

## **CONCLUSION:**

The present study “Communication and Linguistic problems faced by Manipuri speakers in learning English Language”, basically aimed at finding the problems particularly phonological, grammatical and cultural problems that tussle by ESL Learners. Language learning is a difficult task. So I have taken up only three domains pertaining to the language learning/ teaching, viz, phonological problems, grammatical problems and cultural problems. By analysing the two language differences (i.e. Manipuri and English) basing on the Comparative and Error analysis, the basic problems and difficulties that Manipuri ESL Learners encounter while learning English are revealed. Analysis of phonological differences, analysis of grammatical differences and cultural differences of spoken and written form enable one to see a clear picture of Manipuri ESL Learners. Manipuri phonology, grammar and culture are highly different from that of English, is revealed from the study.

In chapter 1 a brief general introduction about English and Manipuri are given. Then the theoretical background about the two paradigms in Second Language Acquisition (SLA) the Contrastive Analysis Hypothesis (CAH) and Error Analysis (EA) and Interlanguage have been mentioned. Further the structure and methodology of the thesis are given.

We presents the historical background about the spread of English in India and then in Manipur in particular in Chapter 2. English

came through the travellers and traders in the fifteen and sixteen century, who subsequently became the rulers of India. In the eighteenth-century the status of English underwent a sea change. The importance of English went on increasing with the passage of time. A great demand for the spread of English education begun to be raised from the different parts of the country. To meet this demand Raja Ram Mohan Roy established the Hindu College in 1817, sponsored by the Calcutta citizens, who wanted this college to impart English education. The well-known, Lord Macaulay in 1835, famous minute, strongly recommended that the spread of Western learning could be possible through the medium of English language. And various other education commission and landmark developments <sup>has</sup> taken place in the area of teaching English in India. The three-language formula was also reiterated by the Kothari Commission (1966) mentioned the importance of mother tongue besides Hindi and English. English may be learnt either as a second language or as a third language, but being the most important link language co-ordinating all the regions of India. English has become one of the official languages of the country with the status of associate <sup>official</sup> language and mastery of English is considered a social and educational accomplishment. Three states of the North-East: Meghalaya, Mizoram and Nagaland have granted statutory recognition of English by accepting it as their sole official language.

The chapter further discusses that in Manipur, English is recognised as the associate official language. With the growing

appreciation of the advantages of higher education by the Manipuris, a new orientation in their general outlook appeared. The English education which was once treated reluctantly became the most desirable avenue for every Manipuri citizen. English education plays a major role in the transformation of the Manipuri society. Under the influence of western liberal education, many Manipuri began to decry the evils like slavery, polygamy, untouchability etc. in traditional society. During the sixties and seventies of the 20<sup>th</sup> century many people came forward to champion and promote higher education in Manipur. There has been tremendous expansion of English education in Manipur during the past few decades.

Manipuri society today becomes more complicated, competitive and modernised. With the introduction of English education certain new avenues are opened and our society even could maintain a close link with the current trends becoming a part and parcel of the global world. Keeping in view of the role played by English in Manipuri Society, greater effort should be made to spread and develop the teaching and learning of English. Therefore English has often been termed as “a language of modernization” and of opportunity.

Chapter 3 have studied that the comparative analysis of the phonological systems of English and Manipuri. It has been found the particular sounds of English which apparently cause great difficulty for Manipuri ESL Learners are particularly / f , v , θ , ð , tʃ , dʒ , ʃ , z , ʒ

/. It is also found that the students of the private schools students could distinguish clearly and pronounce the /f / and /v/ sounds, whereas government schools students couldn't do well. The private school students were more conscious in uttering the correct sounds of English voiceless labio-dental fricative /f / and /v/ voiced labio-dental than the government school students. It is probably because these two sounds can apparently make the English words or sentences more like English while they do not see much difference between /ʃ/ voiceless palato-alveolar fricative and /s/ voiceless alveolar fricative. Then when we analysed the data from the discourse, there is no distinction between /ð / and / d /; / ʃ / and / s / when Manipuri ESL Learners produced in formal speech as well as in casual speech. There is a very heavy influence of L1 Manipuri while in speaking English .i.e. there are not wide differences while pronouncing by the students of government schools as well as private schools students. Then, we have explored the main difficulties of consonant clusters that frequently tussle by Manipuri ESL Learners while learning English. In this study, it has been found that there are (i) some consonant clusters split with a vowel insertion for example, splitting the cluster /-pl/ by inserting a vowel /ə / in words like 'temple' /templ/ is changed into 'tempəl/-n' by Manipuri ESL Learners while speaking. (ii) Dropping of consonant sound from the final consonant clusters at the end of the word. For example like, dropping the final 't' sound from /-st/ cluster in final position in words like, 'fast' /fɑ:st/ is changed into 'phas'. (iii) Addition of vowel before the consonant clusters while pronouncing. For example like, adding of

the vowel 'i' before the consonant cluster where /s/ is the first member of the cluster as in word 'spoon' /spu:n/ is pronounced as 'ispon'. Because of these reasons Manipuri speakers have problems in learning English. Further we have discussed that many English vowels and diphthongs sounds are narrowed and merged to fit in the limited phonology frame of Manipuri. Since Manipuri has only 6 vowels and each vowel cover more than one English vowel, Manipuri ESL Learners often mispronounce English vowels by substituting them with Manipuri vowels. In our study it has been found that 5 cases of substitutions of English vowels by Manipuri vowels and another two cases are of split vowels. English long and short vowel /i:/ & /i/ ; /ɔ:/ & /ɒ/ ; /u:/ & /u/ are merged into limited Manipuri phoneme /i/ ; /o/ ; /u/ respectively while pronouncing. Then again English vowels /ʌ/ & /ə/ are merged into single Manipuri vowel /ə/. Whereas, English vowel /ɑ:/ and /ɜ:/ are split into Manipuri vowels /a/ and /ə/ in both the cases while pronouncing. From the comparison of vowel phonemes of English with their substituted forms by Manipuri ESL Learners, it becomes clear that the vowel phonemes of English are accommodated by Manipuri ESL Learners to their limited vowel sound systems. Then there are major 8 diphthongs in English but only 6 diphthongs in Manipuri. Therefore, Manipuri ESL Learners have problems in articulating certain diphthongs and tend to replace them by a similar pure vowel. For instance, with the pure vowel /e/ and /o/ substituting for the diphthong /ei/ and /əu/ respectively.

Centring diphthongs /eə/ and /uə/ does not exist in Manipuri. So, /eə/ is substituted with /iə/ or /e/ and /or/ replace in place of /uə/ by Manipuri ESL Learners. Then, English diphthongs /iə, ai, au, oi/ are almost identical to Manipuri diphthongs /iə, ai, au, oi/ respectively. It is observed that there are many more vowels and diphthongs that are available in English but not in Manipuri. Then, there are triphthongs in English but not in Manipuri. This suggests that it is much more challenging for Manipuri to acquire English vowels, diphthongs and triphthongs. In this chapter it is also shown that the difficulties mostly arise from mismatches between the two languages. In summary, we can say that the pronunciation mistakes arise from the differences in all kinds of sounds in Manipuri and those of English. The difficulties are not limited to just Manipuri ESL Learners. Students of any nationality may experience similar problems and difficulties while learning English. Meanwhile, the learner should be encouraged by the comforting knowledge that “no language uses any sound which a foreigner cannot learn to pronounce perfectly” and that “there is no such thing as an unpronounceable sound in any languages in the world” (Trager and Bloch 1942). We believe that pronunciation errors which affects intelligibility or create communication problems should be given priority in remedial teaching.

We have studied and analysed some of the grammatical errors that often experienced by Manipuri ESL Learners in Chapter 4. It has been found that all the students from both the government and private

schools commits the same/similar kinds of grammatical errors while writing English. The grammatical items that we studied are personal pronoun, article system, word order and preposition. It is found that most Manipuri ESL Learners usually make errors particularly English personal pronoun and English article system. In Manipuri, the third person pronoun 'ma' (mahak) makes no gender distinction. 'ma' is used for both 'he/she'. Therefore, English learners tend to confuse between masculine and feminine forms of English personal pronouns. For example:

\*The father offered her wife to take the baby out... (...his wife...).

The lack of gender based pronouns in Manipuri influences learners to make errors like saying, 'he' for 'she' and 'she' for 'he'. This again leads Manipuri ESL Learners to confuse in the use of his/hers. They tend to use 'her' instead of 'his' and 'his' instead of 'her'. Since there is no morphological inflection or change of verb forms for third person singular number, there is no agreement in the third person singular and no grammatical agreement between the personal subject pronoun and number. For example:

\*He love his dog. (He loves his dog.)

\*She sing a song. (She sings a song.)

No grammatical agreement between the personal subject pronoun and number:

\*They may not become a great man in his life. (...their life. )

\* Their house has been flooded with water.

(...house have been...)

Then, in this chapter we further studied and analysis<sup>ed</sup> about the English article system. Large numbers of errors are committed in using articles by the students from both the government and private schools students. The main reasons are that in Manipuri there are no articles. Article errors are broadly classified as omission, addition and the wrong use of one article for another are found in the study. The study revealed that most Manipuri ESL Learners tend to insert the definite 'the' before the proper noun (for example: \*The Kolkata is one of the biggest city in India.) and they tend to omit 'the' when required especially when there is an adjective in front of the noun or noun phrase. For example: He was best shooter. Therefore, teachers should teach well about the fundamental usages of article system. Though some grammars do make the point that 'a' is used before consonant sounds and 'an' before vowel sounds but generally most students seems to have learned that 'a' and 'an' are indefinite articles where 'a' refers to 'one' which is indefinite and 'an' is used before words which start with the letters 'a,e,i,o,u'. Hence, the frequent use of 'a' and 'an' when not necessary and omitted when required. Four types of errors are found in the use of 'a' and 'an' articles. Misuse of the indefinite article is the most frequent cause of grammatical error in the data collected from the answerscripts of 9 standard from 10 schools. Thus, the study reveals that students find learning of English article system is particularly confusing. The difficulty is compounded by the fact that the rules that

the English article usage contain so many exceptions as to be almost useless as a basis of explanation to non-native speakers. Further it states that, there are two aspects of word order that are different in Manipuri and English. Firstly, the word order in Manipuri is subject-object-verb (SOV) as against subject-verb-object (SVO) in English. Secondly, unlike English, in Manipuri the 'preposition' comes after the noun or pronoun it qualifies i.e. it is more correctly called a 'post-position'. There does not seem to be undue interference between the two languages in these areas. However, in common with most learners of English, Manipuri native speakers have problems with the correct choice of the English preposition itself. Indisputably, the students find this part of grammar quite baffling. It seems that often in a state of sheer confusion the students just place any of the prepositions. Six types of errors regarding the inappropriate use of prepositions 'in, on, at' are found in the study. The majority of errors are the results of overgeneralization, L1 interference, and due to the lack of the fundamental ideas of English usage. The mother tongue L1 also acts as a barrier and is an important source of these errors. Therefore, there is a strong tendency of negative transfer while learning due to L1 interference which renders to ungrammatical sentences.

Chapter 5 presents an analysis that language and culture are intertwined to such an extent whereas one cannot survive without the other. It is impossible for one to teach language without teaching culture. Understanding the cultural context of everyday language functions means more than just being able to produce grammatical

sentences. It means knowing what is appropriate to say to whom, and in what situations, and it means understanding the beliefs and values represented by the various forms and usage of the language. It discussed some of the difficulties that faced by Manipuri ESL Learners due to cultural differences while learning English as a second language. For example : the answer to, “How do you do?” is “How do you do?” but to Manipuri ESL Learners, they replied as “I am fine”. If we asked a student “How are you?” they would still answer “I am fine”. It also points out that cultural differences give rise to cultural misunderstandings. To make the learning of English interesting and useful for the learners, culture must entirely integrate as a central component of language learning. Culture teaching should allow learners to increase their knowledge of the target culture in terms of people’s way of life, values, attitudes, and beliefs. Students can be successful in speaking a second language only if cultural issues are an inbuilt element of the core curriculum. Therefore, culture and language are both inseparable part and culture is thus relevant to the teaching and learning of a second language.

In Chapter 6 gives the solutions/ remedial measures for those difficulties in order to enhance the teaching /learning processes.

From all the study and findings, it would be worthwhile to state that the hypothesis 1 that has been mentioned above in the first chapter is found to be incorrect. As it is found that there are not wide differences between the students of government schools and private schools regarding the errors found in phonological and grammatical

errors and errors due to cultural differences between English and Manipuri. Same types of errors are committed by them, though we found in the study that the private school students were more conscious in uttering the correct sounds of English voiceless labio-dental fricative /f/ and /v/ voiced labio-dental than the government school students. It is probably because these two sounds can apparently make the English words or sentences more like English while they do not see much difference between /ʃ/ voiceless palato-alveolar fricative and /s/ voiceless alveolar fricative. But the hypothesis 2 seems to be validated. In order to validate the hypotheses 2 the variable medium of instruction in government schools and the private schools, is identified. It has been found that the students from the private schools could express and convey their ideas/contents about the subject matter very comprehensively while speaking and writing English where as the students from the government schools could not do so. Due to English medium of instruction in private schools, the students are more fluent while speaking English than those of government schools students.

It is my hope that this study will enhance the understanding of the process in learning English and will help to reduce the learning difficulties that tussle by Manipuri ESL Learners. It is also hoped that this work though a very humble beginning in Applied Linguistics in Manipuri, may pave the way for further research.