigenous rebellion on the one hand, and as a way to ease the tensions among the various internecine rivalries of interests: between the East India Company, the English Parliament, the free-traders and the Indian elite. But the institution of English as the official language of British India was the product of a complex history that cannot be reduced to the currently fashionable story that sees the imposition of English simply

as a British strategy for countering the rebellious actions of Indians.

Secondly, the importance of English among certain sections of the Indian population, who were less concerned with British culture and more with simply seeking employment, predates the institution of any specific literary curriculum. Thirdly, the educated classes began to emulate the British in dress, speech and social custom, and some welcomed the language as a 'window on the world' and therefore advocated the teaching of English. Many, anyway, obdurately opposed it.

The persistence of the importance of English in contemporary India can only be explained through the story of its early rooting in the very fabric of colonial life. British presence in India was formalized on December 31, 1600, with the granting of trade monopoly to the East India Company by Queen Elizabeth I. By 1615, the Company had four trading posts, and by 1647, the number of factories increased to twenty-three. Although initially the Company was one of the many rival European powers in India, by the middle of the eighteenth century, with its victory at Palashi in 1757, with the conclusion of the Third Anglo-French War in 1763, and finally with the granting of the Diwani by Emperor Alam Shah in 1765, British presence in India was radically transformed. It became the virtual master of Bengal, Bihar and Orissa, declaring its willingness 'to stand forth as Diwan' and, by the agency of the Company servants, 'to take upon themselves the entire management of revenues'. The settlements of Madras,

Bombay and Calcutta grew to be important centres of trade and commerce and cultural interaction as well. Under the Regulating Act of 1773 Calcutta was

established as the seat of the Company's central government and remained so until 1912. This change from a mercantile power to a revenue collecting agency was of great moment. The Company was now to be responsible for assessment and collection of land revenue and gradually it came to be responsible for the maintenance of law and order as well.

Although English became the official language of commerce and administration only in the mid-nineteenth century, the influence of English had been felt in India long before this date. The first groups of Indians to learn English were the *Dadani* merchants through whom the Company made contacts with the native producers of calicoes and muslins. The Company needed reliable *Dobhassis* (interpreters) and *Munshis* (secretaries or scribes) to help them conduct business and so English became the preferred means of communication and rather than a vehicle of enlightenment.

The introduction and development of English studies in India began with Lord Macaulay's *Minute* of 1835. The *Minute* proposed the introduction of an English educational system in India. Lord William Bentinck, the then Governor General of India, accepted Macaulay's recommendations and thenceforth the Government of India decided to support the introduction of English as the medium of instruction in the universities, colleges, and schools, and for conducting government business. In 1857 the universities of Bombay, Calcutta, and Madras were established with English as the primary medium of instruction.

The Constitution of India adopted in 1950, had envisaged Hindi as the only official language of the Union of India, and English was to continue for 15 years

from the date of adoption of the Constitution. This was strongly opposed by the Southern States of the country. As a result, the Parliament of India enacted the Official Languages Act 1963 providing for the continued use of English for an indefinite period. The Indian Education Commission 1964-66, (popularly known as Kothari Commission under the name of its Chairman Professor D.S. Kothari was appointed by a Government Resolution in July 1964 to advise the Government of India on the national pattern of education and on the general principles and policies for development of education at all stages and in all aspects. The Commission began its work on October 2, 1964, and submitted its report on June 26, 1966. The report was entitled, *Education and National Development*.), also recommended the continuance of English as a national link language and for higher academic work. The Radhakrishnan Commission too opined that "English must continue to be studied as it is a language rich in literature - humanistic, scientific, and technical. If we should give up English under sentimental urges we would cut ourselves from the living stream of ever-growing knowledge" (1948: Chapter IX).

The Radhakrishnan Commission opines that English however must continue to be studied. It is a language which is rich in literature-humanistic, scientific, and technical. If under sentimental urges we should give up English, we would cut ourselves from the living stream of ever-growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible. Its effect would be disastrous for our political life, for living nations must move with the times

and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools which will admit them either to University or vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understand works of English authors.

Report of the Education Commission 1966

The Report of the Education Commission stressed on the need to master the English language if one was to go far in life. This is what it said:

For a successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonably ease and felicity, understand lectures in it, and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school stage. English should be the most useful 'library language' in higher education and our most significant window on the world (1966: 15).

After Nehru died in 1964, Hindi enthusiasts once again insisted on the implementation of the constitutional provisions regarding English. Students in the south and non-Congress forces joined hands to form anti-Hindi associations: 'Hindi never, English ever' was their slogan; two self-immolations and sixty-six killings followed in Madras. The government was forced to pass the 1967 Official Language (Amendment) Act assuring the continuance of English in addition to Hindi as the official language of the Union.

Several Indian intellectuals like Raja Ram Mohan Roy fully supported the use of English in India. Morarji Desai called English the “most eloquent and popular of languages”. Pt. Jawaharlal Nehru wanted to get it included in the Eighth Schedule of the Constitution. The Sahitya Academy of India recognizes English as one of the Indian languages. Learning of English proved beneficial for the Indians in more than one way. Besides helping the growth of nationalism and enriching the Indian language and literature, English has also greatly contributed to the growth of knowledge in this country, particularly in the field of science and technology. It continues to be a language of both power and prestige.

Role of English in India

For almost two centuries English has been playing an important role in India's educational system as well as in her national life. The two names that are most prominently associated with the spread of English in India are Raja Rammohan Roy and Lord Macaulay. Raja Rammohan Roy, with the help of educated Indians, started a movement and demanded English education for Indians. Roy strongly believed that for advancement in academic, social, economic, political and scientific fields English would beat the other Indian languages. This belief was in agreement with the policy of Lord Macaulay for forming “a class who may be interpreters between us and the millions we govern” and “a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect” (Young 1952: 359). This started a process that kept on producing an increasing number of Indians reasonably proficient in the use of English. This subsequently edged out the other vernacular languages and English got a firm hold on the Indians.

The growing influence of the English press in the twentieth century was another factor that assured that English was here to stay. Braj Kachru rightly pointed out when he said, "after World War II, there was a significant increase in the number of educational institutions, and schools and colleges spread to the interiors of India. This naturally helped in spreading bilingualism further among the middle and lower classes of Indian society" (1983: 23). Since then, the number of English-speaking Indians increased progressively. And the educational policies of the Indian Government since Independence have undergone major changes through the years, matter related to the teaching of English at different levels constituted a crucial part of the deliberations of all bodies and documents concerning education right from the Report of the University Education Commission by Dr S. Radhakrishnan in 1950 to the New Education Policy in 1986 and even later.

English in India helped in the growth of Nationalism. Indians who were well-versed in English began to use this for communicating with one another throughout India and with their English masters in Delhi. They also used the language to expound their nationalist aspirations to the British public. Even today English is playing the role of the national link language for the purpose of inter-State correspondence and as the language of trade and commerce between different parts of the country.

English has also enriched the Indian languages and literature and vice versa. Indians began to use English for creative literary purposes. The empire began to 'write back' vigorously that now the authorities of writers like Salman Rushdie, Vikram Seth, R.K. Narayanan, and others are unquestionable. Other contemporary

Indian writers in English like Anita Desai, Amitav Ghosh, Kamala Das, Arundhati Roy, and others are widely read. Added to these are the writers of yesteryears like Raja Rammohan Roy, Swami Vivekenanda, Rabindranath Tagore, Mahatma Gandhi, Jawaharlal Nehru had used this language to forcefully communicate their thoughts to the world. These Indo-Anglian writers, led by Salman Rushdie, assert that now there is the need to remake the English language for their own purposes and not simply use the language the way the British did. English has also given a very important creative role among the Indian writers. English is decolonized now to capture the inner and indigenous Indian culture. As Rushdie points out:

...the English language, like much else in the newly independent societies, needs to be decolonised, to be made in the other images, if those of us who use it from positions outside Anglo-Saxon cultures are to be more than artistic Uncle Toms. And it is this endeavour that gives the new literatures of Africa, the Carribean and India much of their present vitality and excitement (Hussain 1991: 162).

Indian writing in English has achieved a new range of power now. It has caught the imagination of many writers in poetry, drama, novel, essay, biography, short story, history, and politics. These writers have not only beautifully and powerfully portrayed the Indian traditional themes but also helped people around the world to understand India and her rich thought and tradition.

That the spread of English, if dealt with critically, may offer chances for cultural renewal and exchange around the world is a discourse advocated by Pennycook (1994: 325). One wonders if such a monolingual solution is possible for a multilingual and multicultural country like India, but one thing is for sure. the

presence of English in the country is only getting stronger. In fact it continues to be a language of power and prestige and, at the moment, is not threatened by any Indian language to sink "to a low, uninteresting, and attenuated level" (Said 1993: 370).

English as a National Link Language

During the Macaulay period between 1835 and 1855 the number of those educated in English increased rapidly. This period also saw the drastic increase in demand for English books, and with the introduction of the telegraph and the modern postal system in 1854 a common medium of communication was being established. From 1857 to 1900, with the English education taking a rapid stride, the situation became highly conducive for the flowering of the Indian creative genius. The next two decades saw a further spread of English education, but the notes of dissent and discontent were also heard during this period. And since the 1920s the use of English by Indians came in for considerable criticism. However, the ever-growing popularity of the use of English by educated Indians, and the apprehensions of the non-Hindi speakers against the dominance of Hindi at the expense of other regional languages, resulted in the Parliament enacting the Official Languages Act in 1963, providing for continued use of English, as an 'associate language,' for an indefinite period. Nehru opined "If you push out English, does Hindi fully takes its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such gap or hiatus must be avoided at all costs. It is very vital to do so in the interest of the country. It is this that leads me to the conclusion

that English is likely to have an important place in the foreseeable future". Further the Indian Education Commission (1964-66) has also recommended the continuance of English in the interest of national integration and for higher academic work. This is why Vinod Sena in his article, "Brand of Shame or Mark of Destiny: The Legacy of English in India" says that, "it (English) is so inextricably woven into the intricate story of modern India, so integral a part of the fabric of our lives, that it is something we resent and yet cannot do without. We decry it because it came to us in consequence of our conquest, and we love it because it is inseparable from our destiny as a modern nation" (2005: 8-9).

The teaching of English in India has been associated with career advancement, social mobility, western knowledge and status in society. By the beginning of the 20th century the association of English with power and position had become firmly established in India. It was necessary if one was to improve one's position, if one was to according to Ryburn 'escape from the grinding poverty that has been the lot of fathers and mothers' (1940: 107). Bhatia argues that 'the study of English deserves a place of honour in our curricula not because of its practical usefulness as a means of livelihood but also because it has been and still is to a very considerable extent the only lingua franca for the educated classes of India' (1940:104).

Today English has the status of official language in states like Arunachal Pradesh, Chandigarh, Goa, Manipur, Meghalaya, Mizoram, Nagaland, and Tripura. Some union territories like Andaman and Nicobar, Dadra and Nagar Haveli, Daman and Diu, and Pondicherry have also given English the status of official language. In

a multilingual country like India English can play a vital role. Though Hindi is the main official language of the country it is basically spoken in the Hindi-belt of Bihar, Chhattisgarh, Madhya Pradesh, and Uttar Pradesh. In states like Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, and the North-eastern states the scenario is very different as they don't speak Hindi, but speak their own language or dialect. It is because of this reason that English language facilitates communication for people coming from different parts of India.

Language Controversies

The anti-Hindi agitations made it abundantly clear that monistic solutions would not work in a plurilingual society and that policy decisions would have to be participatory in nature if democracy were to survive in a meaningful sense. The association of English with the colonial rule was de-emphasized and its importance as a language of wider opportunities and international contact was increasingly recognized. On the other hand, more minority and tribal languages were claiming their share in the State's educational and power structure. It was also not easy to deny the overwhelming importance of Hindi as a contact language in the country.

Government of India proposed a three-language formula in 1961. It was subsequently modified by the Kothari Commission (1964-66) seeking to "accommodate the interests of Group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English)" (In Sridhar 1989:22). The spirit of the three-language formula was that in the north Indian (Hindi-speaking) states efforts would be made

to teach a language from south, east or west India as the third language. But most Hindi-speaking states chose Sanskrit instead. Orissa and West Bengal also chose Sanskrit. There was serious resentment in the south where people felt that they were being forced to learn a north Indian language while the reverse was not true. Linguistic minorities (about 26% of the total population) were forced to learn 4 languages. Tamil Nadu and Mizoram decided on a two-language policy in their educational system---native language and English.

There is no doubt there are a substantially large number of students learning English and the demand for English medium public schools and street-corner conversation classes are multiplying everyday. And much thought has been given to the idea of teaching 'correct' English, but it has not been easy to define what exactly 'correct' English is. According to Quirk & Smith "the circumstances of utterance are extremely diverse, and one of the more realistic criteria of 'correctness' is that the linguistic forms selected should communicate the intended 'content' without unintentional obtrusion of 'expression'" (1966: 2).

English Language Teaching and Education in India

Considering the fact that English has permeated into almost every field of education one cannot talk of education in India without mentioning English. Today no educational system in India can do without the English language. The increasing demand for English in almost all fields of education makes it imperative for the teachers of English language in India to prove themselves equal to the task of making all students attain a high degree of proficiency in this language by keeping themselves

using of Indian literature in English in the language classroom has its advantage as this is 'closer' home and would surely help the students understand their literary heritage. Indian literature in English is not necessarily inferior to other literatures. And this is echoed by G.N. Devy when he says, "English literature was accepted in India as a viable mode of linguistic production and expression primarily because it was literature of the dominating culture, not because it was inherently superior to literature in Indian languages" (1995: 164). This moving away from English literatures to literatures in English could be more relevant to the needs of the learners here in India as the students now need not wrestle with a foreign language and a foreign culture simultaneously. Many universities are now introducing Indian Writing in English in their syllabi, and this Indo-Anglian literature is no longer looked upon with disdain by syllabi designers and textbook writers in India. It is, in fact, appreciated and respected for its high literary value.

English is matchless as far as its adaptability, resilience, social finesse and sophistication is concerned. Also it was English and no other Indian language that was instrumental in building modern polity and fortunes of India. These are reasons why English is so popular in India, and therefore it is the job of the English teachers to see that English is not viewed antagonistically by some people, but see that we give more viability and a people-friendly image by making it accessible to all our students.

Therefore, instead of raising hostile issues and being too emotional about one's mother tongue English should be used to maximise our opportunities in this globalized scenario. The Chinese or Japanese experience has shown us that English

is indispensable and that right now no other language can take the place of English as an international link language. That familiarity with English would only work to our advantage is echoed by Swapan Dasgupta in his article "At Peace with *Angrezi*" in the national weekly *India Today*. He says:

The familiarity with English has become India's great selling point in the international market, its great advantage over China. More important, this is being formally acknowledged by yesterday's populists. Last month, in a quiet move, the Gujarat Government made the teaching of English compulsory from class V. It is encouraging special classes for adults to facilitate the growth of information technology in the state. Last year, the West Bengal Government reintroduced English from Class III after 22 wasted years. The pressure to change came from below, from the market. If only this realization has come earlier, India would have been a much better place (December, 2000).

India's success in the field of Information Technology, and China's inability to compete with India in this sector is attributed to India's familiarity with English. "We are also grateful ...to the British for ruling India and teaching us English, a fact the Chinese are repenting now," (<http://www.hinduonnet.com/stories/2002010601040100.html>. January 6, 2002) said India's former minister for Information Technology and Communications, Pramod Mahajan to the visiting British Prime Minister Tony Blair in 2002. This is a pragmatic statement and only goes to augment the fact that we should not allow colonial history to obstruct the country's economic growth.

Which Pronunciation to Teach

Today there is an invasion of our homes by the foreign media and this has only augmented the importance of English. Even the local television has its programmes in English. The programmes in the local radio are multilingual with English playing a major role. Added to this is the lure of the call centres and the internet. One thing that we notice is the tilt towards the American programmes, and this naturally takes away the focus from the British model of pronunciation. Whereas in India British English is recommended, and even the literature is basically British. This has naturally created some confusion, and now we notice in Nagaland varieties of English spoken at different levels of the society.

There are different varieties of English pronunciation corresponding to the different regions of the English-speaking world, such as, British English, American English, Australian English, etc. Even London itself has varieties of English ranging from the East End Cockney to the highly polished speech of the Oxford or Cambridge educated people. Since pronunciation, particularly English pronunciation has great social sign effectively portrayed by Shaw in his *Pygmalion*, (Signet Classic: 1969) and since there are so many acceptable varieties to choose from, educationists are hard put to it, to suggest a model suitable for the foreign learners of English. All are agreed that the hallmark of good pronunciation is intelligibility. On this criterion the variety of English spoken in southern England, particularly around the two great universities of Oxford and Cambridge, and used by the official announcers of the BBC, is found to be eminently suitable. It is important to remember that the

pronunciation of English words is not governed by a strict set of rules; most words have more than one pronunciation, and the speaker's choice of which to use depends on a wide range of factors. These include the degree of formality, the amount of background noise, the speed of utterance, the speaker's perception of the listener and the frequency with which the speaker uses the language.

A pronouncing dictionary must base its recommendations on one or more models. Daniel Jones' model is called the Public School Pronunciation (PSP). He records, (Roach & Hartman 1997: v) 'that most usually heard in everyday speech in the families of Southern English persons whose men folk have educated at the great public boarding schools'. By 1926, he abandoned the term PSP in favour of Received Pronunciation (RP) based on the educated pronunciation of London and the Home Counties. Today, the model used for BrE is referred to as BBC English; this is the pronunciation of professional speakers employed by the BBC as news readers and announcers on BBC 1 and BBC 2 television, the World Service and BBC Radio 3 and 4. The sound quality is usually of a very high standard.

Very few native speakers use RP. Beautiful as it is, RP is the most difficult variety to acquire. To accept RP as a teaching model for Indian pupils therefore seems an impractical proposition. V.K. Gokak observes "if all the schools in the country are to be staffed by teachers who have been initiated into the Received Standard, our Fourth Five-Year Plan will have to be devoted exclusively to the achievement of this objective... And it is quite possible that, by the time it is achieved, the Received Standard itself will have undergone a sea change either intrinsically or

extrinsically. Another Five-Year Plan will then have to be devoted to rehabilitating the Altered Received Standard in India”(1964: 13).

General Indian English (GIE)

Some believe that there is only regional variety like Punjabi English, Bengali English, Tamil English, etc. However the CIEFL in its investigation found out that there is a considerable body of speakers from all parts of India whose speech, on the analogy of RP, did not betray their regional origin, or did so only slightly. Secondly, for many Indians the learning of the sounds of GIE would be as difficult as those of RP. Indeed barring a few sounds, the GIE broadly conforms to RP, and the suggested reforms are aimed at bringing them still closer. Thirdly, since the GIE is generally free from regional influences, it is likely that the GIE evolved as a result of educated Indians' endeavour to acquire a standard English pronunciation; and if it is true and if GIE is acceptable, there is no reason why the same process should not be allowed to continue. Fourthly, one of the important purposes of learning English is to use it as a medium of international communication. And for this purpose, international intelligibility of GIE is yet to be ascertained.

A pronunciation, so long as it fulfils the criterion of intelligibility, is neither superior nor inferior; it is the people speaking it who make it so. The essential thing therefore is to maintain the crucial sound contrasts through which a language works. Deprecating the undue emphasis given on the acquisition of good pronunciation, Newmark says "... it is more important to speak a language fluently and say a lot of things in it than to have a marvellous pronunciation but not know what to say" (In Corder 1981: 13).

Historical Review of English Language Teaching

Language Education in the 19th century was so dominated by the teaching of the classics, by the linguistics and literary disciplines of the ancient languages of Greece and Rome, that any study of modern or contemporary languages was relegated to a place of minor importance. The educational value of Latin and Greek was held in unrivalled esteem that the claims of modern languages could not seriously be considered as an alternative, and the provision for the study of French or German at university level was scanty. The method too wasn't appropriate. It was based on grammar and translation; it paid little or no attention to the spoken language and ignored the possibilities of spontaneous learning without recourse to translation.

The Clarendon Commissioners, reporting in 1864, invited the headmasters of the great public schools to form Modern Sides, which most of them did with some reluctance. In 1879 the headmasters' Conference discussed the teaching of modern languages and agreed on the following principles: the study of French or German had a high value as mental gymnastics, though it was considered no equal with the classics; philology was a valuable subject for school study; it was impossible to teach oral French in schools. It was considered a grammatical and literary study and no benefit was seen. Victorian England was not willing to learn the language of Napoleon or Bismarck. Language learning was a casual part-time task. It was not considered professionally or scientifically by many.

The Reform Movement

Even before the Reform Movement started, language teaching had always been a major concern of individual teachers. But no concerted effort was made to evolve a methodology for language teaching mainly because education was accessible to the masses. The elite minority who needed to learn foreign or second languages mainly depended on private tutors for learning a foreign or second language. Those among the masses who needed to learn a second or foreign language usually learnt it through informal exposure to the language in natural communication situations. However, due to the changing international social scenario the need for learning modern European languages, and particularly English, became imperative, not only in England but in foreign countries as well. This was mainly the impact of the acceleration of international trade and growing European imperialistic ambition.

A great change came round about 1880. Vietor (1882) attacked the current grammar-translation method, insisting that the pupil should not be presented with rules about language, but should discover the facts about for himself by experience in the language. Drawing largely on the phoneticians Sayce and Sweet, he maintained that language must not too much be analysed into words, but taught in complete sentence utterances. Language was to be learned through speech first rather than from written endings. A foreign language was to be learned more or less as a child learns his mother tongue. A conference of modern languages teachers was held in Cheltenham in 1890, organized mainly by Widgery, MacGowan, and Henry Sweet. Speakers include Vietor and Passy. Resolutions were passed that would make

phonetics the basis of language teaching and reading book the centre of instruction.

They were strongly opposed to the grammar-translation method of the day, and generally opposed to all translation into the target language. They believed in learning the language in and through the language itself, and hence did not favour the intrusion of the mother tongue in the classroom. They gave priority to speech and to spoken language, and rules were virtually banned. Meanings of words were to be learned as far as possible by the direct association of the new word with the thing or concept that it designated, without the intervention of the mother tongue. They also believed that the significant unit of language was the sentence rather than the word, and that the reading book was to be central in the language lesson.

But the new method needed to be adequately adapted to conditions in the schools, and this is where the hardest part of the task lay. Textbooks and other materials were needed for schools, detailed programmes were needed to be worked out, and giving a clear idea of what could and what could not be achieved in a given time at school. Teachers needed to be trained, and the method so clearly developed that it could be used by the average or less than average teacher with the average or less than average student. All this involved a tremendous task which could not be accomplished in a few years only. This method in the hands of a poor teacher could be hopeless failure.

While this confusing state of affairs was developing in practical teaching, H.E. Palmer was at work scrutinizing the principles of the Direct Method on the theoretical plane. He exposed the fallacy of the method in his book *The Scientific*

Study and Teaching of Languages (1917). He felt that to learn all meanings by context, as the child learns his Language 1 would take far too long. He wanted to give a scientific form to the ideas of the reformers. In Japan he was very successful in reorganizing the teaching of English along active oral lines.

The Status of Modern Languages

At the same time we have the emergence of modern languages as an academic subject that claimed equal status with classics. Modern languages as an academic subject were slowly gaining ground, but the struggle for status and recognition was an arduous one. In 1886 the Modern Languages Tripos was instituted at Cambridge, but it was as late as 1903 that the Honours School of Modern Languages was set up at Oxford. By the end of the First World War there were chairs of French in most universities. The new grammar schools, founded as a result of the Education Act of 1902, were not so deeply committed to classical studies as were the old endowed schools and the public schools.

The Compromise Method

The more extreme ideas of some enthusiasts were avoided, while the main principle of learning through oral practice in the language, rather than through grammar and translation, was put into effective operation. H.F. Collins explained the deficiencies of the full Direct Method, the strain on the teacher, the absurdity of banning all English from the classroom, the danger of neglecting written work, and so on. He claims that "a compromise method, one that does not scorn to explain a real difficulty in lucid English, but one that loses grip of the foreign language, that

uses it whenever possible and aims at pronunciation, conversation, and grammatical accuracy in written work, is a possible solution" (1929: 11).

Development in the United States

Significant developments related to language teaching took place in the US during and after the World War II. Partly under the influence of behaviourist psychology, a number of word frequency counts were made in the inter-war years. Work on word -count implied the principle that linguistic material needed to be both limited and graded for teaching purposes. This was a great advance. The scientific study of linguistics was growing in America under the influence of the great linguists of the period: Edward Sapir and Leonard Bloomfield.

The urgent need for rapid and efficient language teaching in the US forces that arose in the World War II highlighted the fact that these conventional methods were totally inadequate, and it also provided opportunities in which linguists could have some influence at least on language teaching. 1941, American Council for Learned Societies established an Intensive Language Program for studying several unusual languages. The most extensive was the Army Specialised Training Program. The ASTP courses were highly successful, and after the war attempts were made to introduce the methods of the ASTP into school language work.

The Post-war Period

In Britain the new secondary education that was established by the Act of 1944 offered possibilities for a great extension of modern language teaching in schools. French was taught by many secondary modern schools to their A streams, and

sometimes to B or C streams as well. The post-war year books accept the general conception of the Oral Method, with varying degrees of emphasis on conversational or written work. Technology and Behaviourist Psychology were notable contribution to language teaching. The academic and scientific study of linguistics has contributed a far better knowledge of the structure of language and how they operate.

Methods of Teaching English

Translation Method Approach

This is the oldest method in the country. When English was introduced in India in the 18th Century it was taught in this method. Here the teacher translates every word, phrase, and sentence from English into the mother tongue. The three principles of the TM: translation interprets foreign phraseology in the best possible way; in this process of interpretation foreign phraseology is best assimilated; the structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

The Direct Method

DM is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions. The principles of DM are: translation in every shape or form is banished from the classroom, including the use of MT and of the bilingual dictionary; grammar when taught is taught inductively; oral teaching precedes any form of reading and writing; the use of disconnected sentences is replaced by the use of connected texts;

pronunciation is to be taught systematically on a more or less phonetic lines; the meaning of words and forms are taught by means of objects, or by natural context; the vocabulary and structure of the language are inculcated to a large extent by questions asked by the teacher and answered by the students. According to this method the student should think directly in English. F (Foreign Language) leads to C (Concept) unlike in TM where F leads to N (Native Language) and to C.

The Structural-Oral-Situational Approach

The S-O-S Approach is the presentation and practice of carefully selected and graded grammatical structures of English in effective, meaningful situations, initially through speech and later through reading and writing. The exponents were greatly influenced by the operant conditioning theories of B.F. Skinner, according to which habits are established when reward or reinforcement follow. The learners 'learn to manipulate structures to a point of automatic response to a language stimulus.'

Structural Approach is based on the belief that in the learning of a language mastery of structures is much more important than the enlargement of vocabulary. Strictly this is not a method of teaching. An approach tells us 'what to teach', a method tells us 'how to teach'. Any method can be used with this approach. The word order in English is fixed. Structures are of four types. They are 1. Sentence patterns: The boys played football. 2. Formulae: these are the groups of words used regularly on certain occasions. How do you do? 3. Phrase patterns: On the table, at the station, etc. 4. Idioms: Groups of words that must be taught as a whole and not as separate words. Through thick and thin, a white elephant. Principles of Structural

approach are importance of speech, importance of habit formation, importance of pupil activity, importance of mastery of structures, importance of situational teaching, and importance of teaching one item at a time.

The Structural words are:

1. All the pronouns: I, you, he, her, him, etc.
2. All the prepositions: on, in, with, under, behind, etc.
3. All the auxiliary verbs: do, does, is, are, shall, will, can, etc.
4. All the conjunctions: and, but, or, because, etc.
5. All the relatives: whose, which, where, etc.
6. Some structural adjectives: this, that, some, any, etc.
7. Some structural adverbs: ago, again, even, more, etc.

The Communicative Approach

This approach is the development of language learning or teaching from form-based to a meaning-based approach. The move towards an eclectic approach from a rigid method, the shift from teacher-fronted to learner-centered classes, is all subsumed under the broad term CA. To make the learner attain communicative competence, that is, use the language accurately and appropriately; the prime focus is on the learner. The teacher is just a facilitator — a person who ‘manages’ the environment and the materials which will help the students become autonomous learners. The syllabus relies on ‘authentic’ materials. The tasks set are purposeful and meaningful. Communicative syllabuses emphasize the functions of language rather than the rules. Communicative tasks aim to make learners fluent as well as accurate in their use of the target language.

The Bilingual Method

While learning the mother tongue the child grasps the situation or the concept and learns to express it in the mother tongue simultaneously. The advocates of the bilingual Method say that while learning a second or a foreign language, there is no need to recreate the situation. Instead we should make use of the mother tongue of the child. Only the teacher uses the mother tongue.

The Bilingual Method has certain advantages. It saves the botheration of explaining the meanings of words through contextualized presentation. It makes use of the student's knowledge of the mother tongue. It also lays a lot of stress on speech, resulting in the students becoming fluent speakers of the target language.

The Audio-lingual Method

The audio-lingual method can be traced back to the language teaching programmes devised in America during the World War II. It was later on developed in the sixties and seventies. The audio-lingual method tries to demonstrate the fact that a language teaching method can be based on rigorous scientific disciplines like linguistics and psychology. Its focus is on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.

William Moulton of Princeton University gives five slogans which form the basis of the audio-lingual method. They are:

1. Language is speech, not writing.
2. A language is a set of habits.

3. Teach the language, not about the language.
4. A language is what native speakers say, not what someone thinks they ought to say.
5. Languages are different (1961: 82).

Geetha Nagaraj summarises the main features of the audio-lingual method as follows:

1. The audio-lingual method treated each language skill separately: the skills were taught in the following order: listening → speaking → reading → writing. The first few stages concentrated on listening and speaking skills.
2. The skills of writing and reading were not neglected, but the focus throughout remained on listening and speaking.
3. Dialogues were the main feature of the audio-lingual syllabus, and they were the chief means of presenting language items. They also provided learners an opportunity to practise, mimic and memorise bits of language.
4. Pattern drills were an essential part of this method and used as an important technique for language teaching/learning.
5. The language laboratory was introduced as an important teaching aid. It gave learners an opportunity to mimic a model and memorize language patterns.
6. Like the direct method, the audio-lingual method too tried to avoid the use of the mother tongue, though perhaps not so rigidly (1996:79-80).

In the audio-lingual method speaking is recognised as being primary to language learning. It sees language, as in structural linguistics, as a system of different units, sounds, words, and sentences, within a system. This method is still popular in teaching of foreign languages around the world. It showed an easy way to learn languages without burdening the intellect with problem solving as in the grammar-translation method.

Need for Developing Proficiency in English for Naga Students

Keeping in view the rich plurilingual Naga society, it becomes imperative that the students learn English language well. In Nagaland because of the complex socio- linguistic setting the learner's chance of hearing the English language or they themselves using the language comparatively diminishes once they are out of the classroom. Classroom is the main place where they are most exposed to this language. But once out of the classroom one of the local languages or Nagamese takes over. Also contact with native speakers of English is almost nil. The teacher is their main 'window' to English, however many teachers themselves are not competent in the language. It is because of these reasons that the opportunity for 'informal learning' is missed. According to Howatt "the success of informal learning, and particularly of the child acquiring its mother tongue, had always impressed teachers. Attempts to reproduce the same effect of creating the same causes have been a regular feature of language history" (1984: 39). How to create an appropriate condition for the learner, especially in the classroom, is perhaps a great challenge for the language teacher. The student is more often than not, not sure *what* to say *when* and *how* in the Naga setting. The students can produce essays but the problem arises when the language is to be used for transactional purposes. However, no student should be handicapped by ignorance of the language as this language could ultimately determine the career he chooses or gets. English should continue to have an important position in the curriculum of the Under Graduate. The students should be able to express themselves in simple and correct English. They should be armed with the power of comprehension and skills of communication.

According to the National Integration Commission (1962) English is to be studied as a second language (L2) or as a third language (L3) for duration of 6 years or 3 years respectively in non-Hindi-speaking areas. This view was later supported by the Indian Education Commission (1964-66). The mother tongue was to be the medium of instruction at all levels. However in Nagaland because of the lack of a pan-Naga language, English had to be the medium of instruction. So in a way English also functions as L1 in Nagaland.

The Official Language Commission recommended that English is to be taught in the schools primarily as a 'language of comprehension'. The student should be able to speak correctly and also be able to understand English with ease when spoken at normal speed. The student should be able to use English as library language for gathering information, and also acquire knowledge of the elements of English for practical command of the language. Besides these, it is desirable and important that the student is able to enjoy simple poems in English, and develop an interest in English.

Language should carry a message, should communicate something to somebody. This idea of contextualization in language-teaching theory should be first understood. In fact according to Harold S. Madsen & I. Donald Bowen "in real life the very essence of language is message bearing, transferring information between or among human communicants... In classrooms where we learn to communicate in a second language, messages should whenever possible be real, at least realistic and believable" (1978: 3). Despite the hallowed status English enjoys in Nagaland, a

substantial number of students still find it difficult to attain proficiency in this language. English is introduced from the earliest stage as a subject and is the medium of instruction. It is studied at all levels of education, and the colleges and Higher Secondary schools have separate departments of English, but still the students are not given enough exposure to English as a language. There is excessive dependence on literature especially the English classics as material for teaching English. Consequently the communicative competence of most of the students is not up to the mark. There is hardly any venture to acquaint the students with the finer nuances of the language. Even in the matter of the appreciation of the English classics, the treatment is very often superficial and examination-oriented. Also the lectures of some of the teachers are monotonous and long-winding, and so fail to extract any sort of appreciable response from the students. This research is therefore a modest study of the various problems faced by the under-graduates of Nagaland. It also attempts to give suggestions and recommendations to tackle the problems faced by the students.

Conclusion

The importance of English as an international language continues to grow day by day. As the twenty-first century opens new avenues of globalization, English becomes the most suitable language for its richness and adaptability. That is one reason why we find that many countries have given the status of second language to English. Countries can now ignore this language only at their own peril. More and more people are learning this language as they are required to meet the demands of

the global market. India too has become an important player in information technology market in a very short time mainly because of the advantage its citizens had in the matter of command of the English language.

The usefulness of English teaching and learning is determined by the role this language plays in a given social-cultural context. The increasing professionalism and operational mobility have brought in a significant change in what the learner expects from a given language course. This factor means that the English teachers respond favourably to these demands and also create conditions conducive for effective learning. Different approaches and methods of language teaching have been discussed in this chapter; however it is imperative that the teacher regularly updates his her teaching skills and materials so as to effectively meet the new challenges. The teaching-learning process must keep an eye on the demands of the employment market by making sure that English is used for special communicative purpose. This will be amply achieved if literary text is taught for the enhancement of practical skills. Of course, those interested may continue to study English for academic purpose, but the scope needs to be broaden to include English for Specific Purpose (ESP) to meet the demands of the times.

English is on the way to emerging as a world standard language. There are efforts made to spread English education among the masses. Even in a hitherto Anglo-hostile country like China affords are being made so that everybody has at least a smattering of this language. This has been necessitated by the globalized world where one can no longer live in isolation and the only way, at least for now, to connect is to

speaking English. For example, the Chinese government has made compulsory for even hoteliers and taxi-drivers to pick up some form of English in anticipation of the Beijing Olympics in 2008. In India, English has acquired socially and administratively the most potent roles as it is now connected with power and prestige. The *Attitude Survey* came out with an interesting result which said that over half (62%) of all personal letters are written in English in India. People are also introduced to each other most often in English (L1 29%, Hindi 6%). People who have not met before, too, prefer English as the common language of conversation (40%; L1 33%, Hindi 6%). Most of the job interviews too are carried out in English; similar is the case of business correspondence as well. If a subordinate's language differs from his/her boss's languages, the common language will most often be English (*Attitude Survey*: 2005). One of the reasons Indians get good opportunities abroad is due to their being bilingual. That is why a designer course content to suit the requirements of the learners, new methodology and material for teaching English are the need of the hour. Much emphasis should be placed on fluency and accuracy in all the four language skills. But one needs to be aware of the presence of so many accents today. Indeed, there is a need that the teaching courses should be learner-centred. Hence, the courses are to be designed to suit the particular needs and interests of the students.

Another advantage India has is that she is a major centre for multinational software companies, and English is the language in this field. Outsourcing of jobs to India especially by the United States of America, and recruitment of Indian software engineers by international software companies are now done at an industrial scale

largely because this class is proficient in the use of the English language. The Internet, where English is the major source of communication, is another popular medium, and now Cyber cafes have popped up all over the country. The newspapers, periodicals, Cable Television, and the radio are the other important media through which the English language is disseminated. We now find that prime time slots are devoted to English more than the vernacular. The satellite television, with very popular channels like CNN, BBC, Headlines Today, Star TV, ESPN, Star Sports, Cartoon Network, etc. have opened up our homes to English. These English channels are now more popular than the vernacular channels. And it is not just because of its adaptability but because of its 'neutrality' (using this language put all of us in equal footing without giving any of the local language a privileged position) in a multilingual country like India that English is becoming ever popular.

On the whole one can see a very prospective status for the English language in the future. English will continue to be the link language of the world. In fact, this language will determine the progress of not just science and technology but any field of knowledge for any country. And the ever-increasing explosion of knowledge will assure that English language will continue to be the 'window' to the modern world.

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Chapter II

Socio-Cultural Aspects of English Language in Nagaland Language

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Language

Language generally refers to the human language, although non-human communication systems exist like the language of bees, birds, and animals. One may even talk of the language of flowers. Language is the medium of human inter-personal communication. Human communication system has two aspects viz., (i) verbal communication, and (ii) non-verbal communication. For example we talk of 'sign language,' which is a kind of communication using gestures. So it is not just speech but even gestures and movements that communicate message. The study of language goes back to classical antiquity - to classical Greece and India in the pre-Christian era. The study of language interestingly gives deep insight into human thought. Perhaps that is why Noam Chomsky says "language has been described as a mirror of mind" (1996: 1). While Sapir considers that, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (1921: 8). For Bloch & Trager language is "a system of arbitrary vocal symbols by means of which a social group co-operates" (1942: 5). Hall says that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (1968: 158). And lastly a rather different and broad definition is offered by Noam Chomsky. He writes, "I will consider a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (1957: 13). This

definition tells us that each language has a finite number of sounds in it (a finite number of letters in its alphabet - on the assumption that it has an alphabetic writing system), and although there may be infinitely many distinct sentences in the language, each sentence can be represented as a finite sequence of these sounds (or letters).

The *Oxford Advanced Learners' Dictionary* defines language as:

1. The system of communication in speech and writing that is used by people of a particular country;
2. The use by humans of a system of sounds and words to communicate;
3. A particular style of speaking or writing;
4. A way of expressing ideas and feelings using movements, symbols and sounds (2002: 662).

Language can be defined in so many ways, but the definitions of language by some well-known linguists have shown us some basic properties of language. We can broadly say that language is a system of symbols designed for the purpose of communication. If we want to convey our feelings to others we need a language. It allows us to not only talk to each other but also write our thoughts and ideas. This means that a systematic arrangement is necessary at different levels of language description. It is the systematic arrangement of those sounds that assigns and bestows certain meaning. If the system fails, meaning also collapses. Therefore one can say that language is the base of our civilization for without it our civilization would not have been possible.

The Features of Language

Language is the most common system of communication and wherever there is human society, we find the existence of language. Language is also a symbol of a group or ethnicity. It builds a world for that particular group as it describes the customs and traditions of that group. Though language is a complex phenomenon that no one view point can see it as a whole, we can, however, develop a working definition of language. The American Linguist Charles F. Hockett (1958: 9) identifies the following features of language:

1. Duality

We find that the language that human beings use consists of two sub-systems: sound and meaning. Sounds, the raw material of speech, are disturbances of air created by the conscious and deliberate movement of the speech organs. These sounds are 'finely' organized 'noises.' A set of sound units can be arranged and re-arranged into units of meaning, a wonderful phenomenon that we do not find in the 'language' of animals. And according to Wallace Chafe this "conversion of meanings into sounds allows human beings to transfer ideas from one to another" (1975: 17). Using a limited set of symbols humans can produce an unlimited set of sentences to convey a vast array of emotions and ideas.

2. Productivity

The human language allows us to produce an infinite variety of expressions and utterances. By mastering the lexical, grammatical and phonological rules of the language we can create such sentences and higher forms of construction as have

never before been attempted. This imaginative possibility can be exploited to give us deeper insight into things in a totally new way.

3. Arbitrariness

The symbolic character of language makes it arbitrary. There is no connection or logical connection between the word and the thing it stands for, or between a sound unit and the things it represent. For example, the word 'cow' has nothing to tell us about the object it stands for, nor is there a logical explanation why the sound /d/ should be represented by the letter d or D.

4. Inter-changeability

It means that the roles of the speaker and hearer can be exchanged without any problem. Any user of the language is both a listener and a speaker unlike in the animal world.

5. Displacement

Language allows us to talk about places, objects, and event far removed from our present surrounding and time. We can narrate events in which we were not involved.

6. Specialization

Speech is a specialized activity and can be used in a detached manner. We can talk about an experience and at the same time do something else not in the least related to what we are doing.

7. Cultural Transmission

Though we are innately disposed to learn language we must learn to speak a

particular language. A language is handed down from person to person and generation to generation through cultural transmission.

Language is a system of vocal sounds, the principal function of which is communication or signalling of meaning. Language does the signalling with the help of a number of inter-dependent systems, and that is why it is sometimes called a system of systems. The various systems that operate at different levels of this complex system are:

1. a system of organizing sound.
2. A system of making words.
3. A system of arranging words.
4. A system of organizing meaning.
5. a system of visual symbols for writing

A language has the following structures:

1. Phonological Structure (Sound System)
2. Morphological Structure (Word Formation)
3. Syntactic Structure (Sentence Patterns)
4. Semantic Role (Meaning)
5. Graphic Structure. (Writing System)

Except the graphic structure, that is primarily concerned with the visual representation of the spoken language, the other four constitute a hierarchy of organization—the semantic being the deepest and the phonological being the most superficial layer of organization. Linguistic study can be conducted considering these structures.

One can conclude that language is a human activity with the help of which can communicate one's feelings to the others. Language is used to serve a variety of needs for expression of the speaker's experience of the real world, including the

inner world of his own consciousness. Language also establishes and maintains social relations. The function of language is a communication of ideas, social situations and meanings of the facts and fantasies about our existence, the things man responds to and the endeavours to convey to his fellow beings. So we see that language is much more than just a formal system and a means of communication. It is also a marker of identity, and in its role as an identity-marker may be more powerful than its role as a means of communication as it may even structure our thoughts. Language helps us acquire a greater part of our knowledge and separates us humans from other living beings.

Culture

Culture refers to some 'property' of a community, especially those which might distinguish it from other communities. Culture is considered a major system of symbols and meaning. Human beings create symbols by which an element be it an object, action, event, person etc. is arbitrarily associated with a specific meaning. For Henry Steele Commager saw culture as "a bundle of patterns of behaviour, habits of conduct, customs, laws, beliefs, and instinctive responses that are displayed by a society" (1970: 161). Hudson described culture "as socially acquired: the knowledge that someone has by virtue of his being a member of a particular society" (1980: 74). Culture is also viewed as system having a separate and independent existence from that of the individuals who manifest it in their behaviour. This view is in some ways comparable to the language/speech (*langue*/*parole*) dichotomy of Ferdinand de Saussure, who maintained that language (*langue*) was a social institution with an

independent existence over and above its acquisition by individuals who manifested it in their speech (parole). Culture has also been perceived in terms of a model of and for reality, the underlying assumptions of which motivate human action. Individuals internalize this model without necessarily being aware of doing so.

Culture broadly speaking has two components. The first is anthropological or sociological culture which includes the attitudes, customs, and daily activities of a people, their ways of thinking, and their values. A society cannot be totally understood without knowledge of its language since language is a direct manifestation of this phase of culture. The second component of culture is the history of civilization and includes history, geography, sciences, and the arts. It represents the heritage of a people and needs to be appreciated by the students who want to understand the new target culture.

However, there is a danger of immersion into the great tradition of a second high culture the students of a second or foreign language are introduced to a second culture. In regard to this Margaret Mead writes:

When students saturate themselves deeply and meaningfully in one other culture and language, and that in a high culture with whose members they can engage in sophisticated discourse, they tend to become locked into a kind of we-they position, in which one language and culture tends to become better, higher than the other. There is no doubt that learning a second language is a releasing activity and is much more difficult than learning subsequent languages. But we need to go further and consider how to rescue students from the various traps that lie in

the intense immersion in a second high culture, whether it be the trap of romanticism, of finding a counter culture, of excessive guilt over past imperialism and western chauvinism, or the development of a kind of double personality, complete with kinesics (1974: 14-15).

She therefore suggests the study of a third language and culture to help avoid the dangerous polarization that bilingualism and biculturalism may produce. The onus is on the teacher of the second language teacher to make sure that the student comes out of the learning process unscathed and with more appreciation and understanding of his own language and culture.

Language and Culture

Of the many species that inhabit the earth, man is unique in the complexity of his institutions and the extent of his mastery of the inanimate and animate environments. Anthropologists and other social scientists agree that this is due to a uniquely human mode of adaptation called the culture. Man has advanced considerably through his accumulation of knowledge and skills. Moreover, each new human being does not have to face his environment on the basis of his individual equipment and experience. He grows up in the midst of one or another of a large number of human groups, through which he acquires knowledge, technological skills, modes of interpersonal adjustment, values, beliefs, and much else with which he confronts the world. This accumulation constitutes the non-biological inheritance that we call the culture of the particular group.

Among all the aspects of the cultural inheritance, anthropologists are virtually unanimous in pointing to two, tools and speech, as the most fundamental. The two

basic human traits of tool-making and speech are more similar to each other than might appear at first glance. They have in common indirectness of action on the environment: the natural environment, for tools; the social environment in the case of speech. Through speech a man can bring a fellow human being to do something for him. It is indeed as a tool of social interaction and co-operation that speech most clearly confers an evolutionary advantage on man. We find, in the archaeological record, specific types of purposefully fashioned tools persisting over time in the form of a definite tool-making tradition. In this we see a cultural trait that could not have come into existence without language. From its transmission we infer the operation of a fundamental function of language: the communication of already acquired knowledge. We see that central to culture is language. Leslie Newbigin corroborates this when he says, "The language of a people provides the means by which they express their way of perceiving things and of coping with them. Around that centre one would have to group their visual and musical arts, their technologies, their law, and their social and political organisation" (1986: 3).

All languages in principle are productive. It is creative. Open-endedness is specific to human languages. Though other animals produce an unlimited variety of symbolic acts, no other animal communication system has the potential to express an unlimited number of ideas or concepts. Arbitrary Symbolic Reference: the symbolic (word)-referential (thing) relations with a language are iconic (onomatopoeic). These three properties of language-productivity which in turn depends upon both duality of structure and arbitrary symbolic reference-unable languages to fulfil their primary

function: communication of a potentially infinite number of ideas. Animal communication systems do not have these properties of human languages and are limited in a variety of other ways. A Communicative Act is an interaction between two or more organisms, where (a) the behaviour of one is directed toward the other; (b) the other's behaviour is influenced by the first; (c) the initiator's subsequent behaviour is influenced by the response originally elicited. Put simply, the behaviour of both organisms is maintained and influenced in a reciprocal function.

Language in Society and Culture

In fact, the most significant consequence of socio-linguistic studies has been the awareness that language, like other socio-cultural elements of human existence, needs to be viewed as having not only structural regularities but also regularities of usage; it has to be a vehicle for changing not only information in communication but also self-expression in terms of motive, emotions, desires, knowledge, attitudes, and values. Language does not spring from nothing. It must have been preceded by and genetically developed out of something else that, while it lacked the essential qualities of language, shared with it some common formal and functional ground. The most obvious candidate for this role is communication by vocal gesture, such as is found among the anthropoid apes; in type at least, this probably represents one of the earlier stages out of which language grew. There may well have been other intermediate forms, which are not found among apes and yet are not language. In short, language is one species of a genus, the genus of communication.

Language is only one of a number of actual or potential types of

communication. Language will therefore both resemble and differ from other modes of communication. The role of language too differs according to different societies. We have to admit that language is such a complex phenomenon that no one viewpoint can see it as a whole. The question we really need ask is not which view is 'right', but which view is useful, which view is relevant to language teaching. Can we say that any one of the approaches to language as knowledge, as behaviour, as skill, as habit, as an event or as an object can be safely discarded by the language teacher? The first way we can approach language is as a phenomenon of the individual person. It is concerned with describing and explaining language as a matter of human behaviour. People speak and write; they also evidently read and understand what they hear. They are not born doing so; they have to acquire these skills. Not everybody seems to develop them to the same degree. People may suffer accidents or disorder which impair their performance. Language is thus seen as a part of human psychology, a particular sort of behaviour, the behaviour which has as its principal function of communication. Thus, we can see that language is basically a system of vocal sounds, the principal function of which is communication or signalling of meaning.

For the second language learner his language as well as his culture can be a sort of interference and impediment. But similarities and contrasts in the native and target languages can be useful tools in language study, so cultural similarities and contrasts can also be used to advantage. Successful language learners generally are able to take on the 'mindset' of the speakers of the second language, assuming the culture along with the language.

We are products of our own environments. And as cultural beings it is imperative that we also become aware of the cultural base for the behaviour of persons from other environments. After a learner is made to recognize the cultural base of his own attitudes and behaviour, he may be ready to consider others in a more favourable light. That way what has seemed peculiar or downright reprehensible becomes more reasonable and acceptable to the learner. Once the second language learner comes to understand the behaviour of the speakers of the target language, regardless of the original motivation for study, the task of adding the language becomes far simpler, both through acceptance of the speakers of the language and through increased knowledge of what the language means, as well as what it says. In this context John Lyons says that though it may be "impossible to translate all the sentences of one language into the sentences of another without distortion, it is usually possible to get someone who does not know the language and culture of the original to understand, more or less satisfactorily, even those culture-dependent expressions which resist translation into any language with which he is familiar" (1981: 323).

According to W. R. Acton integrative motivation (the intention of becoming a part of the target culture as well as speaking the target language) resulted in more effective language learning than did instrumental motivation (the intention of learning the language to serve a purpose, such as getting a job, with no wish to mix socially with the speakers of the language (1979: 63). Language, thought, or culture, influences one another. And none can survive without the other. Therefore L2 learners must not only be aware of this interdependence but must be taught its nature, so that they realize the essentiality of culture study of a language which is not their own.

Language and Thought

What then is the relation between language and thought? It is said that the conciseness and clearness of thought of a people depend to a great extent upon their language. Thus according to Franz Boas, the ease with which "in our modern European languages we express wide abstract ideas by a single term and the facility with which wide generalizations are cast into the frame of a simple sentence, have been claimed to be the fundamental conditions of the clearness of our concepts, the logical force of our thought, and the precision with which we eliminate in our thoughts irrelevant details" (1911: 5). Certain grammatical forms can really be conceived as a hindrance in the formulation of generalized ideas. It seems much more likely that the lack of these forms is due to the lack of their need. Primitive man, when conversing with his fellowman, is not in the habit of discussing abstract ideas. Thus the Indian will not speak of goodness as such, although he may very well speak of the goodness of a person. He will not speak of a state of bliss apart from the person who is in such a state.

Culture and the Written Language

According to Robert B. Kaplan "the relationship between culture and language is well established. And it is possible to say that the phenomenology of a community of speakers is reflected in the language spoken, and the language spoken too helps in some way to shape the phenomenology" (In Valdes: 1988: 8). Written language appeared about 10,000 years ago, and in selective populations. Even in the present day, not all human populations have written language, but all human populations have within the normative range have spoken language.

With the invention of writing a dramatic change in the relation between human beings and information was affected. In orate societies - those that depend exclusively upon spoken language - information is of necessity stored in memory. This has two important implications. Firstly, there must be a group of individuals who specialize in becoming information carriers, and second, the nature of information is very flexible. Individuals who are repositories of information necessarily achieve special status in a society; they are important to the survival of culture. Secondly information itself is variable because retrieval is variable. It depends upon the condition of the information repository (whether the person is fatigued or fresh, drunk or sober, cooperative or recalcitrant, respectful or disrespectful of the audience), and it depends upon the circumstances of retrieval (whether the audience is one or many, whether the setting is work-related or leisure). Under these conditions, not only is information variable, but there is necessarily a different attitude toward *fact* and *truth* such that fact is also variable and truth mutable. Once information can be written down, however, it can be retrieved invariably over time and space.

Written language did not come into existence simultaneously in all cultures; on the contrary, a relatively small number of written languages emerged initially. In the 20th century, there has been a great effort to reduce many still orate languages to written form. As new nations have emerged out of the breakdown of European colonial empires, for example, they have been faced with the problem of selecting national languages in order to facilitate their development. In most cases, new nations have been forced to choose a language which already has a written form; but even the

choice of a language which can be written has not always resulted in immediate solution of the nation's problems. Since many languages have acquired written capacity only relatively recently, some of these written languages have not yet achieved a standard form. Arguments over the "standard" form of a language have inhibited development rather than enhanced it.

Indeed the whole notion of development has in itself tended to create a series of very complex problems. Development is commonly seen as a method for more efficient use of human and natural resources in order to create a better standard of living; in other words, development almost invariably involves the exploitation of scientific information. The implicit need for access to scientific information creates two very difficult problems. The first of the problems involves the notion of *access*. It is a phenomenon of the contemporary world that scientific information tends to exist largely in English. In the period since World War II, English has come to dominate scientific information in important ways. In science, there is a somewhat circular truism; the greatest producers of information are also the greatest users of information. Since the industrial revolution, the place of the English-speaking nations has been growing in relation to the creation and the use of scientific information; since World War II and the decline of Germany as a state importantly involved in research, and because the victorious allies agreed at the end of World War II that their languages would become the languages of international information transfer, Chinese, English, French, and Russian have become the key languages. The industrial and research leadership of the English-speaking nations have created a situation in which, according

to FID (the Federation Internationale de Documentation), something on the order of 80% of technical information currently available is in English.

There is also a second truism in information science; those who contribute most to a system and who draw most from a system - those who use the system most - tend to acquire control of the system. Nations which wish to access technical information will in all probability have to do so through English. This fact has done much to facilitate the international spread of English, but the English which has spread is to some degree free of cultural (though not linguistic) bias, since it is not specifically the English of the United States or the English of Australia, but rather the English of science and technology. The second difficult problem has come through the impact of English on other writing systems. That impact has been an outcome of the need for all developing nations to have access to science and technology.

Thus the introduction of science and technology into traditional societies - even ones which have had literate cultures over a long period of time - and the introduction of English into these cultures through the mechanism of scientific information create two kinds of problems: on the one hand, the incorporation of English technical words into the lexicon and written text (either as English words, as transliterations, or as equivalent terms from the language itself or from another language available in the environment), and on the other hand, the incorporation into the rhetorical structure of a new rhetorical style which is based in English but is more directly a function of scientific information. Both of these changes tend to destabilize even a standardized writing system.

There is a close connection between the culture of a society and the written system it chooses to employ. In fact, scientific and written text has developed a separate culture of its own. Although this scientific culture tends to be expressed through English at the present time, it is in no way inextricably bound to English; and the English that is in use is, at least to some extent, free of the culture of a particular society, such as the United States, Britain, Canada, Australia, New Zealand. In other words, English of science and technology is more closely affiliated with science and technology than it is with the culture of any national society.

Literature may also be used to teach culture. Literature can function to serve as a medium to transmit the culture of the people who speak the language in which it is written. But one need to keep in mind that though literature is culture in action; it is much more than that. Literature also teaches values, and to understand literature is to understand the values inherent in it. It is true that values are not necessarily universal, but there are certain concepts in each cultural group that carry general consensus. Therefore, in order to avoid blind acceptance or prejudice second language students have to be taught to respect the values of their own and other cultures.

Language Endangerment

The Asian Age, 22 October, 1997, carried an article by Raja Ram Mehrotra entitled "Millions of Indians will Turn Language Orphans by the Turn of the Century" which mentions of the estimate made by Ken Hale in the prestigious American journal *Language* which says that the coming century will see either the death or the doom of 90% of mankind's language. This study indeed provokes one to ask several

questions about language endangerment, and to see what are the causes for it, and if there is any remedy. We understand that when a language dies, the culture, world-view and aspirations of that speech community die. Human languages are vanishing quite rapidly. According to a DPA report from Germany, 10,000 years ago, there were 15,000 languages on this earth when the total population was 10 lakhs. Today the languages have come down to 6 to 7 thousand only. This reduction is due to among other things, routing out of certain community politically and culturally in a planned way. According to Christian Lahmyan, during the next 100 years, one third of the languages in the world will be wiped out. The main reason attributed for destroying languages is public-media, which is controlled by the linguistic-majority or the people of the ruling community. Language of the ruling community has been imposed upon the minority or oppressed community. Minority languages are most prone to endangerment. Most linguistic majorities tend to deprive members of the minority groups of their legitimate linguistic and cultural rights.

The Supreme Court has observed that a linguistic minority "is one which must at least have a separate spoken language. It is not necessary that language should also have a distinct script for those who speak it to be a linguistic minority. There are in this country some languages which have no script of their own but nevertheless those sections of the people who speak that language will be a linguistic minority" (Dua 1986: 5). Though India can be considered as a country of linguistic minorities, the minority communities face special problems. Hans Dua says "living within the dominant speech community the linguistic minorities have not only to contend with

the forces of change within their own community but also face subtle and complex pressures socially, economically and politically exerted by the dominant language and culture in various degrees and forms" (1986: 4). In the 1991 census, the percentage of speakers of the 15 languages mentioned in the VIII schedule of the Indian Constitution had gone up to 95.58 per cent of the total population. The remaining 4.49 per cent population shares the rest of the languages. This is indicative of a strong trend among speakers of the minority languages, particularly in tribal areas, of giving up their mother tongues and adopting the language of the dominant group.

However, the existence of linguistic minorities of different types and nature form an integral part of the multilingual situation in India. Confrontation between the dominant majority and linguistic minorities would disturb the stable fabric of the society. It will also encourage strong, aggressive loyalty in the preservation of their language and culture leading to language territoriality. The recognition of this fact and understanding its implications would go a long way in resolving the problems of linguistic minorities.

Acculturation in a Plurilingual Society.

Second language learning in some respects involves the acquisition of a second identity. Alexander Guiora introduces "the concept of language ego to capture the deeply seated affective nature of second language learning, stressing the necessity for permeable ego boundaries in order to successfully overcome the trauma of second language learning" (1972: 139). Guiora and others have placed strong emphasis on

affective characteristics of second language learning because of the highly social context of language. Second language learning is often second culture learning. In order to understand just what second culture learning is, one needs to understand the nature of *acculturation, culture shock, and social distance*.

a. Acculturation. It is the gradual adaptation to the target culture without necessarily forsaking one's native language identity. It has been proposed as a model for both the adult entering a new culture and the child in the bilingual program in a public school. A problem with many models having to do with acculturation, however, is the often unexamined assumption that the essential or most important factor affecting acculturation is the "difference" or "social distance" between the two cultures.

The process of acculturation runs even deeper when language is brought into the picture. To be sure, culture is a deeply ingrained part of the fibre of our being, but language - the means for communication among members of a culture - is the most visible and available expression of that culture. And so a person's world views, self-identity, his systems of thinking, acting, feelings, and communicating, are disrupted by a change from one culture to another. It is noteworthy to mention Acton and Felix (Valdes 1988: 22-24) model of acculturation that entails four stages:

1. **Tourist.** This is the early phase in which the new culture is almost totally inaccessible; the phase often referred to as entailing some degree of culture shock. The language spoken might be termed "phrase-bookese." Learners belonging to this group draw extensively on first language strategies and resources.

2. **Survivor.** This is the stage of functional language and functional

understanding of the culture. One must pass through this stage to be considered an educated, competent speaker of the language. Many do not however. For example, manual labour jobs often require little more than "survivor" competence in language and culture. To remain at this stage is to speak something akin to a "pidgin."

3. Immigrant. The degree of acculturation we expect of an educated learner, one who is literate in his or her own language. It is the stage reached by most literate people who spend an extended period of time working and living in a foreign culture. Most, however, do not progress beyond this stage.

4. Citizen. The stage that is almost at the level of the native speaker, in which one has acculturated to the degree that one is only rarely tripped up by the subtleties of the language and culture. We would expect this person to have both pronunciation and gestures very similar to those of natives.

b. Culture Shock. According to Peter S. Adler "Culture shock is a form of anxiety that results from the loss of commonly perceived and understood signs and symbols of social intercourse. The individual undergoing culture shock reflects his anxiety and nervousness with cultural differences through any number of defence mechanisms: repression, regression, isolation and rejection. These defensive attitudes speak, in behavioural terms, of a basic underlying insecurity which may encompass loneliness, anger, frustration and self-questioning of competence. With the familiar props, cues, and clues of cultural understanding removed, the individual becomes disoriented, afraid of, and alienated from the things that he knows and understands" (1972: 8).

Culture shock is a common experience for a person learning a second language

in a second culture. Generally, culture shock will be experienced only in the first of the second language contexts that is learning another language within the culture of that second language (a Naga learning English in United States). The second context is the learning of a second language within one's own native culture where the second language is an accepted *lingua franca* used for education, government, or business within the country (learning English in India or Philippines). Mark Clarke likened second language learning and second culture learning to *schizophrenia*, where "social encounters become inherently threatening, and defense mechanisms are employed to reduce the trauma" (1976: 380). The teachers can play a therapeutic role in helping learners to move through stages of acculturation. They should allow the learner to proceed into and through the anomie - feelings of social uncertainty or dissatisfaction - , and not force a quick bypass.

C. Social Distance. Social distance refers to the cognitive and affective proximity of two cultures which come into contact within an individual. "Distance" is obviously used in an abstract sense, to denote dissimilarity between two cultures. On a very superficial level one might observe, for example, that Americans (US) are culturally similar to Canadians, while Americans and Chinese are, by comparison, relatively dissimilar. We could say that the social distance of the latter case exceeds the former.

But how can one determine degrees of social distance? William Acton proposed a solution: instead of trying to measure actual social distance, he devised a measure of perceived social distance. His contention was that "it is not particularly relevant what the actual distance is between cultures, since it is what the learner

perceives that forms his own reality" (1979: 39). We have already noted that human beings perceive the cultural environment through the filters and screens of their own worldview and then act upon that perception, however "biased" it may be. According to Acton, "when a learner encounters a new culture, his acculturation process will be a factor of how he perceives his own culture in relation to the culture of the target language, and vice versa" (Ibid.: 39). For example, objectively there may be a relatively large distance between Americans and Saudi Arabians, but an American learning Arabic in Saudi Arabia might for a number of reasons perceive little distance, and in turn act on that perception.

At this point of time it will be relevant to see the 'map of culture' created by Edward T. Hall who says that "ultimately, everything man does involves interaction with something else" (1959: 46). He gives ten primary message systems that represent the evolution of culture. They are Interaction, Association, Subsistence, Bisexuality, Territoriality, Temporality, Learning, Play, Defense, and Exploitation. Interaction is the primary characteristics of all life. Association is the basis for the structuring of societies. Subsistence has to do with the nutritional requirements of man and the way in which these are met in a particular society. Bisexuality is the answer the human race has invented to meet the need of a mixed genetic background. Territoriality (space) and Temporality (time) help man to define himself. Learning is important as an adaptive mechanism. Play includes humour. Defense includes religion, war, law enforcement, and medicine. Finally, exploitation is the extension man makes of his body to utilise the environment (1959: 46-60).

Hall's map of culture can be utilized by second language instructors to obtain a comprehensive and comparative view of their native and target cultures. Using Hall's map for cross-cultural analyses one can pinpoint where students may have difficulties in understanding the target culture making transference unlikely.

Language and Culture in Nagaland

Nagaland is a North Eastern State of India bordering Myanmar. It became the 16th State of the Indian Union in 1963. Nagaland has an area of 16,579 square kilometres, and is chiefly a hilly State. It has a population of 2 million, which is about 0.2% of the national population. Its literacy rate is 67%. There are 15 major tribes in Nagaland using mutually unintelligible languages. They are Angami, Ao, Chakhesang, Chang, Khiamnungam, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimchunger, and Zeliang. Besides these major tribes, a host of other minor tribes too reside in this state. There are 960 inhabited villages and 23 linguistic groups in Nagaland (Kapfo 2001: 59). Nagaland has got a very complex socio-linguistic setting where each village may have its own language. So going by this Nagaland could have hundreds of languages and dialects. However there is no official record on this as no scholar has done any research on this. This is a case similar to Papua New Guinea, where about 3 million people speak more than 700 languages. Beside these related but often mutually unintelligible languages belonging to the Tibeto-Burman family certain other dialects/languages like Nagamese, English and Hindi are used to cater to the interactional needs of the society. All the fifteen tribal languages listed above (in this State the language and the tribe are known by the

same name) are recognized for use as medium in the initial stages of the educational programme, especially in the rural areas of the State. However, only four languages Tenyidie, (which is a common language for the Angami, Chakhesang, Rengma, and Zeliang tribes), Ao, Lotha, and Sumi languages survive as subjects up to the high school level, and only one, Tenyidie, is taught at the college/university level.

English enjoys the status of State Language of Nagaland. While it is taught only as a subject at the primary school level, it becomes the sole medium of instruction for all the students from the middle school onwards. However, despite increasing literacy and spread of education, English is yet to become the language of the masses. Nevertheless, this language does enjoy mass attitudinal support, and it is seen as a tool for promoting unity and gaining prestige. It is the dominant language of the society. The ability to speak English especially without any trace of regional accent is prized by students, educators, parents, and employers here. It is the gelling language of Nagaland, and to borrow from Roy, English "still remains the least volatile option for managing linguistic diversity" (1993: 57).

In Nagaland the place of English is unique as it functions as the second language or medium of instruction, and also as the first language in certain situations as intra-tribe communication is also carried out in English by the educated class. It also is studied as a subject in school, so that way it has the status of a foreign language (FL). According to Simon in his article "Semantic Relationships in Literary Communication",

a foreign language is designated as *second language* in an educational situation when it serves as the partial or universal medium of

instruction for other subjects in the curriculum. In this sense, English is typically taught as a second language in India. It is the instrumental and communicative aspects of language that receive attention here. On the other hand, a language is designated as *foreign language* when instruction in other subjects in the curriculum is not normally given in that language. Thus, English is typically taught as a foreign language in France. The cultural and creative aspects of language are emphasized here (2002: 48).

English is used extensively in Nagaland yet the quality is lacking especially in pronunciation and grammatical structure. And so these are areas that need serious consideration. Another question we need to ask is if we can really express everything that we want to express through English language? This is a very broad question but one thing is clear: the effect of culture on language and vice versa is too prominent and important to be simply brushed aside.

The interrelationship between culture and language within the native environment leads the way to consideration of the effect of a second culture on second language learning. Language, culture, and thought, are the dominant aspects of communication. They cannot operate independently for they are parts of a whole. Perhaps this is one reason why artificial languages like Volapuk and Esperanto have failed. It did not belong to any culture: it is a case of the isolation of language from culture. Even if a language is spoken natively, no matter how scientifically successful the language is, it is not easy, if not impossible, to express thought without an underlying value system which is understood by both the sender and the receiver in a communication. As A.C. Baugh claims "the need has not been filled by any of the

laboratory products so far created to fill it. And it is doubtful if it ever can be filled in this way. An artificial language might serve sufficiently the needs of business and travel, but no one has proved willing to make it the medium of political, historical, or scientific thought, to say nothing of the impossibility of making it serve the purposes of pure literature, involving sustained emotion and creative imagination" (1998: 7). [Between 1880 and 1907 fifty-three universal languages were proposed. Some of these enjoyed amazing yet temporary success. In 1889 Volapuk claimed nearly a million speakers. Even Esperanto enjoyed a similar vogue. Today it is all but forgotten.] E.g. 'Sin' in *Tenyidie*, a major Naga language, is '*Kephouma*'. When this is literally translated we get 'price of one life': sin is a wrong that only a life can pay. We also see through this concept the value the *Tenyidie* speakers place on life. In the other Naga languages, the concept of sin need not necessarily translate to this. It may have a 'heavier' or a 'lighter' meaning (connotation). So this is a concept which perhaps will never be understood by another fellow Naga from another tribe. This, then, surely is a cultural constraint we see in the learning of English here in Nagaland. "While it is true that an artificial language may be a politically wise choice for intercultural communication because it is offensive to none, on the other hand, it is a poor choice for a more basic reason: No one can *feel*, or therefore think deeply, in an artificial language" (Valdes, 1988: 1).

English in Nagaland

The question arises then, what could be the socio-functional approach to the teaching and learning of English in a plurilingual society like Nagaland? According to Halliday & Hasan, "A functional approach to language means...investigating how language is used in trying to find out what are the purposes that language serves for us, and how we are able to achieve these purposes through speaking and listening, reading and writing" (1989: 53). In Nagaland, English is used as an alternative means for inter-cultural and intra-cultural communication. Some of the situations in which English is generally used by the people of Nagaland are:

- (i) Between/ among the educated Nagas having different native languages,
- (ii) At conferences with foreigners or the Indians belonging to other provinces of the country,
- (iii) Between the Nagas and the foreigners in various communication situations within the State,
- (iv) In international travel, and
- (v) In correspondence, local or foreign.

When one thinks about the situations that necessitate the use of English in Nagaland, one is reminded of the theory of *system network* in S.K. Verma's *Teaching English as a Second Language in India: A Socio-functional View*. He claims that "language in contact in multilingual setting form a system network. Each language in this network represents a bundle of features and has a contrastive value based on the role(s) played and functions performed by it relative to the roles played and

functions performed by other languages”(1994: 92-94). Languages in contact are assigned different roles depending upon the social settings in which they are used; it is here that we categorize languages into mother tongue, first language, second language, and foreign language. In Nagaland, however, the dominant language is not the Mother tongue but English. English is hence the medium of instruction. Owing to the presence of so many languages in Nagaland English has become the dominant language of the state. However, Nagamese, the “de-facto lingua-franca of Nagaland” (Sreedhar 1974: 36), is used extensively for communication. This Naga pidgin has the status of the link language of Nagaland. Thus, English functions rather like L1 in this State.

In a situation like Nagaland more than one language is needed for social mobility and even cultural integration. By the time a child goes to school he has a smattering of his mother tongue, or tongues if both his parents happen to be from different language communities, English, Nagamese, and perhaps even a bit of the national language Hindi. Therefore, English or Nagamese depending on the context is the exoglossic language of the Nagas.

Each language in a system network has a *system determined value*. English has got a great functional value in Nagaland. It is the official language of the State and also the medium of education. It is used by the people here for inter-personal and inter-institutional communication in a wide range of contexts. The users of English in Nagaland are: (i) school, college, and university students and teachers, (ii) scholars participating in all-Nagaland seminars, workshops, and conferences, (iii)

governmental and non-governmental bodies, (iv) bodies conducting competitive examinations, (v) doctors, lawyers, and other professionals, (vi) newspapers, and church bulletins, (vii) officers in State establishment, and (viii) creative writers writing English. These along with the five points mentioned earlier are the areas in which English is used in Nagaland. In fact, language is an important cultural emblem of various ethnic group affinity and solidarity. Thus, the use of English in Nagaland is broad and varied. Language like religion and tribe is a cultural insignia and is an important attribute of a group identity

Socio-Functional Aspects of English in Nagaland

What is the main objective of learning English in Nagaland? It is not simply to make the learners learn the language skills but to enable them to play their interactional roles effectively and select languages/registers/styles according to the roles they play. The Naga learners of English should also be taught as to how to perform register-shift, i.e. the ability to shift registers is one of the important requirements for success in handling a second language effectively.

There is little information available on the attitude of Naga students, especially the undergraduates, toward English. Therefore, the primary aim of this study is to determine the needs, feelings, and attitudes of Naga students at the undergraduate level. It also tries to study the status, role and function of English among the undergraduates of Nagaland. The following areas are studied by the researcher:

- i. Identification of the language needs of the under-graduates of Nagaland.
- ii. Identification of cultural and contextual constraints.

iii. Identification of the problems faced by the teachers and the students

iv. Present mode of English teaching in Nagaland and future prospects and scenario.

English is the official state language of Nagaland. In the educational institutions it begins as a subject at the primary stage, and is taught at all levels. From the middle school onwards it is the only medium of instruction. English does enjoy mass attitudinal support and is also seen as a tool for promoting unity and gaining prestige. Nagaland is a linguistic mosaic, and the very copiousness and heterogeneousness of the English language leads to vagueness and lack of clarity. And in order to gain insight into the needs and problems of the students a survey was conducted among the undergraduate students of Nagaland. The respondents were from different colleges in Nagaland affiliated to Nagaland University.

English continues to be used as alchemy for language modernization and social change. It continues to provide unprecedented power for mobility and advancement to those native and non-native users who possess it as a linguistic tool. It is associated with a power more subtle than mere worldly success; it is considered a tool of "civilization" and "light." Competence in English and the use of this language have added potential for material and social gain and advantage. English is considered a symbol of modernization and a key to the expanded functional roles. Looking at the role of English in Nagaland, English can be said to have acquired the four functions as listed by B.B. Kachru (1986: 19). They are:

- i) Instrumental function which implies the status given to English in the educational system in which it functions as an instrument of learning at various stages.

- ii) Regulative function which entails the use of English in legal system and administration.
- iii) Interpersonal function which provides how English is used as a link language for effective communication between speakers of various languages.
- iv) Imaginative/Innovative function which stands for the use of this language for creative writing; this has resulted in the development of a body of writing in English in different genres.

The 'social distance' here in Nagaland is vast. And this has, to a great extent, affected our learning of the English language. A remedial solution, if it can be found, for this problem is the need of the hour. English came to Nagaland basically through two strands: the British administrators, and the American missionaries for proselytizing purpose. Religion in its own way has helped with the dissemination of this language, especially through Roman Catholicism, and the Pentecostal Mission. The media (print, the internet, and the cable TV) are other factors for growth of English in Nagaland. However, exposure to native speakers of English is very rare, as almost all the priests and teachers are foreign language speakers of English. Tourism, which can be another factor for exposing the people to the language, is still in the nascent stage.

One's experience of acculturation very much depends on the psychological health of the first language ego. If learners have strong self-esteem in their own culture, their chances of becoming true "citizens" of another culture are enhanced significantly. In a sense, although we can never "go home again," we cannot truly "leave" either. What that means, then, is that the variability we see in extent a function of personality. From our four-stage perspective, Guiora's model (given below) would

suggest that in the first two stages the learner is psychologically still anchored to the first-language identity. The third and fourth stages require the learner to possess a new, relatively autonomous second-language identity. The transition from stage 2 to stage 3 is crucial in that regard.

<u>Tourist (1)</u>	<u>Survivor(2)</u>	<u>Immigrant(3)</u>	<u>Citizen(4)</u>
L1 ego only	L1 ego as L2 develops	L2 distinct	L2 ego is as integrated as L1.

Thus, language is not simply a formal system of sounds, words, and syntactical structures; language also reaches into the domain of human interaction, which for its own part follows certain rules. Every native speaker assimilates individual social experiences characteristic of his own culture. In Nagaland, because English language plays such an important role, it might help if the students acquire some sort of acculturation. Ironically, many students are more confident with English than their own mother tongue which is usually spoken only at home. Because of the lack of any worth while lingua franca English language has become all the more important. If the learners of English can reach the third stage (Immigrant) and possess a relatively autonomous second-language identity we will have a group of fine speakers of the English language.

Deviations of English from Standard English in Nagaland

Between societies of greatly differing socio-economic structures, however, intercultural differences play a significant role when members of the one culture learn the language of the other. Certain deviations are noticeable in the use of English

here in Nagaland. Syntactic changes are also noticed in translation and adaptation. These deviations could be either due to failure to control English or because of a natural consequence of the social context in which it is spoken, or both. Details are given in another chapter. As an example of the sort of socio-linguistic information needed in order to understand the problems facing second language learners, it is useful to examine in some detail one speech act: complimenting. Not much systematic comparison of languages from the point of view of speech acts and rules of speaking has been done, and as a result, very little attention has been paid to describing the sorts of communicative interference which may occur as people learn second languages.

A single speech act may vary greatly across speech communities. In particular what counts as a compliment may differ very much from one society to another. Most of the compliments are in the form of adjectives here in Nagaland. For example, nice, good, beautiful, great, pretty, etc. Complimenting behaviour varies cross-culturally along a number of dimensions. It may be extremely frequent, in some western culture, or it may hardly exist at all, as among the Indonesians. In Nagaland it is not very frequent. It may be realized as a formula or even as a ritualized pre-coded phrase or a proverb. It may well be uninterruptible cross-culturally since the values and attitudes it expresses vary so much from one society to another.

The theoretical importance of recognizing this variation is that it points to the need for socio-linguistic descriptions of language in use. If true communication is to take place among people who come from differing cultural backgrounds, and if interference is to be minimized in second language learning, then we must have

cross-cultural comparisons of rules of speaking. That is, contrastive analysis must be generalized to include not only the level of form but also the level of function.

The basic problem before us is to preserve our culture and to pave way for its progress and development. Its symbols including the language should also be protected and kept alive. We find, in the archaeological record, specific types of purposefully fashioned tools persisting over time in the form of a definite tool making tradition. In this we see a cultural trait that, perhaps, could not have come into existence without language. From its transmission we infer the operation of a fundamental function of language: the communication of already acquired knowledge.

A language has two distinct forms: public (of common people) and cultural. Language can be the vehicle of social harmony and political control. This view is in some ways comparable to the language/speech (*langue/parole*) dichotomy of Ferdinand de Saussure, "who maintained that language (*langue*) was a social institution with an independent existence over and above its acquisition by individuals who manifested it in their speech (*parole*)" (1959: 25).

Some Basic Questions in Regard to Language Problem in Nagaland

One major problem here in Nagaland is the lack of a common Naga language, a language that will have a pan-Naga identity. Therefore the persisting question is if we could have a common language for it will facilitate the inter-tribal communication, unity, fraternity and understanding among different segments of the society. Even if one of the tribal languages is introduced as the common language many other tribes will not be willing to speak it. Another not- too-wise option is Nagamese, the Naga

Pidgin. Pidginization can be best thought of as a result of language contact where the “communicants” end up speaking a hybrid language that is functional only for a day-to-day interaction, for business “on the street.” The grammar and vocabulary are always highly restricted. Of particular importance here is that the person who speaks a pidgin language - if that is the only language he or she speaks in that culture - is stigmatized. The language itself is “frozen;” it does not develop into a fully communicative, elaborated code. In like manner, the speakers of the pidgin are, by definition, “fossilized (i.e., fixed in one place, highly resistant to change) both linguistically and socially. Nagamese as a Pidgin is a blend of Assamese, Hindi, Bengali, and Nepali, invented to facilitate communication between the Naga traders and the Ahoms of the plains. Even today, it surely facilitates communication among us, in the street, etc. and is also convenient as a code-mixing and code-switching tool. However it is also a great hindrance to mastering of our MT and English. What the Undergraduates have to say on this will be seen in the Chapter IV. It is not a ‘full’ or proper language as it lacks the five levels of language description: Phonology, Morphology, Syntax, Semantic, and Graphic. Moreover this pidgin is a conglomerate of languages which is alien to the Naga culture, though it facilitates the communication especially in informal setting. And hence total identification with this dialect by the Nagas is not possible. English along with the Roman script seems to be the only practical and viable option we have.

The Problems of Naga Bilinguals.

The language problems of the undergraduates here in Nagaland can be understood in the light of wider issues in the bilingual community like the cultural, political and religious. These issues are complex and they influence educational policy. So what are the particular language problems faced by bilingual pupils as individuals or groups? There is a vast range of linguistic backgrounds found amongst pupils in the schools and emphasizes the need for a corresponding range of language learning and teaching techniques. By illustrating the complex situation in another way it indicates a possible danger in that teachers may become too concerned about the differences between the two languages and amongst pupils, perhaps at the expense of recognizing the central role of the native language in child development; a bilingual community needs greater awareness of the principles and practice of mother-tongue teaching because of the possibilities of confusion mentioned later.

In Nagaland the students learn English as a second language and will achieve a degree of fluency in it by the time they leave college, so that in this sense they will all be bilinguals. But there is a problem too, because English does not remain for all a simple second language. But the students have no choice but to learn English. But for the mass both literate and the illiterate Nagamese is another convenient dialect. And in some cases where the parents of the pupil have come from two different language communities, Nagamese have even supplanted the mother tongue.

Nagaland is typical of those bilingual communities in which one world language and one local minority language are found, and that although there are

others with two languages of comparable status like Canada. (English + French). The term 'bilingual community' is used to describe a country or area in which two languages are used by substantial proportions of the population, with varying numbers of people desiring to use both. Thus bilingual communities include Wales, Ireland, Belgium, Switzerland, Canada and South Africa.

Who is a bilingual individual? In Nagaland there are no monoglot speakers. Among the students is found those equally fluent in their MT, Nagamese, and English. A world wide language tends to dominate the minority language, however deeply rooted the latter may be. Thus in Nagaland there are cases of language shift from MT1 to E1 or N1. (Mother Tongue to either English or Nagamese). The reverse is unlikely. This is a sad scenario because Nagamese has become a very convenient substitute for either MT or English. Because of the presence of so many languages in Nagaland it is impossible for a person from tribe to understand another fellow Naga belonging to another tribe. Hence a common language becomes necessary. It is here that the Naga pidgin, Nagamese, has come in. It has become a convenient substitute, as shown in my study, for the Mother tongue or English. This has intruded with adverse effect on the student's mastery of English.

Students in Nagaland use, as far as possible, their MT when talking to an adult, at home and in local social activities, than they do amongst themselves. With their friends, even if they belong to the same language group, they tend to use Nagamese, or in some rare instances English. They have the tendency to use one language habitually in certain contexts and the other in equally clearly defined

situations. The concept in all language usage as code-switching, the ability to adapt one's language to varying demands and changing situations, but it is particularly heavy in its pressure in the bilingual to master a wide range of language usage in both his languages. According to Loonen "Code-mixing and code-switching at all social levels blend standard English with dialects, creoles, nativized varieties into hybridized English" (1996: 1). Such zoning in language usage is natural for a bilingual, as is code-switching in all use of language. Zoning may also indicate a transitional stage in the early days of a young child's progress from being a monoglot to being fully bilingual. The limitation operates if the bilingual is unable to use the alternative language in a particular context, revealing a restriction which is another indication of the difficulty in defining a bilingual. Many bilinguals are limited in their L2 usage.

What should be the standards by which we judge the progress of a bilingual in each of his two (or three) languages, and how do these standards compare with those of MT learning at the different stages? The students here are not mother-tongue pupils. So they cannot be expected to master English in a predominantly Naga area like their counterparts in England. But an E1 student (child) can achieve normal mother-tongue standards. So is the standard of English attained by the Naga students satisfactory? Can we expect to speak like the English? I think that is impossible. Faced with the task of attempting to achieve native language proficiency in two languages, the bilingual child runs the risk of confusing the two, and in extreme cases suffering comparative failure in both, so that he may be said to have two second languages. One needs to pay attention to the interference effects between pairs of

languages in this situation as the patterns one language is imposed on the other by both children and adults. More of this is elaborated in chapter five which discusses about the way English may be taught in Nagaland.

Bilingual children are most likely to suffer by comparison with monoglot in the area of language, especially if verbal intelligence tests in the second language (in this case English) are used. It is found that comparative attainment in the two languages (though inconclusive) was to some extent due to decisions on policy and teaching methods, and not by bilingual itself. Thus if we fail to provide the (L1) pupil with plenty of practice in free expression in English, and then give him an English free composition test, we should not be surprised if his performance disappoint us and falls short of his achievement in his MT. Similarly, Sharp says "the bilingual apparently runs considerable risk of mental confusion, but this may not be an inevitable consequence of his situation; it is more probable that it is caused by the introduction of reading and writing in his second language before these skills are firmly established in his first, and/or the use of the second language as the medium of instruction too early in his school career" (1973: 41). It is significant that those children who have achieved an appropriate mastery of the two languages before entry to school suffer few of the disadvantages experienced by those who first encounter the second language as a school subject. It is at least a working hypothesis, too, that the effects of bilingualism depend on the individual's level of ability, so that, as in all spheres of learning, any adverse effects will be felt most severely by the pupil of low ability, who needs more attention than he has traditionally received. A

bilingual background in some way helped or promoted the learning of English. The educational system cannot change some of the variables involved in the bilingual's total situation; it cannot alter sex or home background, for example, but it can change those variables within its control, notably school language policy and teaching methods, and it is clear that these are influential in the bilingual's development.

In Nagaland culture shock may not be much of a threat as the learning context is basically within one's own native culture. However, there are some other (peculiar) constraints both cultural and contextual; for example, mother tongue interference, lack of any worthwhile contact with native speakers, untrained language teachers, lack of facilities like language laboratory, audio-visual aids, etc. Right now one big draw back is the lack of self-confidence on the part of the learners. Self confidence needs to be instilled as it seen as a "key component determining subsequent language attitudes and language learning motivation, and the quality and quantity of intercultural contact are proposed to be the main antecedents of self-confidence, which is in turn a determinant of the learner's motivation to learn the language of the out-group" (Dornyei & Csizer 2005: 333). Contact with native speakers could have a positive impact on the self-confidence of the learners of Nagaland.

Conclusion

One can conclude that language is a human activity with the help of which one can communicate one's feelings to the others. Language is used to serve a variety of needs for expression of the speaker's experience of the real world, including the inner world of his own consciousness. Language also establishes and maintains social

relations. The function of language is a communication of ideas, social situations and meanings of the facts and fantasies about our existence, the things man responds to and the endeavours to convey to his fellow beings.

Culture, on the other hand, refers to some 'property' of a community, especially those which might distinguish it from other communities. Culture is considered a major system of symbols and meaning, the knowledge that one socially acquires by virtue of being a member of a particular society. Human beings create symbols by which an element be it an object, action, event, person etc. is arbitrarily associated with a specific meaning. We have seen that culture is group of patterns of behaviour, habits of conduct, customs, laws, beliefs, and instinctive responses that are displayed by a society.

In the language classroom, especially if it is an intensive one, culture may be taught. The combination of culture with the target language aspects is important as one must read, speak, or write about something, and listen to something that almost always has a cultural content. One may listen to a passage that reveals a cultural facet of the target language society, read something on the same society, and write about it in the class, thus learning culture while learning language. In fact, education and language go hand-in-hand. Education is not only through language (medium), but also about language (subject). All teachers are language teachers. It is virtually impossible to teach a language without teaching the cultural content; however, there is a pitfall that needs to be avoided for a successful language programme. Sometimes when the teacher is of the same cultural and linguistic background as the students, as is the case here in Nagaland, the native culture is superimposed onto the target lan-

guage. This hand-me-down fitting of one culture over another language will result in a serious misfit.

Over the years language teachers have had to improvise and follow the process of trial and error, in the effort to find effective means of making their students culturally aware. . But once an understanding has been reached of the relationship of thought and culture to language, along with the awareness of cultural differences, distances, and similarities and how they affect language learning, the foundation has been laid for the teacher's inclusion of culture somewhere in the curriculum. The teaching of the foreign cultural context is still not satisfactory. Though the spoken language is today taught with increasing efficiency, the weakest aspect of the whole performance is the teaching of the foreign culture and society. And language teachers should do something about this as they have the best opportunity in all modern education to give students an understanding of a second culture. The importance of understanding a second culture cannot be sidelined.

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Chapter III

Role of English in the Curricula

What is Curriculum?

Curriculum is the nucleus of any formal educational process. Literally, it means the 'runway'. In educational context, this is the pace of progress to achieve the educational objectives laid down in terms of expected behavioural changes of the learner. Curriculum, in the simplest form, is a group of subjects or courses arranged in a particular sequence, for instructional purposes in education. As will Sharma describes it as "the sum total of good learning experiences that all

have

these experiences" (2001: 109) **CHAPTER III** *is complete*

who he describes curriculum as "that which comes in the form

ROLE OF ENGLISH IN THE CURRICULA

than acts of learning and quiet study, it involves occupations

achievements, exercise activity. It, thus, is representative of the material

sensory elements in the nervous system of the side of society; it is that which

what the race has done in its contact with its world" (In Rai 1953: 27) *is complete*

covers all the wider areas of individual and group life. It records all the

meaningful and desirable activities outside the academic sector, provided they

are planned, organized and used educationally and properly. Broadly speaking

curriculum is the ordered arrangement of what is to be learned.

While education is a process, curriculum is a means to that process. While

education is learning, curriculum signifies situations for learning. Education deals

Chapter III

Role of English in the Curricula

What is Curriculum?

Curriculum is the nucleus of any formal educational process. Literally, it means the 'runway'. In educational context, this is the pace of progress to achieve that educational objectives laid down in terms of expected behavioural change of the learner. Curriculum, in the simplest form, is a group of subjects or courses of study arranged in a particular sequence, for instructional purposes in educational institutions. Sharma describes it as "the sum total of good learning experiences that the students have in order to achieve the goals of education which determine the direction of these experiences" (2001: 100). Horne puts forward a very comprehensive definition when he describes curriculum as, "that which the pupil is taught. It involves more than acts of learning and quite study; it involves occupations, productions, achievements, exercise activity. It, thus, is representative of the motor as well as the sensory elements in the nervous system of the side of society; it is representative of what the race has done in its contact with its world" (In Rai 1988: 207). Curriculum covers all the wider areas of individual and group life. It encompasses all the meaningful and desirable activities outside the academic sector, provided that these are planned, organized and used educationally and properly. Broadly speaking curriculum is the ordered arrangement of what is to be learned.

While education is a process, curriculum is a means to that process. While education is learning, curriculum signifies situations for learning. Education deals

with *how* and *when* while curriculum deals with *what*. Education is the product and curriculum is the plan. Since curriculum occupies an important position in the educational process of a student, the problem of its change becomes central in the progress of educational transformation. With the changing needs and demands of the society in education the need of curriculum change is more apt today than ever before. Curriculum is different from syllabus or 'a course of study' as it includes all those experiences and activities which the school directs, whether syllabus consists primarily of those activities that are organised in the classroom and the laboratory. Curriculum building follows scientific procedural steps at a given time and in a given society. For producing a rational and scientific curriculum the following steps are taken:

I. **Situational Analysis:** It includes all aspects of a particular situation out of which the curriculum is going to be shaped or designed. At a broad national level it tries to bring uniformity in educational structure throughout the country. However, it can zero into the local level and modify the curriculum according to the local needs or problems. The following sources are garnered for the situational data:

1. Learners and teachers.
2. Views of subject specialist.
3. Philosophy of education of the country or abroad.
4. Psychology of learning and teaching.
5. Classroom and school environment.

II. **Specification of Objectives:** It means to clarify the objectives in detail. Content and desired behaviour are stated in connection with each other or inter-connected with manner that becomes objectives which we get from situational analysis.

III. Specification of Teaching and Learning Activities: In this step the curriculum maker is helped by psychology of teaching and learning. Psychology of teaching and learning activities clearly states what type of learning experience is best suited to the students, and how best the teacher can deliver them. Learning experience generally is the interaction between the learner and the environment in which the learning occurs, and how the learner reacts. It is important that the environment is conducive to learning.

IV. Analysis and Organisation of Appropriate Learning Materials: Learning materials are those materials through which appropriate teaching or effective instruction is carried out. Analysis is done to know how the learning materials are organised, coursed, and programmed. In building an effective organised learning materials there are three major criteria to be made. They are:

1. Continuity: It is vertically effective, and every time the same kind of skills or concepts is brought into operation.

2. Sequences: It is related to continuity. It emphasises the importance of not just having each successive experience built upon the preceding one but to go more broadly and deeply into the matter involved.

3. Integration: It refers to the analysis of different elements of curriculum. The contents are thus arranged in a continuous process so that continuity and sequence can be done.

V. Evaluation and Interpretation: Here we try to evaluate the product of curriculum. The process of evaluating curriculum is to determine to what extent the educational objectives are actually being realized. Curriculum evaluation must

appraise the behaviour of the students. It must identify the desired changes that may be occurring.

VI. Modification and Replication: After evaluating the curriculum and interpreting the result the curriculum has to be modified. The modification may be done keeping in mind four points. They are:

1. Change in its objectives.
2. Change in the organisation of the content.
3. Change in the process or method.
4. Change in its evaluation pattern.

However, we need to keep in mind that just incorporating modification is not enough: it has to be seen whether the weakness and imbalance, if any, are removed. It is for this reason that the curriculum must be subject to replication. A stable result of replication will indicate the curriculum validity.

Curriculum development is not an activity which is undertaken once in a school and then is finished. It is dynamic rather than static. In the past much emphasis has been put on teaching, with a corresponding neglect of learning. This may be because acts of teaching are observable and may be judged against some criteria whereas learning itself cannot be seen but only inferred as a result of observing behaviour. However, today much attention is been given to the pupils. But the teacher does not simply provide materials or equipments and then sits back and waits for learning to take place. His role is a positive and active one; he is there as a facilitator of learning. Researchers have examined the effects of four macro-environmental

factors on the rate and quality of L2 acquisition:

1. Naturalness of the language heard
2. The learner's role in communication
3. The availability of concrete referents to clarify meaning
4. Who the target language models are.

According to Candlin and Edelhoff "it is imperative that emphasis is laid on "relating course design to learners' needs in terms of eventual target and leaning process, paying special attention to the level of overall linguistic competence and foreign-language reading skill of the learner"(1982: 94).

The Nature of the Need

Language is a critically determining factor in the student's capacity to learn. Language plays a very crucial part in shaping the lives of individuals and their societies. Therefore, it is imperative that English teachers treat their learners as user of language. But the English Department cannot be expected to bear the sole responsibility for the learner's operational command of language, written or spoken. To meet the language needs of the learners is a very broad focus because we have to see how they arise, what determines their character, who would be the best able to meet their requirements, a whole range of classroom practices, and to see if they are related to this question of language need. It is beyond the scope of this research to try to answer this broad question. But in a very small way it would like to see and analyse, in the Nagaland context, what the student expects to get, and if the lecturers are competent to give what the students need, if the overall education environment of the student is conducive.

The students' command of the English language would depend on two factors according to Doughty & Thornton. They are firstly, the general contribution the teacher of English can make towards this command; and, secondly, the particular contribution that has to come from every teacher in terms of the language needs of his own situation (1974: 11). They also list some other aspects of the life of the school that could affect its pupils' capacity to use language for learning. They are "the school's pattern of discipline, its customary view of relationships between teachers and pupils, the relationships it permits between pupils of different age groups or sexes, its attitude towards pupil's everyday speech" (Ibid.11). Though these factors have been listed keeping in mind the school context, they are relevant in the context of colleges here in Nagaland. They help create the climate for language use within each individual classroom.

Curriculum Process: Objectives

The priority here is also to find out if the students are really benefited from the language point of view through their course and classroom teaching. It is important that the teacher asks himself 'what should I be trying to get my pupils to achieve?' The aim should not be in terms of content to be learned or a skill to be acquired. Getting the students to pass examinations should not be the sole concern of the teacher.

Behavioural Objectives and Aims

The broad aim of education is to bring about certain desirable changes in the behaviour of the students: changes in what he thinks or the way he acts or feel. These changes in behaviour, expressed in the form of what the student is expected to be

able to do at the end of a course or a series of lessons, are behavioural objectives. For example, we might say that at the end of a short course in Language through Literature it is hoped that the student will be able to:

- i. Write simple essays
- ii. Identify correct sentence structures
- iii. Write proper paragraphs
- iv. Write simple stories from outlines given.

These are the objectives expressed in behavioural terms of this particular short course. However, this course might be part of a longer and more complex course which has certain aims. Among these might be:

- i. To help the student become a good writer
- ii. To develop in the student a love of the creative aspects of writing
- iii. To help develop the critical faculty of the student through analysing the language of the author.
- iv. To appreciate literature.

These aims are much more general than the objectives stated and serve the purpose of indicating the general direction of the course.

Relationship between Aims and Objectives

The objectives for the various aspects of the curriculum set for the language student should be consistent with the overall aims of the colleges. If this is not done it is most likely that the aims will never be achieved.

Though it is not easy to chalk down objectives, as content, materials and method, and techniques of assessment are framed in the process of curriculum development

the objectives will become clearer. A statement of the objectives is important as it is the bedrock on which decisions which needs to be made about the curriculum is made. Two important factors need to be kept in mind while planning a curriculum. They are changes in society and knowledge explosion. Tradition has a great influence on the curriculum but we have to see if what previous societies demanded of their colleges is relevant to our present society. The curriculum should be in tune with the changing society, and the learner should be educated to live in that society.

Another worthwhile consideration is to plan learning to achieve more than one objective. As the achievement of multiple objectives is likely to occur whether we plan it or not, one might as well plan the curriculum to achieve more than one objective; for if it is unplanned it is possible that we come up with objectives that are not desirable. Shakespeare's *The Merchant of Venice* may be taught to achieve, among other things, an appreciation of literary language and Elizabethan drama. But because it was taught in an uninteresting way, the students may develop a dislike for drama, an objective the teacher certainly did not plan to achieve.

Careful planning is crucial as it enables the teacher to achieve more desirable multiple objectives. The learning opportunity can be used to achieve, besides the main objective, skills or certain healthy attitudes or values. For example the objectives may include the following aspects of students' development over a period of time.

1. INTELLECTUAL

- i. Be able to differentiate the different kinds of clauses
- ii. Do copy-editing
- iii. Develop skills of interpretation through analysis of the writer's language.

2. EMOTIONAL

- i. Think progressively towards community
- ii. Self-improvement and healthy self-esteem.

3. SOCIAL

- i. Positive attitude towards work
- ii. Participate in extra-curricular activities

4. PHYSICAL

- i. Maintain personal hygiene
- ii. Regular exercise.

Lesson Planning: Advantages and Steps

Lesson plan is a plan of action implemented by the teacher in the classroom.

The teacher plans the lesson in advance and has an idea of how to develop the key concepts and correlate them to real-life situations. Lesson planning is essential because effective learning takes place only if the subject-matter is presented in an integrated and correlated manner and is related to the students' environment.

Planning a lesson before facing the class is a fundamental principle of teaching. In such a plan questions such as what to teach and how to teach are deliberated upon. But now the traditional concept of lesson planning has been discarded and the unit plan had been adopted. In a unit plan the entire course is divided into teaching units (a teaching unit is a group of related concepts from which a given set of instructional and educational experiences is desired. A unit normally ranges for three to six weeks long) the unit can have four or five lessons under one heading. Before the unit plan is made, the teaching unit should be made clear. A unit consists of the subject-matter and the methodology of teaching it. After dividing the prescribed syllabus into teaching

units, the teacher then decides the time to be allotted to each unit. Each unit is then broken up into a number of lessons and each lesson is complete in itself.

Features of a Lesson Plan

a. **Objectives:** All the cognitive objectives intended to be fulfilled must be listed in the lesson plan.

b. **Content:** The subject matter should be stimulating and related to the students' previous knowledge. It should be related to real life situations and should be limited to the prescribed time.

c. **Methods:** The appropriate method of teaching should be chosen by the teacher. Suitable teaching aids should be identified and supplementary aids should be used.

d. **Evaluation:** The students should be evaluated in order to ascertain whether the aim of teaching the lesson has been achieved.

Advantages of Lesson Planning

i. It helps correlate concepts and the student's environment

ii. It makes the work regular, organized and systematic

iii. The aims of teaching a lesson are kept in the forefront

iv. It is time saving

v. It provides greater freedom in teaching

vi. It induces confidence in the teacher

vii. It stimulates the teacher to ask more relevant and pertinent questions.

Steps in Lesson Plan

Herbartian Steps

1. **Introduction (or Preparation):** The teacher prepares a brief introduction by which the students' previous knowledge is tested and their curiosity is aroused. An experiment, chart, model, story may be used to catch the attention of the class.

2. **Presentation:** The purpose of the lesson is stated and new information is taught. Various teaching aids are used and both teacher and students participate in the teaching and learning process.

3. **Association (or Comparison):** New ideas are associated with real life situations by giving suitable examples and drawing comparisons with the related concepts. This step is important when the teacher is establishing principles or generalizing definitions.

4. **Generalization:** The learning material sometimes leads to certain generalizations. Students should be encouraged to come to the correct conclusions on their own.

5. **Application:** The knowledge gained is applied to certain situations.

6. **Recapitulation:** This is done to assess the effectiveness of the lesson. A short objective type test may be used or the students may be asked to label a sketch.

Glover Plan

The Glover Plan is another method of lesson planning which is becoming popular now-a-days. This plan has four steps. They are:

1. **Questioning:** The teacher introduces and develops his entire lesson by asking related and sequential questions. The initial questions test the previous

knowledge of the students and the lesson progresses with introducing new information via questions. Teaching aids like models, charts, pictures, stories may be used. The introduction should be brief and interesting.

2. **Discussion:** The class is divided into smaller groups and the students are encouraged to express their ideas and opinions freely. This removes the students' learning difficulties.

3. **Investigation:** The students are encouraged to take up a project individually or in a group.

4. **Expression:** The teacher plans a strategy by which passive and active expression take place in the classroom, i.e., the students observe and listen and also participate actively. Artistic expression through fine and performing arts and organizational expression by arranging learning situations should also find a place in the lesson plan.

The teacher develops the lesson plan keeping in mind the following three psychological principles:

1. **Principle of Selection and Division:** The teacher selects and divides the learning material into smaller segments. The teacher also plans the portion of the subject-matter which will be presented by him directly to the students and the portion which will be elicited from the students.

2. **Principle of Successive Clarity:** The different learning segments must be properly structured, sequenced and connected. The students must thoroughly grasp the subject matter at each stage.

3. **Principle of Integration:** Various learning segments should be combined

to produce some generalizations and only then the lesson should be concluded.

At this point it would be pertinent to have a look at the three kinds of syllabuses (Wilkins 1985: 82-86) because this will give us an idea of the shortcomings and strength of the present Nagaland University English syllabus.

1. Grammatical Syllabus

Most textbooks have as their basis a grammatical syllabus. In grammatical syllabus the units of learning are defined in grammatical terms, although the precise sequence in which they occurred would be influenced by pedagogic considerations. Such an approach is based on the theory holds that splitting the language into parts determined by the grammatical categories of the language has psycho-linguistic validity. That is, the task of learning a language is made easier if one is exposed to one part of the grammatical system at a time. (Grammar translation, audio-lingual and structural methods are based on this principle). Changes in content, when they occur, are sometimes extremely superficial. That the content of learning is still thought of in grammatical terms is indicated by the labels used to indicate the items to be learned: the definite article, the position of adjectives, the past tense, conditionals, comparative and superlative, and so on.

2. Situational Syllabus

According to this view language always occurs in a social context and it should not be divorced from its context when it is being taught. In any case, our choice of linguistic forms is frequently restricted by the nature of the situation in which we are using language. This suggests that it is possible for people to concentrate

learning upon the forms of language that are most appropriate to their needs. This creates the possibility of a learner-based syllabus to replace the subject-based grammatical syllabus. The situational syllabus, therefore, is based upon "predictions of the situations in which the learner is likely to operate" (Wilkins 1985: 83) through the foreign language. A set of parameters for the description of the significant features of situations is set up and a behavioural analysis is made in terms of these features. Learning units no longer have grammatical labels. Instead they are identified by situational labels. Such a syllabus focuses teaching upon what is most relevant to a particular group of learners and these learners, able to see the relevance of what they are doing, become more highly motivated.

However one major problem is producing a complete syllabus according to situational criteria. In the first place, it is extremely difficult to define what a *situation* is. There are cases where the language we use is evidently very closely related to the physical context in which we produce it. But such cases are, if anything, atypical and we could not hope to cater for all a learner's language needs if we based our teaching on this type of situation alone. On the other hand, if the definition is widened to allow non-observable factors to be considered we reach the point where, 'the wish to describe a situation is basically the wish to describe the world, reality, life itself' (Richterich & Marchl 1970: 7). Therefore situational syllabus is not suitable for a general language course, although it might be valuable in certain narrowly definable contexts of learning. In any case, the diversity of linguistic forms in any one situational unit makes the task of generalizing grammatical learning a difficult one and without

it the learner may acquire no more than a set of responses appropriate to that one situation. He will be learning 'language-like behaviour' (Spolsky 1966: 16) rather than language.

3. Notional/Semantic Syllabus

While the grammatical approach is an answer to the question 'how' as in how do speakers of, say English, express themselves, the situational approach is a response to the questions 'when' or 'where' as in when and where will the learner need the target language. There is, however, a more fundamental question to be asked, the answer to which may provide an alternative to grammatical or situational organizations of language teaching, while allowing important grammatical and situational considerations to continue to operate. The question is the question *what*? What are the notions that the learner will expect to be able to express through the target language? It should be able to establish what kind of thing a learner is likely to want to communicate. The restriction on the language needs of different categories of learner is then not a function of the situations in which they will find themselves, but of the notions they need to express. One can envisage planning the linguistic content according to the semantic demands of the learner.

What is proposed, therefore, is that the first step in the creation of a syllabus should be consideration of the *content* of probable utterances and from this it will be possible to determine which forms of language will be most valuable to the learner. The result will be a semantic or notional syllabus which establishes the grammatical means by which the relevant notions are expressed. The lexical content of learning is

partly derivable from the notional analysis, but it may also be influenced by pedagogic and situational considerations.

PART II

The Place of English in the College Curriculum of Nagaland

English, both literature and language, has a very important place in the college curriculum in Nagaland. It has dominated the curriculum right from the schooling period. But now one is beginning to realise that the same objectives cannot be continued in the teaching of English. And in places where there is lack of objectives, they need to be introduced. English has always been the medium of instruction, besides being a subject. As English is the medium of instruction in Nagaland, the level of proficiency in this language affects the overall standard of education in the State.

The realization that English should be made more practical and language-oriented has dawned. A workshop on Phonetics conducted by the English Department of Nagaland University in 2003 stressed, among other things, on the necessity of language education and not merely teaching the literature of that particular language. The Report of the Education Commission of India clearly indicates the position of English in the educational system. The Commission writes "for a successful completion of the first degree course, a students should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it, and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school stage. English should be the most useful 'library language' in higher education and our most significant

window on the world” (1966: 15). Time and again it has been said that English should be the ‘language of comprehension’ rather than a literary language so the students develop the faculty for comprehending writings in the English language.

Syllabus in English at U.G. Level at Nagaland Central University.

Curriculum-making for the undergraduate students in English in Nagaland University is characterized by three stages. They are, sticking close to the British pattern by continuing with English (and British) literature; introduction of Indian literature in English, American and Commonwealth Literature; and, the introduction of Linguistics and Functional English. This trend shows a desire to move away from an Anglophone cultural centre to a more indigenous as well as global one.

Since syllabus making is a symbiotic process taking in what went before and that which followed it in the present, any suggestion for departure coming from outside did involve a strain and an irritant. Hence the initial response to it was one of wariness. It came of an addiction to one kind of syllabus-making, perpetuation of a response to a fixed course for several decades now before a drastic revision was expected. Academics anywhere settled down to orthodox beliefs, and the university in Nagaland too had settled down to textual studies in literature along a modernistic intellectual milieu in criticism and literary history. Since the time Nagaland was under the North Eastern Hill University syllabus-making in Nagaland had undergone a silent transformation eschewing older ways of historical-textual interpretation to an objective response to the text following the gradual ascendance of the modernist revolution in taste which, of course, took time in being incorporated as part of the lessons to be imparted to students in under-graduate classes.

A Glimpse of the Old (till 2004) Under- Graduate Syllabus for English of Nagaland Central University

The old syllabus was introduced when Nagaland was still part of the North Eastern Hill University (NEHU). Nagaland University was established in 1994 but the syllabus remained unchanged till 2005. The syllabus was changed in 2005 and starting with the Degree I students it is being introduced in a phase manner: for example the present (2006) Degree III students would still be using the old syllabus, and those students under the old syllabus who failed would stick to their old syllabus till they clear the backlog.

a. Duration and Structure: The duration of the Degree courses with Honours or without Honours is three years. There are two examinations the first (Part One) being at the end of second year and the second (Part Two) being at the end of third year.

b. Course Structure and Content

(i) For Bachelor of Arts without Honours there are two English papers, each carrying 100 marks each, one in the first year and the other one in the second year. In addition to these, are two MIL papers, where the students can either opt for Alternative English or the vernacular Tenyidie, in the second and the third year. The English papers consist of Poetry and Drama for the first year. Poems from the renaissance to the modern period are studied. *Julius Caesar* by Shakespeare and two other one-act plays are also included. In the second year there are prose pieces, fiction (Dickens' *A Tale of Two Cities*), and Composition and Grammar. For Alternative English paper I, introduced in the second year, there are poems from the Victorian to Modern Age,

and prose pieces. There is an Essay, and a Précis to be written. For Alternative English II, introduced in the final year, there are poems from the Victorian Age to Modern Age, and also some Indian poets. This paper also has short stories.

(ii) For B.A. with Honours (except for English Honours) there are two English papers for the first two years and an MIL paper in the second year. The course content is the same as given above.

(iii) Bachelor of Commerce follows the same pattern though the course content is different except for MIL II in the final year which they share with their Arts counterpart. Essays and poems are studied in the Commerce stream along with Composition, grammar, and Business Correspondence.

(iv) Bachelor of Science, and Bachelor of Home Science, with or without Honours, has just an English paper in the first year. The paper is compulsory and carries full marks of 100. Essays and poems are included in the English paper, along with grammar.

(v) For the B.A. Degree with Major in English, there are eight papers out of which three are Elective papers. They do take any other General English or Alternative English papers. The papers are:

1. Elective Paper I: Poetry (Renaissance to Modern)
2. Elective II: Drama (Shakespeare to Shaw)
3. Elective III: Fiction (Defoe to Hemingway)
4. Paper IV: Poetry (Milton to Eliot)
5. Paper V: Drama (Shakespeare to Osborne)
6. Paper VI: Fiction (Dickens to Salinger)

7. Paper VII: English Literary Criticism (Wordsworth to Eliot)

8. Paper VIII: History of English Literature and History of English Language,

or, American Literature, or, Indian Writings in English. There are 800 marks for this course as each paper carries 100 marks.

That is a brief picture of the English syllabus of Nagaland University. The stress is on British literature and there is hardly any provision made for language. Grammar and Composition occupy only a small portion of the syllabus and they are usually overlooked by the lecturers in the class. The students themselves are also not very keen on doing this. Also in the syllabus there is no provision for job-oriented language instruction like Book Review, Copy Editing, Writing for Radio or TV, etc.

One can always be debate the role of a university. Is it a job-providing arena? On the other hand, should it act as a producer of the future intelligentsia of the nation? Even if we say that Higher education does have social roles like the making of the intelligentsia, how can it be realized if the course that is offered does not give a job to the students taking it? This invariably takes us to the question if English literature should address the burning intellectual issues of the times or should it go the market way and address itself to present privatizing and globalizing scenarios?

At present, we see a proliferation of B.A. degrees rather earned cheaply, and the inability of the government to provide employment to individuals who had earned their degrees. The students are also at their wit's end after their studies as they find that their degrees are useless. Therefore, we see the need to make the syllabus job-oriented too.

What does an Undergraduate Student in Nagaland Really Need?

The word 'need' has a myriad of meanings. In the language context 'needs' can have two broad meanings. According to Doughty & Thornton, "those who believe that 'needs' refer primarily to the development of the personal self are likely to emphasize the imaginative and individually creative aspects of language activity, while those who think of 'needs' primarily in terms of the capacity to make relationship with others are likely to stress the public and social aspects of language activity" (1974: 16). In the light of the statement above, institutions should focus on what kinds of languaging activity should be set up in learning situations and for what purposes. Learners here in Nagaland are faced with two kinds of expectations: the demands of the society, and the educational system. When these two factors are understood the language needs of the learner will make sense.

Responding the questionnaire given to the undergraduates of Nagaland, this researcher found that the majority thought that they were either 'good' (62%) 'fair' (26%) in the language, and many (87%) were more comfortable with English when it came to writing. They also had a lot of faith in their English lecturers as 76% thought their lecturer is a 'good model' of the target language. A vast majority (76%) said they intend to use English in their 'work place' in future. And that they thought Listening is the skill that is most neglected in the classroom, not that they cared much for it. A vast 62% would like to hone their speaking skill, whereas 38% would like to hone their writing skill. Most of them didn't think English language would be used 'at home' later. However among those who responded in the affirmative an

overwhelming majority (82%) were females.

The zest for learning this language among the undergraduates of Nagaland cannot be underestimated. Therefore I feel it is our job actually to show our students how using language for learning really looks like. At present, I feel that they are unable to deploy' their knowledge of the language effectively to meet the linguistic demands of the learning situations.

Organisation of Curriculum at the Under Graduate Level

Academic Electives: Weightage for Different Curricular Areas.

In order to plan and design a balanced curriculum assigning a suitable weightage to different curricular areas in terms of allotment of college time is very essential. Assuming that the college time in a college is divided into 100 periods per month (5 classes @ 45 minutes p/c x 20 days), (The sample taken is Degree II Arts where they have 3 Major and two Language subjects) allocation of time for different areas of study looks like this right now:

Table no. 1.1

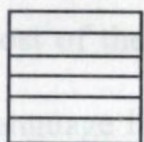
Areas of Study	Time Allocation	
	Period	Percentage
1. Literature (English & Alt. English)	12	12%
2. Grammar	4	4%
3. Major Subject	60	60%
4. Elective Subjects (Two subjects)	24	24%
	100	100%

Pie Chart 1

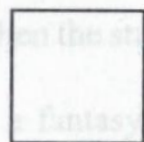
Academic Electives

Weightage for Different Curricular Area

1. Literature



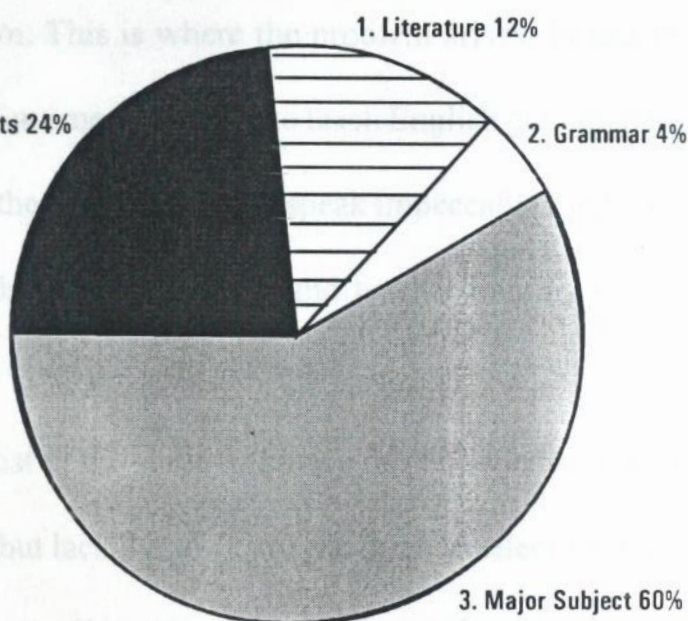
2. Grammar



3. Major Subject



4. Elective Subjects



We see from the figure that language has a very negligible place in the overall programme of the college. Therefore, one realizes that some changes need to be seen urgently in the way English is taught as a language here in Nagaland. The object of the syllabus or the curriculum is literature-centric and therefore, the language does not get enough attention. Language is taught in the Grammar classes and 87 % of the

students interviewed find them monotonous. A high 75% of the lecturers interviewed also said that their students are weak in English, but there is nothing much that they can do. Right now one finds that grammar-teaching is not at its best as 98% of the English lecturers interviewed do not have any training relating to language or teaching. They have a grounding in literature in the University, but when it comes to language most of them are not very confident. Universities do not necessarily incorporate Language in their PG curriculum. This is where the problem arises. In fact in the high school it is not uncommon for a mere graduate to teach English grammar. Sadly, when the students reach college they are expected to speak impeccable English. This is a fantasy. The objective needs to be clear here, and teacher-training should be made compulsory.

At college entry level most of the students have a fair knowledge of English grammar and general principles but lack the ability to put them to effective use. This researcher in more than seven years of lecturing has seen that students here generally can reproduce set grammatical pieces by rote but are not very efficient in production. Therefore, I believe that right now the need is mastery of language skills as the natural offshoot of language learning. This way the grammatical and functional dimensions of language can be integrated to the maximum benefit of the learner.

Description of the New Syllabus

Following directions from the UGC a new syllabus for the Under Graduate course was introduced in 2005 in Nagaland. This syllabus has more provision for language learning. This is a healthy sign and would do a lot for the improvement of

the students in this area. This new syllabus is different from the old one in some areas. For example, one refreshing change we see is the introduction of what the syllabus says Basic Language Skills and Applied Language Skills in the General English papers and Elective English.

Duration and Structure

The duration of the Degree courses with Major or without Major is three years. There shall be three examinations now taken every year. The so called 'back papers' policy has been eliminated, so any student who fails in the promotion examination will not be allowed to enter the next class till he or she clears all the papers.

Course Structure and Content

1. For Bachelor of Arts without Major there are two English papers one each in the first and second year. In addition to these two papers there are two Alternative papers one each in the second and third year. All these four papers are compulsory papers and each paper carries 100 marks.

The General English paper for the B.A. 1st year has three Units:

- a. Poetry (40 marks). This section has poems from John Donne to T.S. Eliot.
- b. Drama section (30 marks) which has one Shakespeare drama *The Merchant of Venice* and,
- c. Basic Language Skills (30 marks) under which grammar and usages, paragraph writing, and précis writing are studied. In this paper 70 marks are allotted for Descriptive questions and the other 30 marks for objective questions.

except The General English paper for the B.A. 2nd year also has three Units:

- a. Prose (40 marks). This section has short essays from C.F. Lamb, A. Huxley, E.M. Forster, George Orwell, Jawaharlal Nehru, and others.
- b. Fiction (30 marks) where Charles Dickens' *Oliver Twist* is studied, and,
- c. Language Skills (30 marks) where we have Letter Writing, Copy-editing, and Basic Report Writing. In this paper 70 marks are allotted for Descriptive questions and the other 30 marks for objective questions.

From the 2nd year Alternative English or MIL (Tenydie) is available. Alternative English paper 1 (which is introduced in the 2nd year only) has three Units:

- a. Prose (45 marks). The prose section has essays from Sir O. Sitwell, H.G. Wells, Somerset Maugham, Bernard Shaw, and others.
- b. Poetry (45 marks) where poems from Wordsworth to Stephen Spender are studied, and,
- c. Composition (10 marks) which carries Essay Writing. This paper has 70 marks for Descriptive questions and 30 marks for the objective questions.

For B.A. 3rd year Alternative English paper II has three Units:

- a. Short Stories (45 marks) In this unit there are stories from Leo Tolstoy, O' Henry, Arthur Conan Doyle, Anton Chekhov, Ernest Hemingway, and R.K. Narayan.
- b. Poetry (45 marks). The poetry section has poems from Milton to Wilfred Owen, and also Nissim Ezekiel and Kamala Das, and,
- c. Composition (10 marks) which carries letter writing.

2. For B.A. with Major (except English Major) the course content is the same

except that there is one Alternative English paper less; Alternative English 2nd paper is omitted in the final year.

3. Here is the syllabus for the English Major Course in a nut shell. The English Major students have 8 papers all together which consist of 3 Elective English papers and 5 Major papers. They do not take any other General or Alternative English papers.

First Year

There are two papers in the first year. They are:

- i. Poetry and Applied Language Skills (Elective English I), and
- ii. History of English Literature and Language (Major Paper IV).

The first paper has 70 marks for descriptive questions and 30 marks for objective questions. This paper carries two Units:

- a. Poetry (75 marks) section which has 12 poems from John Donne to Dylan Thomas.
- b. Applied Language Skills (25 marks). This section has Report Writing (10 marks) and Book Review (15 marks).

The other paper has four Units:

- a. History of English Literature (40 marks) from the English Renaissance and Reformation to the Modern Age covering all the other major literary ages in between.
- b. History of English Language (40 marks) from Old English to American English.
- c. Phonetic Transcription (10 marks) where the students will be asked to transcribe ten words in the examination, and,
- d. Literary and Critical Terms (10 marks).

Second Year

There are three papers in the second year. They are:

- i. Drama and Applied Linguistics (Elective English II),
- ii. Fiction (Major Paper VI), and,
- iii. English Literary Criticism (Major Paper VII).

Elective English II has 70 marks for Descriptive and 30 marks for Objective questions. In this paper there are four dramas: Marlowe's *The Jew of Malta*, Shakespeare's *Macbeth*, Ben Johnson's *Volpone*, and Webster's *The White Devil*. The second unit of this paper has Copy-editing and Academic Editing.

Paper VI has five fictional works: *Jude the Obscure* (Hardy), *The Secret Agent* (Conrad), *Animal Farm* (Orwell), *Howards End* (Forster), and *The Power and the Glory* (Greene).

Paper VII has two units. Unit I which carries 80 marks has five works of literary criticism: *Preface to Lyrical Ballads* (Wordsworth), *The Study of Poetry* (Arnold), *The Function of Criticism* (T.S. Eliot), *Keats* (Leavis), and *Language as Paradox* (Cleanth Brooks). Unit II is practical criticism of poetry and prose and carries 20 marks.

Third Year

The remaining three papers are studied in the final year. These papers are:

- i. Fiction and Applied Linguistic (Elective English III),
- ii. Drama (Paper V), and,
- iii. American Literature/ Indian Writings in English/ Commonwealth Literature.

Elective English III has 70 marks for descriptive questions and 30 marks for objective questions. The first unit has four novels: *Robinson Crusoe* (Defoe), *Pride and Prejudice* (Austen), *Wuthering Heights* (Bronte), and *Hard Times* (Dickens). The second unit deals with Journalistic Report Writing and Feature Writing carrying 25 marks.

Paper V has five drama pieces: *She Stoops to Conquer* (Goldsmith), *The Double Dealer* (Congreve), *Pygmalion* (Shaw), *Murder in the Cathedral* (Eliot), and *Look Back in Anger* (Osborne).

Paper VIII is the paper where option is given to the students to opt for either American Literature, Indian Writings in English, or Commonwealth Literature.

i. American Literature has three Units:

a. Fiction and Drama (40 marks) dealing with the works of Poe, Hemingway, and Eugene O'Neill.

b. Poetry (40 marks) dealing with the works of Whitman, Dickenson, and Frost.

c. Essay (20 marks) where Emerson's *Nature* is studied.

ii. Indian Writings in English has two units:

a. Fiction (60 marks) dealing with the works of R.K. Narayanan, Mulk Raj Anand, Ruth Prawar Jhabvala, Amitav Ghosh, and Anita Desai.

b. Poetry section carries 40 marks and has selections from Toru Dutt, Henry Derozio, Nissim Ezekiel, Ramanujan, and Kamala Das.

iii. Commonwealth Literature deals with the works of Chinua Achebe, Alan Paton, Derek Walcott, Muriel Sparks, Judith Wright, and A.D. Hope.

4. The students of Degree course in Commerce has one English paper in the

first year and one English and Alternative paper each in the second year. There is no language paper in the final year. English paper I has four units with Descriptive questions getting 30 marks and Objective questions having 40 marks.

i. Unit I is the prose section and it carries 30 marks. It has essays from concrete like Clarence Randall, Michael George, Duffie, Sir Nicholson and others.

ii. Unit II has four short plays of Chokwe, Mubwand, Mino, and Kanyo. It carries 30 marks.

iii. Unit III deals with commercial correspondence and has 20 marks.

iv. Unit IV is the grammar unit and carries 20 marks.

For Degree II Commerce the English paper is a purely language paper and has no literature. It deals with Project Report, Commercial English, Commercial Correspondence, Comprehension and Grammar.

The Alternative English paper has Essay Writing, Picture writing, and four American and British stories.

3. The Degree course in Science / Home Science has just one English paper and no Alternative English paper. This paper which has three units is studied in the first year.

i. Unit I carries 30 marks and has Orwell's /1984.

ii. Unit II deals with poetry and has selections from the works of Milton to Hardy.

iii. Unit III is composition and has Essay Writing, Picture Writing, and Grammar for 40 marks.

4. **Functional English** Presently there is only one college in Nagaland which conducts this course at undergraduate level. This college is Fardik College.

Mokokchung, which is one of the oldest colleges affiliated to this university. This is an optional subject (not an additional subject) like any other subject like History, Sociology, etc and it comprises of 3 papers one in each year of the three-year degree course. As per the present UGC syllabus this subject is terminated at the Graduate level, and cannot be carried over to Post Graduate level of studies as a full-fledged discipline.

Course Content

The first paper which is called **Phonetics and Remedial Grammar** has two main parts: Theory (75 marks) and Practical (25 marks). The Theory section has two Units.

i. Unit I is Phonetics and it carries 35 marks. In this unit Linguistics, Phonology, Assimilation, Word Accent, etc are studied.

ii. Unit II is Remedial Grammar and carries 40 marks. Articles, Verbs, Tense, Adjective, Voice, The Courtesy Words, Dates and Time, etc are studied.

The Practical section too has two units.

i. Unit I is Phonetics where intensive drilling in phonetic skills, in accent, intonation and phonetic transcription is done. It carries 25 marks.

ii. Unit II is remedial Grammar and carries 10 marks. This unit has exercises on the four language skills: Listening, Speaking, Reading, and Writing.

The second paper is called **Language Skills** and has Theory (75 marks) and Practical (25 marks). The theory section has four units.

i. Unit I is called Writing Skills (Imaginative Use of Parts of Speech) and carries 20 marks. In this unit Paragraph Writing, Sentence Connectors, Rewriting of

Sentences, Idioms and Phrases, Business Correspondence, etc. are studied.

ii. Unit II is Conversational English and it carries 20 marks. In this unit Language and Society, Style and Register, Language in Situations, etc. are studied.

iii. Unit III is Broadcasting and carries 20 marks. Fundamentals of Broadcasting, Radio/TV as Mediums of Communication, and Current Affairs, are some of the things done in this unit.

iv. Unit IV is Conversational and Communicative English and it carries 15 marks. Language and Communication, and English in Situations are done in this unit.

The Practical section has four units.

i. In Unit I Letter Writing, Précis and Comprehension, Descriptive Writing, Script Writing, Drafting Memos, etc. are done. It carries 5 marks.

ii. In Unit II Exercises of conversation in situations listed in the theory section is taken. It also has a Field Work where various places offering different situations are visited. This unit has 10 marks.

iii. In Unit III Voice Training, Working in Simulated Situations, Visiting the radio Station and TV Studio are the activities undertaken. It carries 5 marks.

iv. Unit IV carries 5 marks. The content of this unit is similar to those of Unit II.

The third paper is called **Oral Presentation and On the Job Training**. The Theory section (25 marks) and the Practical section (75 marks) have two units each.

i. Unit I in the Theory section carries 15 marks and is called Broadcasting (Radio). Script Writing, Current Affairs, Dialogue Construction, Rhetoric Devices, etc. are some of the activities of this unit.

ii. Unit II is Broadcasting (TV) and Public Speaking and carries 10 marks. In this unit Rhetoric, Semantics and Stylistics, Gestures, Facial Expressions, Eye-, Lip-movement, Symposia, etc. are studied.

The practical section has four units.

i. Unit I which carries 20 marks has topic like Voice Training, Techniques of Broadcasting on the Radio, Role Play, Script Preparation, etc.

ii. Unit II also carries 20 marks and includes exercises like Visit to the TV Station, Exposure to Different Mechanisms and Process of TV Broadcasting, Participating in Meeting and Seminars, etc.

iii. Unit III is titled Project and On the Job Training and has 20 marks. In this unit each student is required to work for 4 weeks as a tutor to business people, house wives, etc. who are interested in learning English. The students are also required to work as receptionists in popular firms, as announcers, news readers, commentators, comperes, in radio stations, tournaments, cultural functions etc.

iv. Unit IV has 15 marks and in this unit Entrepreneurship Development is undertaken. Besides being a job-oriented subject, training in this discipline will be highly rewarding for those who may like to pursue Post Graduate studies in disciplines like Journalism, Mass Communication, English Language Teaching, and English Literature.

Pros and Cons of the NU English Syllabus

The new syllabus has several advantages. The researcher has been able to garner those through interviews and interactions with several English lecturers from across the State. They are:

1. The syllabus devotes more slots on language. Besides the usual 'grammar and composition' the students now have to do copy-editing and basic report writing. English Major students now have Journalistic Report Writing, Feature Writing, Book Review, Copy-editing, Academic Editing, and Phonetics. All these should help the students develop their skills of communication.

2. With a substantial mark devoted to language – 80 out of 400 marks for Arts, 180 out of 300 for Commerce, and 40 out of 100 for Science – one should see the lecturers and the students having more concern for language.

3. Many students graduate without even knowing how to write a proper application. The new syllabus with features like Journalistic Report Writing, Copy Editing, and Book Review should also help with the career of the students later on. This innovation is seen as more career-oriented.

4. With part of the usual English literary piece making way for language we see more diversity in the syllabus. This should generate more interest in the students. Also there are many students who find difficult to follow the literary classics 'prescribed' in the course and hence they score very less in the English papers. But now with the syllabus having more units on language the students have the opportunity to score more.

5. The new syllabus should also make the lecturers and the students open up more to each other and hopefully one would see more interaction in the classroom. Mary Tear sees interaction as, "launching into a spontaneous improvisation exercise, or encouraging an individual response from each candidate in a quiet moment at the end of their presentation" (2006: 7). Teaching of literature usually is delivered in

lectures where the lecturer is in a hurry to finish the course. The students have neither the chance nor the motivation to actively participate in the learning process. But with stress on the communication skills in the classroom the teaching should become more student-centred and English hopefully will be taught not just as an academic subject but also become a medium of active and constructive communication in the classroom.

6. The introduction of the UGC- funded Functional English is another exciting prospect. The colleges of Nagaland should try to introduce Functional English in their academic programme. Among other advantages that this subject brings it will also help in the students acquiring jobs as this subject is vocational in nature. It will also give more choice and variety to the number of optional papers the students get to choose.

However, we also see some disadvantages that tag along the new syllabus. These are: 1. One perennial problem we have in Nagaland is the difficulty of getting books prescribed in the syllabus. The wonderful books prescribed especially in the language section are simply not available in the market, and this cause immense problem to both the lecturers and the students. And though a few can rush to other cities to buy these books it would be preposterous to expect all our students and lecturers to do this. A syllabus is as good as its lecturer and students allow it to be.

2. Now with more stress on the teaching of language there is stark shortage of qualified lecturers. Most of the lecturers have taken their M.A. in Literature and have neither the capability nor the interest to teach language and Phonetics. And the colleges (especially the private colleges) are not willing to send their lecturers for orientation or refresher course in language as it is difficult to manage the class in the absence of the

teacher. In fact, the management of the colleges do not pay much heed towards orientation and refresher courses. There is the danger of the language section being carelessly done or left out en masse by the lecturers. If that happens the syllabus would simply be ink on paper no matter how good the intention of the syllabus makers.

3. College libraries in the State are not sufficiently or properly stocked to meet the requirements of the new syllabus. Most libraries have hardly any book on English language or ELT. Some government lecturers say that their libraries do not even have a proper *Oxford Dictionary* let alone a *Pronouncing Dictionary*. Then there is the need to have audio tapes and CDs for Phonetics. These things are sorely missing from our libraries right now.

4. The syllabus is difficult, nay impossible, to efficiently implement in big classrooms. In some colleges, there are 200 students in a degree class. To teach language and grammar, and properly evaluate a class of 100 plus students is impossible for the lecturers. It is very 'demoralizing' and unwieldy as most of the time the lecturers do not know whether to teach or control the class.

5. It does not have enough Phonetics. All the students, and not just the English Major students, should have a basic grounding in the English sounds and pronunciation as they will need it as much as their English counterparts in the future. Commerce and Science students too in this world of cut-throat competition in the job market would need decent English to survive.

6. The syllabus does not have a clear-cut objective: how to assess the entry level of the student and what is the expected or desired terminal behaviour of the

students. Instead it only says that the objective of the course “is to develop skills of communication” (English Department, Syllabus 2004, Nagaland University p. 7). After going through the syllabus one finds that the four language skills are not given an impartial treatment. For example most of the items prescribed are basically to do with the Writing skill. There is some stress on speaking skill as they ought to know how to use English phonetically. However, the other two skills Listening, and Reading are almost ignored. Though the activities in a textbook contribute to the student’s language acquisition, and good textbooks meet the needs of the learners, if the goals of the syllabus are not clearly defined the textbook may not do justice to the students as the objectives given in the syllabus act as guideposts for both the teacher and students. Lack of a clear-cut objective will also make the lecturers careless and they will not bother their accountability towards students. In a nut shell the current new syllabus of English, Nagaland University, is quite comprehensive so far as course content is concerned. Yet, it requires competent and trained teachers to handle the courses for quality education in Nagaland.

Suggestions

Keeping in mind the needs of the learners, the English syllabus for the Under Graduate students of Nagaland should be designed to include the following:

1. Include books and articles which are not just interesting and motivating for the students, but also relevant to contemporary life. British literary classics are indispensable but they are not the best material for language teaching because the English is either archaic or too formal. The students need to be exposed to more

books and articles that are good representatives of modern conversational English.

2. The present English syllabus prescribes 4 language papers (2 English and 2 Alternative English) for Degree course in Arts, 3 (2 English and 1 Alternative) for Degree course in Commerce, and 1 (English) for Degree course in Science. As the English Department looks after two disciplines unlike the other departments of the college, this department is strained. The researcher suggests that one Alternative English paper for Degree course in Arts and one language paper for Degree course in Commerce be removed as they appear redundant, and instead increase one language paper for Degree course in Science as it has only one language paper right now. Journalistic Report Writing, Copy- editing, and Phonetics will surely be helpful for the Science students too and not just the essay and précis writing which are often neglected. It will help them if they learn enough English to acquire, utilize, and share knowledge available to them.

3. The syllabus recommends many good books some of which may never be read owing to the difficulty in procuring the books. Without compromising on the quality, it would be good if it includes books that are not difficult to procure.

4. The syllabus is to be designed in such a way as to make provision for all the four language skills: Listening, Speaking, Reading, and Writing.

5. The University also come up with its own book/s on language teaching giving special attention to those areas which the students of Nagaland find most problematic. (The “desire for the University to take initiative in publishing of textbooks” (2005:13) was expressed by the members of a high level *One Day*

Workshop on Introduction of New Under Graduate Syllabi and Examination Reforms

conducted by the Nagaland University on 27 July, 2005 at Kohima. This Workshop was attended by the Chief Rector of Nagaland University, the Governor of Nagaland, the Vice-Chancellor, University officials and the Principals of different colleges of Nagaland.) As most of the students will obviously use English in Nagaland, and among fellow Nagas, these books or materials can broadly identify situations that a student is most likely to find himself later on. Though it would be impossible to predict what these 'situations' would be, one can come up with some situations that more or less many students would find themselves after their studies. They are:

a. Working as a tourist guide where the guide would be required to have a decent command of English (basic vocabulary, courtesy words, etc.), and also an accent that is not 'heavy' or too local, but as far as possible 'neutral' like British English or American English.

b. Working as a government servant in any of the government offices which would bring him or her in contact with different people daily.

c. Working as a business entrepreneur who will move around a lot within and outside the State.

d. Teaching (Naga) students in a school or college in Nagaland.

6. Evaluation of learners must be based on oral performance too if we are really serious about language teaching. The *Report on One Day Workshop on Introduction of New Under Graduate Syllabi and Examination Reforms* says that "viva-voce examinations may be excluded in respect of Functional English" (2005:

13). In fact, viva-voce or oral tests, either internal or external, is a must for effective language teaching and learning.

The language learning activity needs to be constantly refashioned to keep ourselves abreast of the latest happenings in the world. Our students should be able to read passages of general interest pitched at an average level of difficulty with a high level of comprehension. They should also have a very good control of writing skill with a well-developed range of vocabulary and structures appropriate to readers and writing purpose. And right now, if it is going to be difficult for us to produce students who write exceedingly well, at least we can try to achieve that level where occasional inappropriacies of style do not affect overall quality. The syllabus has to be need-based so that the communicative competence of the students is not compromised.

However, in conclusion one can say that the new Nagaland University English syllabus for the Under Graduates is refreshing. It has made provisions, albeit meagre, for the language needs of the students. It is true the British literary classics still take centre stage, and one feels they should, but the introduction of Language and Phonetics should provide the much needed whiff of fresh air. The syllabus is at par with any Under Graduate syllabus in the country and the students should be proud of their syllabus. The new syllabus comes not only with more variety and interest but should help with those students who are more language-oriented. The Department of English should be a true department of English dealing with not just the Literature aspect but also the language aspect. All the four skills of language need to be given some, if not equal, attention and the syllabus has to say how. It would do well for the University

to give clear-cut goals of the programmes and how to go about them and not just prescribe textbooks. The lecturers also need to be given proper training or orientation so that the learning pace of the learner is accelerated. Language can only be learnt through language use or communication. So the communicative approach is the teaching methodology that could be most useful for the Under Graduates of Nagaland right now. The need of the hour is to make the students communicate in English naturally and confidently. The teacher should be able to make the students anticipate language needs not simply in the classroom but in the outside world as well. The college students here in Nagaland have a fair knowledge of English grammar but many a times lack the ability to put them to effective use. Therefore the main task of the language classroom should be to make use of the grammatical knowledge of the students to turn it into a pool of effective communication. It would do well for the teachers and the educational institutions to close in the gap between linguistic competence and communicative and pragmatic competence. And for this to happen the teacher need to communicate with the students more instead of always sitting on his high horse. A rigid syllabus and administrative hurdles can also hamper learning for they don't allow innovations. And hence the earlier one can do away with these or minimise them the better it would be for us.

Case Study: Language through Poetry or Prose.

This example case study, with a lot of help from Yadav (2002: 86-89), the researcher feels should be a big help in the teaching of language in the colleges of Nagaland. Prose is considered a dull and prosaic genre by many students and also

lecturers. This case study should dispel that feeling to some extent and show that prose could be an excellent mechanism through which language can be taught.

Difference between Prose and Poetry

1. Prose appeals to the head while poetry appeals to the heart. For example, Brutus' speech an example of fine prose appeals to the head, while Antony's moving speech in verse appeals to the heart.

2. Prose informs, poetry delights. Prose is for information, poetry is for appreciation.

3. Poetry is a thing of beauty; beauty of language, thought, emotion. Prose is intellectual and a powerful form of expression. It affects the whole man, his sense, intellect and emotions.

4. Poetry is more sound than sight. Prose is more sight than sound.

5. Poetry is not so much read as sung, not so much seen as heard. Poetry uses music and rhythm for expression while prose lacks musical rhythm and style.

Differences in the Aims of Teaching Prose and Poetry.

1. Prose is taught to develop language skill, enlarge vocabulary, explain sentence structures and impart ideas and arguments.

2. Poetry is taught for the sheer pleasure of the sound and music of the language, to help the student acquire natural speech rhythm (nursery rhymes in the Kindergarten), to develop the students' emotions and stimulate the imagination, and also to develop the aesthetic sense in the students.

Teaching of English Prose: Language through Literature

After you learn to read a language you have to learn how to read with comprehension. In prose the student is introduced to an intensive study of language,

structures and vocabulary. The main objectives of teaching prose are to develop the language ability in the students and to increase comprehension of ideas.

Objectives

The objectives of teaching prose may be divided into two: General and Specific.

General

- a. To enable the students to understand the passage
- b. To teach the students to read aloud with correct pronunciation, articulation, intonation, stress.
- c. To enable the student to comprehend the passage while reading it silently.
- d. To increase the student's active and passive vocabulary.
- e. To enable the student to enjoy reading and writing.
- f. To enable the student to express the ideas contained in the passage orally and in writing.
- g. To develop imagination to prepare the students for world citizenship.

Specific

The specific aims change depending on the reading material. If the passage is descriptive, the aim of the teacher is to acquaint the students with the writer's style, to develop the student's imagination and love for natural objects. In the case of a story, the specific aims may be to teach certain facts and lessons through the story, to shape the student's character and to acquaint the students with the particular writer's style of writing. In the event of an essay, the student's curiosity is aroused and he learns some new ideas. He also learns to arrange ideas in a systematic way and becomes

familiar with the style of essay writing. In the case of a biography, the student comes to know the lives and deeds of great men and women. It builds their character and inculcates in them ambition and desirable sentiments. In the case of a play, the students learn self-expression, play different roles, get an opportunity to speak conversational English and help build their character.

Procedure

a. Introduction

The lecturer starts the question by asking some introductory questions in order to test the knowledge of the students. He may attract the student's attention by showing pictures, models, etc. He should aim at arousing the curiosity of the class. In the event of a continuing lesson, the teacher should base his questions on the portion of the lesson already taught.

b. Statement of Aim

The teacher should clearly and concisely explain the aim or the objective of that lesson. He should state the topic which he plans to teach that day and should ask the students to open their books at the appropriate page

c. Presentation

This is the main part of the lesson plan. The teacher must present the lesson in an interesting and efficient manner to the students. The lesson may be taught in one or two units. However, if the lesson is short, it can be taught in only one unit.

d. Model Reading by Teacher

The teacher reads aloud the selected passage, paying careful attention to

pronunciation, phrases and intonation. The speed of reading should be normal and his reading should be audible to the entire class. He should keep an eye on the class to see that the students are following the reading.

e. Pronunciation Drill

Pronunciation drill should precede reading aloud. The words should be selected on the basis of the pronunciation skills of the class. Those words which are incorrectly pronounced should be chosen for practice. Each word should be written on the blackboard and practiced.

f. Reading Aloud by Students

The teacher asks some students to read the passage aloud one by one. This helps to correct the student's pronunciation and to improve the tone, rhythm and fluency of reading. The teacher instructs the student to keep the book one foot away from the eyes and to hold the book in the left.

g. Exposition of Difficult Words/Structures

Vocabulary, grammar and structures are the most important components of a prose lesson. The teacher selects the new words and phrases from the passage and explains their meaning clearly. Objects, pictures, models, actions and gestures may be used to aid comprehension. In case of difficulty, the teacher may resort to using the mother tongue to explain the words and phrases. The teacher may use the Direct Method, Translation Method, Usage Method, Similar Word Method, Contrasted Word Method, Derivation Method or reference Method.

h. Silent Reading by Students

After exposition of new materials, the teacher asks the students to read the passage silently. This helps rapid reading, learning of new words and quick grasp of meaning. The teacher should ensure that the students don't move their lips while reading and that the whole class is quiet. The posture should be correct and adequate time should be given to complete reading the passage. This paves the way for extensive reading.

i. Comprehension Test

The teacher then asks the students short, direct questions based on the passage to test their comprehension of the passage. The following type of questions may be asked:

- i. meanings
- ii. questions based on the main portion of the passage
- iii. the gist of the passage
- iv. to describe the passage in their own words
- v. figures of speech, phrases, idioms.

j. Recapitulation (Application Test)

The teacher asks questions in order to evaluate the extent to which the objectives of the lesson have been achieved. The questions should demand logical thinking from the students. Here are some examples of recapitulatory questions:

- i. translate the passage into one's mother tongue
- ii. describe the main incidents of the story
- iii. explain the passage
- iv. fill in the blank
- v. lesson learnt from the piece.

While teaching language through literature we need to be wary of one thing and that is our students do not end up reading literature only for the sake of language, for that would stifle and degrade literature. Wherever possible our students need to become fully involved, psychologically as well as intellectually, with what they read. They must be 'engaged' with the characters, the plot, and the themes present in the pieces that they are reading. This involvement will lead to a restructuring of their inner self and they will understand themselves and the human condition better. The students will then not only learn the target language but also get an enriching experience.

Conclusion

The process of teaching and learning is as old as civilization. It is must for the teachers to know the psychological as well practical aspects underlying teaching and learning; in other words to be well-versed in the pedagogy. Though the basic principles of teaching and learning remain unchanged, modifications are required time to time to make them subject-specific, and to suit the local need. The time has come to have teachers and lecturers who are well-trained in the art of language teaching as the teaching and learning strategy will differ from other disciplines. English definitely has a utilitarian function in the world today, but we should also not forget that it has a literary purpose too. So while the acquisition of this language is the main aim of English teaching and learning, the acquisition of the skill of literary appreciation is important too.

The teaching of English in Nagaland at the college level is still fraught with

a multitude of difficulties and shortcomings. Some problems that we face in Nagaland are lack of adequate resource, big classes with varied language needs, no clear-cut objectives in the syllabus, and administrative and pedagogic conservatism. A clear cut objective which conforms to the local needs and flexibility in the system would help with language teaching in the colleges of Nagaland. Sheorey and Nayar echo this when they say, "over-centralization of educational policies and practices and the endemic inflexibility of the system not only stifle innovative originality and pragmatic deviation, but also create a flow-with-the-current, passivistic resignation among resourceful and well-motivated educators" (2002:18). Normally the lecturers have very little say in syllabus-designing, choosing of materials and textbooks, or developing assessment techniques. All of these are controlled by the Department of English in the University, and the Academic Council consisting of senior lecturers and professors. As the college lecturers have direct contact with the course and the students they know the ground reality: problems, difficulties, and also the advantages. It would do well for the University to also include college lecturers in syllabus designing, question paper setting, and evaluation. Then we can have a syllabus that would still be more sensitive to the needs of the students in this multilingual State where students also come from various backgrounds.

One great advantage we see here in Nagaland is that we are all bilinguals. And as far as job opportunity is concerned being bilingual helps. At a time where more and more Indians are getting lucrative opportunities abroad because of English language, the students of Nagaland should also take advantage of this. A designer

course content to suit the requirements of the learners and new material and methodology for teaching is required. Equal importance should be placed on all the four skills. Many respondents have said that they would like to excel in speaking (98%) and writing (87%), but owing to the presence of different accents today listening is also an important skill.

Going through the English syllabus of Nagaland University we see some hopeful sign emerging. It now has textbooks which will help with the practical and functional aspects of English. It is important to have a syllabus, according to Bhatt, "which is based upon an approach to course design which recognises the importance of developing students' communicative competence" (1995: 328), and this is just what is seen in the new syllabus. The introduction of English for Specific Purposes (ESP) approach to teaching of English is a welcome development. The syllabus has units that specifically touch on the needs of the students in various fields of study such as journalism, business, etc. Though not conclusive in any way this is a good start as it will help the students to acquire functional competence in English as well as develop examination-oriented skills. It should also help the student use English in communicative settings outside the classroom.

Language learning is not just acquisition of linguistic knowledge but application of it in real life. Therefore, success of English language learning depends on how well one is able to use the language to meet the demands of the situation in academic and professional settings. One trend we notice today has been towards the informal and the colloquial as corroborated by Warner who says "modern grammar

teaching has also moved away from dogmatic rules and firmly established precepts” (1975: 159). This has loosened the syntax and grammar to a great degree. Lecture has given way to talk, and the “increasing colloquialism of present -day writing has been encouraged by the modern grammarians” (Ibid. 158) who generally prefers descriptive grammar to prescriptive grammar. This is a trend that needs to be taken note of. What is urgently needed now is an effective learner-centred and functional approach to English and also to offer courses designed to suit particular needs and interests. If we can get this right we will be producing a very effective set of English users.

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ANALYSIS AND INTERPRETATION OF THE
FINDINGS

Chapter 4

Analysis and Interpretation of the Findings

The ability to perform speech acts in the target language is a major concern for the Naga students here in Nagaland. And not only this, the learner also needs sociolinguistic competence. On this particular aspect Rivers says that the "learners need to understand how language is used in relation to the structure of a new language, its patterns of inner and outer relationships, if they are to avoid the usual misunderstandings, and hurt" (1987: 25). That is why not merely to know a language is not enough. It is also necessary to know how to use it. As Tarone & Yule say, "language is used to establish and maintain social relations" (Tarone & Yule, 1977: 10).

In other words what happens to the learner's mind when he/she is faced with

and if the undergraduate is not able to understand what is said, he/she will

strategic competence" in the second language. According to Tarone & Yule,

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and correctly interpret information received" (ibid: 203).

This chapter will make an attempt to study the objectives given by

in mind the issues raised above. The main objectives of the study are

- i. Identification of the language needs of the Naga students.
- ii. Identification of the cultural and contextual constraints.
- iii. Identification of the problems faced by the teachers and students.
- iv. The present mode of English teaching in Nagaland and future prospects and scenario.

The aim of the study is to determine the status, role and function of English among the students in particular, and to present a profile of the needs, attitudes and

Chapter 4

Analysis and Interpretation of the Findings

The ability to perform speech acts in the target language is a major concern for the Naga students here in Nagaland. And not only this, the learner also needs a sociolinguistic competence. On this particular aspect Rivers says that the “students need to understand how language is used in relation to the structure of society and its patterns of inner and outer relationships, if they are to avoid clashes, misunderstandings, and hurt” (1987: 25). That is why one needs to see if the learner uses “language to establish and maintain social relation” (Tarone & Yule 1987: 88). In other words what happens to the learner’s language when they interact socially, and if the undergraduate users of English here in Nagaland have what is called ‘strategic competence’ in the second language? Strategic competence in a language, according to Tarone & Yule, “entails the ability to transmit information to a listener and correctly interpret information received” (Ibid.: 103).

This chapter will make an attempt to study the objectives given below keeping in mind the issues raised above. The main objectives of the study are:

- i. Identification of the language needs of the Naga students.
- ii. Identification of the cultural and contextual constraints.
- iii. Identification of the problems faced by the teachers and students.
- iv. The present mode of English teaching in Nagaland and future prospects and scenario.

The aim of the study is to determine the status, role and function of English among the students in particular, and to present a profile of the needs, attitudes and

motivation of its users. This chapter discusses the details of the sample and the instruments designed for collecting the data. Naga undergraduates scattered across the eight districts (three new districts were formed after the researcher conducted his research) were taken into consideration. Data was also collected from English lecturers across the State.

Needs Analysis

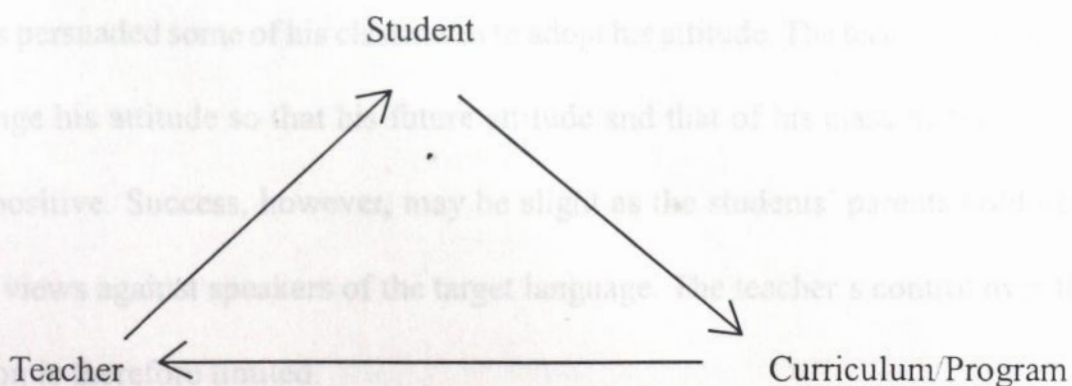
The purpose of a needs analysis is to identify a potential student's population and to indicate its linguistic needs. The data may be collected through interviews, and questionnaires. The kind of descriptive and statistical information that must be assembled is as follows:

- 1 the nature of the target student body, its size, age range, language(s) spoken, socio-economic status, degree of permanent residence with the community or its mobility;
- 2 the purpose for which this group needs language training, such as further education, social interaction, vocational training, career advancement, or travel;
- 3 the specific language skills the students will need in order to achieve this purpose;
- 4 the likely language facility of the students on entry into the program and the desired level on exit;
- 5 the location of the potential student body, its proximity to the institution or to reliable transportation;

- 6 the community within which the program will be mounted including the language(s) spoken and their relationship to the target language and, if possible, the probable attitude of the various groups in the community (business, government and private agencies, ethnic groups) towards the potential students and the program;
- 7 the effect the language program might have on the lives of those taking the program and on the community (Ashworth 1985: 78-80).

Characteristics of students, teachers, curriculum and programs

“Control over language teaching lies with those who have the power to decide *who* will teach *which language* to *whom*, *when*, *where*, and for *how long*. All power may be concentrated on one person or it may be divided between several people at different levels of the decision-making hierarchy” (Ibid. 68). The three major components in any language-teaching classroom are students, teachers, and curriculum and program. These can be viewed as a triangle with constant ongoing interactions between the parts:



Characteristics of students

The process of education within the classroom has the power to change the learner. Teachers can exert a direct influence on their students through face-to-face encounters in the classroom or an indirect influence through their involvement in issues affecting their students' lives beyond the classroom. "Certain students characteristics can be changed for the better, some can be exploited for the students' advantage, some can be strengthened, but all must be taken into account, remembering that students are more than the sum of their characteristics" (Ibid.: 70).

Each characteristic below should be considered in terms of its past, its present and its future contribution to the well-being of the individual student and the individual class, and in terms of the degree and kind of control the teacher has over the management of the characteristic for the benefit of the student(s) both within the classroom and outside it. A teacher's control over each of the following characteristics will vary considerably from one classroom to another:

Characteristic 1. Students' attitude towards learning the target language;

A particular student holds a very negative attitude towards the target language and has persuaded some of his classmates to adopt his attitude. The teacher is working to change his attitude so that his future attitude and that of his class mates will be more positive. Success, however, may be slight as the students' parents hold very strong views against speakers of the target language. The teacher's control over the situation is therefore limited.

2. Their goals for learning the target language;
3. Their fluctuating motivational levels;
4. Their physical health;
5. Their emotional stability;
6. Their intellectual capacity and development;
7. Their previous education;
8. The learning style they bring to the classroom;
9. The other languages they know;
10. Their membership in the dominant or minority group;
11. Their socio-economic status;
12. The moral and financial support they receive from their families to continue their education;
13. Their perception of the career opportunities that learning the target language may open up.

Characteristics of teachers.

The following excerpt from Wittenberg directed towards schools can apply equally to adult institutions: "No priority is more fundamental than the need to attract into the schools a steady stream of highly educated, gifted, knowledgeable, sensitive and dedicated teachers, and to give them full scope for using their knowledge and talents to the fullest in the interest of the children entrusted to them" (1968: 72). The characteristics over which teachers may be able to exert some control can be subsumed under four headings:

Knowledge

Teachers must have in-depth knowledge of their subject field and must keep up-to-date, that is, teaching and continuous learning are inseparable. In addition, they must have a broad education covering the sciences and the humanities. Language, after all, penetrates in our life. Teachers must understand the process of education as it affects their subject area and their students.

Skills

Good teaching results from competent classroom organization and management, from clear and stimulating lesson presentation, and from the effective use of a variety of techniques. These skills must be practiced and evaluated.

Personal Qualities

While we do not know the precise mix of personal qualities which results in an effective teacher, some of the following appear to be essential: enthusiasm, kindness, humour, patience, sincerity, determination, intellectual curiosity, and respect for others.

Professionalism

Although we often speak of the teaching *profession*, in fact it often appears to lie halfway between trade unionism on the one hand and full professionalism on the other; perhaps it would be fairer to describe it as an 'emerging profession.' Teachers bargain for working conditions and sometimes go out on strike similar to trade unions, but, like other professionals, they can influence, if not control, standards and can engage in activities and research that improve the quality of teaching and enhance the profession in the eyes of the public. The strength of the profession results from

the sum of the attitudes and actions of individual teachers. The following items are those over which language teachers can perhaps exercise some control:

1. The nature and extent of their pre-service training;
2. Their continuing in-service training;
3. Their competency to plan and organize for learning;
4. The choice of role they assume in the classroom - director, facilitator, lecturer, co- learner, etc;
5. The effectiveness of their lesson preparation;
6. Those personal qualities which need to be further developed;
7. The respect they draw from their colleagues and from the community;
8. Their working conditions;
9. Their attitude towards their job, employer, and profession;
10. Their access to professional journals;
11. Their active participation in a teachers' organization.

Characteristics of the Curriculum and Program

What is to be taught and the conditions under which it is to be taught constitute the curriculum and the program. As various administrative constraints may be placed on the teachers, the degree of control they can exercise over the following items are very diverse as Ashworth enumerates:

1. The goals of the program;
2. The theoretical model on which the curriculum is based;
3. The design of the curriculum;

4. The linguistic and cultural content;
5. The method used in the classroom (audio-lingual, cognitive-code, 'silent way', communicative approach etc.);
6. The techniques used in the classroom (drills, small-group work, field trips, etc.);
7. The degree of emphasis placed on each of the four skills of listening, speaking, reading and writing;
8. The availability and/or choice of print and non-print materials;
9. The adequacy of funding for the program;
10. The length of the program and the frequency with which the class meets;
11. The size of the class;
12. The range of ability levels and ages within the class;
13. The qualifications of the teaching staff (1985: 71-72).

Table 2.1

A total of 302 informants were taken from 8 districts of Nagaland. These students were mostly undergraduate students studying in their first, second or third year. The students belonged to 22 colleges of Nagaland. No discrimination was made between government and private colleges. The students were drawn from 16 tribes. The students belonged to Arts, Commerce, and Science streams with the Arts students comprising the bulk of the respondents. Proportionate sample was taken from each town. This resulted in Kohima and Dimapur having big sizes, and say, Mon, having a small sample. Another good reason for the urban areas like Kohima and Dimapur having

bigger sample is its 'cosmopolitan' character. One practically finds students belonging to all the Naga tribes studying in these two towns. And basically, as far as language problems are concerned (barring accessibility or infrastructure facilities) there is hardly any difference between Konyak students studying in Mon and Kohima. The problems they encountered are similar. The mother tongue interference is obviously the same.

4.10 Distribution of Student Informants by Educational Level (n= 302)

Town	Degree 1	Degree 2	Degree 3	Total
Kohima	70	84	20	174
Dimapur	20	8	10	38
Mokokchung	10	9	5	24
Wokha	6	8	3	20
Phek	5	10	Nil	20
Zunheboto	7	5	Nil	15
Mon	5	5	2	12
Tuensang	5	5	Nil	10
Total	128	134	40	302

1. Chakhesang

29

4. Chang

12

5. Khiamnuingan

10

6. Konyak

18

7. Kuki

4

Table 2.2

Distribution of Sample by Sex

District	Student	Male	Female
1. Kohima	180	83	97
2. Dimapur	25	12	13
3. Mon	12	9	3
4. Mokokchung	20	10	10
5. Zunheboto	15	8	7
6. Tuensang	10	4	6
7. Phek	20	10	10
8. Wokha	20	10	10
Total	302	146	156

Table 2.3

Tribe-wise Distribution of the Sample (N = 302)

Tribes	No. of Persons
1. Angami	50
2. Ao	40
3. Chakhesang	29
4. Chang	12
5. Khamnuingam	10
6. Konyak	18
7. Kuki	4

Age Group	Tribes	No. of Persons	Percentage
	8. Lotha		30
	9. Mao		5
	10. Phom		8
18-20	11. Pochury	266	10.07%
21-22	12. Poumai	36	51.93%
	13. Rengma		13
	14. Sangtam		18
	15. Sumi		24
	16. Yimchungru		12
	17. Zeliang		14
Total			302

On the whole there are 17 tribes as the table shows. Out of these two, namely, Mao and Poumai do not officially belong to the present Nagaland State. The sample was drawn from all the eight (the sampling was done in 2000 before the creation of Peren, Kiphire, and Longleng districts.) districts of the State. The students are from both rural and urban areas of Nagaland. Save for Kohima and Dimapur which are cosmopolitan towns from the other districts only respective tribes were sampled. Mon only Konyaks, Wokha only Lothas, etc.

Lecturers numbering 30 were drawn from 20 institutions, in 8 districts of the State. Out of this 22 were females and 8 were males.

11. ML Olive College, Kohima

12. Oriental College, Kohima

Table 2.4

Age-wise distribution of the Sample (N=302)

Age Group	No. of Persons	Percentage
18-20	266	88.07%
21-22	36	11.93%

The sample had more students from the age-group 18-20. The mean age of the sample is 18.87.

Table 2.5

List of Colleges from where Samples were taken

College & Address	Streams
1. Alder College, Kohima	Arts
2. Baptist College, Kohima	Arts/ Commerce
3. Dimapur Govt. College, Dimapur	Arts/ Commerce
4. Fazl Ali College, Mokokchung	Arts/ Science
5. Japfu Christian College, Kigwema	Arts
6. St. Joseph's College, Jakhama	Arts/ Commerce
7. Kohima Arts College, Kohima	Arts
8. Kohima Science College, Jotsoma	Science
9. Modern College, Kohima	Arts
10. Mountain View Christian College, Kohima	Arts
11. Mt. Olive College, Kohima	Arts
12. Oriental College, Kohima	Arts/ Commerce

13.	Patkai Christian College, Chumukedima	Arts/ Science
14.	Pfutsero College, Pfutsero	Arts
15.	Phek Govt. College, Phek	Arts
16.	Sao Chang College, Tuensang	Arts
17.	S. D. Jain College, Dimapur	Arts/ Science
18.	Selestian College, Dimapur	Arts/ B. Ed.
19.	Mt. Tiyi Govt. College, Wokha	Arts
20.	Wangkhaio College, Mon	Arts
21.	Zisaji College, Kiphire	Arts
22.	Zunheboto Govt. College, Zunheboto	Arts

Tools

The nature of the status, role and functions of English in Nagaland will have to be explored in a multilingual and multidimensional social-psychological space. And in addition to eliciting views about the role, status and functions of English in Nagaland, the social-psychological background of the informants (both students and lecturers) as well as their attitude, stereotypes and motivation. For the collection of data 3 sets of questionnaire were developed by the researcher. They were:

- (1) Questionnaire for the Students 1 (Appendix 1)
- (2) Questionnaire for the Students 2 (Appendix 2)
- (3) Questionnaire for the Lecturers. (Appendix 3)
- (4) Interview Schedule (Appendix 4)

1. Questionnaire for the Students 1

This Questionnaire consists of 5 sections. Questions 1-9 on listening, questions 10-23 on speaking, questions 24-32 on reading, questions 33-43 on writing, and questions 44-68 for general information.

2. Questionnaire for the Students 2

This Questionnaire consists of 2 sections: questions 1-6 on curriculum, and questions 7-10 on examination. The questionnaire was developed to get the following kinds of information from the students:

- a) Personal background, age, sex, native place, mother tongue, educational level, and institution
- b) Medium of instruction
- c) Opinion on the importance of English
- d) Interference of mother tongue or other languages/dialects
- e) Skill/s they want to develop
- f) Problem/s with certain English sounds
- g) Reading ability
- h) Spelling problem
- i) Method of teaching
- j) If teacher is a good model as a target language user
- k) Examinations/tests anxiety
- l) what they want to see in the curriculum
- m) Importance of English language
- n) The role and status of English in Nagaland.

3. Questionnaire for Lecturers

The data collected covering the following aspects of the lecturers:

- a) Personal background, age, sex, qualification, Institution, experience.
- b) Importance of grammar
- c) Audio-visual facilities in the classroom
- d) Size of the class
- e) Other infrastructure facilities
- f) Discipline problem
- g) What needs to be further incorporated in the syllabus?
- h) If teaching is a pleasure or a torture

4. Interview Schedule

A number of interviews were conducted of the students, lecturers, and other University officials. The students were the undergraduates of the university. Lecturers were drawn both from private and government colleges. Questions regarding the following issues were asked:

1. English as medium of instruction
2. English in specific purposes
3. Influence of English on the Naga languages and Nagamese
4. Methods and materials for teaching
5. Facilities available for learning English.

Table 3.1

Distribution of the Sample by Levels of Claimed Proficiency in English

The claimed proficiency in English score is very high. As shown in Table 2.1, most of them claim 'good' or 'very good' control over English. Their claim on 'reading' is the highest, followed by 'understanding', writing, and speaking. This is because English is the State Official Language, and is the medium of instruction. When it came to selecting between English and MT with regard to writing and presenting a speech all 302 claimed to be comfortable in English. Though spelling is a problem for many of them only 72 (23.84%) claimed to have taken some sort of remedial measures like checking the dictionary for instance. Writing personal letters to friends or family members is a fairly regular activity with 272 (90.06%) claiming of doing it at least once a fortnight.

Skills	Cases	Fair	Good	Very Good
		Persons/ %	Persons /%	Persons/ %
Listening	302	52 (17.21%)	180 (59.60%)	70 (23.17)
Speaking	302	42 (13.90%)	260 (86.09%)	Nil
Reading	302	20 (6.62%)	210 (69.53%)	72 (23.89%)
Writing	302	64 (21.19%)	169 (55.96%)	69 (22.84%)

Table 3.2

Use of English in the Family

The informants were asked to mention the language they speak at home. As the table below shows a huge majority used their MT at home. This is followed by

Nagamese and English. English is also rarely used with members of the family. But it has also been found that 96 (31.78%) of them use their MT along with Nagamese and/ or English. Code switching and Code Mixing is a very common feature in the Naga household. It is generally found that children belonging to parents from different linguistic communities and living in the urban area tend to speak Nagamese. A Naga is a kind of polyglot at home. The four informants who claim to speak only English at home invariably comes from a urban background whose parents are well-educated and come from different linguistic backgrounds. However, Nagamese will not be unknown to them.

Languages	No. of Cases	No. of persons/ %
Mother Tongue	302	290 (96.02%)
Nagamese	302	8 (2.64%)
English	302	4 (1.32%)

Prog./Materials	Cases	Always Persons	Sometimes Persons/%	Rarely Persons/%
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Use of Spoken English outside the Family

The informants were asked to mention the persons outside the family with whom they often speak English. It was discovered that English is frequently used for peer-group communication. It is also used in the formal domain. Many speak English with their teachers. It is also used with classmates, friends, and doctor. It is minimally used with shopkeepers. This may be because many of the shopkeepers are from outside the State, and many of whom could be uneducated.

Frequency of Use

Relation	Cases	Rarely	Always	Sometimes
		Persons/%	Persons/%	Persons/%
Family Members	298	17 (5.70%)	56 (18.79%)	225 (75.50%)
Teachers	302	278 (92.05%)	24 (7.94%)	Nil
Neighbours	169	7 (4.14%)	24 (14.20%)	138 (81.65%)
Friends	300	65 (21.66%)	127 (42.33%)	108 (36%)
Doctor	110	10 (9.09%)	7 (6.36%)	93 (84.54%)
Shopkeeper	96	Nil	4 (4.16%)	92 (95.83%)

Table 3.4

Distribution of the Sample in Terms of Frequency in Watching/Listening/Reading English Programmes and Materials in English.

Prog./Materials	Cases	Always	Sometimes	Rarely
		Persons/%	Persons/%	Persons/%
Television	302	290 (96.02%)	10 (3.31%)	2 (0.66%)
Films	298	272 (91.27%)	18 (6.04)	8 (2.68%)
News	276	256 (92.75%)	17 (6.15%)	3 (1.08%)
Book	302	300 (99.33%)	2 (0.66%)	Nil
Magazine	302	290 (96.02%)	11 (3.64%)	1 (0.33%)
Newspapers	276	214 (77.53%)	58 (21.01%)	4 (1.44%)
Comics	294	290 (98.63%)	4 (1.36%)	Nil

English language books, novels, newspapers constituted the greatest source of exposure to English. BBC is very popular with the respondents. CNN is a close second. F.R.I.E.N.D.S. is a popular soap opera according to the study. However 265 (87.74%) preferred British English to American English, though some admitted their lack of knowledge of the basic difference between these two kinds of English. The sample had more students from the age-group 18-20. The mean age of the sample is 18.87.

Table 3.5

Percentage distribution of respondents regarding attitudes towards language use in different contexts. (N=302)

Language use	Language	Always	Sometimes	Rarely
Creative Writing (Poems, Stories)	English	296 (98%)	6 (2%)	Nil
	MT	Nil	10 (3.32%)	292(96.68%)
Letters (Friends & Family)	English	300 (99%)	2 (01%)	Nil
	MT	5 (1.7%)	6 (02%)	291 (96 %)
Public Speech	English	290 (96 %)	12 (4 %)	Nil
	MT	Nil	25 (8.82%)	277 (91.72%)
Local Newspapers	English	302	Nil	Nil
	MT	8 (2.7%)	12 (3.97%)	282(93.37%)
Vocabulary	English	17 (5.62%)	269 (89%)	16 (05%)
	MT	NA	NA	NA

The attitude towards English, measured through its suitability for communication and creative writing, is positive. The vernacular press is also not very popular with the respondents. One, of course, has to realize that a newspaper in many of the vernacular languages is not available. And even for those to whom it is available they hardly read it. The English press enjoys a vast lead. A healthy 278 (96.19%) of

them said that they would still learn English even if it is not taught in school or colleges. 11 (3.80%) of them were not very sure. 13 of them did not respond.

Table 3.6

Distribution of the Sample on the Scale Measuring Attitude towards English

Issues Eliciting attitude towards English	No. of Cases	Attitude Scale		
		Yes	No	Maybe
Suitable for letter writing	302	292 (96.68%)	10 (3.32%)	Nil
Continue to be a world language	296	290 (96 %)	Nil	6 (04%)
Would learn it even if not in the course	289	278 (96 %)	Nil	11 (3.80%)

Motivational Orientation of the Naga Under graduate Students.

The researcher carried out a study to examine the motivational orientations of the Naga Undergraduates learners of English. Motivational orientation is divided into four different types. They are:

- a. Integrative
- b. Instrumental
- c. Resentment
- d. Manipulative

Integrative motivation

It is the desire to become a part of the target language community. It is a favourable reaction towards the target group. Their desire (56%) to interact with people from different cultures and language is a common reason. The Naga youths are generally westernized in their clothing, and choices. They easily can imbibe western culture sometimes with undesirable consequences. So it is not surprising that English as a language has easily found favour here in the State. But then in such a multilingual society the students do not have any viable alternative except English.

Instrumental motivation

It is the motivation to learn the target language to get a job, etc. This motivation also ranks quite high with the students here with 86%. All the examinations are conducted in English here in the State. Interviews are also held in English. English is the gateway to higher education.

Resentment motivation

A motivation is said to be resentment if the person learns the language without any willingness. This may be because it is a compulsory paper imposed by the system of education, or because one is forced by one's parents. This motivation is not noticed among the undergraduates here. On the contrary many are willing to learn English even if it is not taught in the educational institutions. In Nagaland there is no alternative to the present medium of instruction anyway.

Manipulative motivation

English is learnt for career enhancement, higher education, and to upgrade one's status and personality. It is also the language of the administration, commerce and the judiciary. So it is possible that the learners are guided not only by the integrative motivation but also by instrumental motivation as it has its practical utility too in Nagaland. Integrative here does not necessarily exactly mean having a keen desire to go and meet and live among the English-speaking people. It could mean more of having a desire to be exposed to the literature and songs, media, and for social mobility. A student may be influenced equally by both integrative and instrumental motivation.

English has an alluring feature because of its immediate association with power and prestige in Nagaland. It is the passport to any good job or higher education in Nagaland. It is an important tool for building one's career and resources for oneself. There are 34% students who feel that English needs to be studied because it is the only way to get a job and also advance in life. The younger generation, it has been discovered, has become a little indifferent to their mother tongue. They hardly read literature in the vernacular (92 %), they are more confident with giving a talk or speech in English (96%). They are exposed to English through the cable television and the media. And they don't see any practical value in learning or improving on their mother tongue.

Nagamese and its Adverse Effect

According to M.V. Sreedhar, Nagamese is the “de facto lingua franca of Nagaland” (1974: 36). This dialect originated as a vehicle for communication between the early Naga traders and the Ahoms of Assam. Nagamese which is known as ‘broken Assamese’ is obviously based on Assamese. But as a language of communication used by generations of Nagas, it is in fact a creole reflecting creative innovation. Not much is known about the origin of the Naga Pidgin. One of the earliest references to the contact of the Nagas with the non-Nagas is that of Revd. M. Bronson who states that the Nagas who were in daily intercourse with the Abors (Arunachalis) borrowed their songs and that in a funeral he observed the Nagas singing in Abor language (Ibid.: 1974: 37). Lt. Briggs says that “on arrival at the Lotha Naga Hills, about 70 Nagas came down, many of them knowing Assamese” (Ibid.: 1974 : 38). It is largely believed that the Naga Pidgin was born during these early contacts of the Nagas with the Assamese traders and Government officials. The earliest reference of the writings of the Naga Pidgin one could find is in Hutton which says “ the Assamese language as used in the Naga Hills, i.e., ‘Naga Pidgin’ is peculiarly well adapted for the reproduction of Naga idioms, as a vehicle of interpretation. It makes a far better lingua franca for the Hills than Hindustani or English would, the substitution of which for Assamese (Naga Pidgin) has been occasionally suggested” (1921: 17-19).

Initially, as we have already seen, Nagamese was used between Naga groups on the one hand and the Assamese traders and officials on the other hand. But now we normally find that Nagamese is used by different Naga groups speaking separate

languages. In addition to some schools in the rural areas and offices, the Naga pidgin is also used in some churches. It is used in the State Assembly sometimes during the question hour. Lastly, even for intra-family communications Nagamese is used when the spouses belong to different linguistic groups.

Samples of Nagamese

Though Nagamese is used all over Nagaland it is not uniform in all areas; rather, it has its variants. According to Shreedhar these variations are found in the area of lexicon, phonology and grammar (1974:44). While the use of a particular set of lexical items or grammatical pattern by a Naga community depends upon the nature and the kind of contact it had with the Assamese, and other languages, the variations in phonology are basically conditioned by the phonemic pattern of the mother tongue of the speaker.

Lexical and Phonological Variations for Four Tribes

	<u>Angami</u>	<u>Ao</u>
'to go'	Jahbole /dzabole/	Jabole /tsabole/
'today'	Aji /adzi/	Aji /adzi/
'strong'	Jor /dzor/	Jur /dzur/
	<u>Sema</u>	<u>Zeliang</u>
'to go'	Zhabole /zhabole/	zabole /zabole/
'today'	Aji (Azi)	Azi /azi/
'strong'	Zur /zur/	Jor /dzor/

Word order

A simple sentence in Nagamese may take any one of the following structures:

Subject -+ Object -+ Verb

Moy kheti jayshe (I to the field went) 'I went to the field.'

However, when the subject is in the passive, the word order between the subject and the object is reversed into

Object + Subject + Verb

Khuri tay katishe (Wood he cut)

'Wood was cut by him'

Adverse Effects

The use of this lingua franca has in some ways blunted the learning of English for most Naga students here in the State. This dialect is spoken everywhere from the fish market to the Secretariat. It is used in the radio, spoken in college and university campuses. Now we even have films and songs made and written in Nagamese. Though many schools and some colleges have banned the use of Nagamese within the school and boarding premises once the students are out of the campus they resort to this dialect again. And in the market situation there is no choice as this is the medium of communication of the masses.

Of the 302 respondents 259 (86%) felt that Nagamese is a 'threat' to English. On whether the use of Nagamese has adversely affected their learning of English 223 (74%) agree that it had. The reason that was cited most was that Nagamese is a 'convenient' substitute of English when they were unable to say something in English. This code-switching and code-mixing have brought its fair share of problems

with regard to the pronunciation or lexical knowledge of English. The view generally seen is 'I don't really like Nagamese, but I speak it because it is the only language to communicate with others in Nagaland'. Finally, one finds that this language need not be used as a medium of instruction or studied in schools as a subject as its contribution to the educational or social growth of the Nagas is not indispensable.

Table 4.1

Distribution of the Sample on the Scale Measuring the Threat Posed by Nagamese

Issues	No of Cases	Scale		
		Yes	No	Somewhat
Threat to English	302	259 (85.76%)	29 (9.6%)	14(4.6%)
Impediment to learning of English	302	223 (74%)	46(15%)	33(11%)

The Language Environment

At this point it is important to see the language environment of the learners. To Dulay, & et al, "the language environment encompasses everything the language learner ears and sees in the new language. It may include a wide variety of situations - exchanges in restaurants and stores, conversations with friends, watching television, reading street signs and newspapers, as well as classroom activities - or it may be very sparse, including only language classroom activities and a few books and records" (1982: 13). It is an "encouraging development in research in first and second language acquisition that the renewal of interest in the role of the linguistic environment in language learning has taken place" (Allwright 1988: 214). The qual-

ity of the language environment is of paramount importance to success in learning a language. And one needs to put more attention on the language directed at the learners.

In Nagaland because of the complex socio-linguistic setting the learners' chance of hearing English being spoken or they themselves using the language comparatively diminish once they are out of the classroom. Reporting on the source they hear English most 87% said it was from their teachers. Parents and family members score 4%. The rest 9% was shared among friends, radio, television and other sources. Contact with the native speakers was nil. This shows that the teacher has immense responsibility as he is their main 'window' to spoken English. Wrong usage or mispronunciation would in most cases be construed and imbibed as alright by the students. And a more worse situation is the students not have anything to fall upon even if they have a problem or doubt.

Classroom Skills for ESL Teachers and the Problems Faced by Them

Teaching English as a Second Language is a legitimate profession. In order to be an effective ESL teacher one needs to have training and practice. Being a native speaker of English, or a fluent non-native speaker, is not enough.

Focus on the Classroom

Classroom is essentially a crucible and when language learning occurs, it is a result of the combinations of the different elements of the teacher-learner, learner-learner relationships which are embodied in the numerous interactions which take place in the classroom. Dick Allwright also suggests that the co-operation required in the classroom setting involves everyone (teacher and learners) in managing many

things at the same time, including: who gets to speak?; what do they talk about?; what does each participant do with the different opportunities to speak?; what sort of classroom atmosphere is created by learners and the teachers? Learners do not learn directly from a syllabus but what they actually learn, or not, is the result of the manner in which this syllabus is 'translated' into the classroom environment, in the form of materials but also of their use by the teacher and learners in the class (1988: 201).

There are four significant areas of classroom interaction that ESL teachers should be aware of in planning a language lesson and in analyzing their own teaching. They are: the social climate, the variety in learning activities, the opportunity for students' participation, and the need for feedback and correction.

(a) Social Climate

The social environment in which a person learns a language is one of the most important facets of the language learning experience. The belief that a good social climate promotes communication is widely accepted in modern language teaching. In reviewing the literature on teacher effectiveness one finds that teacher warmth and enthusiasm consistently show a positive correlation with student achievement. What the teacher says and does is so significant in establishing classroom atmosphere that it can outweigh the effects of materials, methods, and educational facilities. The first thing the teacher must do is to learn the students' names, no matter how large the class enrollment is. The teacher should also make it clear that the students will need to know one another's names during the course. Our names are such integral parts of ourselves that to forget, mispronounce, or alter a name can be taken as a personal affront.

The teacher can take a more active role in ensuring that students get acquainted. An interesting introductory activity during the first class meeting can establish a friendly tone for the course. The teacher gives each student a card on which he/she neatly prints his or her name. The teacher collects the cards and redistributes them to different people. Each student must then locate the person whose card he or she holds and prepares to introduce him or her to the class. Normally, students find it easier to speak about someone else for a few minutes than to talk about themselves. The value of such an activity is that it involves the students raising English with one another rather than with the teacher.

The responsibility for the classroom atmosphere lies with the teacher. It is important to begin each class period with some expressions of interest in the students as individuals. He must display a non-discouraging personality. Social climate is affected by the teacher's behavior both inside and outside of class. Finally, the teacher should project an enthusiastic and positive image. It is unlikely that the students will become actively involved in the material if the teacher doesn't seem to enjoy teaching the course. Outstanding teachers smile more than typical teachers, and there are more laughter in their classrooms.

(b) Variety in Learning Activities

The research conducted by Moskowitz has shown that good language teachers use a variety of activities in language lessons. Furthermore, a well-selected variety of activities prevents boredom, minimizes classroom control problems, and even encourages student achievement. Variety here refers to the number and effectiveness

(i.e. quality and quantity) of the different language tasks the teacher provides for the students to do in mastering the teaching point (1978: 95). Nowadays, a great deal of variety can be introduced through the use of audio-visual aids, videotape and audio recordings, filmstrip and movie projectors, overhead projectors and sound-on-slide programs all make the teacher's job easier, but at the same time more challenging and complicated. The teacher should provide opportunities for the students to listen to other people speaking English. Having a guest speaker in the class also helps. There is also the potential for great variety in speaking activities. In addition to live classroom discourse, videotaping oral reports, reading a passage, etc. can be done. Activities should be carefully planned to encourage the students to use the language for communicative purpose.

Like listening, reading is involved in many language lessons because textbooks are the sources of much information students get in class. The research conducted by Politzer (1978: 108) has shown that good language teachers are not "book-bound." There are hundred of things for students to read other than textbooks. Like the other language skills, writing may be the primary objective of a lesson, or it may be secondary or incidental to the teaching point. But writing can also be a powerful means of adding variety to a language lesson. Classroom writing need not necessarily be limited to formal expository writing. Students can also use their English in writing short stories, poems, plays, radio dramas, advertisements, dialogues or role-plays, business and personal letters, editorials or jokes.

(c) Opportunity for Student Participation

Linguists like McNeill feels that " the kind of linguistic input to which a learner is exposed is basically irrelevant, because it is the learner's innate pre-disposition to learn language that guides and shapes the acquisition process" (1966: 79). Active use of the language is crucial to good language learning. But given the high numbers of students in a class the teacher finds it difficult to involve all the students in the use of language. A possible solution to this dilemma is to increase the opportunity for student's participation by cutting back on the amount of 'teacher talk' in the lesson. A simple way to start is to get the students involved in classroom management tasks. Students can call the roll, return corrected papers, develop a bulletin board display, read announcements, etc. Those activities which we teacher-led should be carefully planned to involve all the students. We sometimes rely too heavily on bright students or call on those who 'look ready.'

Another way is to ask oneself how can the teacher say less and utilize the students' knowledge more. Teachers are quick to answer questions when the students themselves could answer many of their peers' questions. When questions are thrown back to the students, it keeps the entire class alert and listening, and this strategy provides more chances for hypothesis-testing by the students. Pair- works or group- works with one talkative person in each group to stimulate discussion, also give more opportunities to the students. All these teaching strategies are ways of increasing the opportunities for student's participation.

(d) Feedback and Correction

Many students enroll in *ESL* classes expecting to be corrected. The teacher is therefore faced with the problem of deciding what to criticize, what to praise, and what to ignore. Should the teacher be concerned with the medium (the form of the utterance) or the message (the content) or both? Certain severe problems that interfere with communication must be resolved before the listener can interpret the utterance of the speaker. These problems include cases of severe mispronunciation, confusion of minimal pairs in contexts, or grammatical errors that interfere with the transmission of the message. One other important area for feedback and correction has to do with the question of competence. Competence errors can provide a springboard for highly contextualized learning. For example, in a case where the language learner is groping for exactly the right word but is apparently unfamiliar appropriate vocabulary item, the teacher can profitably provide the word or lead another student to supply it.

Sometimes gestures can be used to help the student identify problems. Teachers who use such gestures report that visually pointing out that something is wrong seems to be less disruptive than verbally indicating an error. Peer correction can also be useful in analyzing spellings, reading or grammar exercises, even at the more elementary levels. Input from peers can be less intimidating than teacher correction, but it must be handled carefully. According to Celce Murcia & McIntosh "leading a student to self-correct, and ultimately to monitor his or her own language production, is an effective means of promoting learning" (1979: 27). Peer correction can

also be used to advantage. Finally, teacher correction of errors should be selective. Haphazard errors of performance or errors that block communication demand attention, but the teacher should also be alert to gaps in the learner's competence.

Some Problems Faced by the Teacher in the Language Classroom.

To be an effective teacher demands training and practice. But there are many teachers in schools and colleges who have gained experience without much formal training. Then there are those young teachers just entering the profession fresh from the university with strong theoretical preparation but with limited practical experience. On the other hand, there are those that are neither trained nor experienced. All the three types of teachers are included in the study conducted by this researcher. The study brought out certain problems faced by the teachers. These problems, which are in fact, interrelated, are briefly discussed under the following headings:

- i. Overcrowded classrooms.
- ii. Diverse linguistic backgrounds of the students.
- iii. Inability to enthuse or motivate the class.
- iv. Poor teacher-learner (TL) rapport.
- v. Classroom control.
- vi. Fatigue.
- vii. Examination-neurosis.

Overcrowded Classrooms

Overcrowding is a problem peculiar not only to Nagaland but is a problem faced by the developing and underdeveloped countries. Overcrowding, besides causing

discipline problem, hampers the teacher's effectiveness. Learning of the students' names becomes difficult, and the teacher may tend to 'avoid' students in the corners or in the back row. One may even have 'pets' or favour some over others. These will severely affect the atmosphere of the class. According to Strevens "a class size of 100 is a prescription for very low average class rates of achievement; while a class size of 1 is a prescription for probable high rates of achievement" (1985: 30).

In Nagaland, it is not uncommon to find 100 plus students in one classroom. A good number of colleges, especially those private colleges in the major towns like Kohima, Dimapur, and Mokokchung may even have up to 200 students per class. This is not a healthy trend for education though it may be good for the coffer. When asked 29 lecturers (97%) said that their language (English Paper One, Two, and Alternative English) classrooms were overcrowded. And 22 (73%) of them felt that an ideal number of students in a classroom would be between 50-60, while another lecturer responded that 20-25 would be ideal.

Diverse Linguistic Background of the Students

A typical classroom in Nagaland especially that in the more cosmopolitan areas like Kohima, Dimapur, Medziphema, Mokokchung, or Pfutsero usually has students from as many as 20 different language backgrounds. And each student has his or her own problems with regard to English sounds. For example, an Angami or Chakhesang student will have problems with his velar / ng / when it occurs word finally as a gerund (—ing). This is because in his mother tongue this sound occurs only word initially or medially. So the student tends to say /sin/ for /sing/ or /ceilin/

for /ceiling/. Moreover, some of them are quick learners whereas some slow. In such a situation the teacher is never going to get enough time to pay close enough attention to each of his or her students. And ultimately the students lose in the academic tests.

Inability to Enthuse the Class

The teacher's personality and disposition play an important role here. The teacher needs to project an enthusiastic, confident, and positive image. If he or she is not enthusiastic about the course he/she is teaching, students cannot be expected to be enthusiastic about what they are doing. The teacher needs to be innovative too. Lack of variety of activities in language lessons can lead to boredom. A teacher's image and personality matter a lot. Social etiquette and manners count as much as poise, gait, choice of clothes and personal habits. Students constantly rate their teachers not only on the basis of their matter but on the basis of their manners, habits and behaviours.

Poor Teacher-Learner (TL) Rapport

This is a common problem. It could be because of many reasons. If the students have no say in what they are learning, and the teacher is not responsive to their needs rapport could be severely affected. Teacher's behaviour both inside and outside the class is crucial. Problem discussion with students before and after class helps in cementing a healthy rapport. An unsmiling teacher also discourages the students from approaching him. Knowledge and communication skills are very important. There is no point in teaching, if a student is not learning. A teacher needs to be a communicative man, a good listener, an enigmatic speaker, and a dynamic reader. Unfortunately, in the materialistic world of twenty-first century, the interrelationship

between a teacher and taught has become professional where the teacher generally fails to evoke emotional vigour in the students. The need of the hour is to ignite them pacifying their thirst for information, knowledge and wisdom.

Classroom Control

The survey conducted among English teachers in Nagaland and this researcher's observation has shown that classroom control is a major problem here. Firstly, if the teacher lacks confidence and clarity of speech and pronunciation, he/she may not be able to draw the attention of the students properly. As a result, the student's concentration will waver. Uninteresting way of teaching can also unsettle the students. Research has shown that good teachers are not book-bound. The teacher relying too heavily on bright students or those who 'look ready' can also affect the atmosphere of the class. Many opportunities for students' participation should be provided. The teacher doing all the talking is undesirable.

The study has also shown that in Nagaland local teachers have an edge over their non-local counterparts in classroom control. A local teacher is 'feared' whereas the students tend to be more liberal and even stubborn with a non-local teacher. Besides the above-mentioned points, some other impediments to teaching have also been found. These factors are physical and psychological, and they interfere in a big way with learning and teaching. For example noise can be a factor. More than teaching other subjects language teaching for much of the time is carried by sound. Noise from the neighbouring classroom is a distraction. Heavy traffic noise or the sound of rain drumming on corrugated iron roofs is very damaging. These noises distract the students and the teacher.

Fatigue

This can be either physical or psychological or both. A class timetabled in the afternoon, especially Friday afternoon, is usually not a learning event. (Difficult topics are best dealt in the morning when one is fresh and the alert-level of everyone is high). Teaching can be a difficult and it may be experimental kind of job for some. In Nagaland, most lecturers in the private colleges are ill-paid, and are not highly regarded in the society. And so for many of them the slogan that teaching is a noble profession is a joke. But the larger chunk of the students is managed by the private colleges. (Though the government lecturers have better salaries and perks because it is a 'government job' most of them tend to get careless and insincere once they land their job. Though they may have just 10-15 students per class and all the time in the world cases of courses not being completed, and poor results are not uncommon. Also most of the government colleges are in far flung places where students are sparse). Compared with their government counterparts the private lecturers have more to do for much less. They also have hardly any help or opportunities for research or refresher courses. Study leave is almost non-existent. This invariably is very frustrating, and worrying. In such a situation the teacher may deteriorate over the years in the standards he brings to the service of his pupils. A teacher may be well-trained and highly qualified, but it is another thing to ensure that he or she maintains that standard, and also improve, in the years to come.

Examination-neurosis

Some students become quite anxious about their anticipated performance in the examinations that their learning is affected. There may be pressure from the family, peer, or the teacher. However, the onus is on the teacher as the performance of the students affects his confidence and enthusiasm. Mock-examinations, and self-confidence instilled by the teachers, to some extent, help in doing away with this anxiety. Removing the impediments mentioned above may have a great effect in improving the achievement of the learners. However, right now the level of competition in Nagaland is not very healthy, and coupled with the easy-going nature of the students here examination-neurosis is not a major problem right now. One pleasant trend we see here is that generally the students are not averse to taking tests and examinations, though how well they perform is another issue. Many of them felt that the 2 examinations and 3-4 serious tests they get in a year is either too less (42%) or okay (58%). None of them complained that it is too many.

Learner-Oriented Activities and Teacher's Role

One of the main tasks of the language teacher is to stimulate and promote communication. It is imperative therefore to choose content as well as the process that will promote interaction. But one should realize that not one method can be singled out that will be applicable to all learning situations or give optimum learning to all learners. However, going by the study conducted by this researcher learner-oriented activities like role-play, book reviews, group discussion, grammar or vocabulary games, etc. are not really done in the English language classrooms. These

activities would no doubt help the students develop effective communication skills. One finds that in Nagaland students from boarding schools or the towns are generally more outspoken in the classes, than those from the rural areas. The students from the rural background are more hesitant because they are not very confident or skillful with their English. And their cause is not helped if the teacher is quick to find faults and mocks his students. That is why it is imperative that the teacher divides his classes into smaller chunks, introduces verbal games and other related activities so that everyone can participate without any inhibition. Instead of finding faults he should always try to 'catch' them doing right.

Views Garnered from the Interviews Conducted

A series of interviews were conducted in Kohima to get response on different issues like English as medium of instruction, influence of English on the Naga languages and Nagamese, methods and materials for teaching, facilities available for learning English etc. About a dozen college lecturers in English were interviewed.

English as Medium of Instruction

It is unanimously agreed that English should continue to be not only taught as a subject but also as a medium of instruction. And this is not just because English is the language of the academia, administration, judiciary, and trade and commerce, but also because of the diverse linguistic background of Nagaland. It would be foolish to give up English, but the time may also come for the Naga students to learn other foreign languages (especially South-east Asian) in order to facilitate trade relations with other countries of the region. One lecturer opined that the Nagas should be

speaking better English by now. Some lecturers also claimed to have used mother tongue equivalents for difficult English words in the class and felt that a good knowledge of one's own mother tongue would automatically help one in learning and respecting a foreign language. Another lecturer felt that the main issue is not if English is the medium of instruction but if the schooling is sound.

English for Specific Purposes

It is a specialized world today and so many felt that ESP courses have become important. It is not important that everybody learn literary English. For example somebody aspiring to work in the IT sectors or a call centres would most probably be helped more if he picks up American English and related vocabulary. Many graduates still find difficult to write an application and so the introduction of 'functional' English like letter writing, copy-editing, writing for the radio, newspapers, etc. have been appreciated by many lecturers.

Influence of English on the Naga Languages and Nagamese

The richness of the English language has made us look more into our own mother tongue with respect. For example, the sheer vocabulary, flexibility and beauty of the language, which has been a wonderful vehicle for creative writing has made us see deeper and with more curiosity into our own mother tongue. More people are now joining vernacular courses, and writing for vernacular newspapers. Songs and films in Nagamese have also become very common now. Signs of using English affixes and plural marker along with Naga words (*Nagan* + ization, *Dimapu* + rian, *Sema* + s etc.) are slowly emerging.

Methods for Teaching

Most lecturers admit that they have not been using any method of teaching in the class consciously. It is still basically the lecture method which leaves very little room for interaction in the class; also most of the time the lecturer is in a hurry to finish off the course. One or two lecturers have also admitted that they don't necessarily like to teach language as they themselves are not confident. The syllabus is literature-focused and the little marks that the language portion carry is conveniently forgotten or deliberately left out. In the normally big classes that many colleges have also discourages dialogue or interaction as, some lecturers echoed, it is next to impossible to carry on a meaningful conversation or 'teach' language in such a big class. One lecturer succinctly puts in when she says that when one is engaged with some students in the front half the class would be talking among them.

Facilities Available for Learning English

At present, only one college (in Mokokchung) has a full-fledged course on language in the form of Functional English. So the other colleges are naturally poor when it comes to facilities for language learning. There is a dearth of trained manpower in this field as almost all lecturers have taken their M.A. in English Literature and have not taken any specialized course for teaching English language. One lecturer mentions that though we are not ashamed (in fact some people boast) to admit that we are poor in our mother tongue, no one wants to admit that he or she is poor in English. In such a scenario, it is the high time that we had trained lecturers and language laboratories in our colleges and University.

Four main problems pertaining to this are identified by this researcher

i. A college lecturer usually takes his/her M.A. in Literature and is largely unwilling and unprepared to teach language. Though most (91%) of the lecturers interviewed professed to their love of teaching, it is mainly to do with literature. Most of them (96%) never had any training in language or ELT, and are not very confident when it comes to teaching grammar or language.

ii He/she prefers the lecture to the dialogue. In most instances, the lecturer is in a hurry to finish the course, and so leaves very little or no time to interaction. The students therefore, do not function well in interaction. The class revolves round lecture presentation and comprehension rather than on interactive language session. However, for the students to thrive linguistically conversation is very important. Conversation is distinguished from other oral modes like lecture and narrative in that:

- a. the participants take turns, exchanging the roles of speaker and hearer.
- b. the exchange is not automatic: the parties do something to accomplish the exchange.
- c. the order and length of turns is not predetermined.
- d. theoretically, the allocation of turns is the responsibility of all participants (McLaughlin 1986: 91).

iii. He/she does not prepare his/her own language-teaching materials. Teaching-aids are hardly used in the classroom. Only 7% of the lecturers interviewed said to have used some sort of aids.

iv. He/she may not speak and correct English himself/herself.

The lecturers also may not have a clear view of the expected outcome in

cognitive as well as affective and psycho-motor domains of knowledge. Effective language teaching is a selective combination and application of different strategies. Diversified teaching strategies capture the attention of learners and the heightened interest provides the best avenue for learning. Those who have been exposed at school to a wide spectrum of language activities encompassing the grammatical and functional dimensions of language get a head start over others at college.

Some Problems of the Students in Regard to Listening, Speaking, Reading, and Writing

The objective in a language classroom is to get the learners to learn the target language and use it. This can be achieved when the students are not only involved actively in the learning process but also their interest is sustained in classroom activity. However, it is easier said than done, and especially in Nagaland much is left to be desired. Through the questionnaires administered to the undergraduates of Nagaland, and also through personal classroom experience of the researcher one can identify the following problems faced by the students in regard to Listening, Speaking, Reading, and Writing.

Listening

To listen is to pay conscious attention to what is being said. It is the ability to identify not only sounds but also sounds into meaningful groups. To listen is also to identify emotional and attitudinal tone of the speaker and interpret stress rhythm. However, we have already seen that this skill is most neglected in the classroom. Some problems that have been identified are given below:

1. Difficulty in differentiating between voiced and voiceless sounds as in fan and van / f,v / , curd and gird / k,g / , pus and bus / p,b / , pats and pads / s,z / , den and ten / t,d / .

2. Difficulty in differentiating minimal pairs as in vine and wine / v,w / , chair and chauffeur / tʃ,s / , ship and sheep / I, i: / , man and men / æ, e / .

Speaking

Speaking is to produce meaningful sounds and in meaning chunks. It is the second skill of language that produces language in proper stress, rhythm and intonation, and conveys information appropriately. Table 3.1 shows us that the students are confident with their speaking skill. However, some problems have been identified and basically it is the mother tongue interference that causes these problems. They are:

1. One common error is the confusion in the use of the gender marker 'he' and 'she. As a result 'he' is used for 'she' and vice-versa and this mixing of the pronouns can occur many times in course of a short conversation or speech. Mother tongue interference again is the problem here as there is no gender indicator in the mother tongue.

2. Confusion in the use of plural in the case of 'He gave me some vegetable' or 'I saw some tree.' In the Naga languages, as far as the researcher knows, there is no plural marker. Therefore, a sentence like 'I saw a tree' would literally go 'I saw one tree' or 'I saw the tree' in the mother tongue.

3. Interchanging of sounds like uttering /gr / for /dr / and vice-versa is another major problem encountered by the Naga speakers. It is not as if the speaker is unable to produce the other sound, he only interchanges them. So, when he has to

say 'Drama' he says 'Grama', but for 'Grammar' he says 'Dramar'. It is the same in 'Bomb' and 'Pomp' or 'Crane' and 'Train': for [b] he says / p /, and for [p] he says / b /, and for [kr] it is / tr / and for [tr] it is / kr /. Why this interchanging takes place one is not sure, perhaps that is in the realm of psycholinguistics. But one thing is sure that it is not just surprising but also very amusing. Secondly there are some sounds that certain students from certain tribes find most difficult or impossible to utter. Table 5 gives some more problematic sounds garnered by the researcher. The vowel [O] also causes problems as in English this sound also takes a schwa / ə / or / əu / sound. However, in the vernacular languages in Nagaland this vowel has the sound / 0 / only. So words like tortoise, go, ton, etc. are pronounced with an / 0 / instead of the schwa or diphthong.

Reading

Reading is the ability to recognize letters, words and sentences. It is knowing the meaning of written words and understanding and interpreting discourse. Table 3.1 shows that many students consider themselves as good readers, but they better be as the writings and literatures from the lowly comics and cheap Mills and Boon novels to the classics and the Bible that they have encountered all through their lives is in English. Two problems that they face are:

1. Weak vocabulary that has been the bane of many students, and this is coupled with the not so frequent using of their Dictionary though all the respondents claimed to own at least one Dictionary.
2. Lack of in-depth reading to understand completely what the writer is say-

ing, and to evaluate a text. This is noticed when précis writing is administered to them as the précis that they come up with is usually a patch work of quotations. However, they are good in comprehension tests as they are usually able to correctly answer all or most of the questions administered to them.

Writing

Writing is the last of the four language skills and also the most demanding one. It is the ability to form letters and punctuation skills. It is the ability to write phrases and sentences and also produce written discourse. Table 3.1 shows that almost 79% of the respondents thought themselves good in this skill. Students in Nagaland have been able to produce very good essays and poems. They, especially those from good schooling background, also write excellent English in the examinations. This is a healthy trend. The main problem that one notices is the problem of grammar and punctuation in cases like:

1. Use of apostrophes. The students love apostrophes and use it in places where they are not needed at all like in this sentence *All the teacher's are invited*, in a subscription *Your's faithfully*, and are confused in plural possessive cases like *Childrens' book*, and *many boy's shirts*, etc. This is because they are not clear of the function of the apostrophe.

2. They have no clear concept with their subject-verb relation and tense. Sentences like 'She have the book', 'He don't know', or 'Amy did not came yesterday' are common.

3. Another major problem is the use of comma. For those who are ignorant, commas are usually inserted instinctively and though they get it right sometimes by

luck this is a dangerous habit. The problem mainly lies in the inability to distinguish between phrase and clause and between dependent and principal clause. It is not uncommon to find sentences like 'The scarves were blue, green, red and yellow,' and 'They had for breakfast cereals, bread and jam, eggs and rice and juice'. As a comma separates coordinated elements and also guard against a possible misreading a comma is needed before 'and yellow' and 'and juice.'

Table 5

Some Major Problems the Students of Nagaland Encounter with Regard to English Sounds (BBC English)

Tribes	Nature of the Problem	Examples
1. Angami	When the voiceless alveolar plosive / t / precedes the post-alveolar frictionless continuant / r /, [tr] is pronounced as [kr] and vice versa	'train' becomes 'crane' 'cradle' becomes 'tradle'
	The voiced velar plosive / g / preceding / r / as in [gr] turns to [dr] and vice versa	'grass' becomes 'drass' and 'dress' turns to 'gress'
	When the voiced velar nasal / ng / occurs in the → ing form it tends to become voiced alveolar nasal / n /	'sing' becomes 'sin' 'ceiling' becomes 'ceilin'
2. Ao	The voiceless bilabial plosive / p / and the voiced bilabial plosive / b / are interchanged	'people' becomes 'beoble' and 'Bombay' 'pompay'

- The voiceless alveolar plosive / t / and the voiced alveolar plosive / d / are interchanged 'truck' is pronounced and 'druck' and 'drug' becomes 'trug'
3. Chakhesang Same as Angami
4. Chang Post alveolar frictionless continuant / r / gets a voiced alveolar lateral / l / 'rope' is pronounced 'lope', 'run' becomes 'lun', 'rung' becomes 'lung', etc
- Voiceless velar plosive / k / gets an aspiration / kh / 'key' becomes 'khey' 'card' becomes khard'
5. Khiamnuingan Same as Chang
6. Konyak Same as Chang
7. Lotha Voiceless velar plosive / k / gets an aspiration / kh / 'cat' is pronounced / khaet /
- / p / becomes / b / 'pot' is pronounced 'bot'
8. Phom The voiceless velar plosive / k / turns into its voiced counterpart and vice versa 'cake' becomes 'gake', 'poker' becomes 'poger' 'gum' becomes 'cum'
- The rest same as Chang
9. Sangtam Same as Chang
10. Sumi Voiced palato-alveolar affricate / dz / is pronounced as voiced alveolar fricative / z / 'jump' becomes 'zum' 'jam' becomes 'zam'
11. Yimchunger Voiceless alveolar plosive / t / becomes its voiced counterpart / d / 'tea' is pronounced 'dea', 'tight' becomes 'dight'

The velar sounds / k, g / are
interchanged like the Phom.

12. Zeliang Voiceless palato-alveolar 'chap' is pronounced 'sap'
 affricate / ts / becomes 'chalk' becomes 'salk'
 voiceless alveolar fricative / s /

Examination

Generally two 'selection' examinations are conducted every year by the respective colleges for the Undergraduates and this is followed by the University examination where the students are promoted to the next class. During this time depending on individual colleges a number of 'weekly' or 'monthly' tests may be administered to the students. Some colleges also have an internal assessment system where seminars and term paper writing are made compulsory for the students. Responding to the questionnaire many of them felt that the 2 examinations and 3-4 serious tests they get in a year was either less (42%) or okay (58%). The fact that none of them complained that it is too many is a good sign. Students are generally not averse to tests and exams, but how well their papers are evaluated is another issue. Students expect their corrected scripts to be given back to them which some colleges, except for the final selection examinations, do. But most of the time their test papers do not reach them because of the carelessness or total indifference to evaluation by the concerned lecturer. This not only discourages the students but also the opportunity of using student feedback is lost.

Responding to the question whether they are satisfied with the score they fetch and also the evaluation majority (68%) of them said 'somewhat,' 20 % said they are not, and the rest 12% said they are satisfied with it. It is expected that students usually will not

be satisfied with the marks they get, but this data should make us look with more seriousness into the number of tests we administer to them, the seriousness with which we evaluate their papers, and our willingness as English lecturers to use the materials generated in the classroom.

Another negative factor which has created untold miseries is the late declaration of results by the University which, among other things, do not give institutions ample time to finish off the course which of course has bearing on students' performance in the examinations. Question papers for the major students are usually prepared and evaluated by University lecturers and this has created serious problems too. Firstly, as they are out of touch with the UG syllabus time and again we see questions being set on areas outside the perimeter of the syllabus. When one is struggling to finish the prescribed syllabus this brings added problems. Secondly, the standard of question they set is too high for the undergraduates. And as they have no experience of the classroom problems like inability to get good materials (certain books prescribed in the syllabus are either out of publication or simply too difficult to procure) for certain topics, and the students' level of understanding the evaluation may be too strict and harsh for the students. This issue has been discussed in the Board of Undergraduate Studies (BUGS) meeting in the University, and one hopes to see a positive outcome.

A Case Study on the Difficulties of Tenyidie Speakers of English with

Reference to Certain Sounds of RP (BBC English).

Tenyidie is the language of the Angami, Chakhesang, Rengma, and Zeliang tribes of Nagaland. It is the pre-dominant language of the Angamis. Tenyidie belongs to the Naga group of languages which is a sub-group of the Tibeto-Burman family. It is a tone language.

The Speech Sounds of Tenyidie

There are six vowels and four diphthongs in Tenyidie (Ravindran 1974: 13). The vowels are [i, e, a, o, u, u]. The vowels [i], [a], [u] and [u] occur in all the three positions, and the vowels [e] and [o] occur only medially and finally.

The Front vowels: [i]

Itacie (Brick) / Ita:t e/

[e]

Ke (sugarcane) /ke/

The Central vowels: [a]

Cha (Road) /tʃha:/

[u]

Fusi (Walnut) /fʒ:si/

The Back Vowels: [u]

Hukabo (Coconut tree) /huka:bo/

[o]

No (You) /no/

Vowel clusters are also found in Tenyidie. Both the vowels are not only prominent, but also carry tone.

E.g. Theü [The3:] Bow (in arrow).

Zeu [Zeu:] Friend

Tones: The tones in Tenyidie are symbolized below:

<u>Tone</u>	<u>Symbol</u>
Mid-tone	-
Mid-rising tone	v
High-tone	/
Low-tone	\
Low-falling tone	^

We shall now zero in some few sounds in English which are found to be problematic for the Tenyidie-speaking students.

1. Dental fricative: /θ/

This sound occurs in the English words like 'thank', 'thaw', 'everything', 'month', etc. However, this sound is not found in Tenyidie. In Tenyidie the sound is /th/ - a sort of voiceless dental affricate. So English words like 'thank' /θæŋk/ or 'month' /mʌnθ/ is pronounced /theŋ /, and / mʌnth /.

2. The vowel /digraph/ (Front Open)

The Tenyidie speaker has problem with this sound of English. This sound does not occur in Tenyidie. The nearest sound one can have in Tenyidie is the high-mid front unrounded vowel /e/.

English words like bat /bæt /, mat /mæt / lad /læd / are pronounced /bet/ /met/, /led /, respectively.

3. The Velar Nasal / ŋ /:

Though this sound occurs in Tenyidie in words like ngu (see), or pengu (to show), they have problems when it comes to pronouncing the English -ing forms. For example 'fighting' becomes 'fightin', etc.

The /ng/ sound becomes an alveolar /n/. So 'king' /kɪŋ/ becomes /kin/.

4. The Schwa / ə / (mid-central vowel).

This sound does not occur in Angami. A word like 'mutton' is pronounced /mʌtʌn/.

These are some of the sounds which the Tenyidie-speaker finds problematic. However, the chief fault in mispronouncing these sounds is lack of practice and a willingness to change. If they are practiced thoroughly then there is no reason why these sounds cannot be mastered.

The Tenyidie language has no script of its own. In the 19th century the foreign missionaries, who were working in the Assam hills and plains, used the roman script for writing the Tenyidie language. Since then the English writing system is being used for this language too.

In Nagaland each tribe has its own peculiar accent as far as pronouncing of English sound is concerned. It is difficult not to betray one's tribe when one opens one's mouth.

Student's Needs as the Basis for Course Design

A questionnaire on students' perceived needs is a good start to know what the students feel they need. However, it cannot supply all the answers, since the questionnaire constructor begins with certain assumptions that determine the questions that the students will address. Even a section for free response may not provide sufficient information, because not all students have a clear idea they can articulate of what they would like the language course to provide. There are many possibilities that do not occur to them. A questionnaire needs to be supplemented by teacher's observation and attentive listening to students and community.

Once the views and needs of the learners are taken they can be expressed in an experimental course design. The response of students to experimental courses will reveal clearly enough whether their needs are being met and enable them to express more concretely what they feel is still missing. But there is danger here that needs to be avoided. According to Krashen and Terrell "once the learners have developed communication strategies that enable them to say what they want, they may lose the motivation to produce more grammatically accurate forms" (1983: 118). That is why a balance needs to be maintained. Higgs and Clifford therefore argue for a "balance between communicative and grammatical activities" (1982: 19) for precisely this reason.

Later a solid, flexible basic course on which the students can develop diversifications of language use for specific purposes can be made. Without a serious general purpose foundation, students can become locked into an approach that sub-

sequent language experience cases them to realize they do not really want.

Individual learners' needs will vary widely. Each learner may have needs which are different from those of any other learner. The trick here is "to reconcile the variety of individual learners' needs with an economical use of available resources as a sufficiently large class needs to be formed to justify the investment of efforts and finance" (Van & Alexander 1975:5).

There is a general awareness in the Indian educational system that English is the key to success in the English speaking countries. They have always been aware of the strengths and weaknesses in relation to the English language. They are also aware of the importance of the English language in the present and future growth and development of the language. They have been encouraging English lecturers to further augment the number of the English lecturers. They are also more aware of the importance of English in the present and future.

In the listening skill the students need more exposure to the English language and also see how it is different from Hearing. Because to listen is to pay attention to what is being said it is so crucial in the learning activity of the students. This skill is most neglected in the classroom because of the ignorance and indifference of both the learner and the teacher. We have been able to identify certain prob-

Conclusion

We live in a competitive environment today where quality is worshipped. And teaching being our main concern and activity in our colleges we need to make sure that our students get the best in terms of teaching methodology and quality, facility, resource, management, and student-support services. Only then will the learning of the students be optimized, and qualitative improvements come in. This chapter presents a profile of the needs, attitudes, and motivation of the undergraduate users of English language in Nagaland. As the goal of any language-teaching course is to enable the students to use the target language effectively we find that the participation of the students in the teaching-learning process is of utmost importance.

The undergraduates of Nagaland have a fair notion of what they want from the English subject and lecturers. They have also given a decent assessment of their strengths and weaknesses in relation to the target language. Generally, they are well aware of the importance of the English language and are optimistic about the further growth and dissemination of this language. This makes it all the more urgent for the English lecturers to further augment the interest in the language and make the students more aware of the importance of English in the present global context.

In the Listening skill the students need more exposure to its basic concept and also see how it is different from Hearing. Because to listen is to pay conscious attention to what is being said it is so crucial in the learning activity of the students. This skill is most neglected in the classroom because of the ignorance and indifference of both the learner and the teacher. We have been able to identify certain prob-

lems faced by the students in the class pertaining to listening, and so this should be a first step towards resolving the problems.

Speaking is the skill that comes next. To speak is to produce language in proper stress, rhythm and intonation, and convey information appropriately. The students are confident with their speaking skill. However, some problems caused by mother tongue interference and also sheer negligence have been identified. It has also been noticed that each individual tribe has its own peculiar problems when it comes to production of certain English sounds.

To be able to read is not just having the ability to recognize letters, words and sentences but also to know the meaning of written words, and understand and interpret discourse. Two problems that have been identified in this area are weak vocabulary that has been the bane of many students, and lack of in-depth reading to understand completely what the writer is saying. However, the students fare decently in comprehension tests.

Writing which is the last of the four language skills and also the most demanding one is the ability not only to form letters and punctuation skills, but also the ability to produce written discourse. The students generally considered themselves good in this skill, and some are able to produce good pieces of writing in English. The major problem areas for the students are verb-subject and tense relation, and the use of comma.

As far as the number of examination is concerned the students are satisfied. Responding to the questionnaire many (58%) of them feel that the 2 examinations

and 3-4 serious tests they get in a year are okay. Students are also generally not averse to tests and exams. However, they are not very satisfied with the evaluation. One needs to look with more seriousness into the evaluation work, and also be willing as English lecturers to use the materials generated in the classroom. Late declaration of results by the University leading to late starting of academic session is a grave problem echoed by both the students and lecturers. Question papers carrying questions which are outside the purview of the syllabus is another problem, which causes problem for both the teachers and students alike.

From interviews the researcher is able to garner some very important points which he believes would go a long way in improving the language learning-teaching scenario in Nagaland. There is no question of English continuing as the medium of instruction in Nagaland. More stress also needs to be put on ESP courses in this global world of IT. The introduction of functional English like letter writing, copy-editing, writing for the radio, newspapers, etc. in the new syllabus have been appreciated by many lecturers. English also has an influence on the vernacular. It has been noticed that English affixes and plural marker are now used along with Naga words such as in *Nagan* + ization, *Dimapu* + rian, *Sema* + s etc. Most lecturers admit that they use the lecture method as they are always in a hurry to complete the course, though this leaves very little room for interaction in the class. However, the normally big classes that many colleges have are also not feasible for conversation or interaction in the class. The language classes also suffer from a dearth of trained manpower as many of the lecturers are not trained for language teaching. Many of them also are

not comfortable with teaching language. Colleges also lack the infrastructure for effectively teaching language.

Finally, we find that the traditional method of teaching English should undergo a sea-change in Nagaland. Right from an early stage the students should be taught a lot of grammar along with spoken English. These two needs to go hand in hand so that the students later on can easily apply what is being learnt as a rule of grammar to the spoken, everyday language. We understand that investigating and analyzing learners' needs has to be followed by grouping learners into categories with similar needs. Once this is done one has to according to Van & Alexander "define the learning objectives to meet the needs of each category and in such a way as to form an integrated system of objectives" (1975: 6). We also need to keep in mind what Williams and Lovatt have stressed in their research on Phonological Memory (PM) that "individual differences in second language learning is related to underlying cognitive processes" (2005: 177). Therefore, in order to be effective language teachers we also need to focus on the influence of memory which is an important component of language learning aptitude. Finally, in order to achieve the various objectives in the most direct way possible the learners have to be provided with learning facilities.

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CHAPTER 5

Recommendations and Pedagogical Implications

Language is a means to an end; therefore it needs to be applied in a proper manner. Language teaching and learning will suffer if this is not done so. Language teaching today is a multi-dimensional discipline and the main thrust of the teacher should be to help the learner achieve an effective command of the target language. Easy as this may sound there are several pedagogical implications of language teaching. Furthermore, the teacher is often faced with a number of specific problems peculiar to his subject which demand special attention.

CHAPTER V

RECOMMENDATION AND PEDAGOGICAL IMPLICATIONS

There are important pedagogical implications of language teaching. Some of these implications are discussed below. They are:

These are:

- i. Lesson Organization
- ii. Transfer
- iii. The Teaching of Grammar
- iv. Receptive and Productive Skills
- v. Correctness

i. Lesson Organization

The structural/lexical syllabus has as its ultimate aim the acquisition of a grammatical system together with a serviceable vocabulary. According to Van &

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Language is a means to an end; therefore it needs to be applied in a proper manner. Language teaching and learning will suffer if that is not done so. Language teaching today is a multi-dimensional discipline and the main thrust of the teacher should be to help the learner achieve an effective command of the target language. Easy as this may sound there are many implications that come with language learning-teaching. Furthermore, the society in which the language is taught may come with problems peculiar to it. In this light this chapter tries to see and analyse some problems that one encounters in Nagaland, and suggests recommendations about the way English might be taught in Nagaland. Hopefully, in a humble way these recommendations will help solve or assuage the problems.

There are implications which will apply to all kinds of language courses. Some of these implications are discussed here that course designers might find helpful.

These are:

- i. Lesson Organisation
- ii. Transfer
- iii. The Teaching of Grammar
- iv. Receptive and Productive Skills
- v. Correctness.

i. Lesson Organisation

The structural/lexical syllabus has as its ultimate aim in the acquisition of a grammatical system together with a serviceable vocabulary. According to Van &

Alexander "the structural grading sequence itself dictates the pace at which the student will proceed: the course designer is free to speed up or slow down the build-up of structures in accordance with the type of learner he is addressing" (1975: 246). Some kind of route planning can be developed which allows the fast beginner to skip certain exercises, while at the same time providing the slow learner with additional material.

ii. **Transfer**

This can be defined as the ability to use the language acquired in the classroom to meet actual needs in real life situations. It is singly the most important factor in the language learning process; for the learner's success is measured according to the extent he can use language in actual situations. Transfer can take two basic forms: actual and simulated.

ii.a. **Actual Transfer**

Questions can be directed at the learner which relate to his own experiences. For example, if the subject of a dialogue is a visit to a music concert, how much he paid for his seat, who he went with, where he sat, what he saw and heard, how he enjoyed it, and so on. "This is actual transfer because the student is responding truthfully in a conversational context" (Ibid.: 247).

ii.b. **Simulated Transfer**

This involves role playing and improvising in particular situations so that patterns learnt in one context are re-combined to serve the exigencies of another. A student may be asked to pretend that he is in a particular situation and he has to respond accordingly. For example, we may set up a situation in which student A

(acting in his own persona) is buying a pair of jeans from student B (acting in the persona of a shop assistant) and is inquiring about size, price, colour, suitability and so on. Here too there is a scope for student-imposed language.

iii. The Teaching of Grammar

Grammar teaching can be viewed within the context of communication. From 'grammar' to 'communication' might be seen as a three-part activity:

Practice ———> Practice Context ———> Role Playing/Improvisation.

iii.ia. Practice

This may involve the acquisition of a paradigm. When practising be and verb forms, students have to learn how to (a) make affirmative statements; (b) make negative statements; (c) handle question and answer forms. For example, paradigms involving the use of *there is* may be practised in this way. (There is ... There isn't ... Is there...?)

iii. b. Practice Context

Once the student has understood and become fluent in using a particular form, he can practise it within a context. The student might be presented with a tourist map (to pursue the example of *There is*) in certain buildings are indicated and controlled exchanges may be based on this context. (e.g. Is there a bank near here? Yes, there's one in 3rd Avenue).

iii.c. Role Playing/Improvisation

The final phase is to get the student to role play and improvise a situation which (a) makes use of the structure that has just been acquired and (b) enables the

students to use in suitably devised situations.

iv. **Receptive and Productive Skills**

While the learner may control what he wishes to say, he can never have any control over the language other people will use. This means that he will have to be trained to understand the gist of what people are saying even at the earliest stages of learning. The student may have to be trained to 'get the gist' by being presented with materials (devised by the course-designer or taken from authentic sources) which are beyond his productive command.

v. **Correctness**

The paramount aim in a communicative course is to enable students to communicate effectively. Using a language may be considered to be a performing skill; as with any other skill. Performing ability will vary greatly from individual to individual. It will be a waste of time to demand near-native perfection from performers who will never be able to provide it. Wholly unacceptable utterances should be checked certainly but we must know that misuse of language is not so serious as to obscure communicative intentions. "Defective but effective communication may be a reasonable aim if it means our students are not to be discouraged and defeated by the demands of perfection." (Ibid. 250) It is imperative that we rise to the challenge of the business of language learning and teaching. And though language may be conveniently codified for reference purposes, it retains that resilient flexibility that made it language in the first place. This is something we should never lose sight of.

Peculiarities of the Use of English in Nagaland

As the socio-cultural and socio-linguistic context for the use of English in Nagaland is different from that of its use by its native speakers, it is but natural, rather inevitable, for this language to undergo a sort of acculturation at all levels. Though not broad enough to be called Naga-English somewhere in the line of Indian English, we see that assimilations at various linguistic levels have given English in Nagaland, a colour and flavour of its own (Verma. 1987: 19). The deviations noticeable in the use of English here are either because of the failure to control English or the natural consequence of the social context in which it is spoken, or both. Besides English as an International and Intra-national Language (EIIL), Local Forms of English (LFEs) too are used quite frequently in Nagaland. Some of the characteristics and uses of the LFEs in this State are as follows:

(a) One of the major characteristics of English in Nagaland is the frequent use of fillers, i.e. "those items of language, which communicate no particular denotative meaning but which are used to indicate emotive, affective attitudes of the speaker or sometimes to 'fill' a pause or a moment of hesitation or reflection in a stream of speech" (Tongue 1974: 83). The fillers can come from English, Hindi or any of the Naga languages. Some examples in the use of these fillers are as follows:

I was late *toh*.

I don't know *man*.

Achha, and then what happened?

Lah, what shall I do!

Arre, what are you saying?

You enjoyed the trip, *no*?

(b) Another common feature of the Naga English is the use of assertive sentence structures in interrogative sentences. For example:

You were absent?

I shall do it?

She can sing it?

(c) As the sentence structure in almost all the Naga languages/dialects is SOV, some of the Naga speakers tend to use this structure even in their English speech ignoring the fact that the sentence structure in English is SVO. For instance, some Naga speakers would say 'She to the field goes', in place of 'She goes to the field.'

(d) The Naga speakers also unconsciously translate certain syntactic forms from his mother tongue to English. For example, in the Naga languages, the literal meaning of the verb for appearing in the examination is 'to give an examination' whereas in the standard expression for the same in English is 'to take an examination'; consequently, most Naga speakers will say 'I have given the examination,' instead of 'I have taken the examination.'

(e) We also have cases of mispronunciation resulting from mishearing of English words that have become a permanent part of the Naga vocabulary today. A classic example is the '*Kholar* / *khɔ:la:r* / beans' which is a corruption of 'coloured-beans.' As this phrase has been widely accepted as a standard expression in the Naga languages, no amount of remedial teaching can make the Naga shun its use. However,

there also exist certain corrupt forms of English words that have not gained legitimacy despite the fact that they are widely used by the Naga speakers. Such words too may become a part of the Naga English in the near future if remedial measures are not taken now at the school level. For instance, the words 'overseer', 'pliers', and 'orderly' are generally pronounced as 'ovosher' / ɔ:vɔ:ʃer /, 'plus' / plʌs /, and 'ardali' / a:rda:li / respectively.

(f) Lastly, errors in spelling are also noticed especially in words where there are same consonant clusters. So words like accommodation, cassette, cigarette, occasion, immediate, necessary, professor, buffalo, umbrella, webbing, etc. cause problems for the students. Also words having ie or ei, and ae or ee are also confused. It is common to find receive written as *recieve*, deceive as *decieve*, lien as *lein*, etc. It is also not uncommon to find students spelling *streat* for street, *streek* for streak, *sheeth* for sheath, etc. The plural forms of child and woman are sometime written as *childrens* and *womens* respectively. Words like these do cause problems when it is in the possessive case. We do often come across forms like *childrens'*, *womens'*. In fact, the Nagas love the apostrophe and it is used even when it is not necessary at all. For example, *Your's faithfully* is a very common error. Sentences like *The teacher's are invited to the function* or *The latest video's are available here*, are errors one frequently come across.

Socio-Functional Aspects of English in Nagaland

What is the main objective of learning English in Nagaland? It is not simply to make the learners learn the language skills but to enable them to play their

interactional roles effectively and select languages/registers/styles according to the roles they play. The Naga learners of English should also be taught as to how to perform register-shift, i.e. the ability to shift registers according to shifts in situations, in a proper manner, as it is one of the important requirements for success in handling a second language effectively.

English is considered a symbol of modernization and a key to the expanded functional roles. Looking at the role of English in Nagaland, English can be said to have acquired the four functions as listed by B.B. Kachru (1986: 19).

- a) Instrumental function which implies the status given to English in the educational system in which it functions as an instrument of learning at various stages.
- b) Regulative function which entails the use of English in legal system and administration.
- c) Interpersonal function which provides how English is used as a link language for effective communication between speakers of various languages.
- d) Imaginative/Innovative function which stands for the use of this language for creative writing; this has resulted in the development of a body of writing in English in different genres.

The Role of the Teacher

The mastery of the four basic language skills — listening, speaking, reading, and writing ---- involves knowledge of the essential elements of the language. To

develop these skills in English, the learner will have to know the fundamentals of the English grammar. The moot question is whether we should teach utilitarian-type English (a tool to be used instead of an object to be admired) or educated native-speaker English in our schools and colleges. A pragmatic approach will make us opt for the former. But the problem is that there is no description of grammar or textbook available for utilitarian-type English. Moreover, this may thwart the fulfilment of certain higher objectives of teaching English at the school stage. But even if we adopt the 'educated native -speaker English' model, there will inevitably be a gap between the target language and what is actually learnt due to the factors affecting the role and character of English in the State. Hence, teachers should allow this utilitarian-type English to be used by those students who finds it difficult to master this language completely; he should accept their utterances if they are able to communicate effectively even though they may not conform to the standards of native-speaker English. But the students having aptitude for learning a non-native language must be taught the variety of English that has got international intelligibility.

It is important that the materials, courses and methodologies are modified, wherever necessary, to cater to the local needs. The focus must shift from teaching as a 'unidirectional, teacher-centred, knowledge-oriented activity to learning as an interactional activity, involving sub activities like problem solving, group work, drawing inferences, making generalizations, participating in a variety of other activities, with the help of L1, L2, and L3. (Verma 2002: 100). It goes without saying that the teacher has a very important role to play in the language classroom. The need

of the hour is the availability of competent teachers of English. Without them, even the best syllabuses would not be worth the paper they are written on. Even the most effective methods of teaching would dwindle down to mere mechanical rituals if the teacher himself does not know the subject matter.

Literature and Education

I think educational administrators and the general public have only a vague idea about the use of literature in the teaching (and learning) of language. We may have a number of reasons for using literary texts in the classroom. In second-language teaching context here in Nagaland we see a major aim. The obvious use of literature is to assist the development of competence in language. As mentioned in chapter three the text *Language through Literature* is part of the Alternative English paper for the degree students. The title itself is self-explanatory. Although the text used is literary, and the students sometimes may respond in the literary perspective, the main thrust of the paper is not to teach literature but language. But because of the lack of specification of the objectives in the syllabus, the teacher tends to 'stray' into discussing the value of the work in the context of literature. It is recommended that the University spells out clearly what are the aims and objectives of a particular paper.

There is another problem with using literary text for non-literary purposes especially for non-native teachers and learners. It is perhaps impossible to separate literature from the history of literature. Literature also retains a self-consciousness about literary tradition, which is quite inappropriate for writing in other fields. The language of literature is deliberately and creatively modified, sometimes even distorted

for the needs of the writer. For example, to learn about the English language Ernest Hemingway or Robert Browning may not be very helpful. Or for that matter, the father of English drama may not be very helpful when it comes learning English grammar or language to suit the need of the 21st century.

The Use of Language in Discourse

Language considered as communication no longer appears as a separate subject but as an aspect of other subjects. A corollary to this is that an essential part of any subject is the manner in which its 'content' is given linguistic expression. Learning science, for example, is seen to be not merely a matter of learning facts, but of learning how language is used to give expression to certain reasoning processes, how it is used to define, classify, generalize, to make hypotheses, draw conclusions and so on. People who talk about 'scientific English' usually give the impression that it can be characterised in formal terms as revealing a high frequency of linguistic forms like the passive and the universal tense in association with a specialist vocabulary. But to characterize it in this way is to treat scientific discourse merely as exemplification of the language system, and does little or nothing to indicate what kind of communication it is.

The first principle of the approach, then, is that the language should be presented in such a way as to reveal its character as communication. Let us consider how this principle might be put into practice. We will suppose that we are to design an English course for students of science in the first year of higher education. We make two basic assumptions. Firstly, we assume that in spite of the shortcomings of secondary schools English teaching the students have acquired considerable dormant

competence in the manipulation of the language system. Secondly, we assume that they already have knowledge of basic science. Hitherto, these two kinds of knowledge have existed in separation: our task is to relate them. We do this by composing passages on common topics in basic science and presenting them in such a way as to develop in the students an awareness of the ways in which the language system is used to express scientific facts and concepts. The passages are composed rather than derived directly from existing textbooks for two reasons. Firstly, we are able to avoid syntactic complexity and idiosyncratic features of style which would be likely to confuse students fresh from their experience of controlled and largely sentence-bound English instruction in schools, and/or deflect their attention from those features of use which we ask them to concentrate on. Our intention is to make linguistic forms as unobtrusive as possible. At the same time, we wish to make their communicative function as obvious as possible, and this is the second reason for composing passages: we are able to 'foreground' features of language, which have particular communicative value. It might be objected that the passages are not therefore, representative of scientific writing. The answer to this is that they are representative of what we conceive to be certain basic communicative processes which underlie, and are variously realized in, individual pieces of scientific writing, and that they have been designed expressly to bring such processes more clearly into focus.

The Use of Language in Text

In considering the formal properties of language in use, we must first decide on what attitude to adopt to the teaching of grammar. What factors do we have to

take into consideration in designing a model of grammar for advanced or remedial language teaching? We may assume, firstly, that a pedagogic grammar for advanced learners must provide the students with fresh and stimulating material. As was suggested earlier in this paper, there is no point in presenting a remedial English class at the University level with a speeded-up version of the secondary school syllabus, for the class will rapidly become bored and resentful even if they show evidence of not having fully mastered the material. The rejection by students of the rapid repeat technique of remedial teaching is a familiar experience in higher education, and should occasion no surprise. Not only do advanced learners have a natural reluctance to cover familiar ground for the second or third time, they have, in fact, reached a stage in their studies when they may no longer be able to benefit from the oral, inductive type of teaching employed at a more elementary level. As was pointed out earlier, it is this fact that prompts us to propose an approach which gives recognition to the real needs of advanced students. Perhaps finding the interests of individual students would help. What Howard Lee Nostrand says is relevant here. He opines that "the basic problem of teaching is to transform the organisation of the materials from the structure of the subject matter to the structure of the learner's personality" (1985: 20). It must be stressed that the task for the advanced learner is not simply to experience more language material, but to develop a complex set of organizational skills over and above those which he needed to cope with the elementary syllabus, and to learn to put these to use in serving a variety of communicative purposes. One difference between elementary and advanced courses lies in the fact

that students at an advanced level have had a good deal of instruction in grammar and, as was suggested earlier, are likely to possess considerable dormant competence in English. It follows that one of the principal aims of advanced language teaching should be to activate this competence, and to extend it, by leading the student to relate his previously-acquired linguistic knowledge to meaningful realizations of the language system in passages of immediate relevance to his professional interests or specialized field of studies.

A second consideration is that the information in a pedagogic grammar must be relevant to a learner's needs. In order to ensure this we must insist on a clear distinction between linguistic and pedagogic grammars. A linguistic grammar is concerned with a specification of the formal properties of a language, while the purpose of a pedagogic grammar is to help a learner acquire a practical mastery of a language. There is no reason for supposing that the two types of statement will bear any overt resemblance to one another. It is particularly important that this principle should be clearly stated at a time when many teachers and textbook writers are turning to linguistics as a source of ideas about how to handle language in the classroom. In general, we expect that knowledge of linguistic grammars will provide teachers with pedagogically useful insights into language structure, but we do not expect that the content of a linguistic grammar will be reflected in any direct or systematic way in a pedagogic grammar based on it. A further principle is that pedagogic grammars are typically eclectic. By this we mean that the applied linguist must pick and choose among formal statements in the light of his experience as a teacher, and decide what

are pedagogically the most appropriate ways of arranging the information that he derives from linguistic grammars. Thus, we expect that the insights incorporated in a pedagogic grammar will be drawn from a number of linguistic models, and that the teaching materials will be judged solely in terms of whether or not they promote quick and efficient learning in the student.

Language learning is a complex thing and therefore language teaching should also be diverse. A particular methodology need not necessarily work in all situations. In the view of Peter Strevens, "the professional task is not only to identify the learner's needs and to select the most appropriate kind of instruction taking all the conditions into account, but also to identify the shortcomings of teaching and to devise ways of overcoming them" (1985: 24-25). This means that the existing teaching techniques are not all in all. In fact, language teaching and language learning is forward-looking and open-ended.

Using L1 in the L2 Classroom: In the Nagaland Context

It is the lecturer's job to see that the students' interest in the language is created by helping them see the importance of the target language in the present global context and also how this language can help advance their career. The students can also cultivate a healthier attitude towards the language if they are made to involve actively in the process of learning. However, sometimes the teacher finds difficult to motivate the students because the student is not well-versed in the grammar of the target language. Another problem they find is the difficulty in applying the rules of the language in their everyday conversation. Also students from the rural background

find it difficult to follow what is being said in the class as they do not have very strong grounding in English. It is in cases like this that the mother tongue comes in handy sometimes.

C. William Schweers, Jr mentions about an "increasing conviction that the first language (L1) has a necessary and facilitating role in the second and foreign language (L2) classroom" (2003: 34). This new position may seem to be contradictory to what we (as English teachers) are asked to do, but nevertheless it I think deserves some consideration keeping in mind the Nagaland context. Piasecka says "one's sense of identity as an individual is inextricably bound up within one's native language. If the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened" (In Hopkins 1988: 18).

A reasonable number of candidates (37%) have responded in the questionnaire the important role the mother tongue can play when confronted with a difficult situation in the L2 (English). Not being well-versed in own MT can be an impediment to learning/mastering English. A student not sure of his MT may not have the confidence to fully go ahead with English. On the other hand, if one is well-versed with the MT and its grammar perhaps one would be more confident in stepping out. Going by this hypothesis L2 learning, ironically, would be facilitated by L1. Elsa Auerbach says "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English" (1993:19). Some students (22%) would like their MT to be used to explain difficult concepts, the chief reason being to

define new vocabulary items. It is also interesting to note that speaking of Nagamese is perceived to be a threat and many (67%) students felt that it has adversely affected their English.

Teacher's Response

As the study shows most teachers were not in favour of using MT, not even a single word, in the class. One reason for this could be the presence of so many MTs in a single class. But some teachers felt that using of MT in the classroom sometimes may be more effective than using English exclusively. Those who responded in the affirmative said that they have been using MT equivalent for difficult words in the class. However, only 5% of the teachers felt this an appropriate use. It is also interesting to note that 87% of the lecturers interviewed felt the syllabus should have more language items.

Some Suggestions

Though the general conclusion one can draw from the study is that L2 (English) class should not be diluted by the use of any other languages or dialects, and that English should be the primary vehicle of communication in the classroom. This way the students will have enough opportunities to interact in the target language. However, the use of L1 can also have some advantages. Firstly, by comparing and contrasting the student's MT and the English language the student's understanding of English may be augmented. Secondly, when respect is paid to the MT the student's hostility towards the L2 is diminished and he learns to respect both the languages. Thirdly, some students see English language learning as a burden. (7% of the students said

that they would never be willing to learn the language if not included in the course.) Perhaps they resent it because it has been forced upon them. By bringing in a little of the language of their culture may be their negative attitudes towards English would be reduced. Lastly, our job is to teach students and not materials and the classroom should be student-centred. By bringing in a little of the MT whenever necessary a more congenial atmosphere can be created.

In a situation like Nagaland more than one language is needed for social mobility and even cultural integration. By the time a child goes to school he has a smattering of his mother tongue, or tongues if both his parents happen to be from different language communities, English, Nagamese, and perhaps even a bit of the national language Hindi. Therefore, English or Nagamese depending on the context is the exoglossic language of the Nagas. Each language in a system network has a 'system determined value' (Verma 1987: 4). English has got a great functional value in Nagaland. It is the official language of the State and also the medium of education. It is used by the people here for inter-personal and inter-institutional communication in a wide range of contexts. Thus, the use of English in Nagaland is broad and varied, which crosses the boundary of a college campus as they interact with officers, and educated people.

We come to realize that English will continue to be the main language in Nagaland for a long time to time, and that Mother Tongue will not play a big role in the classroom at least for now. So the alternative left with us is to teach grammar at a more serious and innovative manner, and to teach the language without the aid of

the vernacular languages, somewhat like the Direct Method. In the context of Nagaland teaching grammar through situational contexts would really help the students as this method would enable the students to use appropriate language according to the given situation. Another plus point of this method is that it makes grammar learning less monotonous. For example, one can teach the tenses by introducing a 'situation' where you discuss plans for taking a study tour to a city; or, one can teach the verb form and present continuous tense by following instructions for baking a cake. Many lecturers also admitted to using remedial teaching to get rid of persistent problems. This is a good sign as this will help the students see clearly what is wrong and what needs to be avoided in future. For example, for errors in the use of Articles the student is shown two sentences one correct and the other one wrong, and he is asked to pick out the correct one and also explain why it is right. The situational contexts available to the students will help the students absorb, like his mother tongue, the forms of the target language. And only a persistent use of the target language alone will help the students retain the basics of the language.

Teaching the Communicative Use of English

According to Allen and Widdowson "English language teaching overseas is taking on a new character as a result of the need for many advanced students to use the language as a tool in the study of scientific and technical subjects. In this situation, the oral inductive methods of the conventional syllabus are no longer adequate" (1966: 122). There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of

language, in order to show the student how the language system is used to express scientific facts and concepts. An English course at this level should be concerned both with discourse and with text. The first of these involves the ability to recognise how sentences are used in the performance of acts of communication and the second, the ability to manipulate the formal devices which are used to combine sentences in creating continuous passages of prose.

In recent years, English language teaching overseas has taken on a new character. Previously, it was usual to talk about the aims of English learning in terms of the so-called 'language skills' of speaking, understanding speech, reading and writing, and these aims were seen as relating to general education at the primary and secondary levels. Recently, however, a need has arisen to specify the aims of English learning more precisely as the language has increasingly been required to take on an auxiliary role at the tertiary level of education. English teaching has been called upon to provide students with the basic ability to use the language, to receive, and (to a lesser degree) to convey information associated with their specialist studies. This is particularly so in the developing countries where essential textbook material is not available in the vernacular language. Thus whereas one talked previously in general terms of ELT, we now have such acronymic variants as ESP (English for Special Purposes) and EST (English for Science and Technology).

This association of English Teaching with specialist areas of higher education has brought into prominence a serious neglect of the needs of intermediate and advanced learners. Most of the improvements in language teaching methodology

brought about during the last two decades have concentrated on the elementary syllabus. The reason for this is fairly clear: in any attempt to improve language teaching materials the logical place to start is at the beginning. Moreover, this approach ensures that the problems of organising language data are reduced to a minimum, since the course writer has a comparatively small number of words and structures to deal with in the early stages. The large amount of time and money that has been spent in developing elementary language teaching materials has produced impressive results, and a wide range of courses is now available to cater to the needs of students who are still in the process of acquiring a stock of basic vocabulary and simple grammatical structures.

The teaching method which has proved most effective for this purpose contains two main ingredients: a step-by-step technique of structural grading, and a battery of intensive oral drills. Both features are based on the behaviourist doctrine that language learning consists primarily in establishing a set of habits, that is, a set of responses conditioned to occur with certain stimuli which may be either situations or words in syntactic frame. Unfortunately, however, the generous provision of basic courses has coincided with a striking lack of new material specially designed for intermediate and advanced students. As a result, students who have become accustomed to an orderly progression of graded materials, simple explanations and easily-manipulated drills during the first two or three years of language learning find that these aids are suddenly withdrawn when they reach the end of the basic course, and they are left to fend for themselves with little or no guidance at a time when the language is rapidly becoming more difficult. On the one hand, we have an abundant supply of basic

language courses, and on the other hand we have advanced teaching techniques (essay writing, report making, comprehension of complex reading material, etc.) designed for students who have a near-native competence in handling the target language, but there are virtually no materials to help the learner effect an orderly transition between these two extremes.

The general English instruction which is provided in secondary schools has in most cases proved to be inadequate as a preparation for use that students are required to make of the language when they enter higher education. In consequence, many technical institutions and universities in developing countries provide courses with titles like 'Functional English', 'Technical English' and 'Report Writing', the purpose of which is to repair the deficiencies of secondary school teaching. However, such courses seldom recognise that a different approach may be needed to match the essentially different role which English assumes in higher education. They continue to treat English as a subject in its own right. It is true that there is some recognition of the auxiliary role it now has to play in that the selection of grammatical structures and lexical items to be taught are those which are of most frequent occurrences in the specialist literature with which the students are concerned. But the emphasis is still squarely on separate grammatical structures and lexical items, and such courses do little more than provide exercises in the manipulation of linguistic forms. The approach to English teaching is basically the same as that of the schools, and the assumption seems to be that it is likely to be more effective only because it is practised more efficiently. In fact, there is little evidence that such remedial courses are any more

effective than the courses which they are intended to rectify.

The purpose of this treatise is to suggest that what is needed is a different orientation to English study and to outline an approach which departs from that which is generally taken. Broadly, what is involved is a shift of the focus of attention from the grammatical to the communicative properties of the language. We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts. The approach, which we wish to outline here, then, represents an attempt to move from an almost exclusive concern with grammatical forms to at least an equal concern with rhetorical functions.

One might usefully distinguish two kinds of ability, which an English course at this level should aim at developing. This first is the ability to recognise how sentences are used in the performance of acts of communication, the ability to understand the rhetorical functioning of language in use. The second is the ability to recognise and manipulate the formal devices which are used to combine sentences to create continuous passages of prose. We might say that the first has to do with the rhetorical coherence of *discourse*, and the second with the grammatical cohesion of *text*. In practice, of course, one kind of ability merges with the other, but in the form and function approach we are presenting here we focus on each of them in turn,

while at the same time allowing for peripheral overlap. They are firstly, having a

The Problem of Teaching of English as Communication in Nagaland

One common problem we encounter here in Nagaland with the students is the inability with some students to actually use the language, to understand its use, in normal communication, whether in the spoken or written code. A good number of them remain deficient here even after many years of formal English teaching. A similar problem was studied by H.G. Widdowson (1985) in his article "The Teaching of English as Communication." The case study in the Nagaland context which I present below is based on his study and research. Students coming to the college after more than a decade of English learning have problem with basic grammatical structures like the concord or the parts of speech, or the tense. This means they have difficulty in following a lecture in the class or even in comprehending a huge chunk of what they are reading in a book. According to Widdowson "efficient reading involves understanding how language operates in communication, and it is precisely this understanding which students appear not to acquire during their years of learning English in the secondary schools" (Ibid.117).

In this researcher's experience as an English teacher, and also the numerous interviews with other English teachers have shown that the blame game begins. The college lecturers would think that the secondary-school teachers did not do their job well, the secondary-school teachers would blame the high School teachers and so on. But one needs to go deeper than this to find the real cause for this state of affair. And though I don't pretend to know the solution or even accurately diagnose the

problem, I feel that two factors stand out as prominent. They are firstly, having a wrong approach, and secondly lack of qualified and motivated teacher.

According to Moshe Anisfeld "language can be divided into two components: specific habits and general rules. In the first category falls mainly the lexicon of a language, including words, phrases, and idioms; in the second, grammar" (1985: 107). How good a user is depends on his ability to apply the known to new situations. It is this applicability part that the students here in Nagaland find most difficult.

The recommended approach as one which combines situational presentation with structural practice. Language items are presented in situations in the classroom to ensure that their meaning is clear, and then practised as formal structures by means of exercises of sufficient variety to sustain the interest of the learner and in sufficient numbers to establish the structures in the learner's memory. Essentially what is taught by this approach is the ability to compose correct sentences, because it assumes that learning a language is a matter of associating the formal elements of the language system with their physical realization, either as sounds in the air or as marks on paper.

The difficulty is that the ability to compose sentences is not the only ability we need to communicate. Communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. Thus we do not communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders. Knowing what is involved in putting sentences together correctly is only one part of what we mean by knowing a language, and it

has very little value on its own: it has to be supplemented by a knowledge of what sentences count as in their normal use as a means of communicating. Also the contextualization of language items by presenting them in situational settings in the classroom may not provide for the communicative function of language. Here one needs to draw a careful distinction between two different kinds of meaning which is given by Brumfit and Johnson. They say that "one kind of meaning is that which language items have as elements of the language system, and the other is that which they have when they are actually put to use in acts of communication"(1985: 118). Widdowson calls them signification and the second kind *value*. And the contextualization of language items as represented in the approach we are considering is directed at the teaching of signification rather than value, and that it is for this reason that it is inadequate for the teaching of English as communication.

Let us suppose that we wish to teach the present continuous tense. The recommended approach will advise us to invent some kind of situation to demonstrate its meaning. One such situation might consist of the teacher walking to the door and saying *I am walking to the door* and then getting a number of pupils to do the same while he says *He is walking to the door*, *They are walking to the door*, and so on. In this manner, we can demonstrate what the present continuous tense signifies and we can use the situations to develop 'action chains' so as to show how its meaning relates to that of other tense forms. But what kind of communicative function do these sentences have in these situations? They are being used to perform the act of commentary in situations in which in normal circumstances no commentary would be called for.

Contextualization of this kind, then, does not demonstrate how sentences of this form are appropriately used to perform the communicative act of commentary. So here what is being taught is signification and not value. It is imperative that the teacher and the learner realize that knowledge of how sentences are composed will *not* automatically lead to the knowledge of how sentences are put to use in communication. "Learners have to be taught what values they may have as predictions, qualifications, reports, descriptions, and so on. There is no simple equation between linguistic forms and communicative functions. Affirmative sentences, for instance, are not always used as statements, and interrogative sentences are not always used as questions" (Brumfit and Johnson 1985: 122). One linguistic form can fulfil a variety of communicative functions, and one function can be fulfilled by a variety of linguistic forms.

As the method of teaching grammar would depend on certain key areas of focus, these areas can be identified with reference to the practice and use of grammar. For example, grammar can be practised based on information-gap or opinion-gap activities. Here a general framework is given, but the language is not controlled strictly. The student is given the first line of a story, "Yesterday I went mountain climbing with ..." and asked to complete it. Here we see that the language is not controlled strictly, but the activity to some extent will dictate the type of language the student will use. In this case we find that the student will tend to use the past tense, the structure *I was, We were, then*, etc. Another activity that the students will find helpful is the *Dictagloss*. Here a selected passage is read two or three times. The

students listen to the passage and then jot down the key words. They then try to reproduce the passage. This activity also helps with the listening skill of the students as dictation and smart listening is involved. This activity is not difficult and it will be helpful as many students of Nagaland are weak in listening and spelling. They commit a lot spelling mistake in the class when notes are dictated to them.

Causes for the Students' Poor Achievement in English in Nagaland and Recommendation of Possible Solution.

Through the research the following causes of the students' poor achievement in English have been found. Against each cause is suggested a possible solution.

1. **Cause:** Not very strong grounding in grammar in the school, lack of interactive sessions.

Solution: Grammar should be made more intensive and interactive sessions are a must. However, it must be kept in mind that teaching of grammar separately will not do much help as the students will find it difficult to apply the rules of grammar they have internalise to the language, to real life situations. The teaching methodology should be compatible with the mental level of the students. Using concrete examples too will be of great help. Iyer puts it this way: "whatever the model we choose it is futile to teach grammar in the abstract. What we should try to do is to present the analogous facts of knowledge and allow the students to internalize the rules. A possible approach to the teaching of grammar is to make use of contexts provided by the prose text" (1991: 40). According to DeKeyser of the University of Pittsburgh it appears that "three factors are involved in determining grammatical difficulty:

complexity of form, complexity of meaning, and the complexity of the form-meaning relationship” (2005: 3). And sometimes even if the learner knows the meanings that need to be expressed he may not be able to pick the right morphemes to express these meaning and putting them in the right place, especially in an inflected language like English. The students need to be sensitised on morphemes and also sentence structure. More compatible and qualified teachers are also needed, as most lecturers are not ready or willing to teach language because of the heavy orientation in literature in their M.A.

2. Cause: Students from the rural areas are inhibited and lack confidence as generally they are weaker in the target language than those from the towns and boarding schools.

Solution: More serious than their weakness in grammar is their mindset that does not allow them to interact freely with their classmates and teachers. They have low self-esteem which hampers their learning; whereas students from the towns and boarding schools are generally more outgoing and would go on freely even with their ‘broken’ English. This helps them improve in due course of time as language can be learnt and honed only in a live, interactive, and informal session. The lecturer needs to make his class more interesting, be fair, and make sure that everyone participates in the language class. Some lecturers admitted to using Mother tongue equivalents in the class for difficult English words and linguistic structures. This (which should not become a frequent exercise) will help some students, and also make them feel more ‘at home.’

3. Cause: Large classes are not feasible for language learning and teaching. It is impossible to give attention to every individual and carry on meaningful interactive sessions.

Solution: Individual attention can be given to the students only in a small group. Large classes can be divided into smaller manageable groups. However, in the colleges time constraint may make this impractical. Another way is to identify the slow learners and give them special attention depending on their needs. These slow learners or low achievers can also be given a bridge course on grammar and the four linguistic skills.

4. **Cause:** Lack of motivation is an impediment to language learning. A teacher who is not motivated or lacking in confidence is a source of discouragement to the students. The situation is further aggravated when wrong teaching methods are used.

Solution: Teaching methods should be changed according to the learner's need and capability. Instructions may be based on a 'multiple-intelligences' view, in which different approaches play to different learner talents. As noted by Ted Rogers, "the challenge consists of ... developing sensitive yet practical means for assessing individual learning styles, and finding realistic ways in which such information can provide more effective LL experiences to the full range of learners within the constraints that define most of the world's ELT classes" (2003:7). Innovations can be introduced in the classroom to avoid monotony. Strategies like Peer Group Teaching, Grammar Games, Role Play, Brief Writing, Note-making, and Full-frontal Communicativity where all aspects of human communicative capacities like gesture, tone, and expression are engaged in support of second language learning, could be very helpful.

5. **Cause:** Lack of a clear objective not only confuses the teacher and the learner but also makes the people involved careless about accountability.

Solution: Just merely highlighting in the syllabus what needs to be done is not complete: a clear-cut objective which specifies where we expect the language learner to be (Desired Terminal Behaviour) after the completion of the course is very important. It may even act as a guide-post for the teacher.

6. **Cause:** There is generally a lack of healthy teacher-learner rapport in the classrooms of Nagaland. The lecturer follows the lecture method which is not very conducive for language learning. We often see that there is no interaction by way of conversation in the class. Student Talking Time is hardly available; it is the lecturer who does most of the talking. But the students are also generally reticent, and are not confident to come forward with questions or doubts.

Solution: The language classroom of Nagaland should see more interaction. This is very important as it will facilitate listening and speaking. Method of teaching may include learner-oriented activities like book review, quizzes, dialogues and role-play, and group discussions. The students may also learn to identify and also produce different sounds in English, especially contrasting sounds like *Vine* and *Wine*, *Bus* and *Pus*, *Ship* and *Sheep*, etc. These activities will stimulate a lot of interaction among learners, thereby helping them to make use of their cognitive learning. And this will no doubt develop their communication skills. Integral components of communication like discourse and psycho-social aspects get prominence when communication

becomes the focus of classroom activity.

7. Cause: Mother Tongue intrusion and non-contact with native speakers are two major shortcomings for ELT in Nagaland. Mother tongue interference is noticeable especially in the pronunciation of words in English. This problem has been highlighted in the Chapter IV. In cases where the intrusion is serious it not only causes meaningful and effective communication difficult but also lots of amusements. As the lecturers themselves are not native speakers of the target language the students miss the opportunity of getting to hear the language being spoken in the original. Another problem which is considered serious by the students and lecturers is the use of the Naga-pidgin Nagamese. Nagamese has become a convenient alternative means of communication in Nagaland, and had it not been because of this English would have been spoken much more.

Solution: How do we completely get rid of the MT interference is surely beyond the scope of this research, but useful tips might help reduce the problem. Learning to read the sound-symbols and practising the vowel and consonant sound with the help of a professional phonetician, or audio-cassettes and CDs will be of great help. Listening native speakers speak over BBC, or during important functions of the English Royal family like marriages or funeral, etc. where you get a dose of original and good English will also immensely help. Developing a healthy reading habit will also enhance the quality of one's pronunciation. Students should be trained in the three ways of reading: Skimming, Scanning, and Intensive or In-depth reading. To skim is to get the gist of a particular piece of literature, and for this the students

are recommended to read newspapers, magazines, and articles. In skimming one must be able to run one's eye quickly through the given material. Scanning is done to get a particular bit of information. For this the students should read telephone directory, examination results, television or train schedules, lottery results, etc. In-depth reading is done to completely understand what the writer is saying, and to evaluate a text. Usually this kind of reading is used for more serious pieces like research papers, professional articles and journals. As far as possible the students should avoid using Nagamese among themselves and switch over to English. They should realise that English will take them far, but Nagamese will lose its meaning once they go outside Nagaland.

8. **Cause:** Weak in spelling especially when same consonant clusters (like cassette, accommodation, immediate, etc.) occur. Polysyllabic words also cause problems to the students. Words have *ei* or *ie*, and *ea* or *ee* are also confused at times. This probably because in the vernacular languages of Nagaland we hardly see same consonant (or vowel) clusters. So this could be another case of the intrusion of the mother tongue.

Solution: One solution to get rid of spelling problem is of course drill. The student right from an early age should practise and make it a habit. Intensive but interesting vocabulary exercises should be taken. Exercises like choosing the correctly spelt words from a list of words some of which are wrongly spelt. Filling in the blanks with confusing pairs like *ie*, *ei*, or *ee*, *ea*, etc. may also help. Another exercise that may help is the proper and careful use of the Dictionary. Since all the respondents

claimed to have at least a Dictionary with them, they should be encouraged to check the phonemic transcription and the etymology too. They should know that Dictionaries exist not just to supply the meanings of words.

9. Cause: Creative writing is one of the most neglected genres in the language classroom of Nagaland. Besides the occasional essay – with the usual topics like Discipline, Perseverance, If I were the Prime Minister of India, A Visit to the Zoo, etc. which the students find boring – nothing new is done to enhance creativity in the classroom. However, besides helping the students to write well, creativity also stimulates the students to grow and develop. J.P. Guilford underscores the importance of creativity when he says, “Of all the qualities that man possesses those that contribute to his creative thinking have been the most important for his well-being and his advancement” (1980: 218).

Solution: Creative use of language in the English language classroom needs to be fostered in Nagaland. In creative writing the student is constantly thinking how to put down an idea on paper, and this close relationship between writing and thinking makes creative writing a valuable tool for English language-teaching course. Creative writing helps the students develop grammatical competence (diction, rules, and syntactical construction), socio-linguistic competence (using language appropriately not just grammatically but pragmatically involving style and register), and strategic competence (the tactical ability to work one’s way out of a situation when one gets stuck). Keeping these factors in mind one realises the need to incorporate creative writing in the syllabus with techniques relevant to the students’ background and local conditions.

Desired Terminal Behaviour of the Under Graduates of Nagaland

After the completion of the degree course, the Undergraduates of Nagaland should be able to at least fulfil the following criterion:

1. To understand English with ease when spoken at normal conversational speed. The student should be able to identify information and the gist of what is being spoken and make out the emotional tone.

2. To speak English correctly and fluently. This would imply speaking English in syntactically acceptable pattern using proper stress, rhythm and intonation. The student should also be able to formulate appropriate response.

3. To read English at a reasonable speed and with comprehension. The student the student is able to grasp sentences into sense groups and interpret them.

4. To write correctly and neatly at reasonable speed. The student is expected to produce written discourse that will communicate clearly and efficiently.

5. To translate common English words, phrases, and sentences to their functional equivalents in their mother tongue and vice-versa. Wherever necessary the student should, to a certain extent, also be able to do adaptation from English to their mother tongue and vice-versa.

6. To enjoy and appreciate (not too difficult) poems and novels in English.

7. To develop an interest in English.

The Role Technology can Play

Technology can play a very effective role for the improvement of English language instruction in Nagaland too. The students of Nagaland should reap the

advantage offered by the potent yet affordable Information Technology today. The computer can play a useful role as far as the acquisition of the sound system and reading are concerned. A computer is better than a book when it comes to learning the phonology of a language as it can record and play sound. The emergence of Information Technology (IT) in the 1990s brought a radical change in the modes and strategies of imparting knowledge. It is therefore, imperative that language teachers of IT era have to be 'computerates' and 'netizens' to retain their relevance in this age of IT. Technology-enhanced language learning is one aspect of language learning that we can today ignore only at our own peril. This can be used to supplement conventional language learning. Encouraging signs from students using technology are seen in the foreign language classroom context. Beauvois corroborates this view when he reports that "technology encouraged the development of independent learning characteristics in students of foreign language" (1994: 171). Technology increased not only the responsibility for leaning but also broadened the learner's cultural awareness. Computers in the language classroom can play the dual roles of tutor and tool: as a tutor, the computer evaluates the user's input and responds to it, while as a tool, the computer is employed by the user to enhance his or her own learning or communication. Another great aid for teachers and students is the Internet, a global CD-ROM, which offers two broad areas of communicative activity as mentioned by Subramanian & Devadas. They are: 1. communicating with individuals via e-mail. 2. Communicating with groups which can be done through either: (a) LISTSERVs, e-mail discussion lists, are the services that receive contributions from subscribers

and automatically mail them out to everyone on the discussion list. The biggest LISTSERV for ELT, TESL-L, has over 5000 subscribers in 70 countries. (b) USENET, a more appropriate portal for students, is made up of several thousand 'newsgroups' covering every imaginable topic. Students simply select the topic, which interests them (2005: 262-263).

Video conferencing is another tool that can be very effective for language learning as it offers the immediacy of communication with a real person from their own age group, and the advantage of interactivity (Levin et al 1992: 3-7). Though this technology lacks the advantage of a face-to-face interaction whereby the teacher can intervene and direct the course of the interaction, it is very useful as far as mastering the listening comprehension skill is concerned.

The Language lab is another area that is affected by this IT boom. Multiple media resources like CD-ROMs, Video-Conferencing, Broadcasting and Internet can now be incorporated in the language lab systems. This will give a new look to the system as it will expand beyond its historical focus on audio, and in turn have a number of educational implications. As said by Damodar we can now "apart from having the usual formats for testing tutorials and practice, also simulate situations for effective teaching and learning of English" (2005: 278). It is because of the developments mentioned above one finds the necessity to adopt technology enhanced language learning in the context of globalization for strengthening English language teaching in Nagaland. Moreover English is the language which will help us to acquire these skills and use computers to our advantage. The researcher believes that

technologies will making language teaching not only challenging but also exciting.

Future of English in Nagaland

In Nagaland, the students' proficiency in English is restricted because the context in which the language is used is minimal. For example, the use of English is basically confined to the classroom. Once the students are out of the classroom they resort to communicating in Nagamese or their mother tongue. Nagamese is freely used even in the university campus and the State Secretariat. So what is the English language environment of the learners like? "The language environment," say Dulay, Burt, and Krashen, "encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situations - exchanges in restaurants and stores, conversations with friends, watching television, reading street signs and newspapers, as well as classroom activities - or it may be very sparse, including only language classroom activities and a few books and records" (1982: 13). If we judge the language environment for English in Nagaland by the above-given definition of the term, we can say that the language environment for English in Nagaland is very 'sparse' one as the learners' chances of hearing or using English diminish drastically once they are out of the classroom. The Naga students hardly get any opportunity to interact directly with the native speakers of English. The teacher is their main 'window' to English; however, many teachers themselves woefully lack in the command of this language. As the quality of the language environment is of paramount importance to the success in learning English, we must devise ways and means for making it 'dense' with this language both inside and outside the classroom.

It is also because of these reasons that the opportunity for 'informal learning' is missed by the Naga students. According to Howatt, "the success of informal learning, and particularly of the child acquiring its mother tongue, had always impressed teachers. Attempts to reproduce the same effect of creating the same causes have been a regular feature of language teaching history" (1984: 295). How to create an appropriate condition for the learner, especially in the classroom, is perhaps a great challenge for the language teacher. The students are more often than not, unsure of *what, when, and how* to say in the Naga setting. The students can (re)produce bookish objects like essays, summaries etc. in English, but the problem arises when the language is to be used for transactional purposes. Despite all these handicaps, the teacher should motivate the students to acquire the power of comprehension and to express themselves in ample and correct English. They should be made to use this language for interactional purposes, i.e. in meaningful contexts. The learners should be provided more opportunities for reading, writing, listening and speaking English. They can also improve their proficiency, fluency and competency in English through the proper use of the latest technology including Computer Assisted Language Learning.

All in all we need to see that language-learning needs to be learner-centred, and that we avoid methods that are too top-down and too insensitive to learner interests and needs. It is important that in the broadest sense "language education should incorporate literary study, process writing, and learner collaboration in language teaching" (Rigg 1991: 521). However, a more comprehensive view of language will assist the language learner in grasping what language is and what the broadest goals

of language-learning are. A more efficient teaching technique has to be adopted by the English teachers. Language has to be taught like a skill, an art and not like a content subject like history. The English lecturers too, besides their usual M.A. and B.Ed. degrees also need both pre-service and in-service refresher courses in ELT. If these things are taken into consideration it will go a long way towards fulfilling the needs of the students.

English is here to stay whether we like it or not. It is not only an international language but also the language of knowledge, and hence the language of power. While one tends to become emotional with one's mother tongue, to think of completely overhauling English and shift to the vernacular is unthinkable now considering the fact that the written materials are now so vast in English. Therefore, though the mother tongue may be taught in the schools and colleges, English language should be taught very early in the schools. And especially in a multilingual state like Nagaland the researcher does not foresee any other language that would adequately serve the communication need of the State. And considering the fact that English is now the language of academics, administration, and judiciary around the world we should see how we can improve on this language and take it to the masses instead of changing it.

On this line it would be proper to remind ourselves that the British Council, in the 1950s, was one of the contributors to the setting up of India's first national ESL centre, Central Institute of English (CIE). We learn from Mahendra Verma that the CIEFL (as it now called) gradually moved away from its original ideology of Received Pronunciation and developed the concept of ELT in India and a model of

Indian English, vaguely defined as General Indian English (GIE). However, globalization inspired the British Council to bring British English back to India in the 1990s, as a hot saleable commodity to the privileged young Indians (2002:110).

The British Council Indian web site says:

The British Council Teaching Centre opened in 1997. We have rapidly increased the range of courses we offer to help individuals strengthen their English language and communication skills. In these courses you develop your fluency in spoken English, improve your pronunciation, extend your vocabulary and understand more informal, idiomatic English. We offer courses year round for young learners and also an intensive summer school during the main school holidays. The British Council offers high quality language training programmes for business and institutional clients (The British Council 2002).

The phrase “strengthen their English language” obviously refers to strengthening British English, but here we encounter a problem in that today English-speaking countries like Australia, United Kingdom, USA, etc. are competing among themselves to sell and promote their form of English to us. And various types of language proficiency tests like the TOEFL, IELTS, Cambridge Young Learners, etc. are offered by these countries. So naturally the debate is there as to which type of English is the best or most suited to us. In the face of this one need to realise that as English has been given the status of a second language in India, with many regional variations, the language can be ‘Indianised.’ But learning English as a second language (ESL) and not as a foreign language (EFL) has a difference as shown by Richards who says, “in a foreign language setting there is always an effort to acquire an overseas

standard form of English, and not some local form of English...in the case of English as a second language...local varieties are accepted as standards...A local variety of English such as Indian English is influenced by the perception of English as a tool for nationhood, and reflects the modification of overseas English as the social and cultural mores of the country are accommodated (1981: 107, 110). However, the local or national certifications of competence in English is losing its value in this globalized scene as it is not internationally recognised or accepted. What is considered 'standard' is always relative and shifting as corroborated by Butler who says, "One of the problems with standards is that wherever they exist, in whatever language community, they are always shifting. We have this sense within our own community that we have a grasp on what is correct and what is not, and this gives an illusionary aura of permanence to these standards so that we are occasionally surprised to discover that what we believe to be the case has not always been so" (1999: 187).

This ultimately leads us to the very crucial issue of selecting the type of English we want to teach. It would only help the people of Nagaland if they have a high level of proficiency in English. Not just having a good knowledge of English literature but also having a healthy knowledge and skill in English as a language would go a long way toward serving the need of the people. And in this we should be clear about the model of English that we need to know. Because of the IT boom, the proliferation of the Call Centres and the American cultural hegemony American English is becoming very popular and necessary in some profession, and this has also created a British-American turf rivalry. However, as India is traditionally a British

English zone and as British English is stressed in the schools and colleges in India. The researcher feels that the students of Nagaland too should learn British or BBC English. The National English Language Test Service (NELTS) administered by the CIEFL is also based on British English. There is nothing like knowing the language in the original so the University should continue to support British English, and ensure that lecturers have a good grounding in British English. As far as possible it will be healthy for the students if BBC English is spoken in the classroom and not American English or any other local forms of English.

Conclusion

In conclusion this researcher feels that an approach to the teaching of English which recognises that the acquisition of receptive and productive knowledge of a language must involve the learning of rules of use as well as rules of grammar. Many students who enter higher education have had experience only of the later and are consequently unable to deal with English when it is used in the normal process of communication. Therefore, rules of use might be taught, both those which have to do with the communicative properties of discourse and those which have to do with the formal properties of texts. We have to take into account the needs of the students and the nature of the abilities that must be developed to meet them, and be related therefore to the kind of theoretical considerations within the context of which we have placed the exercises presented here. A shift in focus is warranted not by the practice of the linguist but by the essential needs of the language learner.

The research shows that most lecturers have joined the teaching profession

immediately after taking their university degree without any further training in language teaching. Therefore one urgent need is for more trained man-power that would cater, to a decent degree, to the language needs of the students. Lecturers should be encouraged to take specialized training like Post Graduate Diploma in the Teaching of English (PGDTE) which is offered by the Central Institute of English and Foreign Languages (CIEFL), Hyderabad. The government, colleges and universities should offer scholarships, promotions, and increments to lecturers who are willing to learn, for the best teachers are life-long learners.

Students of Nagaland are yet to benefit from the opportunities and advantages offered by technology. This is a good time for the government to invest in technology not only in colleges but right from the schools. The teachers need to be trained and empowered and the students exposed to technology if we want to improve language teaching and ensure that we survive in this global world of machines and technology. The researcher firmly believes that telecommunications and multimedia would transform language teaching and Nagaland cannot afford to be left behind in this. It is time the government and the educational institutions realize that technologies are no longer an optional component but a must for even conventional language teaching and learning. Those in charge of curriculum development should be fully conversant with the theory and practice of language technology. The government and the University should recognise the importance of such expertise and strive to work in close collaboration with the experts. It is time that in Nagaland we saw media as an essential element whose inclusion may have a deep and positive effect on language teaching

and learning, and not as something that could be added to the curriculum later on.

English language teaching in Nagaland still has a long way to go. We see challenges and responsibility both for the institutions and the teachers, and greater efforts need to be taken and new avenues need to be explored. It is important that the lecturers adopt a methodology where certain general principles of good language teaching derived from research or observation is incorporated. The lecturers need not only a good grounding in grammar and phonetics, but also be aware of the fact that in this plurilingual society of Nagaland needs of the students would widely differ. An approach to the teaching of English which recognises the acquisition of receptive and productive knowledge must involve the learning of rules of use as well as rules of grammar. Many students who enter higher education have had experience only of the later and are consequently unable to deal with English when it is used in the normal process of communication. Therefore rules of use might be taught, rules which have to do with the communicative properties of discourse and those which have to do with the formal properties of text. In order to do this effectively the needs and abilities of the students have to be studied and taken into consideration. Perhaps the statement of Holec that "to teach the learner to learn, that is to enable him to carry out the various steps which make up the learning process, is considered the best way of ensuring that learning take place" (1995: 265), could be relevant here. If we can do this we would have achieved a significant step in the teaching of English language in Nagaland.

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CHAPTER 6

Conclusion

Chapter I gives a general introduction to the English language, its usage around the world, further the role of English in India in general and Nagaland in particular is also assessed. This chapter also envisages the needs of students of Nagaland in developing proficiency and skills in English. English is today as the most widely spoken language in the world today. It is the official language of countries like the United Kingdom, the United States of America, Canada, New Zealand, and South Africa. This language is also an important language in the world especially in countries like India, Pakistan, Bangladesh,

Nigeria, Zimbabwe, etc. This language is not only a lingua franca or a language of international trade and travel, but also an important medium of cultural communication across linguistic boundaries. There are some

tribes, hostile to English and the culture it represents are still using their own language as they are beginning to realise the importance of the English

Today in this globalized 21st century the importance of the English language can be exaggerated. It is the language of scholarship. We also hear English on the radio, the movies, and read it in the journals magazines, textbooks, and in other print or electronic media. Though the United Nations has five official languages Chinese, English, French, Russian, and Spanish, we see that most of the proceedings are done in English. English plays a very important role too in the other organs of the UN and international bodies like the UNESCO, UNICEF, ILO, IMF, World Bank, G-7, etc.

CHAPTER 6

Conclusion

Chapter I gives a general introduction to the English language, its usage around the world. Further the role of English in India in general and Nagaland in particular is also assessed. This chapter also envisages the needs of students of Nagaland in developing proficiency and skills in English. English, as we have seen, is the most widely spoken language in the world today. It is the first language in countries like the United Kingdom, the United States of America, Australia, Canada, New Zealand, and South Africa. This language is also an important second language in the world especially in countries like India, Pakistan, Bangladesh, Singapore, Ghana, Nigeria, Zimbabwe, etc. This language is not just used as a library language and as language of international trade and travel, but it is also an important means for cross-cultural communication across linguistic boundaries. Even countries that were, hitherto, hostile to English and the culture it represented are now opening up to this language as they are beginning to realise the importance of this language.

Today in this globalized 21st century the importance of the English language cannot be exaggerated. It is the language of scholarship. We also hear English over the television, the radio, the movies, and read it in the journals magazines, textbooks, newspapers and other print or electronic media. Though the United Nations has five official languages – Chinese, English, French, Russian, and Spanish, we see that most of the proceedings are done in English. English plays a very important role too in the other organs of the UN and international bodies like the UNESCO, UNICEF, ILO, IMF, World Bank, G-7, etc.

Also having competence in the use of this language brings an added potential for material and social gain and advantage. Today, English has become a symbol of modernization and a key to expanded functional roles. Other factors that have made this language score over other languages are its large demographic distribution - its large numbers of native and non-native users across cultures; its indispensability in important world forums; and its rich literary tradition.

In India the middle of the 19th century saw the drastic increase in demand for English books as those educated in English greatly increased. Also with the introduction of the telegraph and the modern postal system in 1854 a common medium of communication was necessitated. From 1857 to 1920, along with the English education taking a rapid stride came the flowering of the Indian creative genius. But at the same time largely because of nationalistic feelings the use of English by Indians came in for considerable criticism. Hoping to replace English with Hindi the Constitution of India, adopted in 1950, had envisaged Hindi as the only official language of the Union of India and English was to continue for 15 years from the date of adoption of the constitution. But the ever-growing popularity of the use of English by educated Indians, and the apprehensions of the non-Hindi speakers against the dominance of Hindi at the expense of other regional languages, resulted in the Parliament enacting the Official Languages Act in 1963, providing for continued use of English, as an 'associate language,' for an indefinite period. Further the Indian Education Commission (1964-66) also recommended the continuance of English in the interest of national integration and for higher academic work. This is supported

by Vinod Sena in his article, "Brand of Shame or Mark of Destiny: The Legacy of English in India" when he says that, "it (English) is so inextricably woven into the intricate story of modern India, so integral a part of the fabric of our lives, that it is something we resent and yet cannot do without. We decry it because it came to us in consequence of our conquest, and we love it because it is inseparable from our destiny as a modern nation" (2005: 8-9).

Today in states like Arunachal Pradesh, Chandigarh, Goa, Manipur, Meghalaya, Mizoram, Nagaland, and Tripura English has the official language status. In a multilingual country like India English plays a vital role. In states like Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, and the north eastern states Hindi is less spoken. It is because of this reason that English language facilitates communication for people coming from different parts of India.

One also needs to keep in mind that this language has seeped into almost every field of education so much so that it is impossible to talk of Education without mentioning English. English language is on demand everywhere and this has increased the responsibility of the English teachers all the more. In order to make English Language Teaching (ELT) in India more meaningful the teachers have to keep themselves up to date of the latest innovations, methodologies, and strategies relating to language teaching.

When it comes to adaptability and resilience English has no rival. Hitherto, countries like China and Japan that were hostile to English are now beginning to realise and understand the indispensability of this language not only as a link language

but also as a great selling point in the international market. India scoring over China in the field of Information Technology is now attributed to the familiarity India has with English.

Down the ages the mode of English Language Teaching has undergone many changes. Many methods of teaching the language have come up, some of which are briefly summarised below.

1. Translation Method: This method was used when English was first introduced in India in the 18th century. In this method the teacher translates every word, phrase, and sentence from English into the mother tongue.
2. The Direct Method: This method entails the teaching of a foreign language through conversation, discussion and reading in the target language itself, without using the learner's mother tongue, without translation, and without the study of formal grammar.
3. The structural – Oral – Situational Approach: In this approach carefully selected and graded grammatical structures of English are presented in effective and meaningful situations, initially through speech and later through reading and writing. It gives more importance to mastery of structures than the enlargement of vocabulary.
4. The Communicative Approach: Here the thrust is on the functions of language rather than the rules. It relies on 'authentic' real life situations, and language learning is developed from form-based to a meaning-based approach.
5. The Bilingual Method: This method lays a lot of importance on speech as it believes that the learner can learn a foreign language naturally like he/she learns his/her mother tongue.
6. The Audio-Lingual Method: This method bases language teaching and learning on rigorous scientific disciplines like linguistics and psychology. The mother tongue is avoided as far as

possible and the stress is on dialogues. None of these methods are necessarily fool-proof, but they are effective no doubt and may be used depending on the need and environment of a particular classroom or society.

The Naga society is a rich plurilingual society, and it is because of this reason that it becomes imperative for the students to learn the English language well. In Nagaland, because of the complex socio-linguistic setting the learner's chance of hearing the English language, or they themselves speaking the language comparatively diminish once they are out of the classroom, as one of the vernacular languages or Nagamese takes over. Added to this is the invasion of our homes by the foreign media which has only increased the importance of English. Even the local television has its programmes in English. The programmes in the local radio are multilingual with English playing a major role. And then there is the lure of the call centres and the internet. All these factors combine to make English an indispensable language here in Nagaland. However, one thing that we notice is the tilt towards the American programmes, and this naturally takes away the focus from British English and its model of pronunciation. This has naturally created some confusion, and now we notice in Nagaland varieties of English spoken at different levels of the society. But it would do us immense good if the British model, otherwise known as BBC English, is adhered to. On the whole we can foresee a very prospective status for this language in the future, and the ever-increasing explosion of knowledge will ensure that English will continue to be the window to the modern world.

Chapter II gives an introduction to language and culture and the interrelationship between them. Language generally refers to the human language, although non-human communication systems exist like the language of bees, birds, flowers and animals. Language is the medium of human inter-personal communication. Human communication system has two aspects namely verbal communication, and non-verbal communication. Hall says that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (1968: 158). The study of language goes back to classical antiquity - to classical Greece and India in the pre-Christian era. Also the study of language interestingly gives deep insight into human thought. Perhaps that is why language has been described as "a mirror of the mind" (Noam Chomsky 1996: 1).

Culture is considered a major system of symbols and meaning. Human beings create symbols by which an element be it an object, action, event, person etc. is arbitrarily associated with a specific meaning. Culture has been described by Commager as "a bundle of patterns of behavior, habits of conduct, customs, laws, beliefs, and instinctive responses that are displayed by a society" (1970: 161). Hudson described culture "as socially acquired: the knowledge that someone has by virtue of his being a member of a particular society" (1980: 74).

Culture and language are interrelated and it is this interrelationship that opens within the native environment the way to consideration of the effect of a second culture on second language learning. As language, culture, and thought, are the dominant aspects of communication they cannot operate independently. This could be the

reason why artificial languages like Esperanto and Volapuk failed as these languages did not belong to any culture. Even if a language is spoken natively, no matter how scientifically successful the language is, it is not easy, if not impossible, to express thought without an underlying value system which is understood by both the sender and the receiver in a communication. An artificial language will perhaps serve the needs of business and travel, but it will not be able to stand as the medium of political, historical, or scientific thought, to say nothing of the impossibility of making it serve the purposes of pure literature, involving sustained emotion and creative imagination, it will not stand.

Acculturation is a very important aspect of second language acquisition because second language learning (and language has a very strong social context attached to it) in some respects involves the acquisition of a second identity or a second culture. Acculturation is the gradual adaptation to the target culture without necessarily forsaking one's native language identity. But acculturation is not always smooth and can be even traumatic as culture runs in the fibre of our beings. That is why it is important "to capture the deeply seated affective nature of second language learning" and the "language ego is made a permeable ego boundary" (Guiora 1972: 139-150) in order to facilitate second language learning.

English came to Nagaland through two ways: the British administrators, and the American missionaries for proselytizing purpose. Religion in its own way has helped with the dissemination of this language, especially through Roman Catholicism, and the Pentecostal Mission. The media (print, the internet, and the cable TV)

are other factors contributing to the growth of English in Nagaland. However, exposure to native speakers of English is very rare, as almost all the priests and teachers are foreign language speakers of English. Tourism, which can be another factor for exposing the people to the language, is still in the nascent stage. The 'social distance' here in Nagaland is vast. And this has, to a great extent, affected our learning of the English language. A remedial solution, if it can be found, for this problem is the need of the hour.

In Nagaland the place of English is unique as it functions as the second language or medium of instruction, and also as the first language in certain situations as intra-tribe communication is also carried out in English by the educated class. It is studied as a subject in school, so that way it has the status of a foreign language. But given all these advantages the quality of English in Nagaland still leaves much to be desired. So much needs to be done at the school and also the tertiary level. The learners need to acquire not just the language skills but also be able to play interactional roles in an effective manner.

The use of English in Nagaland has also produced certain deviations. These deviations could spring from two factors: failure to control English, and/or because of the natural consequence of the social context in which it is spoken. These deviations could be: 1. In the use of 'fillers' to fill a pause or indicate emotive or affective attitudes of the speaker. E.g. I was late *toh*. 2. Use of assertive sentence structures in interrogative sentences. E.g. I shall do it? Instead of Shall I do it? 3. Using the mother tongue Subject-Object-Verb sentence structure even in their English speech instead of the normal Subject-Verb-Object structure of English. E.g. 'She to the field goes'

instead of 'She goes to the field.' 4. To consciously translate certain syntactic forms from the mother tongue to English. E.g. 'I have *given* the examination,' instead of 'I have *taken* the examination.' These deviations need to rid of as far as possible.

Lastly, as we know it is not possible to teach only language without teaching the cultural content, the cultural element is very important. But, we need to keep in mind the fact that it will be dangerous to superimpose native culture onto the target language, something that can be easily done when the teacher is of the same cultural and linguistic background as the students. This needs to be avoided and the language teachers improvise and put more effort to find effective means of making their students cultural aware for the language teachers are in the best situation among educationists to give their students an appreciation of a second culture.

Chapter III deals with the role of English in the curricula. This chapter gives an appraisal of the old and new English syllabus of the Under Graduates of Nagaland University. It also, within its own limited way, examines if the undergraduate syllabus comes with objectives and if yes how one can implement them and if they would really help the students. As the curriculum is the nucleus of any formal educational process, one has to see if the curriculum is really the 'runway' to achieve the educational objectives laid down in terms of expected behavioral change of the learner. Curriculum in the broad sense encompasses all the meaningful and desirable activities, organized and used educationally outside the school. Sharma describes it as "the sum total of good learning experiences that the students have in order to achieve the goals of education which determine the direction of these experiences"

(2001: 100). Curriculum occupies an important position in the educational process of the child. While education is a process, curriculum is a means to the process. While education is learning, curriculum signifies situations for learning. Education is the product and curriculum is the plan. With the changing needs and demands of the society in education the need of curriculum change is more apt today than ever before.

In the case of language education researchers have examined the effects of four macro-environmental factors on the rate and quality of L2 acquisition. They are naturalness of the language heard, the learner's role in communication, and the availability of concrete referents to clarify meaning, and who the target language models are. It is important for the language teachers and the syllabus framers to keep these points in mind and make sure that the course is designed suit the learners' needs, his/her weakness or strength. Giving due importance to the probable utterances of the learners will help the syllabus framers determine which forms of language will be most needed by the learners.

The word 'need' has two broad meanings in the language context. It refers to either the development of the personal self that is to emphasize the imaginative and individually creative aspects of language activity, or to the capacity to make relationship with others that is to stress the public and social aspects of language activity. Keeping in mind this statement language courses can focus on what kinds of activity could be set up in learning situations and for what purposes.

The Nagaland University curriculum-making for the undergraduate students in English is characterized by three stages. Firstly, it is sticking close to the British

pattern by continuing with English (and British) literature; secondly, introduction of Indian literature in English, American and commonwealth literature; and, lastly, the introduction of linguistics and 'functional' English. From this we can see a desire to move away from an Anglophone cultural centre to a more indigenous as well as global one. The inclusion of more language units in the new syllabus is a refreshing trend as this will go a long way towards helping the students acquire more skills of language.

Syllabus making is a symbiotic process taking in what went before and that which followed it in the present. Therefore, any suggestion for departure coming from outside did cause strain. This is because of an addiction to one kind of syllabus-making, perpetuation of a response to a fixed course for several decades now before a drastic revision was expected. Academics anywhere settled down to orthodox beliefs, and the university in Nagaland too had settled down to textual studies in literature along a modernistic intellectual milieu in criticism and literary history. However, syllabus-making in Nagaland had undergone a silent transformation eschewing older ways of historical-textual interpretation to an objective response to the text following the gradual ascendance of the modernist revolution in taste which, of course, took time in being incorporated as part of the lessons to be imparted to students in under-graduate classes. The new English syllabus for the Under-graduate course was introduced in 2005 following directions from the UGC. One good thing about this new syllabus is that it has more rooms for language. This will undoubtedly help the students as far as acquiring language skills goes. The undergraduates of Nagaland have an enthusiasm for learning English that cannot be underestimated. A vast ma-

majority of the students (62%) thought that they were 'good' in English, and many (87%) were more comfortable English when it came to writing. However, at present the researcher feels that they are unable to deploy their knowledge of the language effectively to meet the linguistic demands of the learning situations. Therefore, it is suggested that we show our students what does using language for learning really look like.

The new English syllabus of Nagaland University has some interesting and refreshing features. Very briefly, some of them are: 1. It has more slots on language which should help the students develop their communication skills. 2. With more features on journalistic, report writing, and copy editing, the new syllabus is more career-oriented. 3. With more marks allotted to language, students should find scoring a little easier now. 4. It should also increase teacher-student interaction, as there is more stress on communication skills now.

However, one also finds some disadvantages in the new syllabus. They are: 1. Difficulty in procuring books prescribed in the syllabus. 2. With more stress on language teaching there is a fearful shortage of qualified teachers. About 98% of the teachers interviewed claimed to have no training whatsoever in language teaching. 3. College libraries are not sufficiently stocked to meet the requirement of the new syllabus. 4. The syllabus is very difficult to implement in big classes. 5. It does not have enough phonetics. 6. The syllabus lacks a clear-cut objective, and does not give a fair and equal treatment to all the four language skills.

It is suggested that the syllabus includes more books and articles that would facilitate language learning. British classics are not the best material for language

learning. Secondly, it would be good if books that are not difficult to get are recommended without compromising on the quality. Thirdly, the syllabus need to be designed giving due importance to all the four language skills of Listening, Speaking, Reading, and Writing. Lastly, the University should publish its own books giving special attention to those areas which the students of Nagaland find most helpful and/or problematic.

We still see a lot of problems and difficulties associated with teaching of English in Nagaland at the tertiary level. Also the lecturers, who have direct contact with the course and the students and who knows the real problems and understands the advantages, have not much say in the syllabus making or even the final evaluation. This "over-centralization of educational policies and practices and the endemic inflexibility of the system" (Sheorey & Nayar 2002: 18) need to be relaxed so as to bring back originality and pragmatism to the system. Just mere acquisition of linguistic knowledge should not be the end of language education, but how and when to apply them in real life situations should be its goal. That is the reason why, in Nagaland, an effective learner-centered and functional approach to English which caters to the needs and interest of the students is needed.

Chapter IV gives the analysis and interpretation of the finding. This chapter will make an attempt to study the four main objectives of the thesis in the context of Nagaland. These objectives are: 1. identification of the language needs of the Naga students, 2. identification of the cultural and contextual constraints, 3. identification of the problems faced by the teachers and students, and, 4. the present mode of

English teaching in Nagaland and future prospects and scenario. The aim of the study is to determine the status, role and function of English among the students in particular, and to present a profile of the needs, attitudes and motivation of its users. This chapter discusses the details of the sample and the instruments designed for collecting the data.

A total of 302 informants were taken from 8 districts (three new districts were formed after the researcher conducted this research) of Nagaland. These students were undergraduate students studying in the first, second or third year Degree course. The students belonged to 22 colleges of Nagaland. No discrimination was made between government and private colleges. The students were drawn from 17 tribes. The students belonged to Arts, Commerce, and Science streams with the Arts students comprising the bulk of the respondents. Proportionate sample was taken from each town. This resulted in Kohima and Dimapur resulting in having big sizes, and say, Mon, having a small sample. Another good reason for the urban areas like Kohima and Dimapur having bigger sample is its 'cosmopolitan' character. One practically finds students belonging to all the Naga tribes studying in these two towns. And basically, as far as language problems are concerned (barring accessibility or infrastructure facilities) there is hardly any difference between, say, Konyak students studying in Mon and Kohima. The problems, like mother tongue interference for instance, they encountered was the same. Data was also collected from English lecturers across the State.

In finding out the needs of the learners, a great deal of attention is devoted to consideration of demography, socio-economic factors, educational history (both of

individual and institution), the current structures of the educational systems, and a number of other elements such as religion or politics or ideology which may be relevant to some pedagogical setting. For the undergraduates of Nagaland a major concern is the ability to perform speech acts in the target language. And the onus is not only on grammatical competence but also pragmatic or sociolinguistic competence, or what is called strategic competence. Strategic competence in a language is having the ability to not only transmit information to a listener but also to accurately interpret the information received. On this particular aspect Rivers says that the "students need to understand how language is used in relation to the structure of society and its patterns of inner and outer relationships, if they are to avoid clashes, misunderstandings, and hurt" (1987: 25). We need to see what happens to the learner's language when they interact socially.

The nature of the status, role and functions of English in Nagaland will have to be explored in a multilingual and multidimensional social-psychological space. And in addition to eliciting views about the role, status and functions of English in Nagaland, the social-psychological background of the informants (both students and lecturers) as well as their attitude, stereotypes and motivation were also taken into consideration. For the collection of data four sets of questionnaire were developed by the researcher. The researcher carried out a study to examine the four motivational orientations of the Naga Undergraduates learners of English. They are: 1. Integrative - the desire to become part of the target language community, 2. Instrumental - to learn the language to get a job, 3. Resentment - learning the language without

any willingness but because it is imposed on him/her and, 4. Manipulative - learning it for its alluring features.

The undergraduates of Nagaland, according to the questionnaire, have become more indifferent to their mother tongue. It is found that 92% hardly read literature in the vernacular, and that 96% are more confident with giving a talk or speech in English. They are exposed to English mainly through, other than the classroom, the cable television and the media. And most of them don't see any practical value in learning or improving on their mother tongue.

Proper training is very important to be an effective language teacher. But well-trained lecturers are rare in Nagaland. Three kinds of lecturers are broadly identified in Nagaland. They are firstly, the many lecturers in colleges who have gained experience without much formal training. Secondly, there are those young lecturers just entering the profession with strong theoretical preparation from their university but with limited, or hardly any, practical experience. And thirdly, there are those that are neither trained nor experienced. The government pushing in their own candidates as 'contract' lecturers in government colleges flouting of the government and UGC norms and regulations has already done a lot of damage to the State.

All the three types of lecturers are included in the study conducted by this researcher. The study brought out certain problems faced by the lecturers. These problems are briefly discussed under the following headings:

- i. Overcrowded classrooms.
- ii. Diverse linguistic backgrounds of the students.
- iii. Inability to enthuse or motivate the class.

iv. Poor teacher-learner (TL) rapport.

v. Classroom control.

Four major problems pertaining to teaching are also identified by the researcher. They are, firstly, a college lecturer usually takes his MA in literature and is largely unprepared to teach language. Most of them (96%) never had any training in language or ELT, and are not very confident or enthusiastic when it comes to teaching grammar or language. Secondly, the lecturers prefer the lecture to the dialogue. This method does not leave any room for teacher-student interaction. Thirdly, teaching-aids are rarely used in the classroom. Only 7% of the lecturers interviewed said to have used some sort of aids. Lastly, the lecturer himself/herself may not be a good speaker of the target language.

Some problems that are faced by the students in regard to Listening, Speaking, Reading, and Writing also identified. In listening the students have difficulty differentiating between voiced and voiceless sounds as in fan and van, and between minimal pairs as in man and men. In speaking mother tongue interference is the main cause of the problem. Interchange of sounds like /gr/ and /dr/ as in gram and drum, /tr/ and /kr/, are common errors. Weak vocabulary and poor pronunciation are two main problems they encounter while reading. Then, there is also the lack of in-depth reading to fully comprehend what the writer is saying. In writing grammar and punctuation are the main problems the students encounter. Wrong usage of tense and the subject-verb relation are frequently noticed. The comma and the apostrophe are two problematic punctuation marks for the students.

Once the language needs of the students are taken they can be shown in an experimental course design. This is the first step. But one should be careful because, as Krashen and Terrell say, "once the learners have developed communication strategies that enable them to say what they want, they may lose the motivation to produce more grammatically accurate forms" (1983: 118). In order to avoid this pitfall a "balance between communicative and grammatical activities" (Higgs and Clifford 1982: 19) has to be maintained.

In conclusion the researcher notices that from an early stage lot of grammar with spoken English need to be taught to the students. These two will supplement each other later on as what the student learnt as a rule of grammar can be applied to the spoken language. Better infrastructure and more trained teachers are needed. Overall we find that the traditional method of teaching English will have to go.

Chapter V carries recommendations about the way the English language may be taught in Nagaland. There are implications which will apply to all kinds of language courses. Some of these implications, which course designers might find helpful, are discussed here. They are:

1. Lesson Organization: The syllabus is framed in such a way that the learner is able to acquire a grammatical system together with a serviceable vocabulary.
2. Transfer: This can be defined as the ability to use language acquired in the classroom to meet actual needs in real-life situations.
3. The Teaching of Grammar: Grammar teaching can be viewed within the context of communication. From 'grammar' to 'communication' might be seen as

a three-part activity namely: practice, practice context, and role playing/improvisation.

4. Receptive and Productive Skills: As the learner can never have any control over the language other people use, he will have to be trained to understand the gist of what people are saying.

5. Correctness: The ultimate aim in a communicative course is to enable students to communicate effectively. To expect near-native perfection from the students is not practical, but at least we can see that wholly unacceptable utterances are checked so that the communicative intention is not obscured

One of the major reasons behind learning English in Nagaland is not simply to make the learners learn the language skills but to enable them to play their interactional roles effectively and select languages/registers/styles according to the roles they play. The Naga learners of English should also be taught as to how to perform register-shift, i.e. the ability to shift registers according to shifts in situations, in a proper manner, as it is one of the important requirements for success in handling a second language effectively.

Of late there has been an increasing conviction that the "first language (L1) has a necessary and facilitating role in the second and foreign language (L2) classroom" (Schweers 1993: 34). This view deserves some consideration keeping in mind the Nagaland context. It is in relation to this that Piasecka says "one's sense of identity as an individual is inextricably bound up within one's native language. If the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened" (in Hopkins 1988: 18). And if a method

should facilitate language learning it is worth giving the consideration.

Coming back to Nagaland, interestingly, a reasonable number of respondents (37%) have said that the mother tongue can play a, if not important, useful role when confronted with a difficult situation in the L2 (English). Some students (22%) would like their mother tongue to be used to explain difficult concepts, especially to define new vocabulary items. However, many lecturers were averse to using mother tongue in the language classroom though they admit that in the rural areas of Nagaland it becomes necessary at times.

Some factors that have contributed to the students' poor achievement in English in Nagaland are briefly given. They are: 1. Not having a strong grounding in grammar in the school, and lack of any interactive sessions. 2. Inhibition and lack of confidence of the students, especially those coming from the rural areas. 3. Large classrooms. 4. Lack of motivation on the part of the teacher, and also use of wrong teaching methods. 5. Lack of any clear-cut objectives. 6. No healthy teacher-learner rapport in the classroom as the method that is generally followed is the lecture method. 7. Mother tongue intrusion and non-contact with native speakers. 8. Problem with spelling. 9. Negligence of creative writing. These problems can surely be solved with careful study and paying attention to problems and situations peculiar to Nagaland.

At the completion of the degree course the students are expected to acquire the following Desired Terminal Behaviours (DTB): 1. To understand English with ease when spoken at normal conversational speed. 2. To speak English correctly and fluently. 3. To be able to read English at a reasonable speed and with comprehension.

4. To write correctly and neatly at a reasonable speed. 5. To translate common English works, phrases, and sentences to their functional equivalents in their mother tongue and vice-versa. 6. To enjoy and appreciate poems and novels in English. Also students of Nagaland should take full advantage of the immense opportunities that technology offers today. The media should be incorporated in the curriculum.

Nagaland is one of the few States of India that has English as its official language. Therefore, it is imperative that the students develop their fluency, competency, and proficiency in this language by having more exposure in listening, speaking, reading, and writing. One of the greatest contributions of Nagaland could be trained man power in the English language. The government can also evolve a cultural linguistic policy keeping in view the socio-functional aspect of English in Nagaland. Such a policy can not only create lots of job opportunities but also empower the citizens of the State.

Chapter VI summarizes what has been discussed in the previous chapters. This chapter discusses the role of the teacher, the curriculum, the effectiveness of the teacher and the methods of teaching, impediments and preventive steps. In this age of consumerism only the best and palatable commodity is accepted. Therefore English Language Teaching (ELT) in Nagaland too should be 'customer' focused, and the 'clients' should be involved in a more proactive way than it is seen now. The role of computer and internet in language learning is also discussed in this chapter. The chapter will try to justify the place of English in academic institutions of Nagaland visualizing its future scenario therein.

The Future Prospect of English in Nagaland

Teaching English language in Nagaland can be made much more interesting than it often appears to be. The college graduate should be more fluent in English and should be able to communicate with ease. At present most of them are inhibited, and though they have a decent grounding of grammar they are not able to translate that into interactive communication. They need to use English in their daily life as a lingua franca and not just as a library language. For this the students should be armed with a basic knowledge of phonology of English too. Exercises in accent, rhythm and intonation can be used to reinforce the students' knowledge of grammar and develop fluency in spoken English. As far as possible the students should develop the spontaneity of utterance. No student should be handicapped by ignorance of the language as this language could ultimately determine the career he chooses or gets. English should continue to have an important position in the curriculum of the Under Graduate. The students should be able to express themselves in simple and correct English. They should be armed with the power of comprehension. Language is a potential resource for group affinity and solidarity. In Nagaland, because of the absence of a common language, English can go a long way as the language in developing the State personality.

Nagaland should also implement the new trend in language teaching which is now available in the form of Distance Education. Distance Education was born out of urgent social compulsions, new cultures and new objective of the learners. Distance Education is a revolutionary break from the traditional, age-old face-to-

face teaching system leading to the development of an innovative as well as effective multi-media teaching system. Today, correspondence courses enable one to have a self-paced study separating the students from the teachers. It has also made the learners autonomous and helped shift the focus from 'teaching' to 'learning.' The stress is now on 'what should be taught' than 'how thing should be presented in the classroom situation.'

Another area that needs to be looked in is the evaluation system. In Nagaland we follow the summative evaluation system whereby the total achievement of the students is assessed at the end of the year through one examination. However, this system is not the best tool to judge the ability of the students as it encourages the students to study only selected portions from the syllabus, and also cram just before the examination. Therefore, one system that would be more valid and reliable for both the language learners and the teachers is the Formative evaluation. According to this, periodical tests which supply feedback to both the learners and teachers are administered. As language learning follows two phases – learning the forms, and applications of the forms or learning to use them – only constant monitoring will ensure that the learners are progressing the way they should be.

As English is the only medium that can meet the specialized needs of business, commerce, education, law, politics, science and technology, the principles of ESP (English for Specific Purposes) should be taken into consideration while framing the ELT course design at the college level in Nagaland. It is time we made serious efforts for developing courses to teach special English to meet the specific needs of the students in certain disciplines. With globalization and the emerging market economy

the demand for this language is ever increasing. The University can introduce short-term English language courses to facilitate students who wish to learn the language efficiently in the shortest possible time for a specific purpose. For example, with the mushrooming of call centres all over the country, we can have courses that specifically cater to the demand of call centres. Another area where these courses can help is to help those students who wish to go abroad to undertake the TOEFL (Test of English as Foreign Language) test. Like wise other course to specifically help the students can be made available.

There are concerns that govern our ELT courses. The main concern, for example, for us language teachers is how the language system is put to use for communication purposes. So far as higher education in Nagaland is concerned, English is taught for two purposes; one, to enable the student to have an easy access to knowledge by giving him the benefit of another medium and two, to prepare him to operate successfully in the professional world after he/she graduates. That is why any course that is offered should take care of both these types of needs. It would do well to introduce courses like TEST (Teaching English for Science and Technology) and TEBC (Teaching English for Business and Commerce). As we want our English courses to deliver the good we must keep in mind the following ideas thrown up by ESP:

1. The purposes for which English is used should be clearly identified.
2. The communication needs of the learner should be discovered through scientific investigation.
3. The stress in teaching should be put on language as a communication system and not as a grammatical system.

4. The preoccupation with the rules of 'usage' should give place to the concern with the rules of 'use.'

5. The teaching should be learner-centred and the objectives of teaching should be specified in terms of the terminal behaviour of the learner (Mohan & Banerji 2004: 65).

A communicative task is, "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (Carter & Nunan 2001: 173). Language in a communicative task brings about a result through exchange of meanings. Therefore, it is important to see that it is designed to provide the students with stimulating and challenging material. The teacher's task is to make sure that a sequence of communicative tasks is carried out in the target language. Only then will serious learning take place. Since English is mainly learnt as a tool of acquiring communicative ability relevant for real-life situations, ESP courses should be designed using the above mentioned insights. That way the courses would cater to the needs of the various professions into which our graduates enter.

Communicative Language Teaching (CLT) has to be in our language classroom as this will be a pleasant and effective way of learning English especially to us in Nagaland who have learned and taught English the hard way - by traditional methods. Communicative language teaching involves communication in the classroom. This approach, which entails communicating one another in class in pairs or small groups, is popular in Britain and Australia. According to Senior of Curtin University, Perth, Western Australia,

“its (CLT) strength is that it is a general teaching approach rather than a specific teaching method. It can be used in any course. It can be adapted for classes at any level, ranging from beginners to advanced. It is particularly suitable for classes comprising students from different linguistic backgrounds and varying levels of communicative competence, since students can work in different permutations and communicate with others at their particular level of proficiency. In effect, CLT gives teachers a high degree of freedom to organise their classes in the ways that they want - and to select from the widest possible range of learning activities” (2006:17).

The fact that CLT is suitable for classroom comprising students with different linguistic backgrounds shows that it could be effective for a State like Nagaland. The apparent flexibility of this approach also makes it easy to implement and execute in the classroom.

Today, more and more language teachers are asking what and how to teach in this age of information explosion. The 21st century has surely thrown up new challenges for the language teachers as well as learners. Teaching is a continuous transformational process and we need to adopt innovative strategies in order to make our programmes relevant. One strategy that can be introduced in Nagaland is using news media in ELT classrooms. Everyday our students are bombarded with both oral and written information from the print and electronic media. Modes of presenting news and feature writing provide creative ideas for making effective use of the rich resource of readily available and authentic, up-to-date English. So it may not be a bad idea to use this powerful tool in ELT classroom. According to Meenakshi Raman,

“using news media in ELT classrooms would help to develop a critical analysis and understanding of the various aspects of English language namely pronunciation, accent, vocabulary, idiomatic expression, sentence structure, cohesive devices, etc. In addition, it would help in various language activities such as listening and reading comprehension and dictogloss” (2004: 13). Editorials and gossip columns can be used to teach formal and informal varieties of English; letter writing can be learnt from letters to the editor; reports on court proceedings can illustrate questioning techniques, etc. These exercises would give the students confidence not only to read and view news in English language in print and on the television but also to understand and appreciate the nuances of semantic, phonetic, syntactic and stylistic features of the English language used in the news items.

Today No other language right now can match English in adaptability, resilience, social finesse and sophistication. It is the world language and the globe's daily transaction would come to a grinding halt without English. The world's literature too would have been much poorer without English. English is no doubt very popular in Nagaland, and therefore it is the job of the English teachers to see that English is not viewed antagonistically by some people, but see that we give more viability and a people-friendly image by making it accessible to all our students. English language deserves a place of honour in our curricula not just because of its practical usefulness as a means of livelihood but also because it is to a very great extent the only lingua franca for the educated classes of Nagaland.

English, both literature and language, has a very important place in the college curriculum in Nagaland. It has dominated the curriculum right from the schooling period. But now one is beginning to realize that the same objectives cannot be continued in the teaching of English. And in places where there is lack of objectives they need to be introduced. English has always been the medium of instruction, besides being a subject. As English is the medium of instruction in Nagaland the level of proficiency in this language affects the overall standard of education in the State.

A designer course content to suit the requirements of the learners and new material and methodology for teaching is required. Equal importance should be placed on all the four skills. Many respondents have said that they would like to excel in speaking (98%) and writing (87%), but owing to the presence of different accents today listening is also an important skill. The students' command of the English language would depend on two factors: the general contribution the teacher of English can make towards this command; and, the particular contribution that has to come from every teacher in terms of the language needs of his own situation. Other factors like the school's pattern of discipline, its customary view of relationships between teachers and pupils, the relationships it permits between pupils of different age groups or sexes, its attitude towards pupil's everyday speech can also affect the students' capacity to use language for learning. And these factors are relevant in the context of Nagaland too. As these factors help create the climate for language use it would do well for the educationists, especially the language teachers to pay heed to these factors. It is important that the lecturers adopt a methodology where certain

general principles of good language teaching derived from research or observation is incorporated. The lecturers need not only a good grounding in grammar and phonetics, but also be aware of the fact that in this plurilingual society of Nagaland needs of the students would widely differ. Right now it is basically a case of engaging all aspects of language study like literature, language history, grammar and composition to support second language learning.

One method that could work well here is the Strategopedia methodology wherein the students are taught the strategies they need so that they can learn on their own. This methodology has been advocated by Holec who claims that "to teach the learner to learn, that is to enable him to carry out the various steps which make up the learning process, is considered the best way of ensuring that learning takes place" (1995: 265). At the basic level strategies can include memory-tricks, and at higher levels, cognitive strategies for learning, thinking, planning, and self-monitoring. Researches by O'Malley and Chamot have shown that strategies can be taught to language learners, that learners will apply these strategies in language learning tasks, and that such application does produce significant gains in language learning (In Ted Rogers 2003:8).

Another factor that brought about a radical change in the modes and strategies of imparting knowledge in the 1990s is the emergence of Information Technology. It is Therefore, it would be of great help if language teachers of IT era are also 'computerates' and 'netizens' to retain their relevance in this age of IT. Technology-enhanced language learning is an aspect of language learning that can be used to

supplement conventional language learning. Encouraging signs from students using technology are seen in the foreign language classroom context. For example, Beauvois reports that "technology encouraged the development of independent learning characteristics in students of foreign language" (1994: 171). Computers in the language classroom can play the dual roles of tutor and tool: as a tutor, the computer evaluates the user's input and responds to it, while as a tool, the computer is employed by the user to enhance his or her own learning or communication. It will do the ELT scenario in Nagaland a world of good if the policy makers realize the indispensability of IT in the language classroom today.

The Language lab is another aspect that needs serious consideration. At the moment the language lab is conspicuous because of its absence in the colleges of Nagaland. Due to the growth of IT multiple media resources like CD-ROMs, Video-Conferencing, Broadcasting and Internet can now be incorporated in the language lab systems. This will give a new look to the system as it will expand beyond its historical focus on audio, and in turn have a number of educational implications. The language lab can also help us. As said by Damodar we can now "apart from having the usual formats for testing tutorials and practice, also simulate situations for effective teaching and learning of English" (2005: 278). It is because of the developments mentioned above one finds the necessity to adopt technology enhanced language learning in the context of globalization for strengthening English language teaching in Nagaland. Moreover English is the language which will help us to acquire these skills and use computers to our advantage. The researcher believes that

technologies will making language teaching not only challenging but also exciting

Language learning is not just acquisition of linguistic knowledge but application of it in real life. Therefore success of English language learning depends on how well one is able to use the language to meet the demands of the situation in academic and professional settings. What is urgently needed now is an effective learner-centered and functional approach to English and also to offer courses designed to suit particular needs and interests. If we can get this right we will be producing a very effective set of English users.

In the context of Nagaland, the students and learners are required to have more exposure in listening, speaking, reading, and writing. Of the basic language skills, listening and speaking are oral, whereas writing and reading belong to the written form of language. As speaking and writing are productive skills, and skills of expression the undergraduate students of Nagaland need to learn the sub skills like pronunciation, conversation, stress intonation, vocabulary and mechanics of writing. Listening and reading are receptive skills or skills of comprehension. According to the research undertaken listening is the skill that is most neglected in the classroom. It is therefore important that the students are trained to identify sounds into meaningful groups. They need to be trained in gist-listening, and understand the syntactic patterns. Reading is another very important skill and so the students of Nagaland need to know the art of skimming and scanning. They should be able to understand the conventions used in graphic representations of language, and also interpret discourse. Further they can improve their proficiency, fluency and competency in English having

'know how' of the latest information technology including Computer-Aided Language Learning (CALL). The State as a whole may play a vital role in producing trained man-power in English in the near future. This will be a great asset for the State as it will create innumerable job opportunities not only in the field of the communication but also other traditional jobs. It is the right time that the Nagaland University and other educational sectors should work to train and orient the educated youths in the field of software and hardware of English language so that they can do well in their practical life. It is also suggested here that Government of Nagaland should evolve a cultural linguistics policy keeping in view the socio-functional aspect of English. Such a policy will empower not only the educated youths but also the citizens of the State as a whole.

English language teaching in Nagaland is still in the nascent stage, and there is much room for improvement. There are great challenges and responsibility both for the institutions and the teachers, and greater efforts need to be taken and new avenues need to be explored. An approach to the teaching of English which recognises the acquisition of receptive and productive knowledge must involve the learning of rules of use as well as rules of grammar. Many students who enter higher education have had experience only of the later and are consequently unable to deal with English when it is used in the normal process of communication. Higher education is an open system having advanced learning as its core purpose. What the students learn, that is the curriculum, should have relevance and purpose to what the students will actually need in a real-life situation. Therefore rules of use might be taught, rules

which have to do with the communicative properties of discourse and those which have to do with the formal properties of text. In order to do this effectively the needs and abilities of the students have to be studied and taken into consideration. If we can do this we would have achieved a significant step in the teaching of English language in Nagaland.

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Appendix I

STUDENT QUESTIONNAIRE I

1. STUDENT'S NAME _____
2. SEX _____ 3. NATIVE PLACE _____
4. EDN. LEVEL (Please mention class) _____
5. MOTHER TONGUE _____
7. INSTITUTION _____

SECTION - II LISTENING

1. Do you watch TV programs in English? Yes / No

2. For a radio program (your Mother tongue) do you listen most.

APPENDIX

3. Are audio-visual aids (video-slides) available in your school?

4. Do you think they would help?

5. From what source do you often hear English being spoken in

Teachers / Parents / Friends / Radio / TV / Contact with

6. Do you have any problem following a lecture in the class

7. Do you often mishear or misunderstand what the teacher says in the

8. Do you go to a church where your Pastor/Priest uses only English?

9. Do you like the way English is taught to you (method of teaching)?

SECTION Appendix 1

STUDENT QUESTIONNAIRE I

- 1. STUDENTS'S NAME _____
- 2. SEX _____ 3. NATIVE PLACE _____
- 4. EDN. LEVEL (Please mention class) _____
- 5. MOTHER TONGUE _____ 6. AGE _____
- 7. INSTITUTION _____

SECTION - 1: LISTENING

- 1. Do you watch TV programs in English? (Yes / No / Sometimes)
Name your favourite show.
- 2. For a radio program I your Mother Tongue/English/Nagamese which one do you listen most?
- 3. Are audio-visual aids (video/slide/charts/stereo) ever used in your language class?
Often / Sometimes / Rarely / Never)
- 4. Do you think they would help?
- 5. From what source do you often hear English being spoken most?
Teachers / Parents / Friends / Radio / TV / Contact with native speakers.
- 6. Do you have any problem following a lecture in the class?
- 7. Do you often mishear or misunderstand what the teacher says in the class?
- 8. Do you go to a church where your Pastor/Priest uses only English?
- 9. Do you like the way English is taught to you (method of teaching)?

SECTION – II: SPEAKING

10. About how much time do you spend speaking English outside of the class everyday?

None/ Very little/ Occasionally/ Most of the time.

11. How well do you think you speak English now?

Poor/ Fair/ Good/ Very Good/ Excellent.

12. Name a friend (if any) with whom you often speak English?

13. Write all the Languages and Dialects that you can speak fairly well.

14. What Language/s do you speak at home?

15. Do you think that Nagamese is a threat to English?

16. Has the use of Nagamese adversely (negatively) affected your English? If yes how?

17. Do you have any problem with any English sound? (E.g. saying *beoble* when you should be saying *people*, *crane* when you should say *train*, *trug* for *drug*, *gress* for *dress*, etc). List them.

18. Have you ever sincerely tried to rid yourself of this problem?

19. Is pupil-teacher interaction in your class healthy?

20. Name at least two people with whom you speak English the most?

21. In what capacity do you know them?

Teacher/ Relation/ Neighbour/ Friend/ Doctor/ Shopkeeper.

22. If asked to give a speech in which language would you be more comfortable – Your Mother Tongue or English?

23. Do you often engage in code-mixing, i.e. bringing in another Language to supplement the one you are speaking? (E.g. *Yeh dil mange more*).

SECTION – III: READING

24. If newspapers are available in your Mother Tongue (L1) how often do you read them?
Seldom/ Once in a while/ Regularly.
25. Do you often use your Dictionary?
26. Are you satisfied when you see the meaning or do you also check the phonemic transcription (Pronunciation)?
27. Do you own an *English Pronouncing Dictionary*?
28. What do you enjoy reading?
Texts/ Novels/ Comics/ Newspapers/ Magazines/ Any others.
29. Reading through a lesson in your course how much do you comprehend (understand)?
Hardly any/ Some/ About half/ Almost everything.
30. Do you think more stress should be given to speaking and reading in the class?
31. Do you sometime have reading class?
32. Can you read English well?
Poor/ Fair/ Good.

SECTION – IV: WRITING

33. Do you spend time trying to improve your English outside of class?
Watching TV (BBC, CNN, Nat. Geo., etc)/ Speaking/ Writing/ Any others.
34. Do you take vocabulary exercise?
35. If so, about how many new English words you learn in a month year?
36. In which language can you write better – Mother Tongue or English?

37. Can you write an application or a business letter properly?
38. Do you write letters/ poems/ articles/ etc. to your local Newspapers?
39. How often do you write letters to your friends/ parents?
40. Which language do you usually use for writing letters?
41. Are you able to make your own notes or are they mostly given by the teachers?
42. Do you have problems with spelling?
43. If yes, have you taken any remedial step to improve your spelling?

SECTION – V: GENERAL

44. Is your lecturer a good model as the target language (English) user?
45. Put the following list of teacher 'qualities' in order of preference:
 - a. He speaks good English.
 - b. He makes his course interesting.
 - c. He makes his students work.
 - d. He teaches good pronunciation.
 - e. He shows the same interest in all his students.
 - f. He inspires confidence.
 - g. He explains clearly.
46. Which aspect is most neglected in your English class?
Listening/ Speaking/ Reading/ Writing.
47. Do you enjoy learning a new language?
48. How many language classes (English/ Alt. Eng.) do you have in a day?
49. How often is grammar taught to you?
50. Did you find your High School (till class 10) grammar learning satisfactory?

If no, was it due to the lack of material/ neglect on your part/ the teacher's inefficiency/

Any others?

51. Do you enjoy English classes?

Yes/ No/ Somewhat.

52. Which paper do you like best?

Poetry/ Prose/ Drama/ Grammar/ Composition/ Fiction.

53. How much do you usually score in English?

0 - 32 / 33 - 44 / 45 - 59 / 60 - 79 / 80 - 100.

54. How do you intend to use your English in future?

Writing letter/ Work place/ Communication/ At home/ Travelling abroad/

Any other.

55. In which of the following activities do you use English the most?

Writing/ Speaking/ Reading.

56. For how long have you been studying English?

Since Class A/ Class 4/ Class 8.

57. Do you know at least the basic differences between American English and British English?

58. If so which one do you prefer and why?

59. Do you think that the four language skills (Listening, Speaking, Reading, Writing) should be given equal importance in the syllabus? Which skill do you want to see given more emphasis?

60. Do you think English would continue to be the World Language?

61. If English were not included in your course would you still learn it?

62. English is our State Official language. It is also the medium of instruction and starts as a subject in School. Do you think that Nagas are good in English?

- 63. How often do you consult your Language teacher for clearing a doubt?
- 64. Are you satisfied with your present English syllabus? If no, what are the changes you would like to see? More on literature/ more grammar/ phonetics/ etc.
- 65. Do you think media-related course (writing for Radio/TV/Newspaper, etc) should be incorporated in the syllabus?
- 66. Do you think that the four Language skills (LSRW) are given equal importance in the syllabus?

Thank You

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Examination

- 1. Are you satisfied with the present content of the syllabus? No
- 2. If you are not satisfied can you give any useful suggestion?
- 3. Does the examination really test your knowledge and skills? Somewhat
- 4. Is passing the examination a matter of chance? Yes/No/Not sure
- 5. Are you generally satisfied with your scores and the evaluation? Somewhat
- 6. Should there be provision for Oral-test (especially in Language)? Can't say
- 7. How many exams and tests do you take in a year? Exams: _____ Tests: _____

Appendix 2

STUDENT QUESTIONNAIRE II

Name: _____ Sex: _____ Class: _____

Institution: _____

Curriculum

1. Are the present textbooks helpful to you? Yes/ No/ Don't know
2. Is there any change/s that you would like to see? Yes/No.
3. Can you specify the change/s that you would like to see?
4. Do you think that English will help build up your career? Yes/ Not so much/ No at all.
5. If yes, will the present English course help you than? Yes/Somewhat/No
6. Should we study the works of Naga writers writing in English? Yes/No/Don't Know

Examination

1. Are you satisfied with the present system of examination? Yes/Somewhat/ No
2. If you are not satisfied can you give any useful suggestion?
3. Does the examination really test your knowledge and ability? Yes/No/ Somewhat
4. Is passing the examination a matter of chance? Yes/No/Maybe
5. Are you generally satisfied with your scores and the evaluation? Yes/No/ Somewhat
6. Should there be provision for Oral test (especially in English)? Yes/No/ Can't say.
7. How many exams and tests do you take in a year? Exams: _____ Tests: _____

8. Is the number okay with you? Less/Okay/Too many.
9. Are you satisfied with the Objective-Type questions you get for your exams?
Yes/No/Somewhat
10. Do you think that Essay-Type questions need to be incorporated too?

3. Name of the Institution:

Yes/No/Can't Say.

4. Qualification:

5. Did you take any training course in ELLT or Literacy? If yes, please specify
.....

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6. Experience of teaching in College/High School (Year to Year)

1. Do you think the students are well-equipped in grammar skills
(Higher Secondary School)?

2. How often is grammar taught?

3. Do you teach pronunciation?

4. Do you give Mother Tongue equivalent questions in your class?

5. Do you give examples to demonstrate the use of any words?

6. Most teachers/lecturers are recruited soon after M.A. degree
they are adequately equipped to take up the teaching job?

7. Do you think some kind of training in ELLT is necessary?

8. Do you have remedial teaching (To get rid of persistent errors)?

9. Do you consciously make use of any method in teaching your subject?
you please specify?

10. Do you consider yourself to be a average/ good/ excellent model of the target
language (English)?

11. Do you often have to give notes (besides lecturing) to your students?

Appendix 3

TEACHER QUESTIONNAIRE

1. Name:..... 2. Age:.....
3. Name of the Institution:
4. Qualification:
5. Did you take any training/course in ELT or Literature? If yes, please specify
.....
.....
.....
6. Experience of teaching in College/High School (Year & Month)
1. Do you think the students are well-equipped in grammar when they come to
Higher Secondary School?
2. How often is grammar taught?
3. Do you teach pronunciation?
4. Do you give Mother Tongue equivalent (for difficult lexical items) in the class?
5. Do you give examples to demonstrate the use of any word or an expression?
6. Most teachers/lecturers are recruited soon after M.A. degree. Do you think they are adequately equipped to take up the teaching profession?
7. Do you think some kind of training in ELT is necessary?
8. Do you have remedial teaching (To get rid of persistent error)?
9. Do you consciously make use of any method in teaching your subject? Could you please specify?
10. Do you consider yourself to be a average/ good/ excellent model of the target language (English)?
11. Do you often have to give notes (besides lecturing) to your students?

12. Do you use audio-visual aids in your class?
13. Is your classroom well-ventilated and properly lit?
14. Do you often have discipline problem?
15. In your opinion the teaching of English at this level should emphasis on:
 - a. the study of English literature
 - b. confine itself to the teaching of language skills so that students may be able to use it to meet thier requirement
 - c. any others please specify
16. Is the language used in the course realistic (real-life English)?
17. Is the subject interesting for the students? What about you?
18. Would you recommend continuing with the present material for your students?
If no , what are the changes you would like to see?
19. Are your students weak/good in English?
20. In which areas (tense/ articles/ verbs/ pronunciation/ syntax/ others can you perceive the greatest weakness?
21. What do you think is behind this weakness?
22. Do you think the present syllabus of English cleasly spell out the aims and objectives of English Language Teaching?
23. Do you own an English Pronouncing Dictionary too?
24. Is your language class overcrowded? If yes, what number of students would be ideal?
25. The Higher Secondary English syllabus for the Arts, Commerce, and Science streams is the same. Is this okay with you?
26. Do you think ESP (English for Specific Purpose) approach should be introduced (e.g. no Milton or Orwell for the Science students and concentrate

on those items which they would need later on as science students/ professionals)?

27. Frankly, is your present job just another job and you would go for a more attractive vocation, or have you made this your career because you sincerely want to be an English teacher?

3. English for Specific Purposes (ESP)

- a. Should the language course also incorporate ESP?
- b. In what way would it help the students?
- c. What do you think of Functional English in the colleges?

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3. Influence of English on the Native Language

- a. Has the English language any influence on the native language?
- b. If so, what are the effects of such influence?
- c. If the frequent use of Nigerian words were allowed, would it be a good thing?

4. Methods of Teaching

- a. What is the method used in the present?
- b. Whether they use any method comparatively?
- c. If they are confident with teaching technique, is it good?

5. Facilities Available for Learning English:

- a. What are the facilities available for language learning?
- b. Whether they have a language lab under well-equipped?
- c. If they intend to introduce Functional English in the colleges?

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Appendix 4
Teacher Interview Schedule

1. English as Medium of Instruction

- a. Should English continue to be the medium of instruction?
- b. Should the mother tongue be used to aid language teaching?
- c. Should foreign language/s be taught in the colleges?

2. English for Specific Purposes (ESP)

- a. Should the language course also incorporate ESP?
- b. In what way would it help the students?
- c. What do you think of Functional English in the syllabus?

3. Influence of English on the Naga languages and Nagamese

- a. Has the English language any influence on the way we view our own language?
- b. Do we see any signs of mutation between English and the vernacular?
- c. If the frequent use of Nagamese adversely affects their English?

4. Methods of Teaching

- a. What is the method used in the class?
- b. Whether they use any method consciously?
- c. If they are confident with teaching language as well?

5. Facilities Available for Learning English

- a. What are the facilities available for language teaching?
- b. Whether they have a language lab and/or well-equipped library?
- c. If they intend to introduce Functional English in the near future?

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Appendix 5

Rationale of the Study

English language teaching in Nagaland still has a long way to go. We see serious challenges and added responsibility both for the institutions and the teachers. Greater efforts are to be made and new avenues have to be explored in the direction of course designing, methods of teaching and application of new techniques and technologies. The English language teaching needs to be improved and if that is done it will be a very significant step to cope with the demands and challenges of the globalized world.

This research on “**English for the Undergraduate Students of Nagaland: A Pedagogical Study**” is undertaken in order to gain insight into the needs and feelings of the undergraduate students of Nagaland, and also some of the problems faced by the teachers. The research also aims to have a look at U.G. syllabus. This is also a study of the problems and prospects which need introspection, recommendation and appreciation.

Statement of the Problem

The importance of the English language is naturally very great. English has been the language not only of England but of the extensive dominions and colonies associated with the British Empire. English today is used in many countries either as a first language or as an alternative means for cross-cultural communication. And from being the first language in countries as widely apart as the United Kingdom, the United States of America, Australia, Canada, New Zealand, and South Africa, English is an important second language almost everywhere in the world. Besides these, English is the ‘window to the world’ through which we can peep into the local, national and global transformation. It is also the language of I.T. and international trades and communication.

English is used as a medium of science and technology, and medical science. It is used in international trade, travel, and as a contact language between nations. It is also used as a library language. English is an in-group language, uniting elite speakers across ethnic, religious, and linguistic boundaries used for political change. Ultimately, social and administrative and legal profession including the national media are conducted in English. It is the pre-eminent language of wider communication.

There is little information available on the attitude of Naga students toward English. And as the English language teaching in Nagaland will have its elements of prospect and problem which determine its development qualitatively and quantitatively, it is in the light of the statement mentioned above that this research is being undertaken. The research undertaken is stated as: **“English for the Undergraduate Students of Nagaland: A Pedagogical Study.”**

Objectives of the Study

The following are the aims and objectives of the research:

- a. Identification of the language needs of the undergraduate students of Nagaland.
- b. Identification of cultural and contextual constraints.
- c. Identification of the problems faced by the teachers and students.
- d. Present mode of English teaching in Nagaland and future prospects and scenario.

Delimitation of the Study

This research is delimited to the study of the English for the undergraduates of Nagaland. The data was collected in 2002, and the research covers 22 colleges.

Methodology

Respondents: Respondents consist of 302 students from whom sample is taken. These students belong to 22 colleges affiliated to Nagaland University. Respondents also include those English Lecturers from whom information has been garnered.

Sample: Sample consists of 22 colleges. Accordingly 30 Lecturers and 302 students constitute the sample of the study.

Tools: Three sets of questionnaire were developed by the researcher for collecting data.

- a. Questionnaires I and II for students.
- b. Questionnaire for Lecturers.
- c. Interview Schedule

Data Collection: Data was collected personally and through post by the investigator, after administering the questions to students and teachers. Some basic data were collected through the survey of the syllabus and materials from the University.

Data Analysis: Descriptive method of analysis was applied to analyse the data. responses of the students and lecturers were collected, tabulated and counted, and converted into numerals and percentage. Based on their responses, interpretation was done.



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