

Attitudes of Meetei Speakers towards English

A Dissertation submitted to the University of Hyderabad in partial fulfilment of the award of an M.Phil. Degree in English Language Studies.

By

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2022



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ACKNOWLEDGEMENTS

I express my sincere gratitude and appreciation to all who have supported and encouraged me throughout my research.

I am greatly indebted to my supervisor Prof. Pingali Sailaja for her continuous support. She is an inspiring guide and a wonderful human being. I thank her for being so understanding and patient with me. I am grateful for her guidance, encouragement and valuable suggestions at every stage of my research work. Her words of inspiration helped me get through the difficult times I faced while finishing this dissertation.

I would also like to express my gratitude to all the faculty members, Centre for English Language Studies, UoH and department seniors especially Bhargavi, Rameshori, Ram, Srirupa and my classmate Nasir for their contributions to developing my dissertation.

I would especially like to thank Sagar Bhaiya and Naresh for paving my path in research from those mountainous hills to this land of Charminar. I would also like to thank my friends from Elite Senior Secondary, PD Club members, JNU Manipuri Group, and HCU Meetei Community for their assistance in helping me gather the data for this study.

I am greatly thankful to my friends Onesimus, Rabina, Suchi, Chingkhei, Zingo, Sanhanba, Bobby, Lalleiba, Saroj, Nikhil, Vivek, Manju, Nganthoi, Ranita, Bidyapati, Koko, Malemnganbi, Jomita, Siltu, Diksha, Somorjit, Dashim, Ansu, Bandana, Monalisha, and Ma'am Sheelaramani, who took part in my interviews and gave time to provide me with their valuable input, love and encouragement. Without these beautiful souls, my work might not have reached at this point.

Thanks to Baba, Mama, Che, Echan, Thoibinao, Tado, Nungshi and Macha who always stood by me throughout this M.Phil. My work would not have been completed without the constant support of you all.

ABSTRACT

The present study elucidates the attitudes of Meetei speakers towards English and the factors responsible for the different attitudes. There are very few studies on English language studies in the context of Manipur. According to the literature that is already accessible on studies of the English language, further empirical research is needed. The current study is therefore carried out in an attempt to fill the gap. In this study, a cross-sectional study design is used to collect data. A mixed-methods approach including both qualitative and quantitative techniques is employed to analyse the data acquired. The study is conducted in Imphal and surrounding areas where Meeteis are residing. The sample for the current study is selected using snowball and convenient sampling techniques. The present study uses a questionnaire and semi-structured interviews for data collection. Using SPSS and Microsoft Excel, the total responses and the percentages of all the statements are calculated after scoring the positive and negative statements, and the results are analysed in relation to the variables. The findings show that Meeteis, in general, have a neutral attitude towards English. All four variables - age, gender, occupation, and area - have a positive attitude towards learning English for academic and career development, and have a neutral attitude towards the position of English in society and its position in relation to other languages. The goal of this study is to assist state education policymakers, school administrators, educationalists, students, and parents in creating awareness of and developing strategies that would lead to an understanding of the importance of the languages spoken in the state. This study will also help them to understand the importance of the integration of learning English, a global language in today's world, and the native languages of the state in primary to higher education. This study will also encourage and inspire other scholars and organizations working in the areas of English language to produce more literature on the subject.

CONTENTS

	Page No.
Acknowledgements	I
Abstract.....	II
Contents.....	III
Lists of Tables.....	X
List of Figures.....	XII
CHAPTER 1 INTRODUCTION.....	1-10
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.1.1 Early Education in Manipur.....	2
1.1.2 Emergence of English education.....	3
1.1.3 Current status of English education in Manipur.....	5
1.1.4 The current position of English in Manipur.....	6
1.1.5 Informal Education in Manipur.....	7
1.2 Research Problem.....	8

1.3 Purpose of the study.....	8
1.4 Research Objectives.....	8
1.5 Research Questions.....	9
1.6 Significance of the study.....	9
1.7 Overview of the dissertation.....	9
 CHAPTER 2 LITERATURE REVIEW.....	 11-30
2.0 Introduction.....	11
2.1 Definitions of Attitude.....	11
2.1.1 The Mentalists' definition of Attitude.....	11
2.1.2 Behaviourists' definition of Attitude.....	12
2.1.3 Definitions of Language Attitude.....	13
2.2 Theorists of Language Attitude.....	14
2.2.1 Behaviourist Theory.....	14
2.2.2 Mentalist Theory.....	15
2.2.3 Components of Attitude.....	16
2.3 Approaches to Language Attitude Studies.....	17
2.3.1 Direct Approach.....	17

2.3.1.1 Questionnaire.....	18
2.3.1.2 Interviews.....	19
2.3.2 Indirect Approach.....	19
2.3.3 The Societal Treatment Approach.....	21
2.3.4 Mixed Methodological Approach.....	21
2.4 Previous Research on Attitude towards the English Language.....	22
2.4.1 Native Speakers' Attitudes towards the English language.....	22
2.4.2 Indians' Attitude towards the English Language.....	24
2.4.3 Attitude Studies in the context of Manipur.....	28
2.4 Conclusion.....	29
 CHAPTER 3 METHODOLOGY.....	 31-47
3.0 Introduction.....	31
3.1 Research Design.....	31
3.2 Methodological Approach.....	32
3.3 The Setting of the Study.....	32
3.4 Study Population.....	33
3.5 Sampling Technique.....	33

3.6 Participants.....	34
3.7 Ethical Consideration.....	35
3.8 Research Tools for Data Collection.....	36
3.9.1 The questionnaire.....	36
3.9.1.1 Constructing the Questionnaire	36
3.9.1.2 Length.....	36
3.9.1.3 Language.....	37
3.9.1.4 Sensitive topics and anonymity.....	37
3.9.1.5 Components of the questionnaire.....	38
3.9.1.6 Questionnaire items.....	38
3.9.1.7 Validity and Reliability of the Questionnaire.....	39
3.9.1.7.1 Reliability.....	39
3.9.1.7.2 Validity.....	40
3.9.2 Semi-structured Interviews.....	40
3.10 Procedure for Data Collection.....	41
3.11 Processing Data.....	42
3.11.1 Coding.....	43
3.11.2 Analysis.....	44

3.12 Methodological limitation.....	46
3.13 Conclusion.....	46
CHAPTER 4 DATA ANALYSIS.....	48-109
4.0 Introduction.....	48
4.1 Description of the Participants.....	48
4.2 Frequency.....	49
4.2.1 Home.....	50
4.2.2 Office/Workplace.....	51
4.2.3. School/College/University.....	53
4.2.4. Conference/Seminar/Competitions (debate, extempore speech, quiz, etc.).....	55
4.2.5. Social Media.....	58
4.3 Attitudes of Meetei towards the English Language.....	59
4.3.1 Analysis of Responses to each Statement.....	60
4.3.2 Overall Percentages and According to Variables and Themes.....	84
4.3.2.1 Language Attitude of Meetei according to Age.....	85
4.3.2.2 Language attitude of Meetei according to Gender.....	90
4.3.2.3 Language attitude of Meetei according to Occupation.....	95

4.3.2.4 Language attitude of Meetei according to Area.....	101
4.4 Conclusion.....	107
CHAPTER 5 DISCUSSION.....	110- 123
5.0 Introduction.....	110
Discussion of the Findings.....	110
5.2 Findings Relating to Language Use.....	111
5.3 Findings Relating to Attitudes of Meetei towards the English Language.....	112
5.3.1 Findings Relating to Theme 1: Aspiration of Learning English for Academic and Career Development.....	112
5.3.2 Findings Relating to Theme 2: English in Society.....	113
5.3.3 Findings Relating to Theme 3: English's position in relation to other languages.....	115
5.3.4 Findings Relating to Language Attitude of Meetei according to Age.....	116
5.3.5 Findings Relating to Language Attitude of Meetei according to Gender.....	117
5.3.6 Findings Relating to Language Attitude of Meetei according to Occupation.....	118
5.3.7 Findings Relating to Language attitude of Meetei according to Area.....	118
5.3 Implications of the Study.....	119
5.5 Limitations of the Study.....	120
5.6 Suggestions for Further Research.....	120

5.7 Conclusion.....	121
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Bibliography	124- 132
---------------------------	-----------------

Appendices.....	133-151
------------------------	----------------

Appendix I – Informed Consent Form.....	133
---	-----

Appendix II – Questionnaire in English	137
--	-----

Appendix III – Questionnaire in Meeteilon.....	141
--	-----

Appendix IV – Questionnaire in Bengali	147
--	-----

List of Tables

Table No.	Name	Page No.
3.1	Participants' Age group with regard to Gender	34
3.2	Reliability Statistics using Cronbach's Alpha	39
4.1	Details of the participants	49
4.2	Percentage of Language used at Home by Meetei	51
4.3	Percentage of Language used in Office/Workplace by Meetei	52
4.4	Percentage of Language used at School/College/University by Meetei	54
4.5	Percentage of Language used at Conference/Seminar/ Competitions (Debate, Extempore Speech, Quiz, etc.) by Meetei	57
4.6	Percentage of Language used on Social Media by Meetei	59
4.7	Overall Percentage of all the Responses to Statement 1	61
4.8	Overall Percentage of all the Responses to Statement 2	62
4.9	Overall Percentage of all the Responses to Statement 3	64
4.10	Overall Percentage of all the Responses to Statement 4	66
4.11	Overall Percentage of all the Responses with Statement 5	67
4.12	Overall Percentage of all the Responses to Statement 6	69
4.13	Overall Percentage of all the Responses to Statement 7	70
4.14	Overall Percentage of all the Responses to Statement 8	72
4.15	Overall Percentage of all the Responses to Statement 9	73

4.16	Overall Percentage of all the Responses with Statement 10	75
4.17	Overall Percentage of all the Responses to Statement 11	76
4.18	Overall Percentage of all the Responses to Statement 12	78
4.19	Overall Percentage of all the Responses to Statement 13	80
4.20	Overall Percentage of all the Responses to Statement 14	81
4.21	Overall Percentage of all the Responses to Statement 15	83
4.22	Total Responses and Percentage of all the Statements	84
4.23	Total Responses and Percentage of all the Statements According to Age	85
4.24	Attitude Towards the Aspiration of Learning English for Academic and Career Development According to Age	87
4.25	Attitude Towards English in Society According to Age	88
4.26	Attitude towards English's Position in Relation to other Languages According to Age	89
4.27	Total Responses and Percentage of All the Statements According to the Genders Male and Female	91
4.28	Attitude towards the Aspiration of Learning English for Academic and Career Development According to Gender	92
4.29	Attitude towards English in Society according to Gender	93
4.30	Attitude towards English's position in relation to other languages according to Gender	94
4.31	Total responses and percentage of all the statements according to Occupation	95

4.32	Attitude towards the Aspiration of Learning English for Academic and Career Development According to Occupation	97
4.33	Attitude towards English in Society according to Occupation	98
4.34	Attitude towards English's position in relation to other languages according to Occupation	100
4.35	Total responses and percentage of all the statements according to Area	102
4.36	Attitude towards the Aspiration of Learning English for Academic and Career Development according to Area	103
4.37	Attitude towards English in Society according to Area	104
4.38	Attitude towards English's position in relation to other languages according to Area	106

List of Figures

Fig. No.	Name	Page No.
4.1	Language use at Home by Meetei	50
4.2	Language use in Office/Workplace by Meetei	52
4.3	Language use at School/College/University by Meetei	54
4.4	Language use at Conference/Seminar/Competitions (Debate, Extempore Speech, Quiz, etc.) by Meetei	56

4.5	Language use on Social Media by Meetei	58
4.6	Comparison of all the Responses to Statement 1	60
4.7	Comparison of all the Responses to Statement 2	62
4.8	Comparison of all the Responses to Statement 3	64
4.9	Comparison of all the Responses to Statement 4	65
4.10	Comparison of all the Responses to Statement 5	67
4.11	Comparison of all the responses to Statement 6	68
4.12	Comparison of all the responses to Statement 7	70
4.13	Comparison of all the Responses to Statement 8	71
4.14	Comparison of all the responses to Statement 9	73
4.15	Comparison of all the Responses to Statement 10	74
4.16	Comparison of all the Responses to with Statement 11	76
4.17	Comparison of all the Responses to Statement 12	77
4.18	Comparison of all the Responses to Statement 13	79
4.19	Comparison of all the Responses to Statement 14	81
4.20	Comparison of all the Responses to Statement 15	83

Chapter 1

INTRODUCTION

1.0 Introduction

Attitude may be defined as a feeling or acting towards a person, situation, or thing. Passion for a sport, dislike for a particular actor, and negativity towards life, etc., are all examples of an attitude. Attitude need not be observable directly, but may be apparent through various statements and reactions. In line with the tripartite view of attitudes, language attitudes have cognitive, affective, and behavioural components. These three components can influence a person's attitude towards a language. This concept is the theoretical background of the present study.

There are several studies on attitudes and learning outcomes in English as a second language in India and other foreign nations across the world. However, there isn't a single reliable study on the Meetei speakers of Manipur. Hence, the present study aims to investigate the attitudes of Meetei speakers towards English and examine the factors behind these different attitudes. This chapter will provide an overview of the study by first going through the historical background, then the research problem, its objectives and research questions, and study's significance. The chapter concludes with an outline of the study's five chapters.

1.1 Background of the study

Manipur is one of the North-Eastern states of India with Imphal as its capital. There are three main ethnic communities residing in Manipur that are socially, culturally, politically and economically

correlated with each other. They are Meetei, Naga and Kuki who belong to the Mongoloid race. Meeteilon (Meetei language) is the lingua franca of the state and there are more than thirty varieties of language which belong to Sino-Tibetan language family. Meeteilon is the official language and English is used as an associate official language.

1.1.1 Early Education in Manipur

Manipur has had its own educational system for a very long period. This was a traditional system meant to promote an individual's overall growth. The older generation taught the younger generation to instill in them values such as morality, honesty, and truthfulness; other skills such as cavalry, combat, hunting, disciplines such as medicine, and also the arts and culture. Even though they worked in varied occupations, all the men were well-prepared to fight in the time of war.

Scholars in ancient Manipur had a firm knowledge of the arts, sciences, and social studies. They left behind several pieces of information written on copper plates, coins, stones, etc., as well as literature on various subjects written in the Meetei script (Meetei Mayek). The youth were given education primarily to prepare them as soldiers to protect their homeland. Additionally, education was provided to foster the student's intellectual and moral growth. The goals of education were revised as a result of the rapid increase in the needs of the population and the resulting changes in society. These new goals included educating students about the love of the motherland, freedom, vocation, governance, health, moral character, proper use of recreational time, and economics (Devi, J. Ch., 2017).

Oral instruction was popular before the invention of writing. Only these oral educational works were later written into texts. Books on a variety of topics helped preserve knowledge and pass it

on to subsequent generations. Education wasn't just for the wealthy few. Everyone got the opportunity to gain knowledge in a range of subjects and professions. The studies covered a wide range of topics. Each knowledgeable instructor was a learning institution, and teaching took place in their houses. These learning centres were typically of a traditional type.

1.1.2 Emergence of English education

Before the Anglo-Manipur War between the British and Manipur in 1819, Manipur was a sovereign nation. After the annexation of Manipur to British India, formal education system was introduced in Manipur. Captain Gordon started a primary school in Manipur at the beginning of the nineteenth century, sowing the first seeds of English education. But due to his untimely death, it was unsuccessful. Then, in 1872, Major General W.E. Nuthall (the then Political Agent of Manipur) established a school in Imphal and the medium of instruction was in English. However, due to a lack of local support and encouragement for English language learning, the school was unable to function (Singh, B. O., 1967).

Meeteis took great care to protect their unique religious and cultural traditions. People at the time were wary of English education for fear that it might lead to their conversion to Christianity. They feared that if they studied English, they might be forced to adopt Christianity, just as in the early eighteenth century, people in Manipur were converted to Hinduism when it was introduced under the rule of King Pamheiba (1708-1748). The transition of the people from the Sanamahi Laining to the Ramanandi cult was filled with adverse circumstances. All the "Puyas" (books and records on history, culture, religion, economy, science, arts, philosophy, etc.) were burned down. Manipur, once known as Kangleipak, had been called as such ever since. Meeteilon (Meetei language) came

to be known as the Manipuri language, and Bengali script was imposed and used in place of Meetei Mayek (Meitei script) (Devi, J. Ch., 2007).

The Meeteis, therefore, regarded English schooling with scepticism. They were concerned that the introduction of English education in Manipur would result in the restriction of their freedom and rights. They refused to accept any help that the English offered to get them started in English education. The populace continued to be content with and proud of their own conventional educational system. As a result, parents were against the establishment of English schools and showed little interest in English education. They prevented their children from studying English out of fear of the new social structure and did not send their children to these institutions. Children attending English schools were despised by many parents, who considered them untouchables and forbade them from returning home from school until they had bathed and changed out of their uniform. These attitudes made it difficult for an English school to operate in Manipur for a long period (Singh, K. M., 1967).

In 1885, Sir James Johnstone established the Johnstone Middle School in Imphal with the approval of Maharaja Chandra Keerti. Many English-language schools started to appear in Manipur following the Anglo-Manipur War. Christian missionaries were able to enter Manipur after the British took control of the state in 1891. The people of the valley districts were so deeply ingrained with religious caution that the missionary efforts there failed. William Pettigrew (the first Christian missionary who came to Manipur), therefore, began his missionary work at Ukhrul in 1896 with the help of Major Maxwell, the first Political Agent of Manipur (1891). That was the dawn of English language learning for the hilly people of Manipur (Singh, M. Th., 1967).

Slowly, the hatred of English by the people disappeared. The British also started putting more focus on development work and educational policy to promote strong governance and

administrative work with the people. Two lower L.P. Schools (lower primary schools) were established in the hilly regions of Sekmai and Mao Thana between 1893 and 1894. Pettigrew L.P. School and Tera Keithel L.P. School were founded in 1895. While the number of boys enrolled in these co-education schools significantly grew during this time, very few girls enrolled. Twelve girls enrolled at a separate girls' school that was established in 1899 (Devi, J. Ch., 2007).

Johnstone Middle School was upgraded to a high school in 1921, and affiliated to Calcutta University. Other high schools were established between 1931 and 1941, and people in Manipur began to accept English education. People began to realise the value of learning English. Their former sense of 'untouchability' gradually faded away. Eventually, numerous English schools were established which attracted students from all around the state. The number of children attending school gradually increased as well. And, colleges, higher secondary schools, and high schools also developed gradually (Singh, R. M., 2018).

1.1.3 Current status of English education in Manipur

In comparison to earlier times, English education in Manipur has seen a significant transformation. There has been a significant expansion of English education in Manipur over the last few decades. The most desired and promising option for children's future is now the English education. English language is a compulsory subject at all educational levels, including primary, secondary, higher education, and professional education. Nowadays, parents would rather send their kids to costly, well-run English-medium schools than government-financed institutions. Private English schools are growing rapidly up all across the state. English is regarded as a language of advantage, modernity, and opportunity (Singh, R. M., 2018).

1.1.4 The current position of English in Manipur

There have been a number of language movements in Manipur during the past few years, led by political parties, civil society organisations, and student organisations. During the 1930s, under the leadership of Laininghan Naoriya Phulo in Assam, a powerful movement emphasizing the need to revive the Meetei tradition, language, culture, and religion was initiated. As a result, Sanamahism (the previous religion) has been reviving in the state, and its revival has had a significant influence on the Meetei language. The Meetei language, also known as Manipuri, was added to the eighth schedule of the Constitution of India in 1992. A cabinet decision was taken on May 18, 2005, approving the implementation of Meetei Mayek in schools starting in 2006 as a result of the Manipur language movement 2005. Additionally, the Meetei script has once again replaced the Bengali script and is currently a mandatory subject in schools. According to a resolution made by the Education Minister of Manipur and the Meetei Mayek Development Expert Committee in 2008, 30 marks in Meetei Mayek were made mandatory from class 1 to class 10 starting in the 2009 academic year. Since 2015, the Government has taken up policies to give one compulsory regional language in the matriculation exam. Before that, regional language was optional and the other communities used to give mostly exams in English even for language subjects. Even when they take regional language subjects, they were permitted to use the Roman script for writing in exams. But following the new education policy, Manipuri has become a mandatory subject, and students have to use the Meetei script, which makes some feel that learning Meeteilon is being imposed on them. With the development of such ideas, a parallelism can be observed between the love of learning English and love of native languages among the other communities in the state.

Today, English is used as the primary medium of instruction in the majority of Manipur's primary schools. The people's thoughts and way of life are significantly influenced by English education,

and Christian missionaries play a significant role in advancing education in the state's remote, hilly and isolated areas. In a state like Manipur, which has a multicultural and multilingual community like India, English is used as a link language among the different communities. Even though Meeteilon is the state's official language, it's vital to take into account how different communities feel about it. In hilly areas, for example, younger generations have little to no exposure to Meetei-speaking people and hence have difficulty understanding the language. In such circumstances, English serves as a social bridge.

1.1.5 Informal Education in Manipur

Informal education programmes are implemented in various areas of Manipuri as a social education programme that emphasizes reading, numeracy, agriculture and animal husbandry training, and youth care programmes. The learners are given access to free reading resources. In the fifth five-year plan period, the central government placed increasing focus on adult education and aimed to eradicate illiteracy among people between the ages of 15 and 35 by 1990. A Directorate of Adult Education was formed in 1980 to ensure the successful implementation of adult education programmes in Manipur. The Directorate is introducing Rural Functional Literacy in various Manipur districts. After that, Manipur's Adult Education sector had a noticeable impact. Manipur had 271 informal centres in 1980. These informal education programmes are carried out by registered non-profit organisations and Sarva Siksha Abhiyan Mission Authority, Manipur (Devi, J. Ch., 2017).

1.2 Research Problem

There is much research available on attitudes and learning outcomes in English as a second language in India and other foreign countries worldwide. However, there is not a single accountable study on attitudes towards English by the Meetei speakers of Manipur. Even though there are a few research works in Manipur that focus on different aspects, such as English education in Manipur, the importance of teaching English to other language speakers in Manipur, problems faced by teachers while teaching English, and problems related to learning English, they do not include attitude studies. Hence, the current study is designed to elucidate the attitudes of Meetei speakers towards English and the factors responsible for these different attitudes.

1.3 Purpose of the study

The purpose of the present study is to examine the attitudes of Meetei speakers towards English. This work will dwell upon the two interrelated trajectories. First, it will elucidate the attitudes towards English by the Meetei speakers. Secondly, the factors responsible for the different attitudes will be enquired and elaborated thoroughly to conclude the work.

1.4 Research Objectives

- To examine the attitudes of Meetei speakers towards English.
- To explore the factors behind the different attitudes of Meetei speakers towards English.

1.5 Research Questions

The following research questions serve as the basis for the current study.

1. What attitudes do the Meetei speakers have towards English?
2. What are the factors behind the different attitudes of Meetei speakers towards English?

1.6 Significance of the study

The finding of the study would enable government authorities to create a language strategy and better understand how much Meetei people choose to incorporate the state's official language. The goal of this study is to assist state education policymakers, school administrators, educationalists, students, and parents in creating awareness of and developing strategies that would lead to an understanding of the importance of the languages spoken in the state. This study will also help them to understand the importance of the integration of learning English, a global language in today's world, and the native languages of the state in primary to higher education. This study will also encourage and inspire other scholars and organizations working in the areas of English language to produce more literature on the subject.

1.7 Overview of the dissertation

The first chapter provides an introduction to the study. The background to the study, the research problem, the purpose of the study, the objectives, the research questions, and significance of the study have all been described.

In chapter two, the literature that covers the ideas pertaining to this study will be reviewed. The theoretical framework will be discussed in this chapter, along with a summary of the methodological approaches employed in attitude studies. This section will discuss various thinkers' definitions of attitude, their theories about language attitude, the methodologies used in attitude studies, and approaches to evaluating language attitude using both direct and indirect methods. This section will conclude with a summary of the attitude study in the context of Manipur and offers a brief review of pertinent studies on language attitudes that assess native English speakers' attitudes toward English and those of non-native speakers with an emphasis on Indian English learners.

The third chapter will discuss the research methodology employed to conduct this study. An overview of the research design, methodological approach, setting, study population, sampling techniques, and research tools for data collection employed in the study will be provided in this chapter. Finally, the methods for data analysis will be described briefly.

In the fourth chapter, the study's findings and data analysis will be discussed, presenting the data in tabulated form. The fifth chapter, which serves as the dissertation's conclusion, contains a thorough discussion of the findings from the previous chapters concerning the study's research questions, themes, and variables. This chapter will cover the implications of the results, suggestions for future research, and study's limitations.

Chapter 2

LITERATURE REVIEW

2.0 Introduction

This chapter provides a brief overview of the theoretical and methodological approaches used in attitude studies in chronological order. In this chapter, there are four main sections. The first section covers various definitions of attitude. The second section includes theories on attitude followed by components of attitude. The third section discusses approaches to language attitude studies and how to assess language attitude using direct and indirect methods. The final section provides a review of previous studies on native English speakers' attitudes towards English and Indians' attitudes towards English. It concludes with a summary of attitude studies done in the context of Manipur.

2.1 Definitions of Attitude

2.1.1 The Mentalists' definition of Attitude

The term 'attitude' has been described differently by different researchers. The definition of attitude evolved from 'a mental process that determines potential responses' (Thomas & Znaneicki, 1996, p.27) to 'an effect or a generalized reaction for or against a specific psychological entity' (Thurstone, 1931, p.226). Further, Allport (1935) defines attitude as 'a mental or neutral state of readiness' (Allport, 1935, p.810). Attitudes have also been described as 'enduring systems of positive and negative evaluations, emotional feelings, and pro and con action tendencies with

respect to the psychological aspect' (Kretch et al., 1962, p.139) and as 'a disposition to react favourably or unfavourably to a class of objects' (Sarnoff, 1970, p.279). Eagly & Chaiken (1993) state that an attitude is a psychological propensity that manifests itself through the evaluation of a certain entity with a degree of favour or disfavour. According to Wood (2000), an attitude is an evaluation of an attitude object.

2.1.2 Behaviourists' definition of Attitude

Attitude is defined by behaviourists like Bain (1928) in terms of overt behaviour or responses. Doob (1947), Chein (1948), and Lippi-Green (1997) argue that an individual's attitude is a 'hypothetical construct' closely linked to their outward behaviour or verbal responses in reaction to a particular set of stimuli. Oppenheim B.'s (1982) definition of attitude includes both cognitive thought and behaviour. It states that attitudes can be viewed as

'a construct, an abstraction that is difficult to comprehend, and an internal mental element that manifests itself in a variety of ways, including stereotypes, beliefs, verbal reactions, thoughts, and opinions; selective memory; rage or satisfaction; or another emotion; and other aspects of behaviour'

(Oppenheim, B. 1982, p.39)

Baker (1992) defines attitude as 'a hypothetical construct used to predict and explain the direction and patterns of human behaviour' (Baker, 1992, p.10). According to Montano & Kasprzyk (2008), an individual's attitude is influenced by their behavioural beliefs, which are weighed by their evaluations of the outcomes or attributes of their behaviour. A person will therefore have a positive attitude towards the behaviour if they truly feel that doing so would result in positively valued

effects. If a person is firmly convinced that their actions will result in unfavourable outcomes, they will have a negative attitude.

2.1.3 Definitions of Language Attitude

According to Gardener & Lambert (1972), attitude is defined as the learner's perseverance in pursuing a goal. According to them, 'a person's attitude is an evaluation of a referent or object, inferred from the person's belief or opinion about the referent'. According to Gardener, there are two important types of attitudes: attitude towards speakers of the target language and the potential applications for the new language that the learner acquired. The term 'language attitude' can be defined from various perspectives that encompasses to a wide variety of potential empirical research. Baker (1992) identifies the following areas of attitude towards language:

- Attitude towards language variation, dialect, and speech style
- Attitude towards learning a new language
- Attitude towards language groups, communities, and minorities
- Attitude towards language lessons
- Attitude of parents towards language lessons
- Attitude towards the uses of a specific language
- Attitude towards language preference
- Attitude towards a specific minority language

2.2 Theorists of Language Attitude

According to Agheyisi & Fishman (1970), the behaviourist theory and the mentalist (or cognitive) theory are two psychological theories that have traditionally been used in attitude studies. These two fundamental theories have served as the foundation for the study of attitudes. Both of these theories observe that attitudes are learnt, primarily through socialization during infancy and adolescence, and are not something that people are born with.

2.2.1 Behaviourist Theory

According to the behaviourist theory of attitudes, a person's attitudes can be examined from the way they react to social events. According to them, attitude is connected to overt behaviour, and others can perceive it when it is evident. Additionally, according to behaviourists, attitude and language responses to stimuli are closely connected. Fasold (1984) asserts that attitudes can be found in people's reactions to social situations. It is evident from this vantage point that attitudes are perceivable and that researchers do not require any kind of self-reported data to investigate the attitudes of the subjects. Additionally, the researchers will find it simple to observe, track, and analyse people's overt behaviour when it comes to their opinions. Research utilising this theory is simpler to conduct than research using a mentalist theory since it does not require participants to self-report (Mckenzie, 2010).

Additional characteristics that may affect behaviour include the person's age, gender, provenance, affiliation with a particular group, and language background. Additionally, seeing external behaviour can easily lead to incorrect categorization or explanation; therefore, it is not regarded as a trustworthy indicator of attitude (Baker, 1992). Contrary to what behaviourists believe, Eagly &

Chaiken (1993) argue that attitudes are more than just conceptual conveniences employed to illustrate general stimulus-response correlations. The reason for this is that laws governing behaviour are less clearly defined than laws governing other scientific ideas relating to animals and physical objectives. Despite evidence demonstrating that attitudes can directly affect human behaviour, supporters of the mentalist theory do not embrace the behaviourism idea. As a result, the behaviourist perspective of attitudes has largely lost favour; yet, as attitudes are frequently believed to directly influence behaviour, this does not mean that they should be fully ignored (Perloff, 2003).

The behaviourist approach to attitudes can be criticised for its view of attitude as the only dependent variable and, hence, the only factor influencing a person's behaviour, even though there is a perfect correlation between attitude and behaviour.

2.2.2 Mentalist Theory

According to the mentalist theory, "an attitude is defined as a mental and an internal state of readiness" that, when stimulated in some way, will influence a person's responses" (Agheyisi & Fishman, 1970). The implication is that responses' reflection is the only way to determine attitudes because they cannot be seen directly. Researchers are therefore required to rely on the reports provided by the participants themselves. Mentalists frequently rely on a tripartite model of attitude formation, dividing it into cognitive, affective, and conative components. Recent social psychology research suggests that these three elements may not always be present in a given attitude and that they are sometimes difficult to distinguish from one another (Bohner & Wanke, 2002). The attitudes' tripartite theory's main advantage is that it acknowledges the complexity of

humans and makes an effort to explain why individuals could have contradictory views towards various objects or people.

Since attitude is defined differently by various academics using various theories, no consensus definition of attitude exists. The best illustrations of this idea are mentalist and behaviourist theories. Both views contend that people do not naturally possess attitudes; rather, they are learned during adolescence and the process of socialisation. However, in a broader sense, mentalists provide the accepted definition of attitude. As a result, scholars like Fasold (1984) note that the majority of researchers adopt the mentalist approach to attitude studies.

2.2.3 Components of Attitude

Another important aspect of attitude is the notion of unitary or multiple components for attitude. According to Osgood (1970) and Fishbein (1965), attitude is often seen as a unitary component (affective component), while Rosenberg (1960), Lambert & Lambert (1973), and Rokeach (1968) see attitude as having multiple components.

According to Lambert & Lambert (1973), the concept of attitude includes multiple components, i.e., Cognitive (Knowledge), Affective (Evaluation), and Conative (Action). On the other hand, Fishbein (1965) distinguishes between attitude and belief, claiming that the latter has both cognitive and conative components, whereas attitude has a sole affective component. However, Rokeach (1968) suggests that attitude has an even more intricate structure. His concept states that an attitude is largely made up of a set of beliefs, each of which is made up of cognitive, affective, and behavioural components.

The definitions and concepts covered above provide the theoretical background of attitude study. The following section goes through the approaches that are typically used while conducting language attitude research.

2.3 Approaches to Language Attitude Studies

Research on language attitudes has used a variety of approaches and techniques. The three fundamental approaches that are used to examine language attitudes in individuals are the direct approach, indirect approach, and social treatment approach (Garrett, 2010). According to Ladegaard (2000), researchers must use a variety of approaches due to the difficulty of measuring attitudes toward languages or language variations. One such approach is the mixed methodological approach, which is also used as a means of data collection in research studies using direct and indirect approaches.

2.3.1 Direct Approach

A direct approach for investigating attitudes typically comprises asking participants about their opinions, sentiments, and familiarity with the attitudinal matter. Studies on language attitude frequently employ this strategy. Here, information is gathered by direct inquiries to determine the respondents' perception of an attitude subject. This approach includes questionnaires and interviews that can be conducted with either open-ended or closed-ended questions (Kalaja, 2003).

2.3.1.1 Questionnaire

A questionnaire is one of the most effective research tools, which is also by far the most often used data-gathering tool in statistical studies (Dornyei, 2007). A questionnaire is regarded as an effective tool for data collection both in qualitative and quantitative studies. However, the types of questions used, such as open-ended and closed-ended questions, differ between the questionnaires for qualitative and quantitative research.

Most questionnaires used in attitude studies have open-ended items. It encourages individuals to openly express their opinions regarding the concerned language. However, questionnaires with open-ended items can result in several issues. These open-ended surveys perform less well than interviews and close-ended questionnaires. This is because the respondents must write extensively when completing an open-ended questionnaire, therefore they must take time to write their answers. Hence respondents may not pay much attention to the question's true dimension, which will ultimately affect the evaluation of the study.

As opposed to open-ended questions, the closed questionnaire has the special benefit of maintaining the emphasis on expected characteristics and making scoring replies easier. But it is important to properly design the questionnaire so that it just has one dimension. Despite these benefits, closed-ended questionnaires might be too constraining; as a result, respondents sometimes become bored and give answers that are repetitive or without much thought. In spite of this issue, a questionnaire with closed items may be the ideal method for gathering data because it makes data collection easier than with open-ended questions and requires less writing from respondents (Bryman, 2009).

2.3.1.2 Interviews

An interview is a technique for collecting data that involves sharing information through a sequence of questions and responses by two or more individuals. The questions are formulated by the researcher to obtain information about a certain topic or topics from the interviewees. This is one of the earliest methods of acquiring data. The interview helps the researcher better understand and evaluate the opinions, behaviours, experiences, phenomena, etc., of the research subjects. To get detailed information, interview questions are typically open-ended. Some of the key disadvantages of interviews are processing and recording extensive and lengthy data. Huge amounts of data from the interview can provide a significant challenge, and conducting interviews can be both costly and time-consuming.

2.3.2 Indirect Approach

An indirect approach is used in examining attitudes in more covert assessment methods, using less evident ways to reveal the study's objective to the informants. This approach is particularly useful when a researcher feels that asking informants directly about their perceptions of the attitudinal object or their attitudes towards language would be impractical or unhelpful. The people will not be aware that their linguistic attitudes are being studied. In general, it is thought that indirect methods of attitude measurement may be able to probe more deeply than direct methods, frequently beyond the person's level of conscious awareness and/or under their social appearance. The technique is particularly useful for imagining and describing stereotypes, self-images, and conventional beliefs (Oppenheim, 2000).

The indirect method that is most frequently used to measure language attitudes is the Matched-Guise Technique (MGT). The matched-guise technique has practically come to represent the indirect approach in general (Garrett et al., 2003). The matched-guise technique was implemented at McGill University, Canada, by Lambert and his colleagues in the 1960s to evaluate the reactions of Montreal residents towards both French speakers and English speakers. They aimed to indirectly elicit sentiments towards various speech variations and the speakers of these varieties in an experimental setting. This method has been widely employed in research on the social importance of languages and linguistic variants, particularly for assessing how people react to a particular language. Besides the manipulated independent variables, all extraneous variables have to be under control using the matched-guise method. Since pitch, speech tempo, voice quality, and hesitations are prosodic and paralinguistic properties of voice, much care is taken to ensure that they remain constant. Additional care is taken to ensure that the listener-judges perceive the recordings as authentic by minimising variances in expressiveness and reading style. This technique's fundamental principle is to keep appropriate control over every element of the experimental scenario, except the actual language variety, including the speaker's voice, the text's substance, and, most importantly, the speaker's personality. To use this technique, pre-selected groups of participants must assess the personality attributes of speakers whose taped voices are played to them. This kind of research looks for any consistency in how one group of language speakers evaluates another group of language speakers. Typically, such research reflects preconceived notions about speech groups.

2.3.3 The Societal Treatment Approach

Research that uses the societal treatment approach is usually qualitative and is frequently carried out through participant observation, ethnographic studies, or other observational studies. The research is conducted in an unnoticeable manner, and the researchers interpret the informants' attitudes from their observed behaviour or document analysis. Social treatment studies examine various areas of public documents, such as language policy and media (magazines, newspapers, and advertisements), to understand how a particular language has been treated in society. The method most frequently involves analysing the status and perceptions associated with different languages, linguistic variants, and speakers using content analysis. According to Knops & Van Hout (1988), the societal treatment approach is also known as 'content analysis'.

Many language attitude researchers from the social psychology branches frequently consider societal treatment approaches as not being adequate. However, in situations where access to informants is not possible under entirely natural circumstances or if there are constraints on time and space for data gathering, it may be most appropriate to use a social treatment strategy. However, this method might be effectively applied as a pilot study for more thorough sociolinguistic analyses that would include direct or indirect methods of data collection (Garrett et al., 2003).

2.3.4 Mixed Methodological Approach

A mixed methodological approach is a way of gathering data in a research study using direct and indirect approaches. Relying solely on one research method while studying language attitudes could result in bias and incorrect findings. As a result, researchers frequently decide to create

studies that use a variety of approaches and incorporate both direct and indirect ways to examine language attitude as employing only direct or indirect approaches has its own set of problems. The mixed methodological approach increases the reliability of the results and provides more contextual information about the language attitudes that are being studied (Garrett et al., 2003).

2.4 Previous Research on Attitude towards the English Language

Around the world, many attitude studies are carried out, with a focus on native speakers' perceptions of various English dialects and other languages. This section of the chapter offers a summary of relevant language attitude studies that look at native English speakers' attitudes towards English, and non-native speakers' attitudes. The studies conducted on native English speakers' attitudes about the English language are described in chronological order in the first section, while the studies on non-native speakers' perceptions of English are reviewed in the second section, with a focus on Indian English learners. The section shows how to measure language attitude using both direct and indirect methods, notably a mixed methodological approach. The section analyses the implications for the research methodology and methods used in the current study. The final part of this section provides a brief review of the studies in the context of Manipur.

2.4.1 Native Speakers' Attitudes towards the English language

Language attitudes research had its roots in bilingual contexts when Lambert and his colleagues at McGill University sought to understand the views of bilingual French Canadians towards English and French in 1960. They looked into how both the Francophone and Anglophone populations of Canada rated French and English. Since direct questioning was considered inappropriate due to

the informants' reluctance to disclose prejudices, the researchers created the Matched Guise Technique (MGT), especially for the study. It was found that both English- and French-speaking Canadians were more favourable towards English guises than French guises. The Matched Guise Technique (MGT) was once again used in one of the earliest studies on attitudes toward English dialects conducted by Tucker and Lambert in 1969 among a sample of northern white, southern white, and southern black college students in the United States. They discovered that each group of listener-judges distinguished clearly between different American dialects when rating them socially rated some dialects more positively than others. This study provided the first evidence that non-linguists categorise speech variations within a single language and hold preconceived notions about them. And it has been suggested that attitudes towards different linguistic variants may be significantly influenced by population-level characteristics like race. In their examination of several speech variations in the USA, Tucker and Lambert found that race is a decisive factor among the informants. Another early research by Gardner & Lambert (1972) finds a significant correlation between learners' positive attitudes towards target language speakers and second language learning development. A later study, on the other hand, reveals that, although second language learners may have a negative attitude towards the target language, its usefulness can help with language learning development. According to separate language attitude studies conducted by Giles & Coupland (1991) and Milroy (1999), it has been shown that native English speakers in the UK have particularly unfavourable opinions of urban non-standard types of speech. The most stigmatised urban varieties of English in the UK are those spoken by working-class speakers in the industrial hubs of Birmingham (Brummie), Liverpool (Scouse), London (Cockney), and Glasgow (Glaswegian). Following research on language attitudes, Baker (1992) attempts to identify the specific factors in a study from 1992 that determine the language attitudes in Wales

toward English and Welsh. This research follows the identification of the social factors within the observed population that are thought to be influential in attitude construction. He concludes that a person's attitudes might be influenced by any combination of their age, gender, educational background, level of language proficiency, linguistic background, and cultural background.

Studies by Niedzielski & Preston (1999) and Lippi-Green (1997) demonstrate that in the particular context of the USA, native speakers' judgements of which varieties of English speech are regarded as standard or non-standard are mostly based on geographical lines, New York English and Southern United States English are categorically discriminated against and continuously rated negatively in terms of "correctness." This shows that US perceptions of regional variance are generally dominated by ideals of accuracy. The types of English spoken in Alabama, Mississippi, Louisiana, Arkansas, Tennessee, Georgia, Texas, North Carolina, and South Carolina are commonly referred to as the English spoken in the Southern United States.

2.4.2 Indians' Attitude towards the English Language

Bajpai's (1986) study on the attitudes and motivation of Indians as second language learners indicates an unmistakable link between attitudes and motivational variables in second language learning. The study shows the importance of success and efficiency in second language learning which cannot be overstated. Learning can be easily accomplished only when students possess positive characteristics and are strongly motivated.

Hasbi (2013) investigates the attitudes of English students from ESL and EFL countries in EFLU, Hyderabad. This study is descriptive-quantitative research and attitudes to listening, speaking, reading, and writing among the students are studied with a survey questionnaire. According to the

study, in general, English students in EFLU have a neutral-to-positive attitude toward English listening, a positive attitude toward English speaking, a positive attitude toward English reading, and a negative attitude toward English writing. The study concludes that in order to make their English learning relevant, successful, and applicable, English learners should develop positive habits and attitudes toward the language because at its core, a language is a tool to be utilised in daily life, both verbally and nonverbally.

Bhaskar & Soundiraraj (2013) investigate how students' attitudes towards English Language Learning change when they come for college education after completing their school education. This study involves fifty-two first-year mechanical engineering students from the Tamil medium stream. A semi-structured interview and an attitude questionnaire were used to investigate the participants' changing attitudes toward ELL. The shift in students' attitudes from high school to college is evaluated in terms of grades, interest in learning English, self-motivation to do so, participation in class, understanding of the value of English in obtaining employment, and learner-centred language teaching techniques that give students more freedom. When compared to their sentiments at the school level, the study's findings show that college students have more positive attitudes toward ELL. Various factors, including student-centred teaching, teaching based on employer requirements, and the college teaching-learning environment, have contributed to the change in attitude.

Shende (2015) has conducted a comparative study of teachers' attitudes toward English as a language and English language teaching in English and non-English medium schools and colleges from grade eight to grade twelve in India. The study's goal was to identify any differences in teachers' attitudes between English Medium and Non-English Medium teachers. To achieve these objectives, a normative survey of fifty-six randomly chosen teachers—twenty-four from EM

schools and thirty-two from NEM schools—was carried out. According to the study's findings, In contrast to NEMS teachers, EMS teachers have a relatively optimistic outlook on their career and teaching English as a subject. The EMS teachers have a favourable disposition and a very optimistic attitude regarding the students, their English language proficiency, and their capacity to acquire the language. However, the NEMS teachers have a mixed reaction to this. According to the study, EM and NEM teachers have a positive outlook on the significance of the English language in general.

Saha (2015) conducted a study to determine how motivation and attitude affect West Bengal undergraduate students' acquisition of the English language. Six hundred students and hundred teachers participated in the study. The study's tools include the Attitude/Motivation Test Battery, the Test Battery for Evaluating English Language Skills and the Questionnaire. Both descriptive and inferential statistics were employed and the percentage, mean, standard deviation, r , and t -test are utilised to assess the data. The finding indicates that there are significant issues in learning the English language. Students from rural areas have more difficulty learning the English language. Although the students' attitudes towards studying English were moderately positive, many had negative attitudes concerning the learning environment and the English teacher. There is a high positive correlation between the students' English language acquisition and students' attitudes towards learning English and their motivation towards learning English. The study shows that students had more instrumental motivation for learning English as second language than integrative motivation.

Chandrashekar's (2016) study on language attitudes and the reigning power of English regarding Dalits of Telangana analyses Dalits' attitudes toward English and the role of English in Dalit society. The research employs both a qualitative and a mixed-method methodology. The researcher

adopted stratified random sampling and convenience sampling techniques. This study was conducted using closed-ended questionnaires amongst one hundred fifty respondents who were divided based on age, gender, education. A few semi-structured interviews were also conducted. The coded data were analyzed with the help of both Microsoft Excel and the SPSS statistical package. The finding shows that Dalits support English as a medium of instruction at all educational levels. English provides a better future for Dalits and numerous options for combating caste-based atrocities. Many Dalits in Telangana still wish for access to high-quality English education. The study shows the importance of English as a language of emancipation and a powerful driver of social success in Dalit communities.

Ansari (2016) investigates attitudes about English to ascertain how the English language communication skills intervention programme and the medium of instruction used at the institution for B.Ed. students. Participants in the study included seventy student teachers in the experimental and control groups, all of whom were enrolled full-time in a Bachelor of Education programme at a Greater Mumbai-based institution that is associated with and recognised by the University of Mumbai. The experimental group underwent an intervention programme, but the control group did not. For B.Ed. students, a forty-lesson intervention programme emphasising communication skills in the English language was developed. Utilizing a rating scale that the researcher constructed, the researcher evaluated the students' views toward English. ANCOVA was used to analyse the data. The study shows that the teaching strategy is effective in changing the attitudes of B.Ed. students about English. Additionally, it demonstrates a strong intervention programme impact on attitudes towards the English language.

Neogi, S. & Khastgir, T. (2017) investigate attitudes about learning the English language. In the study, an effort is made to ascertain how secondary education's medium of instruction affects

students' attitudes toward the English language. For the study, a sample of hundred college students was chosen. The results of descriptive statistics and an analysis of variance (ANOVA) reveal that the medium of teaching has a substantial impact on various aspects of attitude towards learning English. In addition to learning strategies, it is noted that individual learner variations in attitude, motivation, and exposure to the language are also very important to second language acquisition study. The result suggests that second language acquisition depends on exposure to and attitude towards the target language.

Parihar's (2017) study on the attitudes of higher secondary pupils regarding the English language and their linguistic achievements shows that a better attitude can improve performance in the English language. And the study also reveals that girls, in addition to their superior language achievement than males, have a more positive attitude towards the English language than boys. Two hundred boys and two hundred girls took part in the survey. The researcher used the Likert scale to measure the attitude of the students.

2.4.3 Attitude Studies in the context of Manipur

An empirical study of the English language in Manipur by Singh (2018) shows the importance and need for the English language as a means of communication in the contemporary situation of Information Technology and global transactions. In this study, the data are collected randomly using questionnaires from bilingual and multilingual students of both sexes learning in primary school, senior secondary school, undergraduate and post-graduate. The study shows interest in learning English continuously as an important language in the state. English being the language for communication with the world; most books have translated versions in English. Through

English education, people can read great books written in different languages by great people. Besides, English as a medium of instruction acts as a catalyst to help people adapt to an ever-changing world. The finding of the study indicates the need to learn English in this world of globalization and indicates a positive attitude towards learning English. The mushroom growth of English medium schools in the state and parents' preference to send their children to these schools can be seen in this research.

2.4 Conclusion

In the current chapter, the theoretical framework and methodology employed in attitude studies, as well as the main ideas related to the study, have been discussed. The review of the available literature suggests that though there are a lot of notable studies on attitudes towards English among native speakers and learning the English language as a second or foreign language around the world, there are very few studies on the English language in the context of Manipur. The available research works in Manipur are focused on different aspects such as English education in Manipur, the importance of teaching English to other language speakers in Manipur, problems faced by teachers while teaching English, and problems related to learning English (Devi. et al, 1989) and they are not inclusive of attitude studies. There is a need for more empirical work that goes deeper into this subject, according to the literature that is already available on studies of the English language. As a result, the present study was conducted in an effort to fill this research gap.

The study's objective is to examine how Meetei speakers feel about English and the perceptions they have, as well as the reasons behind those perceptions. The data for the study are from the Meetei speakers who live in Imphal and the surrounding areas. Age, gender, mode of education,

area, and other factors are regarded as variables in this study. The research design and other methodological aspects developed for the study are presented in the next chapter, together with a thorough explanation of the steps taken and the tools employed to collect the data.

Chapter 3

METHODOLOGY

3.0 Introduction

In this chapter, a detailed account of the methodology used to conduct this study is discussed. This chapter provides an overview of the research design, methodological approach, setting of the study, study population, sampling technique, and research tools for data collection used in the study. The rationale behind choosing the design and methods used for data collection is also described in depth. And the method used to collect the data has been also described in detail. In the final section, the procedures for data analysis and methodological limitations are discussed briefly.

The purpose of the study is to examine and explore the answers to the following research questions:

1. What attitudes do the Meetei speakers have towards English?
2. What are the factors behind the different attitudes of Meetei speakers towards English?

3.1 Research Design

In this study, the cross-sectional study design is used to collect data. The study uses non-probability sampling techniques particularly snowball and convenient sampling techniques. As the objectives of the study are to examine the attitudes of Meetei speakers and the factors behind their different attitudes towards English, the study is conducted with first generation, second-generation, and third-generation English learners, both male and female respondents from three age groups

whose age ranges from 18-30, 31-45, 46-60 and above. The study is carried out in Imphal and the districts nearby where Meeteis are residing. The data are collected from participants through semi-structured interviews and questionnaires.

3.2 Methodological Approach

A mixed-method approach including both qualitative and quantitative techniques is employed to analyse the data acquired. The questionnaire is the main instrument of this research study, which used a quantitative approach in addition to some qualitative components. The close-ended items from the questionnaire are analysed quantitatively and the open-ended data from the questionnaire and semi-structured interviews are analysed qualitatively. Each participant was given a questionnaire that was primarily intended to elicit their views regarding English. The variables that may be related to attitudes, such as age, gender, mode of education, fluency in English, occupation and address were also incorporated into the questionnaire. Semi-structured interviews were conducted to supplement the questionnaire data with extra information and to give evidence for the current study. And it was anticipated that the results will give an insight into Meeteis' attitudes toward English.

3.3 The Setting of the Study

The study was conducted in Imphal, the state capital of Manipur in India, and the surrounding areas where Meeteis are residing. Addresses of participants are categorised into two groups: Imphal East and West, where English education was received early and districts other than Imphal East and West, where English education was received later.

3.4 Study Population

The participants of the study are Meeteis who belong to the Meetei community and their first language is Meeteilon. The majority of them are mostly second-generation and third-generation learners of English. Most of them can read and write English. The data for this study is gathered from students, teachers, researchers, doctors, and other people who work from home and outside the home. The purpose was to obtain a variety of information from people having varied occupations and work experience. The participants come from various educational backgrounds, including formal and informal education. Aside from individuals who can read and write English, this study also aimed to gather information from those who can only read, only write, or cannot read and write English.

3.5 Sampling Technique

In this study, a sample from the population is selected using the non-probability sampling technique. Non-probability sampling is a non-random method for selecting units from a population. Due to the Covid pandemic, probability sampling was not practical; so non-probability sampling was specifically used for this study as it is a rapid, easy, and affordable method of data collection. The sample for the current study was selected using snowball and convenient sampling techniques that fell within non-probability sampling techniques. Employing these two techniques, a sample of 229 (214 from the questionnaire and 15 from semi-structured interview) male and female respondents with ages ranging from 18 to 30, 31 to 45, 46 to 60 and above were selected to measure the attitudes of Meetei speakers.

3.6 Participants

A total of 214 participants took part in the questionnaire survey. Among them, 180 respondents' responses were selected for analysis after cleaning the data, with 79 men and 101 women. Male respondents cover 43.9% (79) of the 180 total respondents, while female respondents cover 56% (101). There are 80 (44.4%) respondents who correspond to the first age group (18-30). In the second age group (31-45) there are 75 (41.7%) respondents. And the last age group (46-60 & above) consists of 25 (13.9%) respondents. 117 (79=male, 98=female, total=117) males and females had received a formal education, while 3 (all females) received informal education. In total, 162 people can read and write English, whereas seven people can only read, one person can only write, and ten people can't read or write at all. The details of the participant's age group concerning gender is shown below:

Table 3.1

Participants' Age group with regard to Gender

Gender	Age			Total
	18-30	31-45	46-60 & above	
Male	31	33	15	79
Percentage	39.2%	41.8%	19.0%	100%
Female	49	42	10	101
Percentage	48.5%	41.6%	9.9%	100%
Total	80	75	25	180
Total Percentage	44.4%	41.7%	13.9%	100%

Additionally, 15 respondents participated in the semi-structured interview. Out of these fifteen, three respondents are from the first age group (18-30), three from the second age group (31-45) and nine from the last age group (46 to 60 & above). Among them, eight are male and seven are female.

3.7 Ethical Consideration

Each academic institution carefully considers any potential ethical issues with research. To attain the university's ethical approval for the present study's fieldwork, the required documents were submitted to the Institutional Ethics Committee on 3rd Dec 2021 for the 3rd Institutional Ethics Committee Meeting 2021. The Institutional Ethics Committee approved the conduct of the fieldwork on December 21, 2021, and the survey began in January 2022 and ended in March 2022. For collecting the data, the participants were informed about the study, and their consent was obtained before any data was gathered.

Along with the questionnaire, a consent form that includes the researcher's contact information was given so that anyone can contact and question the researcher about the study or the questionnaire. Participants were given the right to inquire about the research study and to ask the researcher any questions they may have before, during, or after the study. Participants were also free to express any doubts they may have about the study. And, it is assured that the findings will be sent if any respondent feels interested. (Informed consent form in Appendix I.)

3.8 Research Tools for Data Collection

The present study uses questionnaire and semi-structured interview for data collection. Questionnaire is a written list of questions or items used to gather data from the respondents. The study's questionnaire has fifteen closed-ended items and one open-ended item for summarising the respondents' opinions and perceptions of the English language. Additionally, fifteen semi-structured interviews are conducted to cross-check and analyse the data acquired for this study. This study mostly relies on the questionnaire as collecting data through questionnaire consumes less time, and is more practical given the wide geographic dispersion of the targeted respondents in these circumstances of the Covid pandemic.

3.9.1 The questionnaire

3.9.1.1 Constructing the Questionnaire

Several stages and procedures must be followed to create an effective questionnaire, such as choosing the general characteristics of the questionnaire, its length, structure, and primary components. It also includes writing effective items, selecting and sequencing the items, writing appropriate instructions, piloting the questionnaire and conducting item analysis (Dornyei, & Dewaele, 2022). The current chapter provides an overview of the general features of preparing the questionnaire for the present study.

3.9.1.2 Length

A questionnaire's length is important because it affects response rates. The number of respondents who are willing to take part in the survey is also influenced by how long it takes them to complete

the questionnaire. The majority of the researchers agree that questionnaire longer than 4-6 pages and taking more than 30 minutes to complete may be too much of an inconvenience to the participants. In these situations, a short questionnaire is the best choice (Dornyei, & Dewaele, 2022). So, the present study's questionnaire is constructed to be four pages long since four-page questionnaires normally will not take longer than twenty or thirty minutes to complete.

3.9.1.3 Language

The questionnaire is made in two mediums- Meeteilon and English. The respondents are provided with the Meetei and Bengali scripts, for them to use the one they are more comfortable with. To ensure that the questions on the page are interesting, question lines and response options are limited to a minimum. There are two parts to the questionnaire; general instructions, information, and ethical considerations are contained in one part while the other part includes the study's questionnaire.

3.9.1.4 Sensitive topics and anonymity

Any sensitive questions where respondents would sometimes be reluctant to give answers are avoided. The decision to participate in this study was entirely up to the participants. It was assured to the participants that they can refuse to take part in the study at any time without affecting their relationship with the investigator of this study. And they had the right not to answer any single question and withdraw completely from the study at any point during the process. They also had the right to request the researcher not to use any of their data in the analysis of the study. It was assured that any information collected in the investigation would remain confidential and that all responses are kept anonymous and the participant's information would not be disclosed to anyone

3.9.1.5 Components of the questionnaire

The general instruction for the questionnaire begins with the title and describes the study's purpose and significance, as well as its prospects for social utility. They are given the assurance that their identities and responses will remain confidential and will be used only for the current study.

3.9.1.6 Questionnaire items

The study's questionnaire part is split up into three sections. The first section included the respondents' demographic information, including name, age, gender, mode of education, fluency in English, occupation, and address.

In the second section, there are questions evaluating language frequency. The respondents are asked to mark the language that they use - Meeteilon or English in various settings like home, workplace, educational institutions, and platforms like social media, conferences, and seminars to compare and assess how frequently each language is used in those various settings. All of the answers to the questions are based on a five-point rating scale. The respondents are asked to select one of five options, including "All the time," "Frequently," "Sometimes," "Rarely," and "Never." All five options are coded as A, F, S, R, and N, respectively, for "All the time," "Frequently," "Sometimes," "Rarely," and "Never."

In the third section of the questionnaire, the well-known attitude rating scale of Likert with a five-point scale is used. It has fifteen closed-ended items to assess respondents' attitudes to and perceptions of the English language. Due care was taken in selecting items to be included in the scale; both positive and negative statements were included, enabling respondents to analyse the questions and perhaps provide a more meaningful responses, which should eliminate the biases. Therefore, out of fifteen items, ten items were positively oriented whereas five were negatively

oriented. The respondents are instructed to carefully examine the statements and select the one that best conveys their attitude towards English. They can choose from one of five options, including ‘Strongly agree’, ‘Agree’, ‘Neutral’, ‘Disagree’, or ‘Strongly disagree’. Each response is coded as SA for Strongly agree, A for Agree, N for Neutral, D for Disagree and SD for Strongly disagree.

After the closed-ended questions, the final section of the questionnaire includes an open-ended question to summarise the respondents' ideas and perceptions of the English language. (Questionnaire in Appendix II.)

3.9.1.7 Validity and Reliability of the Questionnaire

3.9.1.7.1 Reliability

Cronbach's Alpha in SPSS is used to test the questionnaire's reliability. Cronbach's Alpha is a reliability coefficient test that measures internal consistency. It is also referred to as tau-equivalent reliability or coefficient alpha. It is employed when a scale made up of several Likert questions on a questionnaire needs to be tested for reliability. A score of 0.7 or above in Cronbach's Alpha indicates that the scale is internally consistent, and the data is reliable (Cronbach, 1951). The reliability statistics of the present study are shown below.

Table 3.2

Reliability Statistics using Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.712	19

The table above shows the value for Cronbach's Alpha of the present study's questionnaire. According to this, it can be seen that Cronbach's Alpha is 0.713, which indicates a high level of internal consistency and it is clear from this that the questionnaire is reliable.

3.10.1.7.2 Validity

To ensure validity, only the topics intended to be covered are elicited in the questionnaire. In the current study, the questionnaire's objective is to determine how Meetei speakers feel about the English language and the variables that might have influenced those views based on their own experiences. To ensure the highest level of validity, the questionnaire items and the underlying competency are correlated one-to-one and one open-ended item is provided to express their opinions regarding the answers to the questionnaire items.

3.9.2 Semi-structured Interviews

A semi-structured interview is one of the most employed research techniques employed in applied linguistic and social sciences. In order to provide additional information to the data obtained from the questionnaire and to serve as supporting evidence for the current study, a few semi-structured interviews with the fifteen respondents—three from each of the age groups of 18 to 30; 31 to 45;

and nine from 46 to 60 & above—were conducted. Among these three age groups, eight are Male and seven are Female. Out of them, ten got formal education while five got informal education. Five respondents can read and write English, three can only read and seven cannot read and write English. Among the respondents, there are three students, four teachers, four farmers and four housewives. The questions for the semi-structured interview are based on the respondents' perceptions of the English language, their prior experiences, how they learn the language, and their opinions on modernization and the demand for English in today's globalized world, as well as the impact of learning English on Meetei society.

3.10 Procedure for Data Collection

In this section, the steps taken to employ the tools and gather the data are described in depth. After receiving the Institutional Ethics Committee's approval, the data collection was initiated. Before data collection, the participants were asked to fill out a consent form to participate in this study, and the data were acquired with their consent. Before deciding whether to join or not, participants were allowed to ask whatever queries they want, and their participation was completely voluntary. To gain information about a variety of people's attitudes towards a language with different occupations and work experiences, the data for this study was collected from students, teachers, researchers, and other people who worked from home and outside the home.

The survey was conducted both offline and online since the third wave of COVID-19 had arrived and new cases increased dramatically in Manipur showing an increase in test positivity. The survey was administered via mail, WhatsApp groups, online, and in-person, and respondents filled

out the questionnaire. All necessary safety precautions and COVID protocols, including social distancing, were maintained when it was required to meet participants.

The sample size for the current study was not predetermined before the research was done, due to the Covid pandemic as it depended solely on the participants' voluntary participation. But it was planned to get a target response rate of 200. A total of 214 responses were gathered, with 79 collected offline and 135 collected online questionnaires.

To understand more about Meeteis' perspectives on how they feel about the English language, semi-structured interviews with fifteen Meetei participants were conducted. This interview focused primarily on the last age group, which is 46-60 & above as the questionnaire in the survey was unable to cover enough sample size. The interviews were conducted through proper COVID protocols over the phone and in person at their houses. The interview consists of a series of questions, and the respondents' answers are audio-recorded, later transcribed, and analyzed to get a better understanding of their opinions and feelings.

3.11 Processing Data

After the data collection, the responses were analysed to meet the objectives of the study and find the answers to the research questions.

The first step in processing data is cleaning the raw data (Kumar, 2005). To ensure that the raw data is 'clean', the data collected from the respondents are made clean by removing incomplete responses, incorrectly filled-up responses and gaps. By examining the responses for internal consistency and the completeness of the contents, 34 out of the 214 total responses from the questionnaire survey were removed as they were incomplete in filling the questionnaire; items like

gender, mode of education, and fluency in English which are important variables for the study were unfilled. 180 cleaned responses are then analyzed for the study.

3.11.1 Coding

The cleaned data are carefully coded as follows:

- Respondents: The respondents are assigned the codes R1, R2, R3,, and R180.
- Age: The respondents' age groups are codified as 1 for 18 to 30 years old, 2 for 31 to 45 years old, and 3 for 46 and above.
- Gender: The gender of the respondents is coded as 1 for Male, 2 for Female, and 3 for other categories.
- Mode of Education: The respondents' modes of education are coded as 1 for Formal and 2 for Informal.
- Fluency of English: The respondents' fluency in English is coded as 1 for 'Can read and write', 2 for 'Can only read', 3 for 'Can only write' and 4 for 'Cannot read and write'.
- Occupation: To gather information about the respondents' attitudes toward a language with a variety of occupations and work experience, the respondents are divided into 4 groups - students, teachers, and other people who worked from home and outside the home and are coded as 1, 2, 3 and 4 respectively.
- Area: The respondents' area is divided into two categories— Imphal East and West and Other Districts apart from Imphal East and West—and are given the codes 1 and 2, respectively.
- Frequency: The five-point Likert scale which is employed to assess the frequency of

- respondents' language used is codified as 1 for 'All the time', 2 for 'Frequently', 3 for 'Sometimes', 4 for 'Rarely' and 5 for 'Never'.
- Questions: The statements in the questionnaire are codified as 1 for Q.1, 2 for Q.2, 3 for Q.3, and 15 for Q.15.
- Attitude measuring Scale: The Likert scale used to measure the attitudes of the respondents is coded as 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree and 1 for Strongly Disagree for positive statements, and 1 for Strongly Agree, 2 for Agree, 3 for Neutral, 4 for Disagree and 5 for Strongly Disagree for negative statements.

3.11.2 Analysis

Using SPSS and Microsoft Excel, the total responses and the percentages of all the statements are calculated after scoring the positive and negative statements, and the results are analysed in relation to the variables. Then statements in the questionnaire are divided into three groups based on the themes of *Aspiration of learning English for academic and career development*; *English in society*, and *English's position in relation to other languages*. The responses on the Likert scale are evaluated and each theme is then correlated with variables such as age, gender, occupation and area. The responses from the open-ended questions of the questionnaire and semi-structured interviews are coded by assigning each response a label, grouping them into categories, and then thematically analysing them to gain a deeper understanding of the respondents' thoughts and feelings. The questionnaire's items that are divided into categories under the aforementioned themes are given below.

Theme 1: Aspiration of learning English for academic and career development

1. *English is necessary for academic and career development.*
2. *Parents prefer to send their children to English medium schools.*
3. *English should be the medium of instruction from primary to higher educational institutions.*
4. *English is the only language for scientific and technical study.*
5. *Learning English should be encouraged.*

Theme 2: English in society

1. *English is associated with the elite classes.*
2. *People who can communicate in English look down on others who cannot.*
3. *In social media, Meetei use English more than Meeteilon.*
4. *English is becoming a commonly accepted language in the state.*
5. *Meetei feel proud when they speak in English.*
6. *It's uneasy to hear a Meetei speaking English when interacting with another Meetei.*
7. *Learning English affects the cultural identity of Meetei.*

Theme 3: English's position in relation to other languages

1. *English plays an important role in bridging the gap between other communities who do not know Meeteilon.*
2. *English hegemonizes over other regional languages.*
3. *Any language can replace the position of English.*

3.12 Methodological limitation

Due to the Covid pandemic, the data collection was mostly done online mode. Therefore, appropriate numbers for each of the three age groups could not be gathered. In comparison to the other two age groups – 18-30 and 31-45 – there are not many respondents in the 46-60 & above age group. So, a few semi-structured interviews were conducted primarily in this group later to fill the gap. Additionally, the study was unable to acquire an equivalent amount of data from individuals with informal and formal education. As a result, people with a formal education predominate. Another notable shortcoming of this study is that it solely looks at participants' English writing fluency without considering their speaking ability. The respondents' medium of instruction in their schooling is also not taken into account while collecting the data.

3.13 Conclusion

An outline of the research methodology and design used in the study is provided in this chapter. In this study, the cross-sectional study design is used to collect data. A mixed-method approach including both qualitative and quantitative techniques is employed to analyse the data acquired. The study is conducted in Imphal where Meeteis are residing. The sample for the current study is selected using snowball and convenient sampling techniques. The present study uses questionnaire and semi-structured interview for data collection. A sample of 180 respondents from the questionnaire and 15 participants from the semi-structured interviews is selected for the study to measure the attitudes of Meetei speakers.

Out of these 180, male and female respondents with ages ranging from 18 to 30, 31 to 45, 46 to 60 and above are selected. The survey is conducted both offline and online via mail, WhatsApp

groups, online, and in-person, and respondents fill out the questionnaire. Following the completion of the data collection, the responses are processed and analysed to meet the objectives of the study and find the answers to the research questions using SPSS and Microsoft Excel. The chapter concludes with a discussion of the methodological limitations of the study.

It also provided a thorough description of the processes to conduct this study. To better understand the attitudes of Meetei speakers towards English and the variables influencing such attitudes, questionnaires and semi-structured interviews were utilised as the research tools for the study. The processes for analysing and interpreting the data obtained using the mentioned tools were also discussed. The analysis and findings of the data collected are reported in the chapter that follows.

Chapter 4

DATA ANALYSIS

4.0 Introduction

In the first section of this chapter, a description of the respondents who have participated in the study is provided. In the second section, the Meetei's responses to the questions of how often they use Meeteilon and English in various contexts including home, office/workplace, school/college/university, conference/seminar/competitions (debate, extempore speech, quiz, etc.) and social media is examined. The third section analyses Meetei's attitudes toward the English language as a whole. In this part, each questionnaire item and all of the responses are analyzed to fully understand Meetei's attitude towards the English language. The last part of the chapter gives the analysis of the total percentages of all respondents' statements with regard to variables like age, gender, occupation and area in relation to the three themes mentioned in the previous chapter.

4.1 Description of the Participants

As described in the previous chapter (Methodology), the data are collected from participants whose ages range from 18 to 30, 31 to 45, 46 to 60 and above. The total number of participants who participated in the questionnaire survey is 180. Among the 180 responses, there are 79 males and 101 females. Out of the 180 respondents, 117 (79=male, 98=female, total=117) males and females received a formal education, whereas 3 (all females) received informal education. In total, 162 respondents can read and write English, whereas 7 can only read, 1 person can only write, and 10

cannot read and write at all. The respondents are Meetei who work in a variety of occupations and reside in Imphal and the surrounding areas.

Out of these 180 total respondents, 43.9% are male respondents (79) and 56% are female respondents (101). There are 80 (44.4%) respondents who correspond to the first age group (16-35). In the second age group (36-45), there are 75(41.7%) respondents. And in the last age group (46-60 & above) there are 25(13.9%) respondents. The details of the participants' age group and gender are tabulated below:

Table 4.1

Details of the participants

Gender	Age			Total
	18-30	31-45	46-60 & above	
Male	31	33	15	79
Percentage	39.2%	41.8%	19.0%	100%
Female	49	42	10	101
Percentage	48.5%	41.6%	9.9%	100%
Total	80	75	25	180
Total Percentage	44.4%	41.7%	13.9%	100%

4.2 Frequency

This section examines the Meetei's responses to the questions of how often they use Meeteilon and English in various contexts such as home, office/workplace, school/college/university,

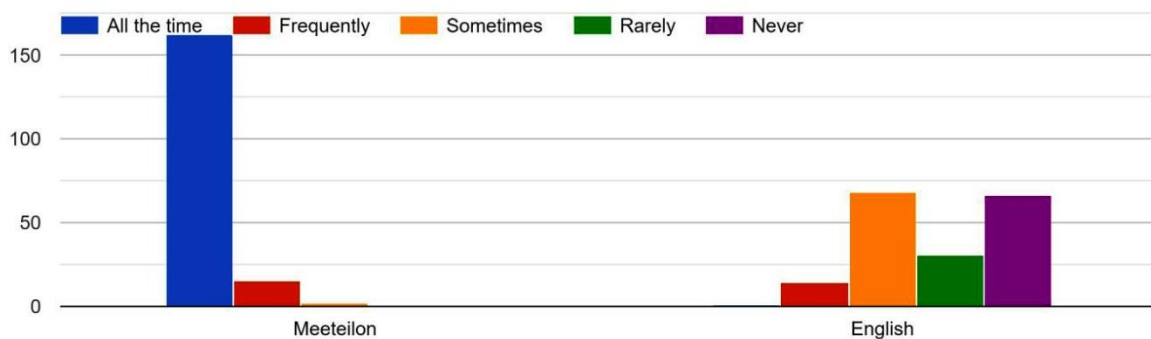
conference/seminar/competitions (debate, extempore speech, quiz, etc.) and social media. Using graphs and tables, the entire data is demonstrated below.

4.2.1. Home

The graph below demonstrates how often Meetei use Meeteilon and English at home.

Figure 4.1

Language use at Home by Meetei



The above graph shows that 163 out of 180 respondents use Meeteilon at home all the time while only 1 respondent uses English at home all the time. Frequently, 15 respondents use Meeteilon while 14 respondents use English at home. 2 respondents use Meeteilon sometimes at home and 68 respondents use English sometimes at home. Rarely 31 respondents use English at home and 66 respondents never use English at home. The percentage of the responses is tabulated below.

Table 4.2*Percentage of Language used at Home by Meetei*

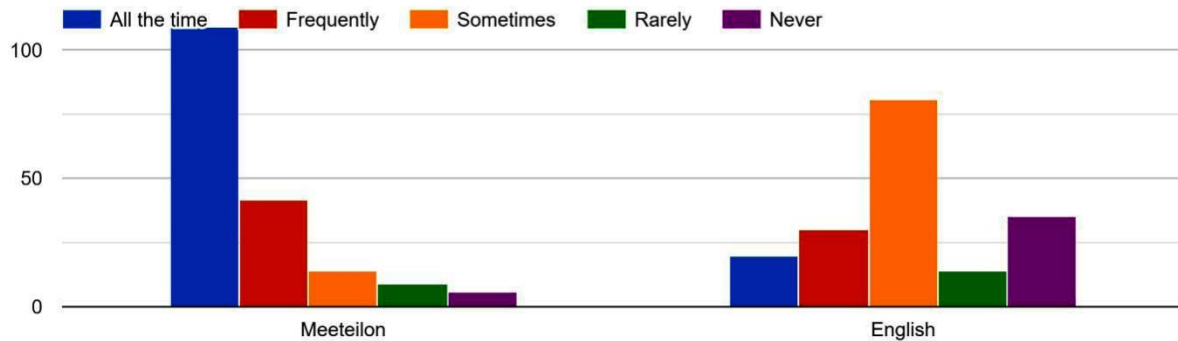
Language	All the time	Frequently	Sometimes	Rarely	Never	Total
Meeteilon	163	15	2	0	0	180
Percentage	90.6%	8.3%	1.1%	0.0%	0.0%	100%
English	1	14	68	31	66	180
Percentage	0.6%	7.8%	37.8%	17.2%	36.7%	100%

The above table shows that 90.6% of respondents use Meeteilon all the time at home while only 0.6% of respondents use English all the time at home. 8.3% of respondents use Meeteilon and 7.8% of respondents use English frequently at home. 1.1% of respondents use Meeteilon and 37.8% of respondents use English sometimes at home. 17.2% of respondents rarely use English at home, and 36.7% never use English at home. The responses of the respondents indicate that the majority of them choose to speak their mother tongue almost all the time at home.

4.2.2 Office/Workplace

The graph below demonstrates how often Meetei use Meeteilon and English in the office/workplace.

Figure 4.2*Language use in Office/Workplace by Meetei*



The above illustration makes it clear that 109 of the 180 respondents use Meeteilon in the office/workplace all the time, whereas 20 use English all the time. 42 respondents speak Meeteilon frequently, and 30 speak English frequently. 14 of the respondents utilize Meeteilon and 81 use English sometimes. 9 respondents utilize Meeteilon and 14 respondents use English rarely. 6 respondents never use Meeteilon, whereas 35 respondents never use English at their workplaces. The percentage of the responses is tabulated below.

Table 4.3

Percentage of Language used in Office/Workplace by Meetei

Language	All the time	Frequently	Sometimes	Rarely	Never	Total
Meeteilon	109	42	14	9	6	180
Percentage	60.6%	23.3%	7.8%	5.0%	3.3%	100%
English	20	30	81	14	35	180

Percentage	11.1%	16.7%	45.0%	7.8%	19.4%	100%
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That means 60.6 % of the respondents reported that they use Meeteilon at the office/workplace all of the time, whereas only 11.1 % of them use English all of the time. Frequently, Meeteilon is used by 23.3 % of respondents, and English is used by 16.7% of respondents. Meeteilon is used by 7.8% of respondents, whereas English is used by 45 per cent of respondents sometimes at their workplace. 5% of respondents utilize Meeteilon and 7.8% use English rarely. Only 3.3 % of respondents never use Meeteilon at work, whereas 19.4 % never use English.

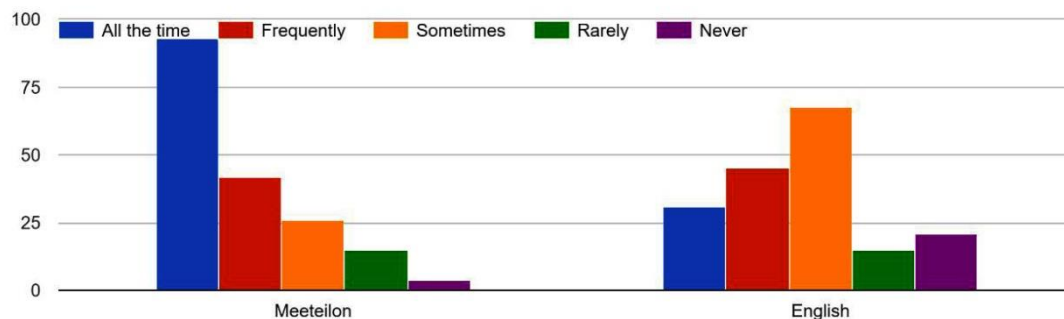
As a result, it appears that the majority of respondents prefer to speak Meeteilon at work. However, it is dependent on the type of job they have; it is also dependent on the type of workplace they work in, as employees who work in big businesses must have excellent English communication skills. Furthermore, English proficiency is required for employment in several important government departments and higher educational institutions. To put it another way, persons who do not speak English are less likely to get hired by banks and multinational companies.

4.2.3. School/College/University

The graph below demonstrates how often Meetei use Meeteilon and English at school/college/university.

Figure 4.3

Language use at School/College/University by Meetei



The preceding data illustration shows that 93 of the 180 respondents use Meeteilon all the time at school, college, or university, whereas 31 use English all the time. 42 respondents state that they use Meeteilon frequently, while 45 use English frequently. 26 of the respondents use Meeteilon at school, college, or university, and 68 use English sometimes. 15 respondents use Meeteilon and English rarely at their educational institutions. And, 4 respondents never use Meeteilon, while 21 never use English at their educational institutions. The percentage of the responses is tabulated below.

Table 4.4

Percentage of Language used at School/College/University by Meetei

Language	All the time	Frequently	Sometimes	Rarely	Never	Total
Meeteilon	93	42	26	15	4	180
Percentage	51.7%	23.3%	14.4%	8.3%	2.2%	100%
English	31	45	68	15	21	180

Percentage	17.2%	25.0%	37.8%	8.3%	11.7%	100%
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The above table shows that 51.7% of respondents reply that they use Meeteilon all of the time at school, college, or university, whereas only 17.2% use English all of the time. Meeteilon is used by 23.3% of respondents frequently, whereas English is used by 25% of respondents. Meeteilon is used by 14.4% of respondents, while English is used by 37.8% of respondents at their educational institutions sometimes. Meeteilon and English are rarely used by 8.3% of respondents equally. Only 2.2% of respondents say they never use Meeteilon, while 11.7% say they never use English in their educational institutions.

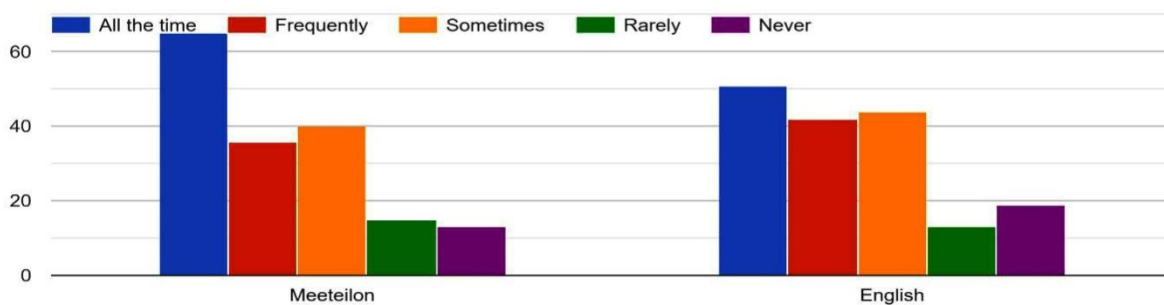
Based on the comments and analysis of the data, it appears that the majority of Meetei prefer to speak Meeteilon at school, college, and university. Educational institutions offer students the opportunity to study a wide range of subjects. Knowledge warehouses, in particular, are found at educational institutions. To obtain such knowledge, however, one must be proficient in the English language, as all of the literature is published in this language except for those language-related subjects. Furthermore, in higher educational institutions where all instruction is performed in English, English is a necessary language. Meetei, on the other hand, appear to prefer Meeteilon to English.

4.2.4. Conference/Seminar/Competitions (debate, extempore speech, quiz, etc.)

The graph below demonstrates how often Meetei use Meeteilon and English at conferences/seminars/competitions (debate, extempore speech, quiz, etc.).

Figure 4.4

Language use at Conference/Seminar/Competitions (Debate, Extempore Speech, Quiz, etc.) by Meetei



Using the data illustrated, it is clear that 65 of the 180 respondents adopt Meeteilon all the time during conferences, seminars, and competitions, whereas 51 use English all the time. Meeteilon is used frequently by 36 respondents, whereas English is used frequently by 42 respondents. On these platforms, 40 of the respondents use Meeteilon, and 44 use English sometimes. Rarely, Meeteilon is used by 15 respondents, and English is used by 13 of them. In addition, 13 respondents never use Meeteilon, whereas 19 never use English. And 11 respondents do not fill out the questionnaire. The percentage of the responses is tabulated below.

Table 4.5

Percentage of Language used at Conference/Seminar/Competitions (Debate, Extempore Speech, Quiz, etc.) by Meetei

Language	All the time	Frequently	Sometimes	Rarely	Never	Total	Total
Meeteilon	65	36	40	15	13	11	180
Percentage	36.1%	20.0%	22.2%	8.3%	7.2%	6.1%	100%
English	51	42	44	13	19	11	180
Percentage	28.3%	23.3%	24.4%	7.2%	10.6%	6.1%	100%

The table shows 36.1% of respondents indicated they use Meeteilon for conferences, seminars, and competitions, whereas 28.3% use English all the time. Meeteilon is frequently used by 20% of respondents, whereas English is used by 23.3% of respondents. At conferences, seminars, and competitions, Meeteilon is spoken by 22.2% of respondents, whereas English is spoken by 24.4% of respondents sometimes. Meeteilon is rarely used by 8.3% of respondents, whereas English is used by 7.2%. At such platforms, 7.2% claim they never use Meeteilon, while 10.6% say they never use English. 6.1% do not respond to the survey because they do not participate in these platforms.

Based on comments and data analysis, Meetei appear to prefer using both Meeteilon and English on these platforms. In recent times, the English language is being used extensively on educational platforms and in competitions. Many presenters attempt to deliver their speeches in both Meeteilon and English. It is assumed that speaking in English draws a broader audience. To put it another way, both local and international people can understand English speech. Meeteilon, on the other hand, is only understood by people who are familiar with the language. It is not comprehended by the general population. As a result, Meetei prefer to use both languages at conferences, seminars, and competitions (debate, extempore speech, quiz, etc).

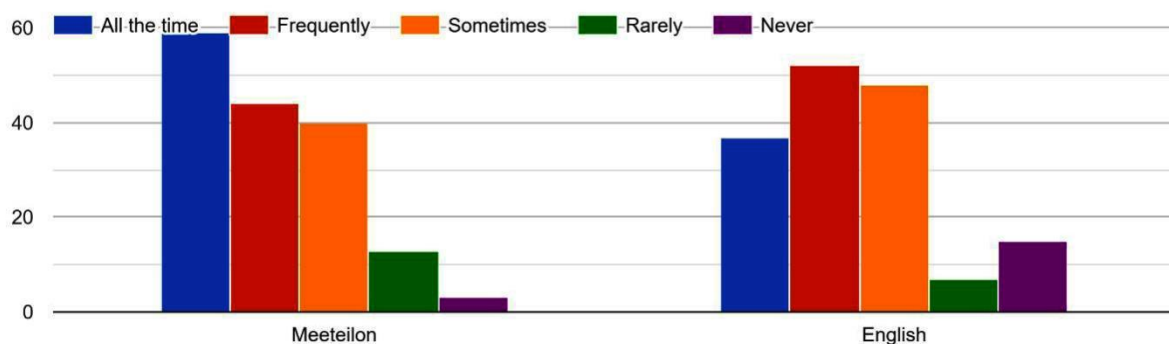
4.2.5. Social Media

The table below shows the Meetei's responses to the use of Meeteilon and English on social media.

The percentage is also tabulated using SPSS data analysis.

Figure 4.5

Language use on Social Media by Meetei



The graph shows that 59 out of 180 respondents use Meeteilon all the time on social media and 37 use English all the time on social media. Meeteilon is frequently used by 45 whereas English is frequently used by 52 respondents. Sometimes, 39 respondents use Meeteilon, and English is used by 48 respondents. 13 respondents use Meeteilon, and English is used by 7 respondents rarely. 3 respondents never use Meeteilon while 15 never use English. 21 respondents did not respond to the question as they do not utilize these platforms.

Table 4.6

Percentage of Language used on Social Media by Meetei

Language	All the time	Frequently	Sometimes	Rarely	Never	Total	Total
Meeteilon	59	45	39	13	3	21	180
Percentage	32.8%	25.0%	21.7%	7.2%	1.7%	11.7%	100%
English	37	52	48	7	15	21	180
Percentage	20.6%	28.9%	26.7%	3.9%	8.3%	11.7%	100%

The table above shows that 32.8% of respondents claim they use Meeteilon all the time on social media, while 20.6% claim they use English all the time. Meeteilon is frequently used by 25% of respondents, whereas English is used by 28.9% in the study. Meeteilon is used by 21.7% of respondents sometimes, whereas English is used by 26.7%. Rarely, Meeteilon is used by 7.2%, while English is used by 3.9%. Only 1.7% of respondents say they never use Meeteilon, and 8.3% say they never use English. 11.7% do not answer the questionnaire since they do not use these platforms.

Based on the above observations, Meetei appear to use both Meeteilon and English equally on social media most of the time with slight differences.

4.3 Attitudes of Meetei towards the English Language

Everyone in society indeed cherishes their mother tongue because it is linked to their emotions, feelings, and ethnic identity. However, due to the pervasive influence of English as a language of modernization in this current period of globalization, linguistic attitudes are changing over time. Many folks might be seen speaking English with their children and family members at home.

However, which language people want to speak is determined by their attitude. This section examines Meetei's attitudes towards the English language as a whole. The data is presented in the form of charts and tables.

4.3.1 Analysis of Responses to each Statement

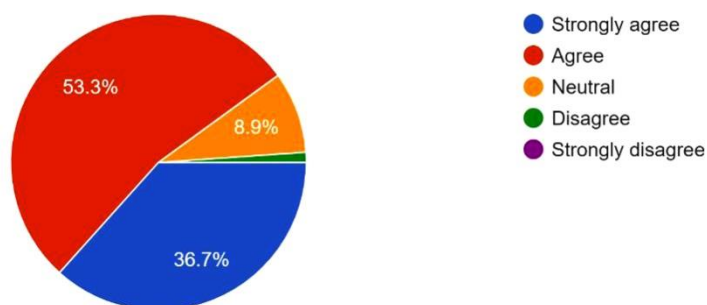
In this section, each questionnaire item and all the responses are analysed in order to fully understand Meetei's perspective on the English language.

Statement 1: English is necessary for academic and career development.

The primary objective of the statement is to ascertain whether Meetei believe that English is necessary for their academic and career development. With the use of the pie chart provided below, the information regarding the respondents' responses to the statement has been illustrated.

Figure 4.6

Comparison of all the Responses to Statement 1



According to the data, 66 out of 180 respondents strongly agree with the statement, and 96 respondents agree. 2 respondents disagree with the statement and 16 respondents remain neutral, no respondent is found to strongly disagree. Only 0% of respondents and 1.1% of respondents, respectively, strongly disagree and disagree with the notion that English is necessary for their academic and career progress. 53.3% of respondents (out of 100%) indicated they agree with the statement, and 36.7% said they strongly agree with it. The information from the respondents' responses is shown with the help of the table below.

Table 4.7

Overall Percentage of all the Responses to Statement 1

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	0	2	16	96	66	180	
Percentage	0.0%	1.1%	8.9%	53.3%	36.7%	100%	
Likert Value	0	4	48	384	330	766	4.26

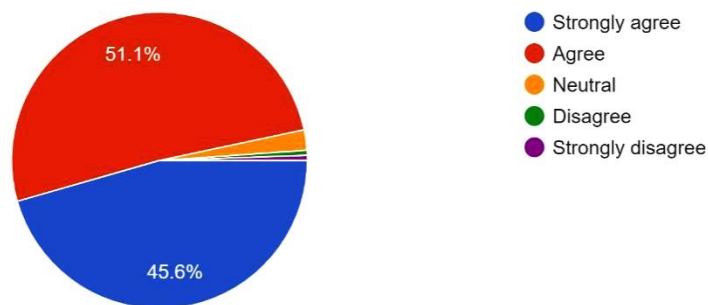
The average value shown in the above table indicates that Meetei have a strong positive attitude towards learning English for their academic and career development.

Statement 2: Parents prefer to send their children to English medium schools.

The primary objective of the statement is to ascertain if parents prefer to send their children to English- or vernacular-medium schools. The information regarding the respondents' responses to the remark has been shown using the pie chart that is presented below.

Figure 4.7

Comparison of all the Responses to Statement 2



According to the data, 82 out of 180 respondents strongly agree with the assertion. 92 respondents agree that they want to enrol their kids in English-medium schools. 4 respondents respond neutrally. And 1 strongly disagrees and 1 disagrees with the statement. That is, only 0.6% of the 180 respondents strongly disagree and 0.6% disagree with the statement, out of a total of 100%. 51.1% of respondents agree that they aspire to send their kids to English-medium schools, while 45.6% of respondents strongly agree with the statement. 2.2% of respondents are labelled as neutral. Thus, it is clear that Meetei parents have a strong desire to enrol their children in English-medium schools. They appear to be interested in learning English.

Table 4.8

Overall Percentage of all the Responses to Statement 2

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	1	1	4	92	82	180	
Percentage	0.6%	0.6%	2.2%	51.1%	45.6%	100%	
Likert Value	1	2	6	368	410	787	4.37

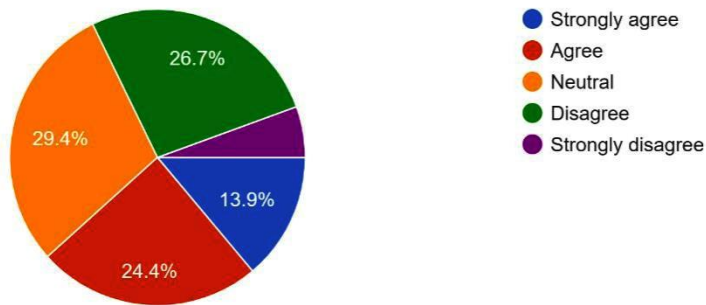
From the above table , it is clear that Meetei parents have a strong positive attitude towards English and have a strong desire to enrol their kids in English-medium schools.

Statement 3: English should be the medium of instruction from primary to higher educational institutions.

With the help of the pie chart provided below, the information regarding the respondents' responses to the statement, “English should be the medium of instruction from primary to higher educational institutions” is displayed.

Figure 4.8

Comparison of all the Responses to Statement 3



Out of 180 responders, 25 strongly agree with the aforementioned statement, and 44 agree. 53 participants are neutral. 48 respondents disagree with this and 10 strongly disagree. A total of 24.4% of respondents and 13.9% of respondents both agree and strongly agree respectively. 29.4% are neutral. Out of all respondents, 26.7% said that they disagree with the assertion and 5.6% strongly disagree. It is understood that 38.3% of Meetei respondents accept English as the medium of instruction from primary level to higher educational institutions, whereas 32.3% are opposed to the assertion and 29.4% remain impartial.

Table 4.9

Overall Percentage of all the Responses to Statement 3

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	10	48	53	44	25	180	
Percentage	5.6%	26.7%	29.4%	24.4%	13.9%	100%	

Likert Value	10	96	159	176	125	566	3.14
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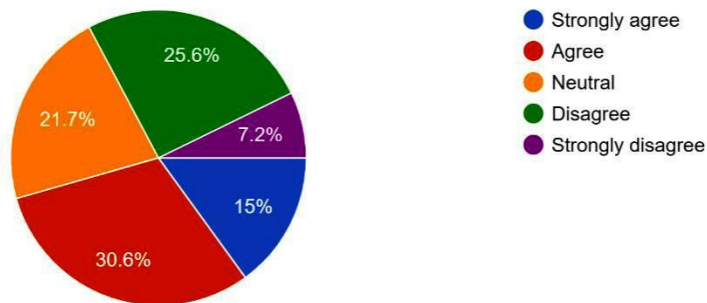
The information regarding the respondents' responses to the statement is displayed with the aid of the table provided above. The average value demonstrates that Meetei have a neutral attitude towards English being the medium of instruction from primary to higher educational institutions.

Statement 4: English is associated with the elite classes.

The statement's main goal is to determine whether Meetei think English is linked with the elite classes. The information regarding the respondents' reactions to the remark has been shown using the pie chart that is presented below.

Figure 4.9

Comparison of all the Responses to Statement 4



Among the 180 respondents, 27 strongly agree, and 55 respondents agree. A total of 46 individuals disagree with the statement, while 13 others strongly disagree. 39 participants give responses as

neutral. The above pie chart shows that 15% of respondents strongly agree with the statement, 30.6% of respondents agree and 21.7% are neutral with it, 25.6% of respondents disagree and 13% strongly disagree. It means out of a total of 100%, 45.6% agree with the assertion that the English language is connected with the elite classes, while 32.8% disagree. The data is presented in tabular form in the table that follows.

Table 4.10

Overall Percentage of all the Responses to Statement 4

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	13	46	39	55	27	180	
Percentage	7.2%	25.6%	21.7%	30.6%	15.0%	100%	
Likert Value	13	92	117	220	135	577	3.21

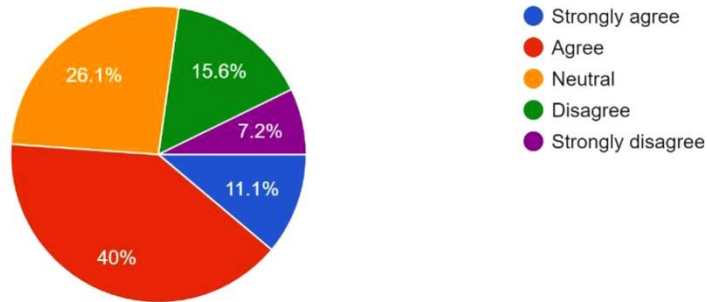
From the above table, it can be seen that Meetei have a neutral attitude with the assertion that English is associated with the elite classes.

Statement 5: People who can communicate in English look down on others who cannot.

The statement's main goal is to determine whether Meetei think that people who can speak English look down on those who cannot. The information regarding the respondents' replies to the statement is illustrated using the pie chart below.

Figure 4.10

Comparison of all the Responses to Statement 5



Out of 180 respondents, 72 agree with the statement, and 20 strongly agree. 28 respondents disagree with the statement, and 13 respondents strongly disagree, according to their responses. The remaining 47 respondents, though, appeared to be neutral. The pie chart shows that 11.1% of the total respondents strongly agree with the statement, 40% agree, and 26.1% are neutral about it, compared to 15.6% who disagree and 7.2% who strongly disagree. Out of a total of 100 respondents, 51.1% agree with the assertion that those who can speak English look down on those who cannot, while 22.8% disagree.

Table 4.11

Overall Percentage of all the Responses with Statement 5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average

No. of Respondents	13	28	47	72	20	180	
Percentage	7.2%	15.6%	26.1%	40.0%	11.1%	100%	
Likert Value	13	56	141	288	250	748	4.16

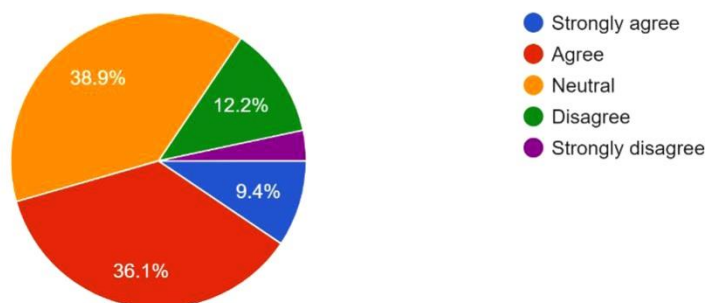
The table presented above demonstrates that Meetei have a strong positive view on the statement that people who can communicate in English look down on others who cannot.

Statement 6: In social media, Meetei use English more than Meeteilon.

The primary objective of the statement is to determine Meetei's preferred language used on social media. The pie chart below demonstrates the responses provided by respondents.

Figure 4.11

Comparison of all the responses to Statement 6



The data shows that 65 and 17 out of 180 respondents agree and strongly agree respectively. 22 respondents disagree with the statement, and 6 respondents strongly disagree. 70 respondents gave a neutral response. The result shows that 12.2% of respondents disagree and 3.3% of respondents strongly disagree with the statement, 9.4% of the total respondents strongly agree, 36.1% agree, and 38.9% are neutral. 70 responders give a neutral response. For better comprehension, the above data is displayed in the table below.

Table 4.12

Overall Percentage of all the Responses to Statement 6

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	6	22	70	65	17	180	
Percentage	3.3%	12.2%	38.9%	36.1%	9.4%	100%	
Likert Value	6	44	210	260	85	605	3.36

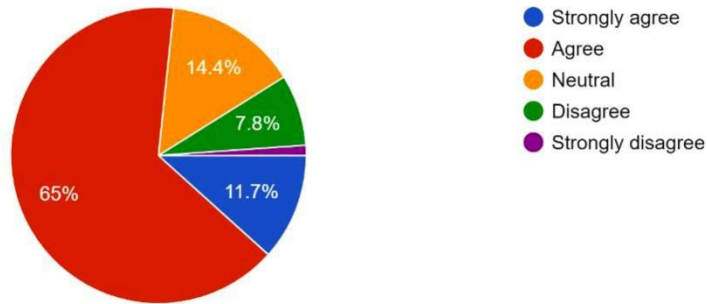
The average value from the above table demonstrates that Meetei have a neutral attitude to the statement that Meetei uses English more than Meeteilon in social media.

Statement 7: English is becoming a commonly accepted language in the state.

English was initially not accepted in the Meetei society, hence the purpose of the statement is to determine how respondents feel about the idea that English is now widely used there. To evaluate this statement more clearly, the pie chart and table below present the respondents' responses with percentages.

Figure 4.12

Comparison of all the responses to Statement 7



The data shows that, out of the 180 respondents, 117 agree and 21 strongly agree, 14 disagree and 2 strongly disagree with the statement. 138 people answer the statement positively in total with only 16 respondents responding negatively and 26 neutrally.

Table 4.13

Overall Percentage of all the Responses to Statement 7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	2	14	26	117	21	180	
Percentage	1.1%	7.8%	14.4%	65.0%	11.7%	100%	
Likert Value	2	28	78	468	105	681	3.78

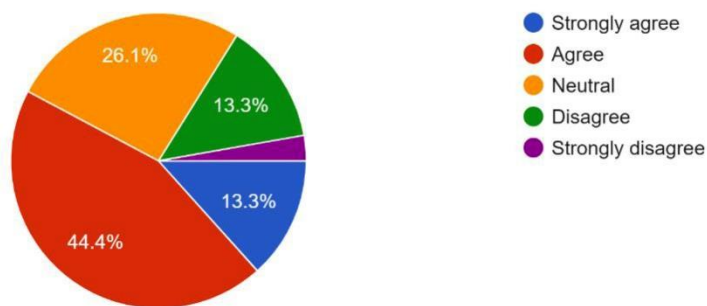
The data above indicates that Meetei have a positive attitude towards the statement that English is becoming a commonly accepted language in the state.

Statement 8: Meetei feel proud when they speak in English.

The objective of the statement is to find out whether Meetei take pride in their English-speaking abilities. The information regarding the respondents' replies to the statement has been illustrated using the pie chart and table below.

Figure 4.13

Comparison of all the Responses to Statement 8



According to the above data, 24 of the 180 respondents strongly agree, and 80 respondents agree. 27 respondents disagree, 5 respondents strongly disagree, and 47 participants gave neutral responses.

Table 4.14

Overall Percentage of all the Responses to Statement 8

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	5	24	47	80	24	180	
Percentage	2.8%	13.3%	26.1%	44.4%	13.3%	100%	
Likert Value	5	48	141	320	120	634	3.52

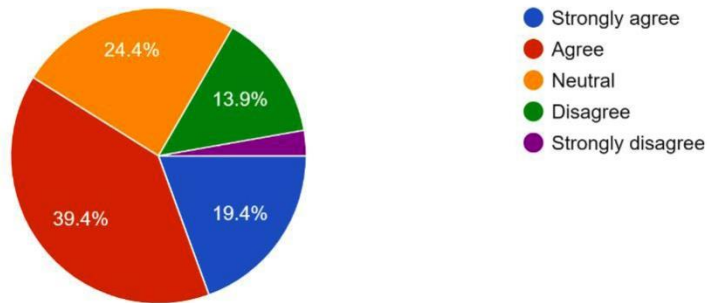
Out of a total of 180 responders, 13.3 % strongly agree and 44.4 % agree with the statement. Overall, 57.7% of respondents agree that Meetei people feel proud to be able to communicate in English, while 2.8% strongly disagree and 13.3% disagree with the statement. Neutral responses make up 26.1% of the sample. The average value demonstrates that Meetei seem to have slightly positive attitude towards the notion that Meetei feel proud when they speak in English.

Statement 9: It's uneasy to hear a Meetei speak English when interacting with another Meetei.

The purpose of the statement is to comprehend how a Meetei feels when hearing another Meetei speak English when they are communicating with one another. With the help of the pie chart and table provided below, the data has been presented with percentages.

Figure 4.14

Comparison of all the responses to Statement 9



Out of 180 respondents, 35 strongly agree and 71 agree with the above statement. 44 participants give a neutral response. 25 respondents disagree and 5 strongly disagree. The table below shows 19.4% of respondents strongly agree and 39.4% agree with the statement. Neutral responses account for 24.4%. Only 2.8% of respondents strongly disagree, and 13.9% of respondents disagree.

Table 4.15

Overall Percentage of all the Responses to Statement 9

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	5	25	44	71	35	180	
Percentage	2.8%	13.9%	24.4%	39.4%	19.4%	100%	
Likert Value	5	50	132	284	175	646	3.59

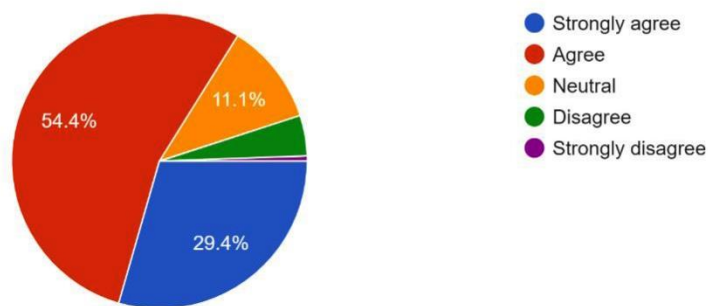
The average value from the above table shows that Meetei have a slightly positive attitude toward the assertion that “It’s uneasy to hear a Meetei speak English when interacting with another Meetei”.

Statement 10: English plays an important role in bridging the gap between other communities who do not know Meeteilon.

The statement's main goal is to determine how English helps other communities that do not know Meeteilon and bridge the communication gap. The table and pie chart below contains the information that was gathered for the statement.

Figure 4. 15

Comparison of all the Responses to Statement 10



According to the data, 53 respondents strongly agree, and 98 respondents agree with the statement. 20 respondents gave the statement a neutral response. The data also show that 1 strongly disagrees and 8 disagree with the statement. That is, 29.4% strongly agree and 54.4% agree. In

total, 83.8% of respondents out of 100% indicate that they agree with the statement, and 11.1% of respondents respond neutrally. The data show that 4.4% of respondents disagree and 0.6% strongly disagree with it.

Table 4.16

Overall Percentage of all the Responses with Statement 10

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	1	8	20	98	53	180	
Percentage	0.6%	4.4%	11.1%	54.4%	29.4%	100%	
Likert Value	1	16	60	392	265	734	4.08

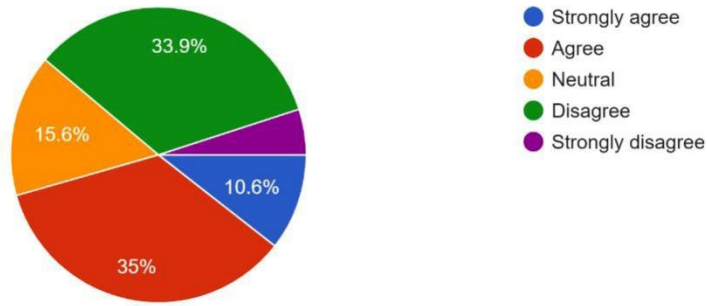
The average value from the above table indicates that Meetei have a positive attitude towards the role of English as a link language in a state like Manipur where different language speakers reside.

Statement 11: English is the only language for scientific and technical study.

As English is a global language, the most effective approach to communicating research findings with scientists around the world today is in English. Many countries still produce journals in their mother tongue, but English plays a significant role in allowing readers outside of their society to access those research articles. The purpose of framing this statement is to determine whether Meetei share the same sentiment.

Figure 4.16

Comparison of all the Responses to with Statement 11



The pie chart and the table below indicate that out of 180 respondents, 19 strongly agree and 63 respondents agree. 28 respondents respond neutrally to the statement. The data also shows that 61 respondents disagree and 9 strongly disagree. It means 10.6% out of 100% strongly agree and 35% agree. 15.6% is neutral. 33.9% disagree and 5% strongly disagree. It means 45.6% support English as a language of science while 38.9% are not in favour of it. The responses with percentage are tabulated below.

Table 4.17

Overall Percentage of all the Responses to Statement 11

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	9	61	28	63	19	180	

Percentage	5.0%	33.9%	15.6%	35.%	10.6%	100%	
Likert Value	9	122	84	252	95	562	3.12

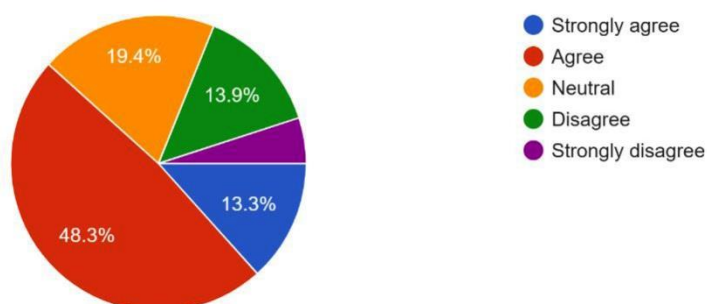
The average value from the above table shows that Meetei have a neutral attitude towards the notion that it is the only language for scientific and technical studies.

Statement 12: English hegemonizes over other regional languages.

English has overtaken other languages as the most widely used language for communication, banking, aviation, government, and the internet globally. The goal of formulating this question is to ascertain whether Meetei feel that English dominates over other regional languages of Manipur. The data has been calculated, converted to percentages, and presented using the table and pie chart below.

Figure 4.17

Comparison of all the Responses to Statement 12



The data shows that 24 out of 180 respondents strongly agree with the statement and 87 respondents express their responses as agree whereas 25 respondents disagree and 9 strongly disagree with the statement. 35 respondents give their responses neither positively nor negatively, which means they are neutral. The data has been converted to percentages and shown in both the pie chart and table to know more about the different attitudes towards the statement.

Table 4.18

Overall Percentage of all the Responses to Statement 12

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	9	25	35	87	24	180	
Percentage	5.0%	13.9%	19.4%	48.3%	13.3%	100%	
Likert Value	9	50	105	348	120	632	3.51

The above table demonstrates that 13.3% out of 100% of the respondents Strongly agree with the statement and 48.3% of the respondents agree. Looking at the negative responses such as strongly disagree and disagree, 13.9 % of the respondents disagree and 5% of the respondents strongly disagree with the statement. And, 19.4% of the respondents have responded neutrally. The average value shows that Meeteis have a slightly positive attitude towards the statement “*English hegemonizes other regional languages of Manipur*”.

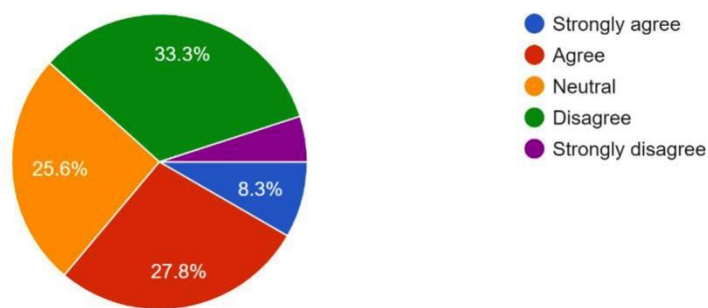
Statement 13: Any language can replace the position of English.

English is widely used in Meetei society for a variety of reasons. So, the purpose of the statement

is to determine whether another language can take English's place. The collected data for the statement is presented in the pie chart and table below.

Figure 4.18

Comparison of all the Responses to Statement 13



When the respondents' responses to the statement are taken into consideration, they have responded almost equally. From the data, it is understood that out of 180 respondents, 15 strongly agree and 50 agree with the statement. 46 respondents respond as neutral. 60 respondents disagree and 9 strongly disagree. The total number of respondents who respond positively to the statement is 65. Of those who responded unfavourably to the statement are 69 respondents. That means 36.1% respond positively to the statement and 38.3% respond negatively and 25.6% remain impartial to the statement.

Table 4.19

Overall Percentage of all the Responses to Statement 13

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	9	60	46	50	15	180	
Percentage	5.0%	33.3%	25.6%	27.8%	8.3%	100%	
Likert Value	9	120	138	200	75	542	3.01

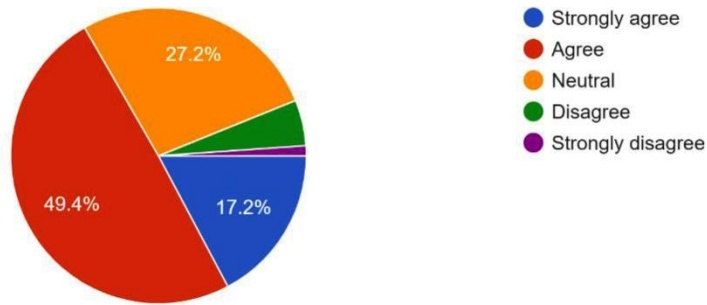
The average value from the above table demonstrates that Meetei have a neutral attitude towards the notion that any language can replace the position of English.

Statement 14: Learning English should be encouraged.

Meeteilon is the official language and English is the second official language of the state. Since there are many communities who speak different languages in Manipur, practically all of the official announcements are written in English. So, the statement is about ascertaining the attitude Meetei have towards studying English as English becomes an important language in the state.

Figure 4.19

Comparison of all the Responses to Statement 14



The data show that out of 180 respondents, 31 respondents strongly agree and 89 respondents respond that they agree with the statement. When we look at the negative response of the respondents, 9 respondents respond that they disagree with the statement and 2 strongly disagree. And 49 respondents respond neutrally.

Table 4.20

Overall Percentage of all the Responses to Statement 14

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	2	9	49	89	31	180	
Percentage	1.1%	5.0%	27.2%	49.4%	17.2%	100%	
Likert Value	2	18	147	356	155	678	3.77

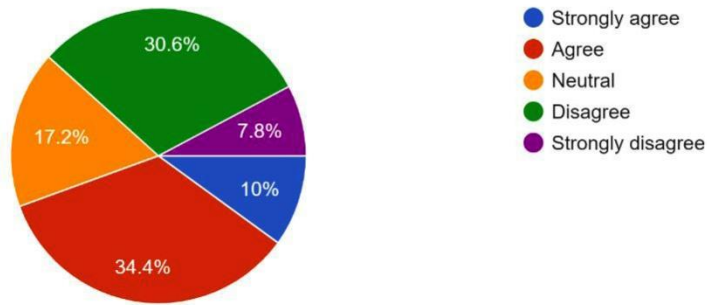
The data illustrates that respondents are highly in favour of the statement: Learning English should be encouraged. To be clear, out of 100 % of the respondents, 17.2% strongly agreed with the statement and 49.4 % of the respondents agreed, only 1.1%% of respondents respond that they strongly disagree with the statement and 5% disagree. 27.2% of the respondents are neutral. The majority of the respondents, that is 66.6%, are in favour of the statement and only 6.1% are not in favour. The average value shows that Meetei have a positive attitude towards learning English.

Statement 15: Learning English affects the cultural identity of Meetei.

The expression of culture is inextricably linked to language. It serves a crucial social purpose in fostering a sense of collective identification and cohesion by serving as a means of expressing values, beliefs, and practices. It serves as a vehicle for transmitting and preserving culture, along with its customs and shared values. Therefore, learning a language involves not only learning the alphabet, the meaning of words, grammar rules, and word order, but also learning about social behaviour and cultural practices. Thus, the statement has been framed to find out whether Meetei feel that studying English has an impact on their cultural identity.

Figure 4.20

Comparison of all the Responses to Statement 15



It is found that respondents have both positive and negative opinions of the statement. Out of 180 respondents, 62 respondents agree with the statement and 18 respondents expressed their responses as strongly agree whereas 55 respondents disagree and 14 strongly disagree with the statement. 31 respondents responded neither positively nor negatively, which means are they neutral.

Table 4.21

Overall Percentage of all the Responses to Statement 15

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
No. of Respondents	14	55	31	62	18	180	
Percentage	7.8%	30.6%	17.2%	34.4%	10.0%	100%	
Likert Value	14	110	93	248	90	555	3.08

The table shows that 34.4 out of 100 % of the respondents agree with the statement and 10% of the respondents strongly agree. When we look at the negative responses such as strongly disagree and disagree, 30.6% of the respondents disagree and 7.8% of the respondents strongly disagree with the statement. 17.2% of respondents respond neutrally. The average value shows that Meetei have a neutral attitude towards the statement “Learning English affects the cultural identity of Meetei”.

4.3.2 Overall Percentages and According to Variables and Themes

The main objective of finding the overall percentages of all the respondents' statements is to study Meetei's general perception of the English language. The total respondents' responses and percentages according to variables such as age, gender, occupation, area and the three themes mentioned in the previous chapter are shown with the help of the table below.

Table 4.22

Total Responses and Percentage of all the Statements

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Total responses	161	577	555	992	415	2700	
Percentage	5.96%	21.37%	20.56%	36.74%	15.37%	100%	
Likert Value	161	1154	1665	3968	2075	9023	3.34

The finding shows that 161 responses and 577 out of 2700 strongly disagree and disagree with the statements. 555 remain neutral, 992 and 415 responses agree and strongly agree respectively. It means out of a total of 100% of respondents, 5.96% of respondents strongly disagree and 21.37% of respondents disagree, 20.56% of respondents are neutral, 36.74% agree, and 1.37% strongly agree. The average value shows 3.34, and it indicates that Meetei in general have a neutral attitude towards English.

4.3.2.1 Language Attitude of Meetei according to Age

As age has a significant effect on people's attitudes, this section examines whether Meetei from various age groups have different attitudes towards English. The overall responses and the percentages of all statements for the age ranges of 18 to 30, 31 to 45, and 46 to 60 & above are shown in the table below.

Table 4.23

Total Responses and Percentage of all the Statements According to Age

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
18-30	62	231	215	466	226	1200	
Percentage	5.17%	19.25%	17.92%	38.83%	18.83%	100%	
Likert Value	62	462	645	1864	1130	4163	3.47
31-45	92	243	248	376	166	1125	

Percentage	8.18%	21.6%	22.04%	33.42%	14.76%	100%	
Likert Value	92	486	744	1504	830	3656	3.25
46-60 & above	7	103	92	150	23	375	
Percentage	1.87%	27.47%	24.53%	40.00%	6.13%	100%	
Likert Value	7	206	276	600	115	1204	3.21
Total responses	161	577	555	992	415	2700	
Total Percentage	5.96%	21.37%	20.56%	36.74%	15.37%	100%	

The above table shows that out of 1200 responses, 62 strongly disagree, 231 disagree, 215 remain neutral, 466 agree and 226 strongly agree from the age group 18-30. That means out of 100%, 5.17% strongly disagree, 19.25% disagree, 17.92% are neutral, 38.83% agree and 18.83% strongly agree. From the age group 31-45, 92 strongly disagree, 243 disagree, 248 are neutral, 376 agree and 166 strongly agree out of 1125 responses. That means 8.18% strongly disagree, 21.6% disagree, 22.04% remains neutral, 33.42% agree and 14.76% strongly agree. And from the age group 46-60 and above, out of 375 responses, 7 strongly disagree, 103 disagree, 92 remain neutral, 150 agree and 23 strongly agree. That means 1.87% strongly disagree, 27.47% disagree, 24.53% remains neutral, 40.00% agree and 6.13% strongly agree. By comparing the averages of respondents, it can be seen that all three age groups have a neutral attitude towards English.

Table 4.24*Attitude Towards the Aspiration of Learning English for Academic and Career Development**According to Age*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
18-35	15	48	52	166	119	400	
Percentage	3.75%	12.00%	13.00%	41.5%	29.75%	100%	
Likert Value	15	96	156	664	595	1526	3.81
36-45	7	51	75	155	87	375	
Percentage	1.87%	13.60%	20.00%	41.33%	23.20%	100%	
	7	102	225	620	436	1390	3.71
46-60 & above	0	22	23	63	17	125	
Percentage	0.00%	17.60%	18.40%	50.40%	13.60%	100%	
Likert Value	0	44	69	252	85	450	3.60
Total Responses	22	121	150	384	223	900	
Percentage	2.44%	13.44%	16.67%	42.67%	24.78%	100%	

The above table shows that out of 400 responses, 15 strongly disagree, 48 disagree, 52 remain neutral, 166 agree and 119 strongly agree from the age group 18-30. It means out of 100%, 3.75% strongly disagree, 12% disagree, 13% are neutral, 41.5% agree and 29.75% strongly agree. From the age group 31-45, 7 strongly disagree, 51 disagree, 75 are neutral, 155 agree and 87 strongly agree out of 375 responses. It means 1.87% strongly disagree, 13.6% disagree, 20% remains

neutral, 41.33% agree and 23.2% strongly agree. And from the age group 46-60 and above, no one strongly disagrees out of 125 responses, whereas 22 disagree, 23 remain neutral, 63 agree and 17 strongly agree. It means no one strongly disagrees, 17.6% disagree, 18.4% remain neutral, 50.4% agree and 13.6% strongly agree.

By comparing the average of all the responses, it can be observed that all three age groups have a positive attitude toward learning English for academic and career development.

Table 4.25

Attitude Towards English in Society According to Age

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
18-35	39	125	126	210	60	560	
Percentage	6.96%	22.32%	22.50%	37.50%	10.71%	99.99%	
Likert Value	39	250	378	840	300	1537	2.74
36-45	56	130	130	156	53	525	
Percentage	10.67%	24.76%	24.76%	29.71%	10.10%	100%	
Likert Value	56	260	390	624	265	1595	3.09
46-60 & above	5	54	53	59	4	175	
Percentage	2.86%	30.86%	30.28%	33.71%	2.29%	100%	
Likert Value	5	108	159	236	20	528	3.02
Total Responses	100	309	309	425	117	1260	
Percentage	7.94%	24.52%	24.52%	33.73%	9.29%	100%	

The above table shows that out of 560 responses, 39 strongly disagree, 125 disagree, 126 remain neutral, 210 agree and 60 strongly agree from the age group 18-30. It means out of 100%, 6.96% strongly disagree, 22.32% disagree, 22.5% is neutral, 37.5% agree and 10.71% strongly agree. From the age group 31-45, out of 525 responses 56 strongly disagree, 130 disagree, 130 are neutral, 156 agree and 53 strongly agree. It means 10.67% strongly disagree, 24.76% disagree, 24.67% remain neutral, 29.71% agree and 10.1% strongly agree. And from the age group 46-60 and above, 5 strongly disagree out of 175 responses, 54 disagree, 53 remain neutral, 59 agree and 4 strongly agree. It means 2.86% strongly disagree, 30.86% disagree, 30.28% remain neutral, 33.71% agree and 2.29% strongly agree.

The averages of responses demonstrate that all three age groups have a neutral attitude regarding the use of the English language in society. Comparing the averages, the younger age group shows slightly negative attitude.

Table 4.26

Attitude towards English's Position in Relation to other Languages According to Age

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
18-35	8	58	37	90	47	240	
Percentage	3.33%	24.17%	15.42%	37.5%	19.58%	100%	
Likert Value	8	116	111	360	235	830	3.46
31-45	29	62	43	65	26	225	
Percentage	12.89%	27.56%	19.11%	28.89%	11.55%	100%	
Likert Value	29	124	129	260	130	672	2.67

46-60 & above	2	27	16	28	2	75	
Percentage	2.67%	36.00%	21.33%	37.33%	2.67%	100%	
Likert Value	2	56	46	112	10	224	2.99
Total responses	39	147	96	183	75	540	
Total Percentage	7.22%	27.22%	17.78%	33.89%	13.89%	100%	

The above table shows that out of 240 responses, 8 strongly disagree, 58 disagree, 37 remain neutral, 90 agree and 47 strongly agree from the age group 18-30. It means out of 100%, 3.33% strongly disagree, 24.17% disagree, 15.42% are neutral, 37.5% agree and 19.58% strongly agree. From the age group 31-45, out of 225 responses 29 strongly disagree, 62 disagree, 43 are neutral, 65 agree and 26 strongly agree. It means 12.89% strongly disagree, 27.56% disagree, 19.11% remain neutral, 28.89% agree and 11.55% strongly agree. And from the age group 46-60 and above, 2 strongly disagree out of 75 responses, 27 disagree, 16 remain neutral, 28 agree and 2 strongly agree. It means 2.67% strongly disagree, 36% disagree, 21.33% remains neutral, 37.33% agree and 2.67% strongly agree.

The average values demonstrate that all the respondents have neutral attitude towards the position of English in relation to other languages. Comparing the average values, respondents from the age group 18-30 have more neutrality than the other two age groups, that are 31-45 and 46-60 & above.

4.3.2.2 Language attitude of Meetei according to Gender

As gender is a significant factor in learning a language, the current study focuses on the role that

gender plays in determining the attitude towards English by Meetei males and females. The table below shows the overall responses and the percentages of all statements according to gender.

Table 4.27

Total Responses and Percentage of All the Statements According to the Genders Male and Female

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Male responses	65	285	247	453	135	1185	
Percentage	5.49%	24.05%	20.84%	38.23%	11.39%	100%	
Likert Value	65	570	741	1812	675	3863	3.26
Female responses	96	292	308	539	280	1515	
Percentage	6.3%	19.3%	20.3%	35.6%	18.5%	100%	
Likert Value	96	584	924	2156	1400	5160	3.41
Total responses	161	577	555	992	415	2700	
Total Percentage	5.9%	22.2%	20.5%	36.4%	15%	100%	

According to the data, 65 responses out of 1185 for males strongly disagree, 285 disagree, 247 responses remain neutral, 453 agree and 135 strongly agree. That means out of 100%, 5.49% of male respondents strongly disagree, 24.05% disagree, 20.84% are neutral, 38.23% agree and 11.39% strongly agree. And for females, 96 responses out of 1515 strongly disagree, 292 disagree, 308 responses are neutral, 539 agree and 280 strongly agree. That means out of 100%, 6.3% of female respondents strongly disagree, 19.3% disagree, 20.3% are neutral, 35.6% agree and 18.5%

strongly agree. The averages of respondents shows that both genders have a neutral attitude towards English.

Table 4.28

*Attitude towards the Aspiration of Learning English for Academic and Career Development
According to Gender*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Male	11	58	71	175	80	395	
Percentage	2.78%	14.7%	17.97%	44.30%	20.25%	100%	
Likert Value	11	116	213	700	400	1440	3.65
Female	11	63	79	209	143	505	
Percentage	2.18%	12.47%	15.64%	41.39%	28.32%	100%	
Likert Value	11	126	237	836	715	1925	3.81
Total responses	22	121	150	384	223	900	
Total Percentage	2.44%	13.44%	16.67%	42.67%	24.78%	100%	

According to the data, 11 responses of males out of 395 strongly disagree, 58 disagree, 71 responses remain neutral, 175 agree and 80 strongly agree. It means out of 100%, 2.78% of male respondents strongly disagree, 14.7% disagree, 17.97% are neutral, 44.3% agree and 20.25% strongly agree. And for females, 11 responses out of 505 strongly disagree, 63 disagree, 79 responses are neutral, 209 agree and 143 strongly agree. That means out of 100%, 2.18% of female respondents strongly disagree, 12.47% disagree, 15.64% are neutral, 41.39% agree and 28.32%

strongly agree. Comparing the percentages of respondents, both males and females have a positive attitude towards learning English for academic and career development but it demonstrates that females have a greater degree of positivity than males.

Table 4.29

Attitude towards English in Society according to Gender

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Male	43	157	133	192	28	553	
Percentage	7.78%	28.39%	24.05%	34.72%	5.06%	100%	
Likert Value	43	314	399	768	140	1664	3.01
Female	56	154	171	233	93	707	
Percentage	7.92%	21.78%	24.19%	32.96%	13.15%	100%	
Likert Value	56	308	513	932	465	2274	3.22
Total responses	99	311	304	425	121	1260	
Total Percentage	7.86%	24.68%	24.13%	33.73%	9.60%	100%	

According to the data, 43 responses of males out of 553 strongly disagree, 157 disagree, 133 responses remain neutral, 192 agree and 28 strongly agree. It means out of 100%, 7.78% of male respondents strongly disagree, 28.39% disagree, 24.05% are neutral, 34.72% agree and 5.06% strongly agree. And for females, 56 responses out of 707 strongly disagree, 154 disagree, 171 responses are neutral, 233 agree and 93 strongly agree. That means out of 100%, 7.92% of female respondents strongly disagree, 21.78% disagree, 24.19% are neutral, 32.96% agree and 13.15%

strongly agree. The averages of respondents show both males and females have a neutral attitude towards the position of English in society.

Table 4.30

Attitude towards English's position in relation to other languages according to Gender

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Male	11	70	43	86	27	237	
Percentage	4.64%	29.54%	18.14%	36.29%	11.39%	100%	
Likert Value	11	140	129	344	135	759	3.20
Female	29	75	58	97	44	303	
Percentage	9.57%	24.75%	19.14%	32.01%	14.52%	100%	
Likert Value	29	150	174	388	220	961	3.17
Total responses	40	145	101	183	71	540	
Total Percentage	7.41%	26.85%	18.70%	33.89%	13.15%	100%	

According to the data, 29 responses of males out of 303 strongly disagree, 75 disagree, 58 responses remain neutral, 97 agree and 44 strongly agree. It means out of 100%, 9.57% of male respondents strongly disagree, 24.75% disagree, 19.14% are neutral, 32.01% agree and 14.52% strongly agree. And for females, 11 responses out of 237 strongly disagree, 70 disagree, 43 responses are neutral, 86 agree and 27 strongly agree. That means out of 100%, 4.64% of female respondents strongly disagree, 29.54% disagree, 18.14% are neutral, 36.29% agree and 11.39%

strongly agree. The averages of respondents show that both males and females have a neutral attitude towards the English language and its position in relation to other languages.

4.3.2.3 Language attitude of Meetei according to Occupation

This section examines the possible effects of Meetei's various occupations on attitudes towards the English language. The respondents are divided into 4 groups—students, teachers, and others who work at home like weavers, carpenters, farmers, etc. and those who work outside the home like doctors, nurses, engineers, bank employees, etc. —to learn more about their perceptions towards a language with a diversity of jobs and work experiences. The following table shows the total responses and the percentage of all statements.

Table 4.31

Total responses and percentage of all the statements according to Occupation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Students	81	265	249	515	240	1350	
Percentage	6.00%	19.63%	18.44%	38.15%	17.78%	100%	
Likert Value	81	530	747	2060	1200	4618	3.42
Teachers	20	89	98	109	44	360	
Percentage	5.56%	24.72%	27.22%	30.28%	12.22%	100%	
Likert Value	20	178	294	436	220	1148	3.19

Work outside home	17	82	50	109	57	315	
Percentage	5.4%	26.03%	15.87%	34.6%	18.1%	100%	
Likert Value	20	164	150	436	285	1055	3.35
Work at home	43	141	158	259	74	675	
Percentage	6.37%	20.89%	23.41%	38.37%	10.96%	100%	
Likert Value	43	282	474	1036	370	2205	3.27
Total responses	161	577	555	992	415	2700	
Total Percentage	5.96%	21.37%	20.56%	36.74%	15.37%	100%	

The above table demonstrates that out of 1350 responses from students, 81 strongly disagree, 265 disagree, 246 remain neutral, 515 agree and 240 strongly agree. That means out of 100%, 6.00% strongly disagree, 19.63% disagree, 18.44% are neutral, 38.15% agree and 17.78% strongly agree. Out of 360 responses from teachers, 20 strongly disagree, 89 disagree, 98 remain neutral, 109 agree and 44 strongly agree. That means out of 100%, 5.56% strongly disagree, 24.72% disagree, 27.22% is neutral, 30.28% agree and 12.22% strongly agree. Out of 315 responses from those who work outside the home, 17 strongly disagree, 82 disagree, 50 remain neutral, 109 agree and 57 strongly agree. That means out of 100%, 5.4% strongly disagree, 26.03% disagree, 15.87% is neutral, 34.6% agree and 18.1% strongly agree. And, out of 675 responses from those who work at home, 43 strongly disagree, 141 disagree, 158 remain neutral, 259 agree and 74 strongly agree. That means out of 100%, 6.37% strongly disagree, 20.89% disagree, 23.41% is neutral, 38.37% agree and 10.96% strongly agree.

Therefore, all respondents, regardless of their various occupations, have a neutral attitude toward English.

Table 4.32

*Attitude towards the Aspiration of Learning English for Academic and Career Development
According to Occupation*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Students	15	59	66	188	122	450	
Percentage	3.33%	13.11%	14.67%	41.78%	27.11%	100%	
Likert Value	15	118	198	752	610	1693	3.76
Teachers	2	24	27	40	27	120	
Percentage	1.67%	20.00%	22.50%	33.33%	22.50%	100%	
Likert Value	2	48	81	160	135	426	3.55
<i>work outside home</i>	3	15	12	42	33	105	
Percentage	2.86%	14.28%	11.43%	40.00%	31.43%	100%	
Likert Value	3	30	36	168	165	402	3.83
<i>work at home</i>	2	23	45	114	41	225	
Percentage	0.89%	10.22%	20.00%	50.67%	18.22%	100%	
Likert Value	2	46	135	576	205	964	4.28
Total Responses	22	121	150	384	223	900	
Percentage	2.44%	13.44%	16.67%	42.67%	24.78%	100%	

The above table demonstrates that out of 450 responses from students, 15 strongly disagree, 59 disagree, 66 are neutral, 188 agree and 122 strongly agree. It means out of 100%, 3.33% strongly disagree, 13.11% disagree, 14.67% are neutral, 41.78% agree and 27.11% strongly agree. Out of 120 responses from teachers, 2 strongly disagree, 24 disagree, 27 remain neutral, 40 agree and 27 strongly agree. It means out of 100%, 1.67% strongly disagree, 20% disagree, 22.5% is neutral, 33.33% agree and 22.5% strongly agree. Out of 105 responses from those who work outside the home, 3 strongly disagree, 15 disagree, 12 remain neutral, 42 agree and 33 strongly agree. It means out of 100%, 2.86% strongly disagree, 14.28% disagree, 11.43% are neutral, 40% agree and 31.43% strongly agree. And, out of 225 responses from those who work at home, 2 strongly disagree, 23 disagree, 45 remain neutral, 114 agree and 41 strongly agree. That means out of 100%, 0.89% strongly disagree, 10.22% disagree, 20% are neutral, 50.67% agree and 18.22% strongly agree.

All respondents, regardless of their various occupations, have a positive attitude toward learning English for academic and career development, but when the percentages are compared, it becomes clear that those who work at home have the highest positivity followed by those who work outside the home and students, while teachers have a slightly neutral attitude among them.

Table 4.33

Attitude towards English in Society according to Occupation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Students	50	142	132	235	71	630	
Percentage	7.94%	22.54%	20.95%	37.30%	11.27%	100%	

Likert Value	50	284	396	940	355	2021	3.21
<i>Teachers</i>	12	47	56	43	10	168	
Percentage	7.14%	27.98%	33.33%	25.60%	5.95%	100%	
Likert Value	12	94	168	172	50	496	2.95
<i>work outside home</i>	11	44	31	43	18	147	
Percentage	7.48%	29.93%	21.09%	29.25%	12.24%	100%	
Likert Value	11	88	93	172	90	454	3.09
<i>work at home</i>	26	78	85	103	23	315	
Percentage	8.25%	24.76%	26.98%	32.70%	7.30%	100%	
Likert Value	26	156	255	412	115	964	3.06
Total Responses	99	311	304	424	122	1260	
Percentage	7.86%	24.68%	24.13%	33.65%	9.68%	100%	

The above table demonstrates that out of 630 responses from students, 50 strongly disagree, 142 disagree, 132 are neutral, 235 agree and 71 strongly agree. It means out of 100%, 7.94% strongly disagree, 22.54% disagree, 20.95% are neutral, 37.3% agree and 11.271% strongly agree. Out of 168 responses from teachers, 12 strongly disagree, 47 disagree, 56 remain neutral, 43 agree and 10 strongly agree. It means out of 100%, 7.14% strongly disagree, 27.98% disagree, 33.33% are neutral, 25.6% agree and 5.95% strongly agree. Out of 147 responses from those who work outside the home, 11 strongly disagree, 44 disagree, 31 remain neutral, 43 agree and 18 strongly agree. It means out of 100%, 7.48% strongly disagree, 29.93% disagree, 21.09% is neutral, 29.25% agree

and 12.24% strongly agree. And, out of 315 responses from those who work at home, 26 strongly disagree, 78 disagree, 85 remain neutral, 103 agree and 23 strongly agree. That means out of 100%, 8.25% strongly disagree, 24.76% disagree, 26.98% is neutral, 32.7% agree and 7.3% strongly agree.

The average values demonstrate that all the respondents have a neutral attitude towards the position of English in society.

Table 4.34

Attitude towards English's position in relation to other languages according to Occupation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Students	16	64	51	91	48	270	
Percentage	5.93%	23.70%	18.89%	33.70%	17.78%	100%	
Likert Value	16	128	153	364	240	901	3.34
Teachers	6	18	15	26	7	72	
Percentage	8.33%	25.00%	20.83%	36.11%	9.72%	100%	
Likert Value	6	36	45	104	35	226	3.12
<i>work outside home</i>	3	23	7	24	6	63	
Percentage	4.76%	36.51%	11.11%	38.10%	9.52%	100%	
Likert Value	3	46	21	96	30	196	3.11
<i>work at home</i>	15	40	28	42	10	135	
Percentage	11.11%	29.63%	20.74%	31.11%	7.41%	100%	

Likert Value	15	80	84	168	50	397	2.94
Total responses	40	145	101	183	71	540	
Total Percentage	7.41%	26.85%	18.70%	33.89%	13.15%	100%	

The above table demonstrates that out of 270 responses from students, 16 strongly disagree, 64 disagree, 51 are neutral, 91 agree and 48 strongly agree. It means out of 100%, 5.93% strongly disagree, 23.7% disagree, 18.89% are neutral, 33.7% agree and 17.78% strongly agree. Out of 72 responses from teachers, 6 strongly disagree, 18 disagree, 15 remain neutral, 26 agree and 7 strongly agree. It means out of 100%, 8.33% strongly disagree, 25% disagree, 20.83% are neutral, 36.11% agree and 9.72% strongly agree. Out of 63 responses from those who work outside the home, 3 strongly disagree, 23 disagree, 7 remain neutral, 24 agree and 6 strongly agree. It means out of 100%, 4.76% strongly disagree, 36.51% disagree, 11.11% are neutral, 38.1% agree and 9.52% strongly agree. And, out of 135 responses from those who work at home, 15 strongly disagree, 40 disagree, 28 remain neutral, 42 agree and 10 strongly agree. That means out of 100%, 11.11% strongly disagree, 29.63% disagree, 20.74% are neutral, 31.11% agree and 7.41% strongly agree. The percentages show that all respondents, regardless of their varied jobs, have a neutral attitude towards the position of English in relation to other languages.

4.3.2.4 Language attitude of Meetei according to Area

Manipur's Imphal residents were the first to receive English education in the state. So, the purpose of this section is to find out whether Meetei from Imphal and other areas have different views on

the English language. Participants are divided into two categories: Imphal East and West, where English education was received earlier and districts other than Imphal East and West, where English education was acquired later. The total responses and the percentage of all the statements is tabulated in the table below.

Table 4.35

Total responses and percentage of all the statements according to Area

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Imphal East and West	60	232	229	430	204	1155	
Percentage	5.19%	20.09%	19.83%	37.23%	17.66%	100%	
Likert Value	60	464	687	1720	1020	3951	3.42
Other districts apart from Imphal East and West	101	345	326	562	211	1545	
Percentage	6.54%	22.33%	21.1%	36.37%	13.66%	100%	
Likert Value	101	690	978	2248	1055	5072	3.28
Total responses	161	577	555	992	415	2700	
Total Percentage	5.96	21.37	20.56	36.74	15.37	100%	

According to the data, out of 1155 responses from the first category which is Imphal East and West, 60 strongly disagree, 232 disagree, 229 responses remain neutral, 430 agree and 204 strongly agree. That means out of 100%, 5.19% strongly disagree, 20.09% disagree, 19.83% are neutral, 37.23% agree and 17.66% strongly agree. And for other districts apart from Imphal East and West, 101 responses out of 1545 strongly disagree, 345 disagree, 326 responses are neutral, 562 agree and 211 strongly agree. That means out of 100%, 6.54% strongly disagree, 22.33% disagree, 21.1% are neutral, 36.37% agree and 13.66% strongly agree. The average values of respondents who live in Imphal East and West and those who live in other districts apart from Imphal East and West demonstrate both areas have a neutral attitude toward English.

Table 4.36

Attitude towards the Aspiration of Learning English for Academic and Career Development according to Area

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Imphal East and West	11	46	62	161	105	385	
Percentage	2.86%	11.95%	16.10%	41.82%	27.27%	100%	
Likert Value	11	92	186	644	525	1458	3.79
Other districts apart from Imphal East and West	11	75	88	223	118	515	

Percentage	2.14%	14.56%	17.09%	43.30%	22.91%	100%	
Likert Value	11	150	264	892	590	1907	3.70
Total responses	22	121	150	384	223	900	
Total Percentage	2.44%	13.44%	16.67%	42.67%	24.78%	100%	

According to the data, out of 385 responses from Imphal East and West, 11 strongly disagree, 46 disagree, 62 responses remain neutral, 161 agree and 105 strongly agree. That means out of 100%, 2.86% strongly disagree, 11.95% disagree, 16.1% are neutral, 41.82% agree and 27.27% strongly agree. And for other districts apart from Imphal East and West, 11 responses out of 515 strongly disagree, 75 disagree, 88 responses are neutral, 223 agree and 118 strongly agree. That means out of 100%, 2.14% strongly disagree, 14.56% disagree, 17.09% are neutral, 43.3% agree and 22.91% strongly agree.

The average values of respondents who reside in Imphal East and West and those who reside in other districts besides Imphal East and West show that respondents from both locations have a positive attitude toward learning English for academic and career development.

Table 4.37

Attitude towards English in Society according to Area

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
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Imphal East and West	41	133	123	183	59	539	
Percentage	7.61%	24.67%	22.82%	33.95%	10.95%	100%	
Likert Value	41	266	369	732	295	1703	3.16
Other districts apart from Imphal East and West	58	178	181	242	62	721	
Percentage	8.04%	24.69%	25.10%	33.56%	8.60%	100%	
Likert Value	58	356	543	968	310	2235	3.10
Total responses	99	311	304	425	121	1260	
Total Percentage	7.86%	24.68%	24.13%	33.73%	9.60%	100%	

According to the data, out of 539 responses from Imphal East and West, 41 strongly disagree, 133 disagree, 123 responses remain neutral, 183 agree and 59 strongly agree. That means out of 100%, 7.61% strongly disagree, 24.67% disagree, 22.82% are neutral, 33.95% agree and 10.95% strongly agree. And for other districts apart from Imphal East and West, 58 responses out of 721 strongly disagree, 178 disagree, 181 responses are neutral, 242 agree and 62 strongly agree. That means out of 100%, 8.04% strongly disagree, 24.69% disagree, 25.10% are neutral, 33.56% agree and 8.6% strongly agree.

It can be seen that respondents from both areas have a neutral attitude towards English in society.

Table 4.38

Attitude towards English's position in relation to other languages according to Area

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average
Imphal East and West	8	53	44	86	40	231	
Percentage	3.46%	22.94%	19.05%	37.23%	17.32%	100%	
Likert Value	8	106	132	344	200	790	3.45
Other districts apart from Imphal East and West	32	92	57	97	31	309	
Percentage	10.36%	29.77%	18.45%	31.39%	10.03%	100%	
Likert Value	32	184	171	388	155	930	3.01
Total responses	40	145	101	183	71	540	
Total Percentage	7.41%	26.85%	18.70%	33.89%	13.15%	100%	

According to the data, out of 231 responses from Imphal East and West, 8 strongly disagree, 53 disagree, 44 responses remain neutral, 86 agree and 40 strongly agree. That means out of 100%, 3.46% strongly disagree, 22.94% disagree, 19.05% are neutral, 37.23% agree and 17.32% strongly

agree. And for other districts apart from Imphal East and West, 32 responses out of 309 strongly disagree, 92 disagree, 57 responses are neutral, 97 agree and 31 strongly agree. That means out of 100%, 10.36% strongly disagree, 29.77% disagree, 18.45% are neutral, 31.39% agree and 10.03% strongly agree.

The averages of respondents who live in Imphal East and West and those who live in other districts apart from Imphal East and West shows that respondents from both the areas have a neutral attitude towards the position of English in relation to other languages.

4.4 Conclusion

After analysing the data, it can be determined that Meetei prefer to converse in Meeteilon rather than English at home, at work, and in educational institutions. However, they have been observed using both languages in competitions, seminars, conferences, and social media.

And it is clear from the analysis of each statement that Meetei feel that learning English is essential for their academic and career development. It is also clear that Meetei parents have a strong desire to enrol their kids in English-medium schools. They appear to be interested in learning English. And the participants have a neutral attitude towards English being the medium of instruction from primary level to higher educational institutions. They also have a neutral attitude towards the notion that English language is associated with the elite classes. But they have a positive attitude with the statement that people who can communicate in English look down on others who cannot. They have a neutral attitude towards using English more frequently than Meeteilon in social media by the Meetei.

From the analysis, it is clear that Meetei have a positive attitude towards English becoming a commonly accepted language in the state. And they have a slightly positive attitude that Meetei are proud of their proficiency in the English language. They have a slightly positive attitude towards the uneasiness felt when a Meetei interacts in English when conversing with another Meetei. They may feel uncomfortable when they overhear a Meetei speaking English to another Meetei. But they acknowledge the role that English plays and have a positive attitude towards it on being a link language in a state like Manipur, where many different languages are spoken. They have a neutral attitude that English is the only language for scientific and technical study. They have a slightly positive attitude toward the notion that English hegemonizes other regional languages of Manipur. They have a neutral attitude towards replacing the place of English with any language. The Meetei embrace learning English. They have a neutral attitude towards the notion that learning English affects their cultural identity.

After analysing overall percentages, we see that Meetei in general have a neutral attitude towards English. All three age groups show that they have a neutral attitude towards English. Regarding the themes, all three age groups have a positive attitude towards learning English for academic and career development, and have a neutral attitude regarding the use of the English language in society and the position of English in relation to other languages.

For gender, both males and females have a neutral attitude towards English in general. Both males and females have a positive attitude towards learning English for academic and career development. Both genders have a neutral attitude towards the position of English in society and its position in relation to other languages.

All respondents, regardless of their various occupations, have a neutral attitude towards English. And they have a positive attitude towards learning English for academic and career development.

They have a neutral attitude towards the position of English in society and the position of English in relation to other languages.

Respondents who live in Imphal East and West and those who live in other districts apart from Imphal East and West have a neutral attitude towards English in general. Both areas have a positive attitude toward learning English for academic and career development. They have a neutral attitude towards English in society and the position of English in relation to other languages

The analysis shows different views of the Meetei towards English. The reasons behind these different attitudes will be discussed elaborately in the next chapter.

Chapter 5

DISCUSSION

5.0 Introduction

This chapter provides a comprehensive discussion of the findings from the previous chapter with reference to the study's research questions, themes, and variables. This chapter also covers the implications of the results, suggestions for further research, and the study's limitations. The chapter ends with a conclusion that includes a general summary of the study's findings.

5.1 Discussion of the Findings

In the previous chapter, it was mentioned that the present study aims to examine the attitudes of Meetei speakers towards English and to explore the factors behind the different attitudes of Meetei speakers towards English. The findings from the questionnaire's closed-ended items show that Meetei, in general, have a neutral attitude towards English. All four variables - age, gender, occupation, and area - have a positive attitude towards learning English for academic and career development, and have a neutral attitude towards the position of English in society and its position in relation to other languages. Based on the responses to the open-ended questions on the questionnaire and from semi-structured interviews, the various factors responsible for these different attitudes of Meetei towards English are discussed in detail below.

5.2 Findings Relating to Language Use

Concerning Meetei's language usage in various settings such as home, office/workplace, school/college/university, conference/seminar/competitions (debate, extempore speech, quiz, etc.), and social media, it is seen that the majority of them opt to speak Meeteilon. According to our findings, most of them frequently speak their mother tongue at home. This is stated in their comments as well. This preference for Meeteilon is because it is associated with their emotions, feelings, and ethnic identity, and everyone in society values their mother tongue. It also appears that Meetei prefer Meeteilon for communication because it is simpler to grasp than English.

The data reveal that since Meeteilon is the official language of the state, the majority of respondents also favour utilising it at their workplaces. However, those who work for large organisations often speak English; using English depends on the type of work they do and the type of workplace they operate in. Additionally, English is used as the primary language of instruction at higher educational institutions and government offices.

When participating in conferences, seminars, competitions, extempore speeches, quizzes, etc., Meetei seem to use both Meeteilon and English. English has become widely used in educational platforms and competitions in recent years. Many speakers make an effort to deliver their presentations in both English and Meeteilon. Speaking in English is thought to attract a larger audience. Or, to put it another way, English speaking is understandable to both locals and visitors. On the other hand, Meeteilon can only be understood by Meetei and those other communities who are familiar with the language, but non-Manipuris who come to join such platforms in Manipur, and people from other communities who are not in touch with the Meetei speakers do not understand it. As a result, Meetei prefer to converse in both languages on such platforms.

According to the aforementioned observations, Meetei generally appears to utilize both Meeteilon and English on social media equally.

5.3 Findings Relating to Attitudes of Meetei towards the English Language

5.3.1 Findings Relating to Theme 1: Aspiration of Learning English for Academic and Career Development

From the findings from the questionnaire and semi-structured interview, the data suggest that Meetei think that learning English is important for their academic and career development. Parents prefer to enrol their children in English medium schools. They appear to be interested in learning English and are strongly motivated to enrol their children in English-medium schools. The respondents agree that both English and the local language should be the language of instruction from primary to higher education institutions at all levels. The respondents accept the importance of learning English in this global village but, on the other hand, when lower classes use only English as the medium of instruction, children lose touch with their native tongue. And as a result, the younger generations are starting to devalue the native language. Aimol, Anal, Gangte, Hmar, Kabui, Koireng, Kom, Liangmai, Mao, Maram, Maring, Moyon, Monsang Paite, Purum, Tarao, Tangkhul, and Thadou are some of the Manipuri dialects and languages that are listed as endangered in the 2010 UNESCO report (Moseley & Christopher, 2010). So, primary education requires both English and a vernacular language to be instructed at the school because, without it, small communities start losing their language. As children no longer use their language at school and instead choose other major languages, their language becomes extinct over the years.

Meetei agree that English is the appropriate language for scientific and technical studies. Since English is a global language, it is now the most efficient way to share research findings with scientists all across the world. Although many nations continue to publish journals in their native tongue, English is necessary for readers outside of those nations to understand those research articles. The majority of Meetei encourage studying English, and they think it should be promoted. Additionally, as all official services for banking, transactions, and other purposes are conducted in English, those who are fluent in the language find it easier to get employment. As a result, they acknowledge how significant English is to their careers.

5.3.2 Findings Relating to Theme 2: English in Society

When English was first introduced in Manipur in the 19th century, there was a strong emphasis on studying Bengali as the influence of Hinduism was much in the state; therefore, most people didn't choose English. Britishers were considered untouchables because of their lifestyle and food habits by the orthodox Meetei Hindu society of that time. At the same time, the general people had a fear of conversion to Christianity and the use of English. As mentioned in chapter one, the learners of English were treated as 'untouchable' as is the English was the language of the Britishers. So, the general public didn't encourage learning English, and the first ones to acquire English in Manipur were the royal families and members of the upper class. As time went on, Meetei came to believe that the elite classes and the English language are linked and that this relationship can be traced back to the elitism and boastfulness of the educated class when they first began studying the language in the 20th century. The addition of English words to speaking at that time became a fashion and an indicator of an educated person. As the 21st century progresses, people have begun to question elitism and the relationship of English as they recognise the value of mother tongues

and now are neutral to the prior idea (relationship between English and elitism) because English is only a language, not a measure of one's elitism or education. But even so, those who can speak English still belittle those who cannot, and those in Manipur with a perfect English accent frequently feel contempt for those who do not have it. Many people, as a result, hold themselves back from speaking English because they are shy and want to do it "properly". People who know English take pride in their command of the language. English is now commonly used in Meetei society, despite it being disapproved earlier due to its association with the British and Christianity. So, English is becoming a commonly accepted language in Manipur, and Meetei prefer to use both English and Meeteilon on social media.

However, even though English is widely used and regarded as an important language in the state, it still causes discomfort in Meetei when they interact with other Meetei, especially the older generations who value speaking their native language. They frequently react with unfavourable attitudes when they hear someone speaking in a foreign language. They also believe that learning English affects their cultural identity, as language and culture are closely intertwined. By providing a means of expressing ideas, beliefs, and behaviours, language serves a vital social role in establishing a sense of group identification and cohesion. It acts as a means of transferring and maintaining culture, along with its traditions and shared ideals. Learning a language requires not only mastering the alphabet, word meanings, grammar rules, and word order but also social behaviour and cultural traditions. Meetei are implicitly aware of these elements, and this results in a neutral attitude towards the place of English in the Meetei society, although English is a very significant and important language.

5.3.3 Findings Relating to Theme 3: English's position in relation to other languages

In a state like Manipur, where there are many different language speakers, English plays a significant role as a link language. Over the years, Manipur has experienced both internal and external political problems. A cabinet decision was taken on May 18, 2005, approving the implementation of Meetei Mayek (Meetei script) in schools starting in 2006 as a result of the Manipuri language movement 2005, and the first matriculation exam was given in 2015. According to the resolution made by the Education Minister of Manipur and the Meetei Mayek Development Expert Committee in 2008, 30 marks would be made mandatory for Meetei Mayek from class 1 to class 10 starting in the 2009 academic year. In such hours, the state's requisite of Meitei script as a mandatory is seen by some as an attempt by Meeteilon to hegemonize other languages, especially the youth of other tribal communities in Manipur, who are also aware of the cultural aspects of their dialect. In this regard, they feel compelled to use Meeteilon as a lingua franca in the state. In such political tension, English becomes an important language to be a link language in the state, and Meetei also need to acquire English to bridge the gap of communication with the other communities. Therefore, Meetei are in favour of learning English as it has become an important language in the state.

The state's second official language is English, with Meeteilon serving as the first. Since there are numerous communities in Manipur that speak various languages, almost all of the official announcements are printed in English. English has overtaken other languages as it is the most commonly used language for educational institutions, banks, government offices, and the internet. Hence Meetei speakers feel that English hegemonizes over the other Manipur regional languages. They accept learning English is important, but they believe that they should also try to improve and enrich their native languages. They believe that being bilingual is advantageous and that

learning any language is a great way to progress socially. And it is beneficial to learn English because it is now a global language, and it is the only language that Meetei have access to in order to communicate and gain a more comprehensive understanding of the world. Given the extent of globalisation and industry, English, a language that is widely used, serves a variety of functions in Meetei society. At the same time, Meetei also believe that it is important to keep learning their local language while also studying English. Hence, the Meetei are impartial towards the replacement of English with another language. The Meetei believe that any language can be helpful as long as people respect and value one another; therefore, respect for all languages and cultures is essential. And any regional language may coexist with Meiteilon, including English.

5.3.4 Findings Relating to Language Attitude of Meetei according to Age

Across various age groups, Meetei have a neutral attitude towards English. Regarding the themes, all three age groups have a positive attitude towards learning English for academic and career development, and have a neutral attitude regarding the use of the English language in society and the position of English in relation to other languages. Among the age groups, the younger age group shows a higher level of positivity than the older ones in learning English for future academic and career development and the position of English in relation to other languages. The younger generation prefers English while exchanging information. As previously indicated, English can facilitate communication between many ethnic groups in a multilingual community like Manipur. English also has a significant impact on how people from different backgrounds interact, share knowledge, and exchange views on social media, which is a platform mostly used by the younger generations. Since Meiteilon does not yet have a translation tool available, utilising English in social media is mostly preferred by these youngsters. English is the language of choice employed

to converse with speakers of other language users on social media. The older generations of Meetei believe that by learning English and imitating the culture of the English people, the younger generations are undermining the rich cultural heritage of Meetei, which has traditionally treasured respect for elders. In order to acknowledge this rich legacy, the older generation wants to conserve it among the younger generations, as language is also an important component of cultural identity. They feel that the teaching medium in educational institutions should also be bilingual, with the first language given priority for learners to completely acknowledge their mother tongue, particularly because it's becoming more common for young children from wealthy families to attend English schools from an early age and speak it fluently rather than their native languages. The children are not familiar with the numerical system in Meeteilon, yet they can comprehend when the elders speak in English.

5.3.5 Findings Relating to Language Attitude of Meetei according to Gender

The current study focuses on the impact that gender plays in affecting the attitude towards English because gender is a significant factor in language learning. But both Meetei males and females have a neutral attitude toward English in general. But females show a higher level of positivity while learning English for academic and career development, as well as the use of English in society. However, the English language and its place with respect to other languages are viewed neutrally by both men and women. Sociolinguistic studies have shown that, in general, women tend to favour the standard or the prestige variety as opposed to men (Spolsky, 1998). Our finding in the case of the attitudes of Meetei is in line with the other findings in the literature.

5.3.6 Findings Relating to Language Attitude of Meetei according to Occupation

Regardless of their diverse jobs, Meetei, in general, have a neutral attitude towards English. Among all respondents, those who work at home have the highest level of positivity, followed by those who work outside the home and students, while teachers have the lowest level of positivity. Since learning English makes it easier to find employment, those who work from home and outside the home prefer to learn the language and support it in that endeavour. So, English is becoming the most sought-after language for pursuing a profession, finding employment, or working outside the state of Manipur. Due to the fact that instruction is primarily conducted in English and that it is the only language in which one can pursue higher education, English is a necessity for students who want to expand their knowledge. From the teachers' perspectives, local language speakers ought to promote and value their native languages. While English should be taught in schools, Meeteilon should not be eliminated because it might become endangered as a result of carelessness. As English is an international language, people need at the very least, to be familiar with it in addition to their mother tongue and be able to utilise it in specific situations to communicate with various ethnic groups while still keeping their mother tongue in mind. At home and work, people better use Meeteilon as much as possible since the more native speakers use their language, the longer it will last.

5.3.7 Findings Relating to Language attitude of Meetei according to Area

Respondents from both locations – Imphal East and West, and other districts (apart from Imphal East and West) – have a neutral attitude towards English in general. For learning English for academic and career development, both areas have a positive attitude. Respondents from these

areas have a neutral attitude towards the role of English in society and the position of English in relation to other languages

5.4 Implications of the Study

In this section, Meeteis' opinion about the English language as a whole is evaluated from the findings. Overall, the findings are not unexpected: there is a slightly greater positive attitude towards English among urban people, among females, the youth, and students. There is ambivalence in the use of English in relation to the use of Meeteilon. This, too, is not unexpected: across the country, the sense that one's language should be preserved is prevalent, and English is accepted more for its utilitarian value. The unexpected finding in our study is that teachers have a slightly less positive attitude towards English. This could be because they see directly how students face difficulties in their use of language.

Some implications from the study are listed below.

- A wide range of disciplines are available for study in educational institutions, but to acquire this knowledge, one must be fluent in English because, except for those subjects that are directly related to language, all literature is written in this language.
- The findings imply that learning English is necessary for academic and career development.
- Because of the shifting political landscape, English has replaced Meiteilon as a language that connects many communities. And Meeteis rely on English for the present conditions prevailing in the state, but they long for the day when their native tongue will take its place.
- Instead of putting English first, Meetei would like to prioritise Meeteilon.

5.5 Limitations of the Study

- Compared to the other two age groups, the respondents from the 46-60 & above age range are quite few.
- The study could not collect data from the respondents who had informal education equally with formal education. So, respondents who have formal education make up the majority.
- Another significant limitation of this study is that it only examines the participants' English writing fluency while not taking into consideration their speaking fluency.
- The medium of instruction was not taken from the respondents, which is a key factor for the study.
- The study was carried out on a small sample of respondents at a small scale. It might also have an impact on the generalizability requirement.
- Data gathering was largely done online because of Covid. If the study had spent more time interacting with the participants, it would have been more generalisable.

5.6 Suggestions for Further Research

According to the literature that is already accessible on studies of the English language, further empirical research into this topic is needed as mentioned earlier. These earlier studies in Manipur are primarily English-oriented and do not include attitude studies. They are focused on a variety of topics, including English education in Manipur, the value of teaching English to other language speakers of Manipur, problems faced by teachers while teaching English, and problems related to learning English. It is believed that the current study fills this gap and this may aid future researchers in developing a thorough understanding of this subject. And there is still scope for

research on matters pertaining to attitude studies too. It is possible to conduct a large-scale study taking into account both speaking and writing fluency in determining attitudes. A potential research topic might be a comparison of attitudes towards English in the past and today. The current study could be expanded to examine how the state government can restructure language planning and medium of instruction at primary to higher educational institutions. And from the study, it can be seen that Meetei believe that English hegemonizes over the other languages in the state, while the other communities think that Meeteilon hegemonizes the other languages in the state. Naturally, the larger languages predominate over the smaller ones everywhere, but it will be an extremely interesting topic of research to find out which language predominates in the state and how to resolve it.

5.7 Conclusion

The current study intended to investigate the attitudes of Meetei speakers towards English and the reasons behind these different attitudes. The results demonstrate that Meeteis, in general, have a neutral attitude towards English. The language movements taking place in the state to revive the Meetei script and language may have a significant impact on the general neutral attitude towards English among Meetei speakers. Many linguists are currently working to establish and use the original words that already exist in Meeteilon to better acclimatize the younger generations who are more accustomed to loan words from Bengali, Hindi, Urdu, and other languages than the native vocabulary. Additionally, Leishemba Sanajaoba, the King of Manipur, MEELAL, language experts and student organisations are working to have Meeteilon recognised as one of India's classical languages. It is hardly surprising that the Meeteis are emphasising their mother tongue over English at this time.

Meeteis believe that learning English is important for their academic and career development. Parents are eager to learn English and have a strong desire to enrol their kids in English-medium schools. Respondents prefer English and local languages as the medium of instruction from primary to higher education institutions. This is due to the fact that vernacular language instruction is necessary for basic education since, without it, small communities begin to lose their native tongue. English is anyway a required language in higher education institutions where all instruction is conducted in English. However, Meetei agree that English is the sole language suitable for higher studies. Since English is an international language, it is currently the most effective means of presenting scientific studies to researchers worldwide. Even though many countries still publish journals in their own languages, English is still required for readers outside of those countries to understand the research articles. The majority of Meetei support learning English and believe it should be promoted. English is now often used in Meetei society, despite previously being disapproved of.

In the 20th century, Meetei believed that the elite classes and the English language were linked, as the first ones to learn English in Manipur were the royal families and members of the upper class. People are starting to question elitism and the significance of English as the twenty-first century goes on because they are starting to appreciate mother languages and feel ambivalent about the old assumption that English was a sign of elitism or knowledge. But still, the majority of Meetei are proud of their command of the English language. They believe that those who can speak English despise others who are unable to communicate in English. When using social media, they prefer using both Meeteilon and English. The majority of respondents agree that English has become a commonly accepted language in Manipur. But even if English is popular and accepted in the state as a very important language, it makes a Meetei feel uncomfortable to hear a Meetei speaks English

when interacting with another Meetei. The elders also believe that learning English affects their cultural identity as language and culture are closely intertwined, but the younger ones have a neutral view in this regard.

As English gains importance in the state, Meeteis are in favour of learning it. English is required for communication with other communities that do not speak Meiteilon. English serves an important function as a link language in a state like Manipur, where there are many distinct language speakers. English is the second official language of the state, and it is used in almost all official notices, educational institutions, banks, and government offices. Since English is the language that is most commonly used in the state, Meetei believe that English has surpassed other languages. So, they believe that all languages ought to be treated with utmost care. Since a person's mother tongue is linked to their feelings, emotions, and ethnic identity, every member of society needs to appreciate it. Because each language is distinct from the others, especially in a state like Manipur, where a tribe is known by their mother tongue, language variety aids in the emergence of peoples' diverse identities. So, Meetei favour the coexistence of Meiteilon and other local languages with English.

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Consent to Participate in a Research Study

University of Hyderabad

TITLE OF THE STUDY: ATTITUDES OF MEETEI SPEAKERS TOWARDS ENGLISH

INVESTIGATOR: PUSPA

DEPARTMENT: CELS

SUPERVISOR: Prof. Pingali Sailaja

Purpose of the Study:

This research aims to investigate the attitudes of Meetei speakers towards English. This work will dwell upon the three interrelated trajectories. First, it will try to understand the evolution and development of English in Manipur. Second, it will elucidate the attitudes towards English by the Meetei speakers. Lastly, the factors responsible behind the different attitudes will be enquired and elaborated thoroughly to conclude my work.

Attitude: Attitude is a way of feeling or acting toward a person, thing or situation. Passion for a sport, dislike for a particular actor, and negativity towards life in general are each an example of an attitude. Attitude cannot be observed directly but in line with the tripartite view of attitudes, language attitudes have cognitive, affective and behavioral components. These three components can influence a person's attitude towards a language. And these concepts will be the theoretical background of the present study.

Description of the Research:

This study will be conducted through Interview and Questionnaire. So, the participants are requested to fill up a consent form to participate in this study. Your participation is voluntary. Please consider the information carefully. And please feel free to ask questions before making your decision whether or not to participate. If you decide to participate, please sign this form and will receive a copy of the form.

Duration:

- The participants will engage around 30-50minutes for interview and 15minutes to fill the questionnaire.
- The participants will be given verbal and written form of instructions. The data collection will be started after the participants have familiarized themselves with the purpose of the study.
- Participants will be given questionnaires in both English and Meeteilon (with Bengali and Meetei script). Any of these questionnaires can be chosen and filled out by the participant.
- The interview will be recorded to ensure that all information presented is firsthand and to allow for proper data analysis.
- Participants may leave the study at any time. If they decide to stop participating in the study, there will be no penalty to them. Their decision will not affect the future relationship with the researcher.

Risks and Benefits:

- There are no known risks for participation.

- There are no direct benefits to the participants. However, their engagement will be of enormous assistance and service to society.

Confidentiality:

- Any information recorded in the investigation will remain confidential. All responses will be kept anonymous and will be maintained in a password-protected, locked file. The participant's information will not be disclosed to anyone. The data will be kept with the researcher and the department until the M. Phil is submitted and the degree is awarded.

Incentives:

- No incentives are offered for participation.

Participant Rights:

- The decision to participate in this study is entirely up to the participants. Participants may refuse to take part in the study *at any time* without affecting their relationship with the investigator of this study. Their decision will not result in any loss or benefits to which they are otherwise entitled. They have the right not to answer any single question, as well as to withdraw completely from the project at any point during the process. They also have the right to request the researcher not to use any of their data in the analysis of the study.

Right to Ask Questions and Report Concerns:

- Participants have the right to ask questions regarding the research study and to have their questions addressed by the researcher before, during or after the research. Please feel free to ask any research-related questions or any doubts that you may have regarding the study.

Consent:

I have read and understood the information about the study as provided above. I confirm that I have had the opportunity to ask questions and the researcher has answered my questions about the study to my satisfaction. I voluntarily agree to participate in this study.

Name of Participant:

Participant's Signature: _____ Date:

Investigator's Signature: _____ Date: _____

QUESTIONNAIRE

This questionnaire is designed to obtain information regarding the attitudes of Meetei speakers towards English and the factors behind the different attitudes. Please kindly provide your answers for all the items given in the questionnaire. Your answers will be used solely for this present study. It is assured that your identity and the responses you provide will remain confidential and will only be used for the present study.

Thank you for your precious time and participation in answering the questionnaire.

1. Demographic Profile

Please go through the following details carefully and give authentic information.

1. Name: _____

2. Age: 18-30 ☐ 31-45 ☐ 46- 60 & above ☐

3. Gender: Male ☐ Female ☐ Others ☐

4. Mode of Education: Formal ☐ Informal ☐

5. Fluency in English: Can read & write ☐ Can only read ☐ Can only write ☐
Cannot read & write ☐

6. Occupation: _____

7. Address: _____

2. Frequency

This section is about which language you use at the following places and how frequently. Please use the scale given below to answer the questionnaire items.

A- All the time	F- Frequently	S- Sometimes	R- Rarely	N- Never
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Note: Tick (✓) only one option for each item in the questionnaire.

s. No.	Particulars	Meeteilon					English				
		A	F	S	R	N	A	F	S	R	N
1	Home										
2	Office/Work Place										
3	School/College/University										
4	Conference/ Seminar/Competitions (debate, ex-tempore speech, quiz, etc.)										
5	Social Media										

3. Attitudes towards English

The following questionnaire is about your attitude and perception towards English. Please go through the statements given below carefully and tick on the appropriate choice that describes your attitudes towards English.

Note: Tick (✓) only one option for each item in the questionnaire

	Statements	SA	A	N	D	SD
1.	English is necessary for academic and career development.					
2.	Parents prefer to send their children to English medium schools.					
3	English should be the medium of instruction from primary to higher educational institutions.					
4.	English is associated with the elite classes.					
5.	People who can communicate in English look down on others who cannot.					
6.	In social media, Meetei use English more than Meeteilon.					
7.	English is becoming a commonly accepted language in the state.					
8.	Meetei feel proud when they speak in English.					
9.	It's uneasy to hear a Meetei speaking English when interacting with another Meetei.					
10.	English plays an important role in bridging the gap between other communities who do not know Meeteilon.					
11.	English is the only language for scientific and technical study.					
12.	English hegemonizes over other regional languages.					
13.	Any language can replace the position of English.					
14.	Learning English should be encouraged.					
15.	Learning English affects the cultural identity of Meetei.					

Please provide any comments or suggestions about the English language.

Thank You!

ප්‍රේම' ධර්ම

ප්‍රේම' ධර්මය යනු ආත්මයේ උපරිම භාවයට පත්වීමට අත්‍යවශ්‍ය කර්මයකි. මෙය ආත්මයේ ස්වභාවය අනුව වෙනස් වේ. ආත්මයේ ස්වභාවය අනුව ප්‍රේම' ධර්මය පහත පරිදි විය හැක.

ප්‍රේම' ධර්මය යනු ආත්මයේ උපරිම භාවයට පත්වීමට අත්‍යවශ්‍ය කර්මයකි. මෙය ආත්මයේ ස්වභාවය අනුව වෙනස් වේ. ආත්මයේ ස්වභාවය අනුව ප්‍රේම' ධර්මය පහත පරිදි විය හැක.

ප්‍රේම' ධර්මය යනු ආත්මයේ උපරිම භාවයට පත්වීමට අත්‍යවශ්‍ය කර්මයකි. මෙය ආත්මයේ ස්වභාවය අනුව වෙනස් වේ. ආත්මයේ ස්වභාවය අනුව ප්‍රේම' ධර්මය පහත පරිදි විය හැක.

ප්‍රේම' ධර්මය:

ප්‍රේම' ධර්මය යනු ආත්මයේ උපරිම භාවයට පත්වීමට අත්‍යවශ්‍ය කර්මයකි. මෙය ආත්මයේ ස්වභාවය අනුව වෙනස් වේ. ආත්මයේ ස්වභාවය අනුව ප්‍රේම' ධර්මය පහත පරිදි විය හැක.

ප්‍රේම' ධර්මය යනු ආත්මයේ උපරිම භාවයට පත්වීමට අත්‍යවශ්‍ය කර්මයකි. මෙය ආත්මයේ ස්වභාවය අනුව වෙනස් වේ. ආත්මයේ ස්වභාවය අනුව ප්‍රේම' ධර්මය පහත පරිදි විය හැක.

ප්‍රේම' ධර්මය:

પ્રતિ:

પુણે/પુણી: પુણે /પુણી /પુણી ફેલ્ડ /પુણે ફેલ્ડ

ટેન્કીયા સમટયાગાળી ફાઇ: ફોનન સમટયાગા ફો/ ફોનન ઇન્ટરનલ સમટયાગા ફો

સર્વિસ ડ્રાઇવરના પેય: નઠ યાફા યાદ યામ/ યાદ યામ યામ/ નઠ યામ યામ/ નઠ

યાફા યાદ યામ

લિપ્ત:

ટેન્ક:

સાઇમ સોન લિપ્તિ: ફાઇ યાફા યાદ યામ યામ સર્વિસ ટેન્ક યામ-યામ

ફાઇ સાઇમ સોન લિપ્તિયા નઠ યામ ડ્રાઇવર

ફ-ફાઇ	સ-સોન	યા-યામ	સ-સોન યામ	યા- યામ યામ યામ
યામયામ		ફાઇ		

સર્વિસ: ફાઇ યાફા યાદ યામ યામ યામ યામ યામ યામ યામ યામ

યામયામ ફાઇ ફાઇ

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1	දැන										
2	කුඩා සංඛ්‍යා/ලක්ෂ										
3	විශේෂයෙන්ම සංඛ්‍යා/සංඛ්‍යාතය										
4	සමස්ත ජනගහණය සංඛ්‍යා/ලක්ෂ/සංඛ්‍යාතය සමස්ත ජනගහණය සංඛ්‍යාතය										
5	සමස්ත ජනගහණය සංඛ්‍යා/ලක්ෂ/සංඛ්‍යාතය සමස්ත ජනගහණය සංඛ්‍යාතය										

ප්‍රතිඵල ලැබීම: නිගමන ප්‍රතිඵල පිළිබඳව

සෑම ප්‍රතිඵලයක්ම -ආ- ප්‍රතිඵලයක් නිගමන ප්‍රතිඵලයක් සංඛ්‍යාතයක් සහිතව පෙන්වා දෙයි. ප්‍රතිඵලයක් නිගමන ප්‍රතිඵලයක් සංඛ්‍යාතයක් සහිතව පෙන්වා දෙයි. ප්‍රතිඵලයක් නිගමන ප්‍රතිඵලයක් සංඛ්‍යාතයක් සහිතව පෙන්වා දෙයි.

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		ඵඹ		

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[illegible]

98	තීර්ත රේඛා ආවේණික බවට පරිවර්තනය වීමේදී විකල්ප ක්‍රමයක්					
99	තීර්ත රේඛා ආවේණික ආකාරයට වෙනස් කිරීම කළහැකිවේ					
100	තීර්ත රේඛා ආවේණික වශයෙන් සමීක්ෂණය කිරීම					
101	තීර්ත රේඛා ආවේණික වශයෙන් සමීක්ෂණය කිරීම කළහැකිවේ					

සමාප්ත!

ৰাহং চে

ৰাহং চে অসি মৈতৈনা ইংলিস লোন্দা কৰি কৰম্বা মিৎয়েং থল্লিবগে অমদি কৰিগীদমক অসিগুম্বা মিৎয়েং অসি থল্লিবনো
হায়বদুগী মতাংদা খঙদোকৰবা শেমজবনি। পীজৰিবা ৰাহং চে অসিগী কাখল খুদিংদা অদোমগী পাউখুমশিং পীবিনবা
খঙহঞ্জৰি। অদোমগী মমল য়াল্লবা মতেং অসিনা থিজিন হুমজিনবা অসিগী যাংলেন শৰু ওইগদৌৰিবনি। অদোম্বা পীবিৰিবা
মচাকশিং অমসুং অদোমগী মৰী মখোঙশিং চেকশিনা থমজগনি। কনাগুম্বা অমতুদা অদোমগী অকুপ্পা মরোল খঙহঞ্জৰোই।
অদোমদগী লৌজৰিবা মচাকশিং অসি থিজিন হুমজিনলিবা অসিদা নতুনা অতোপ্পা হীৰম অমতুদা শীজিন্নৰোই অমসুং
মচাকশিং অসি থিজিল্লিবা অমদি লোইশঙদা এম. ফিল অসি লোইদ্রিবফাওবা খত্তা থমজগনি।
অদোমগী মমল য়াল্লবা মতম কাইথোকপিবা অমদি থিজিন হুমজিনবা অসিদা শৰুক য়াবীবগীদমক হায়নিংঙাই লৈতনা
থাগৎচৰি।

অহানবা শৰুক: শৰুক য়াবিৰগী অকুপ্পা মরোল:

মখাদা পীৰিবা অসি মুন্না পাবীৰগা অদোমগী অকুপ্পা মরোলশিং অদু মেনবিয়ু।

১. মিং:

২. চহি:

৩. নুপা/নুপী: নুপা/নুপী/নুপী মানবী/নুপা মানবী

৪. লাইরিক তল্লকপগী মওং: মইহেকোলদা তল্লকপা মইহে/মইহেকোল নাইদনা তল্লকপা মইহে

৫. ইংলিস খুংলোইবগী চাং: ইবা অমদি পাবা ওম্বা/পাবা খত্তা ওম্বা/ইবা অমদি পাবা ওমদবা

৬. শিনফম:

৭. লৈফম:

কয়াম তোইনা শীজিন্‌বাঃ

মখাদা পীরিবা কাখলশিং অসিদা অদোম্বা ইংলিস লোনবু করম-করম্বা মফমদা কয়াম তোইনা শীজিন্‌বগে হায়বদু খোংপিয়ু।

ম- মতম পুনমত্তা	ত-তোইনা	ক-করিগুম্বা মতমদা	য়- য়ান্না তাংনা	কৈ- কৈদৌঙৈদসু খোত্ত্বা
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খঙহজ্জ্বাঃ মখাদা পীরিবা থাক ওন্নবা অসিদগী অমা খল্লগা পীরিবা রাহং চে অসিগী পাউখুম মপাদা মেনশিনবিয়ু।

	অকরুবা	মৈতৈলোন					ইংলিস লোন				
		ম	ত	খ	য়	কৈ	ম	ত	খ	য়	কৈ
১	য়ুম										
২	থবক মফম/শুফম										

৩	লাইরিক তক্ষম/মহৈলোইশংশিং										
৪	খন-নৈনবগী মীফম/শিত্তাক্লেই/অথোই- অহেন তানবগী খোরমশিং										
৫	মীয়ামগী ওইবা চেপাউ/চেফোং/অতৈ অতোপ্লা মফমশিং অমদি সোসিয়েল মীদিয়াদা										

অনিশ্চবা শরুক: ইংলিস লোন্দা লৈবা মিৎয়েং

মখাদা পীরিবা রাহং চে অসি অদোন্না ইংলিস লোন্দা থল্লিবা মিৎয়েং অদুগী মতাংদনি। রাইহে পরেংশিং অসি মুন্না পাবিরবা

মতুংদা অদোন্না ইংলিস লোন্দা করি করম্বা মিৎয়েং লৈবগে হায়বদু খল্লগা চান্নবা মপাদা খোৎপিয়ু।

৫	৪	৩	২	১
য়ান্না য়ানিংই	য়ানিংই	হায়ফম/খনফম খঙদে	য়ানিংদে	য়ান্না য়ানিংদে

খঙহঞ্জবা: রাহং অসিগী মপাগী কাখলশিং অসিদা মখাত্তা পীরিবা মশিং অসি য়েংবিরগা চান্নবা মপা অমদা খোৎপিয়ু।

	রাহৈ পরেং	৫	৪	৩	২	১
১	ইংলিস অসি অরাংবা লাইরিক লাইশু মহৈ তম্বা অমদি থবক-ইনখাং ফংনবগীদমক য়ান্না তঙাইফদবা লোন অমনি।					
২	মমা-মপাশিংনা মচাশিংবু ইংলিস লোনা তাকপী তম্বা মহৈ লোইশঙশিংদনা হেন্না মহৈ তম্বা থানিংই।					
৩	অঙাং মচাগী মহৈ তম্বদগী হৌরগা অরাংবা থাক্কী মহৈ তম্বমশংশিং ফাওবদা তাকপী তম্বাবগী লোন অসি ইংলিসনা ওইগদবনি।					
৪	ইংলিস লোন অসি খুনাই অসিগী খাইদগী থাক রাংবা মী কাংলুপকা লোইনদুনা লৈবা লোন্নি।					
৫	ইংলিস ঙাংবা ঙম্বশিংনা ইংলিস ঙাংবা ঙমদবশিংবু হুহুনা য়েংই।					
৬	মীয়ামগী ওইবা চেপাউ/চেফোং/অতৈ অতোপ্পা মফমশিং অমদি সোসিয়েল মীদিয়াদা মৈতৈনা মৈতৈলোন্দগী ইংলিস লোনবুনা হেন্না শীজিনৈ।					
৭	ইংলিস লোন অসি ঙসিদি মী অয়াম্বনা য়ানরবা লোন অমা ওইরে।					
৮	মৈতৈশিংনা ইংলিস ঙাংবা ঙম্বদা চাউথোকচৈ।					
৯	মৈতৈ অমনা অতোপ্পা মৈতৈ অমগা ইংলিস লোন্দা রাইী শাবা তাবদা য়ান্না হৈন্দবা/নুংঙাইতবা ফাওই।					

১০	ইংলিস লোনা মৈতৈলোন খঙদবা অতোপ্পা ফুরুপ মশেলগা পাউ ফাওনহনবদা অচৌবা হৌদাং অমা লৌরি।					
১১	কাঙলোন (মালেমগী মশক-মওং, লমচং কুপ্পা নৈনন্দুনা, চাংয়েং তৌদুনা ফংলকপা মইদেগী রাখল্লোন শেমগৎপগী হৌওং) অমসুং খুৎশু-খুৎলাই, পোংথোক পুথোকুবা মইগী ওইবা হৌওংশিং তম্বদা ইংলিস লোনা অমত্তা ঙাইরবা লোন ওইরি।					
১২	ইংলিস লোনা মনিপুৰদা হান্না লৈজরল্লিবা লোনশিং অসিবু নমথদুনা থমই।					
১৩	ইংলিস লোনা কল্লিবা মফম অসি লোন অমনা শিন্দোকপা ঙমগনি।					
১৪	ইংলিস লোন তম্বদা পুৰিং হৌগৎপীগদবনি।					
১৫	ইংলিস লোন তম্বনা মৈতৈগী লৈজরিবা শক্তমদা অচৌবা চৈথেং পী।					

থাগৎচরি!



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on

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Attitudes of Meetei Speakers Towards English

by Puspa Thounaojam

Submission date: 28-Dec-2022 05:08PM (UTC+0530)

Submission ID: 1987088319

File name: Chapters_-_Attitudes_of_Meetei_speakers_towards_English_1.docx (1.16M)

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