

**TEACHING-LEARNING PRACTICES OF MIZO SUBJECT AT
SECONDARY SCHOOLS IN MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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**TEACHING-LEARNING PRACTICES OF MIZO SUBJECT AT
SECONDARY SCHOOLS IN MIZORAM**

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I **Lalremangi**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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CHAPTER-I

CONCEPTUAL FRAMEWORK

CHAPTER-I

CONCEPTUAL FRAMEWORK

1.1.0. Language: Meaning and Importance

Language plays a vital role for cognitive functions and serves as a key tool for understanding and learning about the world. It enables us to question information from our surroundings and develop simple thoughts into complex and creative ideas. Language functions as a system for both communication with others and self-expression, and it is a fundamental element of every culture and human civilization (Hungtington, 1966; as cited in Pae, 2020).

Alshami (2019) has given some of the most commonly approved definitions of language given by the experts in the field of linguistics which are as below:

Edward Sapir says: “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” According to Hall, language is “the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols”. In the words of Noam Chomsky, language is “a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements”. Chomsky focuses on the structural features of language. He showed how language can be investigated by analyzing it into its constituent elements (pp.2).

Therefore, we can say that language is the means we use to convey ideas from one mind to another, and the acquisition of language remains one of the most fascinating aspects of human development. From the first monosyllabic utterances to the use of complex, nuanced and context-specific structures, both the rate of progress and the stages of language acquisition have been the focus of innumerable research studies in developmental psychology, linguistics and pedagogy (Castello, 2015).

1.1.1. Functions of Language

Language is a means of discovery of the self and of the world. It is a means to express one's thoughts and desires. The importance of language in human life can be judged from its functions. The main functions of a language given by Rai (n.d., pp.5) are as follows:

- i) **Expressive function:** Language is a means of expression and communication. It helps us to express our feelings, emotions, and ideas. It is also helpful to evoke similar feelings among the readers and the audience. Authors, poets and dramatists are successful in performing this function. They keep together language and skills.
- ii) **Directive function:** Language helps to perform an activity. It gives direction to one's behaviour e.g. asking the students to write on the blackboard.
- iii) **Social function:** According to Ben Johnson, "Speech is the only instrument of society". Thus, language is used not only for giving and receiving information but also for interacting with each other by means of greetings, conversation, enquiries, discussion etc.
- iv) **Cultural function:** Language is a part of culture. It is inseparable from it. The content of every culture is expressible in its language.
- v) **Referential function:** It is also known as cognitive function. In this, the speaker expresses what he feels and the meaning is derived on the basis of the context- as in conversation.
- vi) **Emotive function:** Language is used to express one's emotions. These emotions may be real or imaginative as in poems.
- vii) **Conative function:** The conative function of language finds its purest grammatical expression in the vocative and imperative sentences e.g. 'Stop it'.
- viii) **Poetic function:** The poetic function of language combines certain sounds, which are phonologically similar. They are called rhyming words e.g. rain, drain; cub, hub etc.

- ix) **Phatic function:** It is a device to prolong or discontinue a communication e.g. during a lecture a teacher often uses words like ‘Do you understand?’ or before starting a conversation we often say ‘How are you?’
- x) **Meta-lingual function:** When the listener does not understand the code, he asks the speaker to explain it. The first language that was not understood is known as ‘object language’ and the language that was used to explain it is called ‘meta-language’.

1.1.2. Language Education: Concept and Importance

Language education refers to both learning and teaching a language. It can mean learning one’s first language or studying another language in addition to the native one. However, the term is most often used to describe learning a second or foreign language and is widely recognized as an academic field of study (Miller, 2022).

The process of language learning and teaching can vary widely depending on the teaching method, the learners’ age, and whether they are improving their first language or studying a new one. Language instruction often begins with vocabulary and verb conjugation, as these are the foundations of most second-language learning. Some teachers use an immersion approach, encouraging students to use the new language as much as possible. Blended methods that combine memorization and grammar study with conversation and real-life practice are considered the most effective. While memorization can build vocabulary and reading ability, it alone rarely results in fluent speech. Language exchange programs where two people practice each other’s languages have also become more common with online voice and video platforms. Today, digital tools and software play a growing role in language education, allowing learners to study independently and at their own pace.

Language education plays a crucial role in personal development, societal cohesion, and economic growth. It encompasses fostering of learners’ linguistic abilities, cultivation of intercultural understanding, and development of cognitive abilities that extends throughout life. Language is the mass instrument of education, whichever the subject area, the learners absorb new concepts when they listen, speak, read and write about what they are learning.

Language education has cognitive and neurological benefits. Learning more than one language sharpens the mind, allowing individuals to remember information more easily and switch between tasks with greater efficiency. Those who speak multiple languages often show improved concentration and can better manage competing demands on their attention. In a paper written by Mahato (2023), research indicates that maintaining proficiency in several languages can postpone the onset of age-related mental decline, such as dementia, by several years. Additionally, acquiring new languages prompts changes in the brain's structure, particularly in areas responsible for language and self-control, demonstrating the brain's remarkable ability to adapt (Mahato, 2023).

Language education also contributes to a great extent towards an individual's academic and literacy success. Gaining knowledge of additional languages helps students gain a deeper grasp of how language works, which in turn supports their reading and writing skills in their primary language. This process encourages learners to think more analytically and to approach problems with a logical mindset, since managing more than one linguistic system requires careful reasoning. Studies show that students who are bilingual or multilingual tend to achieve higher scores in subjects like reading, vocabulary, and math compared to those who speak only one language. The cognitive exercise involved in learning languages thus translates into better overall academic performance (Marian et al. 2013). The importance of language education for academic success is clearly highlighted in National Curriculum Framework 2005 that recommends that the four linguistic skills such as listening, speaking, reading and writing should be the basis for curriculum planning as they contribute to the progress of an individual in all curricular areas (John & Kothari, 2019).

Socio-cultural and intercultural impact of language education is evident where exposure to various languages broadens one's perspective, fostering greater understanding and acceptance of people from different backgrounds. This kind of learning experience helps individuals develop empathy and a genuine appreciation for cultural diversity. Acquiring languages is essential for navigating multicultural environments, equipping learners with the skills needed to interact respectfully and

effectively with people from around the world. Furthermore, supporting the learning of multiple languages helps preserve cultural heritage and strengthens the sense of belonging among minority communities (Mahato, 2023).

The contribution of language education on economic and employability outcomes cannot be overlooked. Being able to communicate in several languages opens up a wider range of job possibilities, especially in international fields where multilingualism is highly valued. Individuals with language skills often have access to better-paying positions and are more attractive to employers who operate across borders. Countries that invest in language education tend to build more competitive workforces, which can engage more successfully in global markets. In many developing regions, programs that teach languages like English have been shown to help people find jobs more easily and increase their earning potential (World Economic Forum, 2018).

Language education is essential not just for individual intellectual growth, but also for building stronger, more connected communities and thriving economies. Schools that offer a variety of languages such as second, heritage, foreign, and classical languages help students develop a broad set of linguistic and cultural skills. A comprehensive approach that includes all types of languages in the curriculum helps students become skilled communicators, open-minded citizens, and critical thinkers. Such an education prepares people to succeed in a rapidly changing, multicultural world. Ultimately, investing in language learning benefits society as a whole, fostering harmony, opportunity, and progress.

1.1.3. Language Education Policy in India

India is a country known for its extraordinary linguistic diversity, with more than 19,500 languages and dialects spoken across its regions. This multilingualism is a defining feature of India's cultural identity, symbolizing its unity in diversity and reflecting its rich traditions (Selvan, 2023). Recognizing the importance of language in education and cultural preservation, both the Kothari Commission (1964–66) and the National Policy on Education (NPE) have played key roles in shaping India's language policy, particularly concerning the use of the first language in education.

The Kothari Commission and the Three-Language Formula:

The Kothari Commission emphasized that the mother tongue or regional language should be used as the first language and medium of instruction in schools. It proposed the Three-Language Formula (TLF) to promote multilingual competence and national integration. According to this recommendation, the first language should be the mother tongue or regional language. The second language should be Hindi in non-Hindi-speaking states or English or another modern Indian language in Hindi-speaking states. The third language should serve as a link or communication language at a later stage.

The Commission stressed that teaching through the mother tongue enhances conceptual understanding, cognitive development, and an emotional connection to learning, allowing children to build a strong educational foundation (Shreesh, 2014).

Evolution of Language Policy through National Policies on Education:

The National Policy on Education (NPE) 1968, influenced by the Kothari Commission, reaffirmed the use of the mother tongue or regional language as the medium of instruction, especially in the early years of schooling. It promoted the Three-Language Formula as a tool to develop multilingual proficiency, encourage national unity, and strengthen communication among diverse linguistic communities.

The NPE 1986 further emphasized that education in the mother tongue helps children understand concepts more clearly and supports their intellectual and emotional growth. It also recognized the importance of using regional languages and Hindi as mediums of instruction in higher education, encouraging universities to prepare learning materials in these languages to improve comprehension and accessibility.

The most recent National Education Policy (NEP) 2020 continues to uphold the Three-Language Formula, while ensuring no language is imposed on any state. Each state can choose its own language preferences, provided that at least two of the three languages are native to India. This flexibility respects India's linguistic

diversity, especially in states like Tamil Nadu, which have historically opposed compulsory Hindi instruction.

The NEP 2020 recommends using the mother tongue or home language as the medium of instruction until at least Grade 5, and preferably up to Grade 8 and beyond. This approach recognizes that children learn best in the language they understand, leading to better cognitive development and learning outcomes. The policy also acknowledges that a child's home language may differ from the local or regional language, allowing schools to adopt multilingual instruction where necessary.

To enhance learning, bilingual textbooks, especially in Science and Mathematics, are now developed in English and regional languages. This method helps students discuss and understand complex subjects in both their home language and English, deepening comprehension.

Moreover, the NEP encourages the study of Indian languages with rich literary and cultural traditions, such as Sanskrit, recognizing their role in preserving India's heritage. By integrating linguistic diversity into education, India aims to strengthen its cultural identity while preparing learners for modern, multilingual communication.

Through the continued implementation of the Three-Language Formula in various education policies, India seeks to celebrate its linguistic heritage, promote cultural pride, and foster national integration. The evolving language policy, beginning with the Kothari Commission and refined through successive NEPs' demonstrates India's commitment to inclusive, multilingual education that balances tradition with progress.

1.1.4. Mother Tongue, Home Language and First Language

Mother Tongue - Mother tongue is the language a person first learns from their parents or caregivers, usually from birth. It is the language they grow up speaking and understanding, often called their native language (Filo, 2025). A child starts to make sense of the world through the language spoken by their mother, beginning before birth and continuing as they grow and develop (Nishanthi, 2020).

Mother tongue is also known to be identity oriented; a language a person or community identifies with as their cultural or ethnic language. Every year on 21 February, the world celebrates International Mother Language Day, which was established at the initiative of Bangladesh by UNESCO's General Conference in 1999. The Day is an essential platform to promote the importance of cultural and linguistic diversity, and multilingualism for peaceful and sustainable societies (UNESCO, 2022). However, it may be noted that mother tongue is not necessarily the language first learned or the one used most frequently (Poe, 2025).

Home Language – Home language refers to the language or languages primarily spoken within the family setting which may be the same as, or different from, a person's mother tongue (Filo, 2025). A home language is the language a person acquires from birth or the one commonly used within their family. It is the main language spoken and understood in the household (Zama, n.d.). It can be described as the language or languages mainly used at home for everyday communication. This language use often reflects current family practices, which may change over time due to factors such as migration, education, and social integration (Poe, 2025).

First Language - First language is the language a person knows best or uses most fluently for communication. It is often, though not always, the same as their mother tongue or home language (Filo, 2025). It may be acquired through imitation of sounds produced by persons in their immediate environments or learned in the first years of their life typically during early childhood thereby attaining native-like competence. It may differ from the mother tongue if the language that is learnt from the parents i.e. mother tongue and is different from the language that the speaker is most proficient in i.e. first language (CENSUS Faq, n.d.). Thus, the first language is the language that a person is most comfortable in using for communication and is most proficient in for personal as well as professional purposes.

1.1.5. Mother Tongue Education

Mother tongue education refers to the use of the language which children are most familiar with, either the mother tongue or the first language, as the language of instruction in schools. Mother tongue education provides instruction to students in the language that they are most proficient in aiming to boost comprehension, concept formation and critical thinking ensuring active participation of the students in the learning process.

Research done by Awopetu in 2016 found that the students experiencing the medium of communication and instructions in the mother tongue performed better than their counterparts who communicated mostly in English. Analysis of male and female participants also showed a significant gain in their learning outcomes after being taught in their mother tongue. This clearly shows that mother tongue plays a significant role in learning and comprehending the concept of what have been taught right from the elementary level. It also determines that fluency in mother tongue has a positive impact in their learning process and also enhances their academic success.

The importance of mother tongue education is also affirmed by many experts who argue that foreign language education is not always the best. If the child is taught in a language that the child doesn't understand, then comprehension doesn't occur and results in rote memorization. Therefore, it is a healthy approach for the child to learn in their mother-tongue rather than second language as they have a better chance to comprehend concepts and express their thought and feelings. Early schooling in a child's mother tongue (L1), has been recommended by NPE 1968, NPE 1986 and again by NEP 2020 hoping to improve learning, increase student participation and reduce the number of dropouts. Furthermore, studies have also found that children with high competency in their mother tongue found it easier to pick up a second language and develop their literacy skills (Pachau, 2023).

In a paper written by Bidyapati (2021), research shows that children learn better when their learning is taught in their mother tongue and these studies have shown that child cognitive development, as well as their intellectual development, is comparatively faster to those who learned in their mother tongue. Moreover, literacy

learning is easiest when educators provide initial literacy instruction in a child's mother tongue. Such instruction is consistent with strong building on children's understanding strengths and with connecting unfamiliar vocabulary as well learning material to the familiar to maximize learning efficiency. Children, who are fluent in their own mother tongue able to utilize their cognition for critical thinking and higher-order thinking skills which in turn are useful for their formal education so as to interpret and understand teaching and learning in a second language (Bidyapati, 2021).

1.1.6. Language Acquisition and Language Learning: Concept and Difference

Language Acquisition - Language acquisition is the natural process of learning a language, usually one's first or native language. From birth, a child gradually learns the patterns and rules of their primary language, remembers words and expressions, and learns how to pronounce them. This process happens unconsciously, without the child being aware of it. Language acquisition occurs mainly through listening, memorization, and repetition. For this process to happen, communication with others especially parents is essential. Babies acquire language by listening to their caregivers. In multicultural families, children are exposed to several languages at once and acquire them naturally in the same way. They absorb what they hear without learning grammar rules or abstract concepts directly.

Unlike formal teaching, language acquisition does not require structured lessons or explanations about how a language works. Parents usually help by speaking, showing, and repeating words or phrases, allowing children to gradually understand and use them. This process requires little conscious effort. It is a subconscious and natural process, most common in infants and young children where they learn by listening, observing, and imitating the speech around them. While language acquisition may require less attention and practice than the conscious effort of learning a new language, the subconscious element of language acquisition such as being open, receptive, and willing to make mistakes and learn from them, remains important (Jaco, n.d. & Just Learn, 2024).

Language learning - Language learning is an interesting and complex process that involves studying a second language beyond one's native tongue. It is a conscious and intentional effort, requiring focus and strategy to understand the new language's grammar, structure, and vocabulary. This process usually takes place in formal settings, such as classrooms, where learners follow structured lessons, guided practice, and regular assessments. Teachers, textbooks, and the curriculum all play key roles in shaping this learning experience. Effective language learning often involves techniques such as memorization, repetition, and technology-assisted tools. These methods help learners understand and practice the language until they can use it fluently. Although challenging, language learning is a rewarding journey that opens new perspectives and ways of communication.

Contrasting to language acquisition, language learning happens through direct instruction and explanation of rules, patterns, and exceptions. Learners are aware of the process and make a deliberate effort to learn. Usually, they are taught by professional teachers or native speakers, and language immersion being surrounded by the target language is also a highly effective method. Learners often rely on their knowledge of grammar and pronunciation from their first language to understand the new one. This helps them grasp concepts related to grammar, pronunciation, reading, and writing. They learn the importance of word order, grammar patterns, and exceptions, as well as how speaking practice with native speakers improves their fluency. In short, language learning is not an automatic or subconscious process like language acquisition. While it still involves remembering and repeating, it does so through active study and conscious practice rather than natural exposure (Jaco, n.d. & Just Learn, 2024).

Difference between language acquisition and language learning - Although both language acquisition and language learning are important for understanding a new language, Hussain (2017, pp.3-4) in his study "Distinction between Language Acquisition and Language Learning: A Comparative Study" highlighted the difference between the two as follows:

- i) **Conscious vs. Subconscious:** Language acquisition happens naturally and subconsciously. The learner focuses more on communication than on using perfect grammar or sentence structures. In contrast, language learning is a deliberate and conscious process. Learners pay attention to grammar, rules, and structure, often practicing, imitating, and correcting mistakes as part of the learning process.
- ii) **Aptitude vs. Attitude:** Language learning depends largely on the learner's attitude. Success requires motivation, commitment, and a positive mindset. Without these, learning progress can be slow or limited. On the other hand, language acquisition depends more on a person's aptitude, their natural ability to absorb and understand a language. It happens effortlessly, without intentional effort.
- iii) **Motivation vs. Natural System:** In language learning, motivation plays a key role. It influences how much focus, energy, and dedication a learner invests in practicing and maintaining language skills. In contrast, language acquisition is a natural and automatic process that occurs through social interaction. It does not require conscious motivation or deliberate effort.
- iv) **Theory vs. Practice:** Language acquisition focuses on real communication and practical use of language in social situations. It emphasizes the ability to express and understand meaning naturally. Language learning, however, emphasizes theory; the study of grammar, structure, and rules. Practical use and speaking exercises usually come later in the process.
- v) **Focus on Written vs. Spoken:** The main goal of language acquisition is to communicate effectively, so it emphasizes spoken language. Learners naturally develop speaking and listening skills through interaction. Language learning, however, gives more importance to the written form of the language. It focuses on grammar, syntax, and writing accuracy. In short, learning gives knowledge, while acquisition develops practical ability.
- vi) **Deductive vs. Inductive:** In language learning, students use a deductive approach, they learn rules first, analyze them, and then apply them. This method involves logical and analytical thinking. Language acquisition, on the other hand, follows an inductive approach. Learners pick up patterns and

meanings from real-life examples and use them for communication without explicitly studying the rules.

- vii) **Personal vs. Technical:** Language acquisition is a personal and psychological process that builds confidence and communication skills. It focuses on meaningful interaction and expression. Language learning is more technical and systematic, involving structured steps, formal instruction, and mechanical practice.
- viii) **Translation vs. Non-Translation Approach:** In language learning, translation often plays an important role especially at the beginning. Learners use their first language (L1) to understand vocabulary, grammar, and sentence structure. Language acquisition, however, does not rely on translation or the use of the first language. It focuses on direct understanding and continuous improvement through real communication.
- ix) **Internal vs. External Action:** Language acquisition is an internal process that happens naturally without deliberate memorization. Learners absorb vocabulary and meaning through context. Language learning, however, is an external process, requiring conscious study and awareness of rules. Learners intentionally memorize and analyze language patterns to improve their understanding.
- x) **Social vs. Cultural Transmission:** To learn a language effectively, one must also understand the culture associated with it. Language and culture are connected, as meanings can vary across different societies. In language acquisition, the process begins socially first through interaction with parents and family members which leads to natural communication and social development.
- xi) **Imitation vs. Correction:** In language acquisition, learners imitate the words and phrases they hear from parents and others. Their early attempts may be imperfect but improve with time. In language learning, mistakes are expected and even necessary. Correcting these errors helps learners improve; avoiding mistakes out of fear can slow progress significantly.

1.1.7. First Language Acquisition and First Language Learning

Hasa (2020) stated that first language acquisition refers to the natural process through which infants learn their native language. This process occurs subconsciously, without awareness of grammar rules or the need for formal instruction. Children simply absorb the language around them, much like they learn to roll over, crawl, or walk. They pick up words and patterns through constant exposure and imitation of those who speak to them. Some children may even acquire more than one first language if they grow up in a bilingual home.

There are several major theories that explain how children acquire their first language. In a paper “Difference between First Language and Second Language Acquisition” by Hasa (2020), the behaviorist theory, proposed by B.F. Skinner, suggests that language learning occurs through imitation, repetition, memorization, and reinforcement. According to this view, language is learned behavior that develops step by step as children respond to stimuli and receive positive feedback. However, the behaviorist theory has limitations, as it cannot fully explain how children produce new sentences they have never heard before.

In contrast, the nativist or innateness theory, introduced by Noam Chomsky, argues that children are born with an inherent ability to learn language. Chomsky proposed the existence of a Language Acquisition Device (LAD) in the brain, which enables children to identify and apply grammatical structures. He later expanded this idea into the Universal Grammar Theory, suggesting that all languages share a set of basic rules and principles. According to this theory, children use their inborn knowledge and exposure to language to deduce the structure of their native tongue.

Another explanation is offered by the cognitive theory, which links language development to a child’s overall intellectual growth. This approach emphasizes that language learning depends on how a child’s thinking and understanding of the world evolve. As children’s cognitive abilities expand, so does their capacity to learn and use language. Hence, first language acquisition is a complex process shaped by both

natural abilities and environmental experiences, allowing children to develop language effortlessly as they grow (Hasa, 2020).

In contrast, first language learning is a conscious and intentional process. It requires focused effort to understand rules, grammar, and vocabulary, usually through organized lessons or formal education. This process mostly occurs in structured environments such as schools or language institutes, where first language is taught step by step. The main focus is on reading, writing, and grammar, emphasizing accuracy, literacy skills, and a theoretical understanding of how language works. First language learning generally begins after early childhood, once basic communication skills have developed and formal education starts. It involves explicit teaching and repeated practice, where learners are guided in learning vocabulary, sentence structures, and grammatical patterns (Krashen, 1982, Larsen-Freeman, 2000, Ellis, 2008, Lightbown & Spada, 2013).

Unlike speaking and listening, reading and writing are not naturally acquired abilities. They are skills that must be learned through formal education. While children naturally acquire their first language by listening and speaking in everyday interactions, they need explicit instruction to understand how written language works. In schools, learners are taught how sounds correspond to letters and symbols, how to combine them to form words, and how to construct sentences that communicate meaning. This learning process also involves developing an understanding of spelling, punctuation, and grammar, elements that cannot be acquired subconsciously through exposure alone.

Reading and writing in the first language are essential foundations for academic and intellectual development. Reading enables learners to interpret written texts, understand meaning in different contexts, and expand their vocabulary. Writing allows them to organize their thoughts, express ideas clearly, and apply grammatical knowledge effectively. For that reason, reading and writing must be deliberately learned rather than naturally acquired. Formal education provides the structure and guidance necessary for mastering these skills, which are crucial not only for

communication but also for higher learning and lifelong literacy development (Just Learn, 2024).

1.1.8. Concept of Teaching and Learning of Language

Language teaching and learning constitute a dynamic interplay of cognitive, social, and cultural processes aimed at equipping individuals with the ability to communicate, interpret, and participate in multilingual societies. Rooted in interdisciplinary research, this field integrates linguistic theory, pedagogical strategies, and sociocultural contexts to foster language proficiency. Below, we explore the foundational theories, methodologies, and factors shaping language education. A modern psychological approach to language is based on moves around two basic theories: behaviourist and cognitive theories of language. Both the theories try to provide an explanation to language learning and present different answers (Department of World Language and Culture, n.d).

Behaviourists consider language learning as a process of conditioning and the expected goal in learning is achieved by a series of stimulus and responses. According to behaviourists, learning takes place due to the relationship between stimulus and learners' responses to it. Learner, as a result of this conditioning, will be able to give the expected response and then it can be said that he has learned. Thus, practicing the lesson should be important activity of the language learner. Behaviourists believe that these responses of the learners to the stimulus are automatic and not a result of any deliberate thought. During 1930s and 40s, linguists were influenced by Behaviourism and which resulted in the publication of teaching materials based on behaviourist theory. The behaviourist B. F. Skinner then proposed this theory as an explanation for language acquisition in humans. In *Verbal Behaviour* (Blakely, 2021), he stated: "The basic processes and relations which give verbal behaviour its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behaviour without serious modifications." Skinner suggested that a child imitates the language

of its parents or carers. Successful attempts are rewarded because an adult who recognises a word spoken by a child will praise the child and/or give it what it is asking for. Successful utterances are therefore reinforced while unsuccessful ones are forgotten. (McLaughlin & Scott, 2010)

The Swiss psychologist Jean Piaget placed acquisition of language within the context of a child's mental or cognitive development. He argued that a child has to understand a concept before s/he can acquire the particular language form which expresses that concept. There will be a point in a child's intellectual development when s/he can compare objects with respect to size. This means that if you gave the child a number of sticks, s/he could arrange them in order of size. Piaget suggested that a child who had not yet reached this stage would not be able to learn and use comparative adjectives like “bigger” or “smaller”. Object permanence is another phenomenon often cited in relation to the cognitive theory. During the first year of life, children seem unaware of the existence of objects they cannot see. An object which moves out of sight ceases to exist. By the time they reach the age of 18 months, children have realised that objects have an existence independently of their perception. The cognitive theory draws attention to the large increase in children's vocabulary at around this age, suggesting a link between object permanence and the learning of labels for objects. Cognitive theorists say that each learner has a cognitive structure into which any new learning is absorbed. Cognitive theory is also called ‘mentalistic’ because all cognitive interpretation of language learning rests upon the neuropsychological base of thought. Cognitive theoreticians consider language learning as a ‘meaningful process’. Cognitive theory validates Experiential Language Learning because there the learner will understand the new input and connects it with previous inputs or experiences (Montsaye, n.d.).

The humanistic approaches to learning also came in an explosion of new and radical approaches to learning a language came to light in the 1970s. These approaches are often grouped under the title of Humanistic Approaches due to their method of concentration, touching on the innate ability and capacity that all learners are presumed to possess. This method is based on the idea that the mind has great potential and can retain information by the power of suggestion. This teaching

method uses relaxation as a means of retaining new knowledge. In their initial lessons, learners receive large quantities of information in the new language. The text is translated and then read aloud with classical music in the background. The scope is to supply an atmosphere of total relaxation where understanding is purely accidental and subliminal. Using large quantities of linguistic material introduces the idea that language understanding is easy and natural (Changli, 2025).

1.1.9. Approaches, Methods and Techniques of Teaching Language

There are various approach, methods, and techniques used in language teaching. However, approaches and methods specifically designed for teaching a first language are quite uncommon. Most of the points listed below mainly apply to second language teaching. In a book by Rai (n.d, pp.73), Edward Anthony (1963), an American applied linguist, defines language learning approaches, methods and techniques which are discussed below:

Approach: An approach is a set of correlative assumptions dealing with the nature of language (i.e. linguistic) and the nature of language teaching and learning; it describes the nature of the subject matter to be taught; it is more theoretical and forms the basis of any method to be formulated; an approach is axiomatic.

Method: A method is an overall plan for the orderly presentation of language material; no part of the method evolved contradicts the principles of the approach on which it is based; a method is more procedural; within any approach, there can be several methods.

Techniques: Teaching techniques are the specific strategies and methods teachers used to help students learn more effectively. These approaches can vary from traditional lectures to more interactive activities like group discussions or hands-on projects, all designed to make learning easier and more engaging. Essentially, teaching techniques are tools that support the way ideas are shared and skills are developed, aiming to create learning environments that motivate students and adapt to their unique needs.

a) Approaches of Language Teaching

i) ***The Oral Approach or Situational Language Teaching:*** Oral Approach, also known as Situational Language Teaching (SLT), is a structured methodology developed by British linguists Harold Palmer and A. S. Hornby in the 1920s–1960s (Zhi, 2023). Rooted in structuralist and behaviourist theories, it emphasizes teaching language through situational contexts, controlled vocabulary, and systematic grammar instruction.

Situational Language Teaching refers to the teaching method that teachers purposefully introduce or create vivid and specific scenes with a certain emotions and images in the process of teaching, in order to help students understand the textbooks and enable students' psychological function to develop. The core of the situational teaching method is to stimulate students' emotions. In a paper by Zhi (2023), Li Jilin deems that situational teaching method is an instructional approach that uses images and real-life scenarios to engage students emotionally while connecting their feelings with cognitive learning activities. By situation Pittman (as cited in Zhi, 2023) means the use of real objects, pictures, and actions along with gestures helps illustrate and convey the meaning of new language concepts. Li Jilin (as cited in Zhi, 2023) sees the situation as an emotional or learning environment created during the teaching process. It is an intentionally designed and optimized setting that meets children's needs. In this context, situations often involve visual aids or elements connected to students' real-life experiences to stimulate their interest and motivation.

Situational Language Teaching involves accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns (Zhi, 2023).

ii) ***The Structural Approach:*** The structural approach is based on the assumption that language teaching can best be done through systematic selection and grading of structures or sentence patterns. It was widely implemented in the United States in the 1950s. The basic principle underlying the approach is: Language is speech, not writing. It is important to design courses around selected and graded

structures. An inductive approach to grammar teaching is adopted and focus is given on descriptive and authentic language. Students are actively involved in the learning process. Vocabulary teaching is selective and undertaken only to support drilling structures. As an approach, it represents the structural view of the nature of language and language teaching (Smahavidyalaya, n.d).

The main aim of structural approach is to teach four fundamental skills: listening, speaking, reading and writing. It also enlarges the vocabulary of the student's. It correlates the teaching of grammar and composition with the lesson of the text-book. It improves and corrects pupil's speech habit. It makes classroom environment interesting and natural. It develops student's interest in creating meaningful situations. It lays proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake. It also enables the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

iii) ***Communicative Approach:*** The communicative approach shifts the focus from form-based instruction to meaning-based learning. It represents a move from rigid, teacher-centered methods to flexible, learner-centered classrooms. Rooted in the ideas of sociolinguist Dell Hymes (as cited in BJ, n.d. slide 13), this approach emphasizes communicative competence the ability not only to form grammatically correct sentences but also to use them appropriately in real-life contexts. The goal is to help learners use language accurately and meaningfully, with teachers acting as facilitators rather than authority figures. The communicative approach values real communication over rote grammar drills, focusing on language use in authentic situations. Activities such as discussions, debates, role plays, and information-gap tasks encourage interaction and practical application of language skills. By prioritizing speaking and writing within meaningful contexts, this approach develops learners' ability to express ideas effectively and promotes independence, engagement, and confidence in language use (Canale & Swain, 1980).

iv) ***Constructive Approach:*** While behaviourism focuses on intelligence, objectives, knowledge levels, and reinforcement, constructivism emphasizes the learner's active role in building knowledge through interaction with their environment. The core principle of constructivism is that students learn best by

engaging actively in the learning process, allowing them to construct meaning and understanding for themselves. In language teaching, this approach highlights that second language acquisition is most effective in authentic, complex, and meaningful contexts.

A key aim of constructivist teaching is to help students develop the ability to take initiative and manage their own learning, fostering independence and lifelong learning skills. According to Reinfried (as cited in BJ, n.d., slide 16), constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self-teaching. Constructivist language learning should be learner centred that supports individualization of learning and autonomy. Learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well. Constructivist language learning is to be holistic with content oriented perspective, authentic and complex learning environment.

b) Method of Language Teaching

i) ***Explanation Method:*** This is a classic way of teaching where the instructor primarily speaks to the students, who listen and take notes. The teacher is the main source of information, making this approach useful for covering a large amount of material efficiently, especially in bigger classes. However, it usually involves limited interaction from students and relies on the teacher's ability to keep the content interesting and clear.

ii) ***Grammar Translation Method :*** Grammar Translation known as the Classical Method is the oldest approach to learning foreign languages and prevailed in Europe from the 1840s to 1940s (Rameen, n.d). Originating with the goal of teaching ancient languages like Latin and Greek, it was later adapted for modern language instruction. Its primary objective is to help students read and translate foreign literature while supporting intellectual development. Lessons are usually given in the learners' own language, with little focus on using the new language for communication. Grammar is presented through explanations and rules that students must memorize and practice with translation exercises. Vocabulary is often learned as lists, with little emphasis on real-world use. Translation between the student's

language and the foreign language forms the core classroom activity. Reading difficult texts starts early, prioritizing grammatical analysis over understanding content. Instruction is rooted in detailed grammar explanations, often neglecting pronunciation and oral skills. Practice revolves around translating isolated sentences, not meaningful conversations. The method treats language learning like other scholarly subjects, such as math or logic. Techniques like fill-in-the-blanks, comprehension questions, and passage translation are commonly used to reinforce grammatical frameworks.

iii) **Direct Method:** According to Sanako Blog (2023), the Direct Method of Language Teaching emerging in the late 19th century, sometimes called the Natural Method, transformed language learning by focusing on full immersion in the target language, much like how children learn to speak their first language. At its core, the Direct Method aims to connect words with their meanings directly, without translating. Teachers rely solely on the target language in the classroom, forbidding the use of the students' mother tongue. New vocabulary and ideas are introduced through actions, visual aids, demonstrations, and gestures instead of translating words. Strong attention is given to listening and speaking, putting these skills ahead of reading and writing. Learners acquire grammar by discovering patterns in the language, rather than through explicit rules. Pronunciation training is emphasized, helping students to think in the target language. Lessons are built around sentences as the principal unit of meaning, and student practice speaking and listening extensively to gain fluency. Frequent question-and-answer practice keeps learners engaged and actively involved. The approach also calls for significant use of visual and audio materials to make language concepts clear.

iv) **Bilingual Method:** Dhonnchaidh (2025) stated that, "the bilingual method is a language learning method where the student's mother tongue and the target language are used together. In this method, teachers and students use their native language to explain concepts in the target language, and comparisons are often made between the two languages". Crafted by Dr. C.J. Dodson during the 1960s, the Bilingual Method combines facets of both the Direct and Grammar-Translation Methods. This strategy intentionally incorporates both students' first language and the one being learned. Instruction starts bilingually, shifting gradually toward using

only the target language. Teaching follows three main stages: presenting new material, practicing it, and producing language output. Its foundation lies in making learning more efficient by supplying translations when necessary, without reconstructing situations. Teachers are the only ones allowed to clarify points using the native language; students themselves must stick to the target language. The sentence is treated as the building block for lessons, and key terms or concepts are clarified in the students' language. Extensive sentence pattern drills give students practice, setting this method apart from simple grammar translation. The goal is to build both fluent speech and accuracy by leveraging both languages for clarity. From early on, reading and writing are woven into speaking practice. The method is designed for flexibility, easily fitting various educational settings and not demanding elaborate classroom resources. As learners become more confident, native language explanations are gradually removed. The approach also acknowledges and builds on learners' existing language habits and background rather than disregarding them (Donnchaidh, 2015).

v) ***Audio Lingual Method:*** The Audio Lingual Method rose to prominence during the mid-20th century, initially developed for military language instruction in World War II. Grounded in structural linguistics and psychological theories of behaviorism, especially those of B.F. Skinner, it centers on the idea that language is acquired through habit formation, using stimulus and reinforcement. Emphasis is placed on speaking and listening skills using drills, repetition, imitation, and memorization. Language is seen mainly as spoken medium, so oral skills are stressed over literacy. Learners practice set patterns and dialogues to achieve automatic responses. Four key drill types- repetition, slot substitution, question-and-answer, and expansion are regularly used. Rather than giving direct grammar instruction, students discover rules through repeated exposure and practice. Immediate positive feedback for correct responses and prompt correction for mistakes prevent bad habits from forming. The method employs only the target language in class, with no translations allowed. Audio-visual materials help connect sounds with their meanings. Vocabulary is learned in full contexts instead of in isolation, and teachers maintain tight control over classroom activities. The method's ultimate aim is to

develop near-native pronunciation and fluency through intensive oral practice (Sami, 2023).

vi) ***Dr. West's New Method or Reading Method:*** Introduced by Dr. Michael West between the 1920s and 1950s, this approach stemmed from his extensive experience with English education in India. Noticing the unique challenges Indian learners faced, West emphasized the importance of reading comprehension, believing reading was the quickest route to language mastery, including speaking and writing. He pioneered the use of graded readers books organized into levels with carefully chosen vocabularies to facilitate reading. The method allows some use of the native tongue, recognizing its practical value in the Indian context. Vocabulary is introduced using a controlled ratio, typically one new word per fifty already-known words. Unlike relying solely on classroom speaking, West saw readers as reliable models for language, encouraging silent reading over oral work. He argued that reading required less teacher intervention and was better suited for independent learning. This method also takes into account students who might leave school early, ensuring that whatever progress they achieve has immediate value (Gupta et. al. n.d., pp.138-140).

vii) ***Communicative Language Teaching Method:*** Emerging in the 1970s and early 1980s, Communicative Language Teaching (CLT) arose as an answer to the limitations of earlier methods, which were viewed as ineffective at developing real communicative ability. CLT puts interaction at the heart of both learning process and outcomes. The method was shaped by social and economic changes in Europe that increased the need for practical language ability. Its main target is communicative competence effective, flexible use of language not just correct grammar. Students are engaged in communication tasks that mirror real-life contexts. CLT weaves together four competencies: grammar (rules), sociolinguistics (social context), discourse (how meaning is constructed across sentences), and strategy (handling communication problems). Teachers act as guides, supporting students as they engage in communicative activities. Authentic resources like news articles, videos, and real tasks are used instead of artificial classroom tasks. Students participate in activities such as role plays, information gaps, group work, and pairs, often drawing on their own lives and opinions. Mistakes are corrected indirectly, usually by guiding the

conversation rather than interrupting. Both fluency and accuracy are fostered, with a focus on conveying real messages. All language skills listening, speaking, reading, and writing are practiced together in integrated activities. Above all, success comes from students' active participation in real communication (Rambi, 2017).

viii) ***Eclectic Method:*** The Eclectic Method is a flexible, adaptive teaching approach that recognizes no single method can serve every learner or context effectively. Teachers using this approach pull techniques from different methodologies such as Grammar Translation, Direct, Audio-Lingual, Bilingual, and CLT depending on the day's goals, class dynamics, and student needs. It became popular as educators recognized the restrictive nature of rigidly following one teaching method. The guiding principle is to serve students' needs first, without dogmatic attachment to any "one right way." Teachers are free to select and blend approaches as suits their learners and lesson objectives. This method requires teachers to be familiar with a range of strategies and stay responsive to classroom situations. It avoids monotony and better matches the wide range of learning preferences found in a classroom. Both inductive (learning by discovery) and deductive (learning by rule) techniques are used as needed. All elements of language grammar, vocabulary, pronunciation, and culture are taught together to mirror real language use. Eclectic teaching draws on a broad array of materials, from textbooks and authentic readings to digital and multi-media resources. It puts an emphasis on the student as active learner, with teachers shifting roles as the lesson demands. The approach supports both home and target languages in the classroom when appropriate; creating a balance that supports effective language acquisition (Sarifa, 2020).

ix) ***Inductive-Deductive Method:*** In the inductive method, learners are first given examples and are expected to discover the underlying rules on their own. The teacher serves as a guide, placing learners at the center of the teaching and learning process. Students analyze the examples to identify patterns or rules and find the answers independently. In contrast, the deductive method is a more traditional approach to teaching language or grammar. Here, the teacher first explains the rules and then provides examples. Learners receive the terminology before applying it to the given examples. In this method, the teacher leads the entire process from

presenting rules to explaining them through examples while learners play a more passive role (Mishra, 2025).

c) Techniques of Language Teaching

i) ***Dramatization:*** In language teaching, dramatization is an effective method that engages learners in acting out roles or situations to simulate authentic communication. It promotes both verbal and non-verbal expression, creativity, and active participation in a relaxed and flexible learning environment. It helps students develop public speaking, improvisation, and critical thinking abilities while enhancing creativity, adaptability, and social interaction. By allowing learners to explore lesson topics in a lively and enjoyable way, it deepens understanding and makes language learning more memorable and meaningful (Open Space, 2022).

ii) ***Role Play:*** Role play is an effective strategy in language teaching that helps students practice real-life communication in an engaging way. Teachers can choose scenarios suited to learners' levels, such as everyday conversations, job interviews, or fun games like Guess Who to make lessons interactive. Working in small groups encourages cooperation and reduces anxiety, while clear instructions and relevant vocabulary guide students through the activity. Encouraging authenticity allows learners to express themselves naturally, and post-activity feedback strengthens fluency and confidence. Thus, role play enhances speaking skills, creativity, and confidence, making it a powerful tool for language learning (Sanako Blog, 2024).

iii) ***Project-Based Learning:*** In a research done by Ferecbeyli (2025), it was found that Project-Based Learning integrates real-world tasks to develop learners' linguistic, cognitive, and social skills. It enhances speaking, listening, reading, and writing through authentic communication activities like interviews, presentations, and report writing, making language learning more meaningful and contextual. It boosts motivation and engagement by giving students autonomy, connecting learning to real-life situations, and fostering emotional involvement. Beyond language proficiency, it cultivates critical 21st-century skills such as collaboration, problem-solving, creativity, and digital literacy through teamwork and technology-driven projects. By transforming the classroom into an interactive, student-centered

environment, PBL not only strengthens communicative competence but also prepares learners for effective participation in academic, professional, and global contexts.

iv) ***Collaborative Learning:*** In this strategy, students work together in groups to tackle problems, complete assignments, or explore ideas. It promotes teamwork by encouraging communication, sharing of different viewpoints, and mutual support. Collaborative learning not only improves social skills but also helps students develop a deeper understanding of content by learning from their peers (Amalia, 2017, p 50-60).

v) ***Debate:*** Debate is an important technique in language learning. In secondary schools, the main goal of language teaching is to help students develop the four basic language skills: listening, speaking, reading, and writing. Among these, debate can play a valuable role, especially in improving listening and speaking skills. Debate topic can be prepared in advance or conducted during class. Through this technique, students enhance their critical thinking skills, as they need to plan their arguments and respond to opposing views. At the same time, debating helps them become more fluent and confident speakers, as they aim to persuade the audience. By listening carefully to their friends' speech, they are also exposed to new ideas, which further support their listening skill.

vi) ***Discussion:*** Discussion can be used both as a method and a technique in language learning. It can be carried out by dividing students into groups and assigning each group a different topic to discuss. Alternatively, the whole class can be given a single topic, and each student can be invited to share their views. As a technique, discussion helps students improve their listening and speaking skills, as they are required to express their own ideas and listen to the opinions of others. In addition to developing these two skills, discussion also teaches students to respect different view points. It encourages them to think critically, develop new ideas, and learn new words and vocabulary from their peers which is an important part of language learning.

1.1.10. First Language Teaching and Learning in School

According to India's National Education Policy (NEP) 2020, the three-language formula remains in place, aiming to foster multilingual abilities and strengthen national unity, but now with increased flexibility so that no language is forced upon any student or state. The selection of languages will largely be determined by individual states and students, provided that at least two of the chosen languages are Indian in origin. Unlike the earlier policies from 1968 and 1986, NEP 2020 grants far more autonomy, allowing regions and learners to freely decide which three languages they wish to study during their schooling.

Vygotsky (1978) believed that children's thinking develops through interactions with others in their cultural environment. Teaching in a student's first language draws on what they already know linguistically and culturally, making it easier for them to grasp new ideas and stay engaged with classroom material.

According to Cummins (2001) the idea behind teaching and learning in a student's first language at school is to use the language spoken at home as the main medium for instruction, especially in the early years of education. This method is based on the understanding that children absorb information more effectively when lessons are delivered in the language they are most comfortable with, leading to better understanding and more active participation in class.

Thomas and Collier (2002) argued that when instruction happens in a child's first language, both educators and students can communicate more fully, allowing learners to tackle challenging topics and share their ideas with greater confidence. Studies have shown that children who start their education in their first language tend to achieve higher results in literacy and numeracy, as they are able to build on the language foundation they already possess. This practice also supports the maintenance of cultural traditions and strengthens students' sense of identity, which is especially important for those from linguistic minority groups.

Moreover, Kangas (2000) proposes that learning in the first language provides a solid base for picking up new languages later on, as the reading and thinking skills developed early on are easily transferred. To make the most of first language education, it is important to create a welcoming atmosphere that respects students' linguistic heritage, supplies learning materials in their mother tongue, and encourages family involvement in the educational journey.

The National Education Policy, 2020 has advocated, that "wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language" for both public and private schools (pp.13).

Educationists and psychologists have stressed on the significant contribution of first language in the cognitive development and overall learning of students. It has also been found that in learning of different school subjects, instruction given in first language provides the best comprehension for the learners as they learn through the language that they are most familiar with, as opposed when instructions are given in another language where students have to translate the lesson into their mother tongue (mentally) in order to fully comprehend what they are being taught.

1.1.11. History of Mizo Language

Lalbiakhlui (2015; as cited in Pachuau, 2023) in her thesis, "Second Language Acquisition for Mizo Learners at the Elementary Level" wrote Mizo language as:

The Mizo language, which was formerly known as the Lushai language has no script of its own. According to legend, a dog ate up the only piece of animal skin on which the letters of the Mizo language was written down. It was the Welsh missionaries, the Reverends F.W Savidge and J.H Lorrain, who came to the Hills in 1894 A.D and gave the Mizo their first alphabets. When they came to Mizoram, the two missionaries found that before their

arrival, the Mizo people had been taught the Bengali alphabets using the Devanagiri script which they found very difficult to acquire (pp.9).

Linguistic research has established that the Mizo language belongs to the Kuki-Chin linguistic family, which forms part of the broader Tibeto-Burman branch within the Sino-Tibetan language system. Historically, the various Mizo tribal groups developed their own distinct dialectical variations. While several of these linguistic variants remain in active use today, others have become increasingly vulnerable due to declining speaker populations within their respective communities.

Among these dialectical variations, the Duhlian variety associated with the Lusei community has achieved widespread prominence and acceptance. This particular dialect gained favor primarily because of its linguistic compatibility with other Mizo speech patterns, making it accessible across different tribal groups. Statistical data from Mizoram reveals a notable demographic shift: while the 1981 population survey indicated that approximately 53% of residents spoke Duhlian, this figure had risen to nearly 76% by the following three decades (Pachau, 2023).

The Mizo language continues to demonstrate remarkable vitality and expansion, regularly incorporating lexical elements from neighbouring languages. There exists a progressive movement within academic and speaking communities to embrace linguistic innovation through the adoption of new terminology. Contrary to earlier academic concerns suggesting potential language decline, as documented in linguistic studies, the Mizo language has maintained its robust usage patterns and continues to flourish with enhanced lexical richness.

This linguistic evolution reflects the dynamic nature of the Mizo language community, which has successfully adapted to modern contexts while preserving its essential cultural and communicative functions. The language's growth trajectory demonstrates its resilience and continued relevance in contemporary society, challenging predictions of potential endangerment.

In a research conducted by Pachuau in 2023, he has highlighted that, “In the year 1930, Mizo language was introduced in schools in Mizoram” (Lianthanga 1-10). According to Fanai, language is a structured system of communication consisting of words used in a structured and conventional way and conveyed by speech, writing, or gestured. Mizo language belongs to the Tibeto Burman linguistic family. It is a tonal language which consists of both level tone and contoured tone which can express different meaning. Moreover, Mizo language is a mono-syllabic language. However, it can consist of more than one syllable. This characteristic has been problematic for the non-Mizo’s to attain native like skills in Mizo language. Even after learning the vocabulary, they have to master the tones (Fanai, n.d; as cited in Pachuau, 2023).

Therefore, “Mizo tawng”, the language of the people of Mizoram, serves as the official language of the state alongside English. It is the primary means of verbal communication among the Mizo people and functions as both the first and official language. The Mizo language is widely used in newspapers, mass media, television, radio, and educational institutions, playing a key role in promoting standardized education. Language, in general, is a structured system of spoken or written communication used by a community to share ideas and knowledge. As language is central to human interaction and the transmission of information, it is essential that learners develop a strong understanding of it so they can effectively achieve the goals of language education (Pachuau, 2023).

1.1.12. Teaching and Learning of Mizo Subject at Secondary School in Mizoram

Majority of the schools learned Mizo subject from Class-I both at government and private schools in which the curriculum is developed by State Council of Educational Research and Training (SCERT) for the elementary level and the curriculum of Secondary and Higher Secondary Mizo subject is developed by Mizoram Board of School Education (MBSE). Moreover, it is also taught from Class-I to Class- XII in schools affiliated to the Central Board of Secondary Education (CBSE) where the curriculum is developed by CBSE.

The Mizo textbooks for Class IX and Class X to be used by students of schools under MBSE are prescribed and published by MBSE as per the regulations

of National Curriculum framework 2005. They are divided into four major units, consisting of poetry, prose, grammar, drama, short stories, and fiction.

The Mizo textbooks for Class IX and Class X to be used by students of schools under CBSE are published by Mizo Language Board (CBSE) on Behalf of Central Board of Secondary Education. The textbook consists of five sections - reading comprehension, grammar, composition, text-book poetry and prose.

1.1.13. Status of Mizo Language Teaching in Mizoram

In Mizoram, the Mizo language occupies a significant place within the educational framework as it is formally taught as a subject beginning from the primary level and continues throughout the higher secondary stage. This ensures that students are exposed to their mother tongue from an early age, thus providing opportunities for both literacy and cultural preservation. Despite this structured inclusion, scholars and educationists have noted that the teaching of Mizo in schools often does not receive the same level of recognition or emphasis compared to other core subjects. While its presence within the curriculum theoretically suggests importance, in practice, its role appears to be more peripheral. Teachers and students may frequently prioritize English and science-based courses over Mizo, which has led to concerns regarding the future academic and intellectual development of the language. Thus, although the subject is introduced at all levels, its overall status within education remains relatively fragile.

In his educational work Mizo Tawng Zirtir, Zothanliana (2023) emphasizes the neglectful treatment of Mizo as a school subject within Mizoram's curriculum. According to him, while the language has received formal recognition through its inclusion at various grade levels, the actual importance assigned to it in teaching and learning processes remains relatively low. Many schools and instructors appear to regard Mizo primarily as a supplementary subject rather than one fundamental to cultural identity and intellectual development. This marginalization has broader implications, as language plays a central role in shaping identity, creativity, and collective consciousness. Zothanliana argues that unless this attitude changes, the progress of Mizo as both an academic discipline and a medium of knowledge will

remain constrained. His observations highlight the gap between curricular policy and classroom reality, thereby calling attention to how deeply undervalued indigenous language education sometimes becomes within modernized education systems.

Following are the points on the status of Mizo language teaching according to Zothanliana (2023), in his book “Mizo Tawng Zirtir”,

1. ***Neglect and Lack of Prioritization of Mizo Language:*** Although Mizo is the mother tongue of the majority population in Mizoram, its place within the school curriculum often reflects a paradoxical neglect. Despite being a first language, it is treated as a secondary subject that supposedly requires neither extensive study nor sustained attention. The preparation of textbooks is a telling example of this marginalization: compared with the production of textbooks in “mainstream” subjects such as science, mathematics, or English, Mizo language textbooks are often regarded as less important. Issues such as delays in printing, poor-quality design, mistakes in sequencing or structuring content and irregular distribution undermine its academic stature. This administrative indifference further perpetuates the perception among both teachers and students that learning Mizo does not demand serious effort. In fact, in many schools, it is actively prohibited to use Mizo outside of designated language classes, reinforcing cultural detachment from the language in educational environments. Such treatment sends subtle yet damaging messages to learners: that their own language, though the most immediate medium of thought and expression, does not merit the rigor, seriousness, or prestige given to other subjects. Moreover, when students grow up seeing their home language pushed to the periphery of formal learning, the long-term danger lies in cultural erosion and identity loss. The undervaluation of Mizo therefore has implications not only for language development but also for broader issues of identity, heritage preservation, and self-expression. Thus, even at the foundational educational levels, Mizo is deprived of the institutional recognition it deserves, diminishing its potential to act as both a subject of study and a vehicle for intellectual growth.

2. ***Shortage of Qualified Language Teachers:*** Another constraint that weakens the teaching of Mizo in schools is the absence of professionally qualified and

specialized instructors. Since the subject is widely perceived as “easy,” administrators typically assign it to whichever teacher is available, even if they lack the necessary disciplinary or pedagogical background. This leads to a twofold problem: insufficient subject expertise and ineffective communication of knowledge. Teachers without formal training in Mizo pedagogy tend to rely on their own improvisations, which results in inconsistent teaching quality and misalignment with curricular goals. Even those who have undergone training sometimes fail to adopt appropriate teaching methodologies, preferring instead to teach in ways that suit their convenience, without considering the importance of language acquisition strategies. This situation diminishes the seriousness of the subject and prevents students from developing a meaningful, structured relationship with their language. In language education, teachers are not merely transmitters of knowledge; they are facilitators who must nurture critical skills such as grammar, vocabulary, writing structure, oral communication, and literary appreciation. If the teachers themselves do not embody these skills or the methods to teach them effectively, students cannot achieve linguistic proficiency. The undervaluation of teacher training consequently undermines the long-term educational objectives tied to Mizo: to maintain it as both an academic discipline and a living cultural practice. Therefore, without well-qualified teachers who are respected for their role, the language is bound to remain peripheral, eroding not just academic performance but also the cultural authority of Mizo within its own land.

3. ***Neglect of Pedagogical Approaches:*** Like any academic discipline, the teaching of Mizo is rooted in defined aims and objectives, which in turn require appropriate and purpose-driven pedagogy. Yet in many schools, these pedagogical requirements are overlooked. The subject is reduced largely to a cultural repository namely, the recounting of ancestors’ stories, folklore, religious traditions, and moral narratives rather than treated as a full-fledged language with its own systematic structures and communicative functions. As a result, classrooms too often emphasize memory-based learning at the expense of skill development. True language instruction demands attention to how students acquire and refine literacy skills, writing styles, vocabulary usage, and modes of oral expression. Without pedagogical

rigor, the classroom becomes more about cultural preservation than language acquisition, leaving learners underprepared to use the language in diverse contexts. This reductionist approach downplays the communicative and cognitive dimensions of learning a language. Pedagogical skills are particularly vital in enhancing critical learning outcomes such as comprehension, inquiry, application, and creativity. They also help to make the subject dynamic, interactive, and relevant for the learner. When pedagogy is ignored, however, the teaching of Mizo becomes static and lacks the capacity to engage students in meaningful ways. Consequently, the subject becomes vulnerable to the accusation that it is "easy" or "unimportant," feeding into the very cycle of neglect that has marginalized it within the school system. Elevating Mizo education therefore requires the recognition that language learning is not incidental but depends heavily on the teacher's effective use of pedagogy.

4. ***Neglect of Core Language Skills:*** Language is fundamentally a skill-based subject, encompassing the four key domains of listening, speaking, reading, and writing. Each of these elements is interdependent and critical to achieving communicative competence in any language. Yet, within the current educational structure in Mizoram, these skills are often ignored in the teaching of Mizo. Classrooms rarely provide systematic opportunities for students to refine their listening comprehension or develop oral fluency. Speaking is limited to rote repetition, reading to the decoding of set texts, and writing to recall-based examinations. This neglect diminishes students' ability to use the language dynamically in social, academic, or professional settings. For instance, listening exercises could develop auditory memory and comprehension, while speaking activities could foster confidence and fluency skills that are transferable to multiple domains. Similarly, reading with structured comprehension tasks would allow learners to engage critically with texts, while writing practice could sharpen creativity and formal expression. By overlooking these skills, schools treat Mizo more as a theoretical subject than a language of living communication. This is damaging not only to the linguistic growth of students but also to the survival of Mizo as a tool of intellectual discourse. If language classrooms fail to provide holistic training, students may lose proficiency in their own mother tongue, even as

they attain competence in other languages. Such an imbalance places Mizo at greater risk of marginalization and threatens the intergenerational continuity of linguistic heritage. Therefore, prioritizing the systematic inculcation of language skills is essential for empowering students and ensuring language vitality.

5. ***Absence of Meaning-Making in Language Use:*** One of the most important purposes of language learning lies in its role as a tool for thought, reflection, and self-expression. However, the teaching of Mizo in many schools fails to harness this potential. Language classrooms are rarely designed to engage students in activities that foster critical thinking, analysis, and personal interpretation. Instead, they tend to confine students to passive reception of prescribed content. When students are not given opportunities to construct their own meanings through debate, discussion, reflection, or creative expression, the language class becomes restricted to mechanical memorization. This neglect of meaning-making undermines the deep connection between language and thought. Educational philosophers have long argued that language and thought are inseparable: one cannot achieve critical thinking without the ability to articulate and refine ideas through language. By depriving students of this opportunity, the Mizo classroom inadvertently weakens not only linguistic proficiency but also higher-order cognitive skills. Allowing students to question, interpret, and reflect enables them to use language as a living resource for developing perspectives. In contrast, viewing Mizo simply as a record of cultural stories diminishes its role as a medium of intellectual inquiry. Therefore, in order for Mizo to thrive academically, classrooms must be restructured to encourage reflective thinking, articulate speaking, and interpretive reading and writing. This would transform the language into an active instrument of thought rather than a static collection of inherited texts.

6. ***Inadequate Methods of Assessment and Evaluation:*** The assessment of Mizo in schools is predominantly based on traditional written examinations pen and paper tests that often emphasize rote reproduction of memorized content. This practice simplifies language evaluation to a test of recall, ignoring the broader range of language competencies such as oral communication, interactive participation, creative writing, or comprehension in diverse contexts. Effective language

assessment must be multidimensional, measuring not just factual memory but also skills in listening, speaking, reading comprehension, and writing fluency. However, examiners are not always adequately trained in question design, leading to assessments that fail to challenge higher-order thinking. Instead of engaging students in analytical, interpretive, or creative tasks, the questions often remain simplistic; demanding only output that reflects what was already memorized. This discourages independent learning and weakens the development of language mastery. Furthermore, evaluation systems should recognize the continuous nature of language learning. Assessments such as oral presentations, project work, group discussions, and comprehension tests could significantly enhance the measurement of student proficiency. The neglect of such comprehensive approaches reinforces the idea that Mizo is not a “serious” subject worth investing resources in. Over time, this narrow model of assessment not only fails to capture students’ actual capacities but also demotivates learners, shrinking their opportunities to develop competence in their mother tongue. For Mizo as a language subject to gain recognition and authenticity, it is essential that evaluation methods evolve into more flexible, skill-focused, and creative systems that accurately reflect students’ linguistic abilities (Zothanliana, 2023, pp. 37-40).

To address the various plausible challenges in teaching and learning the Mizo subject, it is essential to first determine whether the current approach effectively develops secondary students’ language competency in Mizo. By understanding students’ existing level of competency, more advanced and productive teaching and learning methods can be designed and recommended. Therefore, language competency plays a crucial role in the overall process of Mizo language education.

1.1.14. Language Competency: Concept and Importance

According to N. Chomsky, language competence includes all the linguistic knowledge that a language user involuntarily knows in order to use a certain language and understands that language. He believes that language competence cannot be evaluated as a measurement criterion because it includes the language knowledge and habits that are already inside us (Ibrahimova, 2023).

Ibrahimova (2023) in his paper, “Language Competence as a Factor of Shaping Human Identity”, discussed language competency as the understanding of a language and the skill to apply that understanding to interpret and create meaningful communication suited to different contexts. There are numerous approaches to improving language competence, but the most effective method is to engage in learning activities or tasks that involve using the language for authentic, practical purposes. By participating in real-life scenarios, learners have the opportunity to apply their skills and effectively navigate the situations they encounter.

Language competency is the foundation of effective language education, yet it is often misunderstood as merely knowing vocabulary and grammar rules. In truth, it signifies a complex set of abilities enabling a person to understand and produce meaningful communication in varied contexts. Language competency is typically viewed through four integrated components: grammatical competence (correct use of syntax and vocabulary), sociolinguistic competence (appropriacy of language in social contexts), discourse competence (coherent connection of ideas), and strategic competence (problem-solving in communication breakdowns).

This multifaceted framework emphasizes that language learning is not confined to memorization but is deeply embedded in cultural and social interaction. Learners must not only know about the language but also what they can do with it in dynamic, real-life settings. For example, students who actively use language in authentic conversations or cultural exchanges develop greater fluency and pragmatic skill than those who only study textbook grammar. Such experiential learning nurtures adaptability and creativity, key traits of true language competence.

Moreover, this competency fosters cognitive flexibility exercising multiple language systems engages the brain in nuanced ways, enhancing overall intellectual agility. In classrooms, pedagogical strategies like task-based learning, role-plays, and content integration help cultivate these competencies by placing learners in meaningful situations requiring language use beyond rote drills. Thus, language competency extends beyond academic achievement to include social connection,

cultural navigation, and lifelong communication skills essential in a globalized world.

First Language Competency Test:

A first language competency test is a specialized assessment designed to evaluate an individual's proficiency and command over their native tongue, also known as the first language (L1). This form of testing is crucial because it measures linguistic skills developed naturally from early childhood the language learned and used initially within a person's home and social environment.

The first language, often called the mother tongue or native language, is the primary means of communication acquired during the critical period of language development, usually from birth or infancy. It is more than just a tool for everyday interaction; it shapes one's cultural identity, cognitive frameworks, and social relationships. The native language forms the foundational linguistic system upon which further language learning is layered. This deep-rooted familiarity allows native speakers to intuitively navigate complex grammatical structures, sociocultural norms, and pragmatic nuances embedded within the language.

Importance of First Language Competency Test:

Assessing competency in the first language serves multiple essential purposes across educational and professional contexts. In multilingual educational settings, for instance, such tests help teachers understand students' foundational language skills when instruction occurs predominantly in a second language. This insight is invaluable in supporting students' balanced bilingual development and ensuring their academic progress isn't obscured by second language challenges.

Educational systems employing mother tongue-based multilingual education (MTB-MLE) programs use first language competency tests for properly placing students and gauging readiness for instruction in additional languages, thereby fostering smoother linguistic transitions.

In professional fields particularly in multilingual environments, demonstrating native language proficiency is often a prerequisite for effective communication with native-speaking communities. Certification programs for educators, like the Language Competency Assessment for the Teaching Profession (LCATP), specifically evaluate these skills to ensure teaching efficacy in linguistically diverse classrooms (Alberta Education, 2012).

- i. ***Accurate Assessment of Academic Ability:*** First language competency tests allow educators to evaluate students' true academic capabilities without the obstacles created by insufficient second language skills. This kind of evaluation offers a clearer picture of a student's knowledge and reasoning abilities, independent of their English or second language proficiency. Without such assessments, students might be unfairly judged by their performance in a language unfamiliar to them. Therefore, L1 testing ensures a fairer and more accurate measurement of what students truly understand and can apply academically (Sugarman & Villegas, 2020).
- ii. ***Identification of Language Disorders:*** Assessing children's skills in their first language is vital because it helps differentiate between genuine language disorders and difficulties merely due to second language learning. Many language impairments might go unnoticed if tests are conducted only in a second language, potentially leading to misdiagnoses. Evaluating proficiency in the native tongue provides critical insights into the linguistic development patterns unique to each learner. This comprehensive approach facilitates interventions tailored to the individual's actual need rather than assumptions based on second language performance (Schmid et al., 2023).
- iii. ***Support for Multilingual Education:*** In educational frameworks that emphasize mother tongue-based multilingual instruction, first language tests are essential tools to place students appropriately and design effective curricula. They help educators determine if a learner has the foundational language skills to build upon before introducing additional languages. Such placement supports a balanced bilingual development where learners retain strong native language skills alongside their second language growth. This approach ultimately leads to stronger overall

language competence and smoother academic transitions across languages (Ononiwu et al, 2021).

- iv. ***Enhancing Teacher Competency:*** Multilingual classrooms require educators who are proficient in their own native languages to communicate effectively with students, parents, and local communities. First language competency assessments confirm that teachers possess this proficiency, ensuring better connection and cultural understanding within diverse educational settings. They evaluate whether educators can meet language standards necessary for providing meaningful instruction and support. This certification plays an important role in maintaining educational quality in multilingual and multicultural contexts (Pathways to Teach Canada).
- v. ***Preserving Cultural and Linguistic Identity:*** Testing and recognizing first language skills affirm the importance of students' native languages and cultures within education systems. These assessments empower learners by validating their linguistic heritage and fostering pride in their cultural backgrounds. Recognizing and supporting L1 development contributes to a holistic educational experience that respects and nurtures identity. This approach counters the loss of native languages and promotes cognitive and emotional well-being linked to strong cultural roots (Centre for Early Childhood Development and Research, 2020).
- vi. ***Cognitive and Academic Benefits:*** Maintaining proficiency in the first language enhances a range of cognitive skills such as metalinguistic awareness and problem-solving, which benefit academic learning across subjects. Research shows that students with well-developed L1 skills tend to achieve higher academic success and demonstrate more effective learning of additional languages. Consistent use and assessment of the native language strengthen foundational skills that translate into improved overall educational outcomes. This cognitive advantage reinforces the value of supporting first language development alongside second language acquisition (Taqa, 2025).

Therefore, it can be concluded that language competency is a key factor in ensuring effective teaching and learning of the Mizo language. Although the teaching

of the Mizo language has often been considered secondary in schools, there are also promising developments reflecting gradual reforms in the educational system. In recent years, shifts in curriculum design have attempted to enhance the position of indigenous languages, including Mizo, by emphasizing their academic relevance and cultural necessity. These changes have introduced new opportunities for improving classroom practices and pedagogical outcomes, yet much still depends on how effectively teachers apply methods conducive to language learning. Current challenges lie in the lack of robust instructional strategies that go beyond traditional rote learning. For genuine progress, classroom processes must integrate dynamic pedagogical skills such as interactive learning, contextual practices, and creative exercises, which better capture the richness of the language. To accurately assess the present state of Mizo as an academic subject, more systematic and in-depth research remains crucial.

1.2. Rationale of the Study

The National Education Policy, 2020 has advocated, that “wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language” for both public and private schools (NEP, 2020, p. 13).

Despite this national direction, the importance of first language education, though widely acknowledged, requires deeper investigation in the context of Mizoram. A review of related literature shows that there has been no systematic research on the teaching and learning practices of the Mizo subject at the secondary school level. The importance of mother tongue or first language as a school subject cannot be overemphasized as mother tongue plays a vital role for the holistic development of the child or the learners. According to the National Council of Educational Research and Training (NCERT) Position Paper: National Focus Group on Teaching of English (NCERT, 2006),

“Language in education would ideally and ordinarily build on the naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic

knowledge. We can then speak of a ‘cognitive academic linguistic proficiency’ (Cummins 1979) as language and thinking skills that build on the basis of a child’s spontaneous knowledge of language. This is the goal of language education, and education through language” (p. 4).

In this context, one of the main reasons for learning the mother tongue or first language as a school subject is to enable learners to gain proficiency and competency in their native language by introducing new words and vocabularies and developing the four fundamental language skills: listening, speaking, reading, and writing. The ability to read, write, and speak is not only enough to have an expertise as well as for the eloquent conversation and transmission of our language; rather, a child needs to learn when and how to speak, write, and read meaningfully and precisely, as well as to accept and value others’ ideas, skills that are nurtured through listening. According to Jim Cummin (2001; as cited in Teemant & Pinnegar, 2019), there are two major aspects of language proficiency that must be acquired by language learners: Basic Interpersonal Communicative Skills (BICS), or conversational proficiency, and Cognitive Academic Language Proficiency (CALP), or academic proficiency. Therefore, studying the first language as a school subject is extremely crucial for students to develop not only BICS but also CALP as identified by Jim Cummins.

Furthermore, the Mizoram Board of School Education (MBSE, 2008) and Central Board of Secondary Education (CBSE, 2020) have laid down separate objectives for teaching the Mizo subject at the secondary level. The teaching objectives of CBSE aim to develop learners’ ability for independent reflection and enquiry while promoting and preserving Mizo language and literature. It also seeks to build confidence and proficiency in both spoken and written communication, encouraging the use of appropriate Mizo in various social settings. Moreover, it aims to foster creativity and self-learning through extensive reading, helping students become independent and lifelong learners. However, MBSE aims to develop students’ listening, speaking, reading, and writing skills in the Mizo language. Learners are expected to understand spoken messages, communicate fluently and appropriately, read prose and poetry with comprehension and appreciation, and write

clearly using correct grammar and punctuation. The objectives also include building a strong vocabulary and understanding of grammar for effective use of the language in different contexts.

In light of these objectives, it is crucial to identify the teaching practices of teachers teaching the Mizo subject at the secondary level. The attainment of learning objectives is highly dependent on how teachers teach and the efforts they take to help students achieve these objectives. Moreover, the methods, techniques, and strategies used for teaching the mother tongue are not clearly known, as there is no specific method identified or prescribed by any government body for academic administration. Hence, this study attempts to find out the methods used by the teachers teaching Mizo subject, which can contribute to realizing the goals and objectives laid down by MBSE and CBSE and determining the efficiency and effectiveness of first language teaching at the secondary level.

At the same time, it is important to look into the educational and professional qualifications of teachers teaching Mizo at the secondary level. The recruitment rule for High School teachers under the State government does not specify specialization in Mizo Subject (i.e., BA or MA in Mizo). The professional qualification of teachers plays a crucial role in the methods and strategies applied while teaching the subject. When teachers with no specialization or professional training are assigned to teach Mizo, there is a great possibility that they may focus more on content than on the development of fundamental language skills.

This study therefore focuses on the secondary level, as it represents a crucial stage in which students are expected to have fully developed language skills. However, this aspect has not been adequately explored or understood. The importance of learning and teaching the first language at the secondary school level cannot be neglected since the development of skills in the mother tongue continues to influence students' cognitive, personal, social, and cultural growth. Students with a strong foundation in their first language have a greater advantage in expressing themselves, which in turn helps them perform better in scholastic activities.

But, there is still a lack of clear data on the Mizo language competency of secondary school students. The general lack of emphasis on Mizo as a subject of study as well as a language for communication is felt all across the State of Mizoram. A new generation of Mizos, well versed in other languages especially English but lacking command over Mizo both in speaking and writing, is emerging and will continue to rise without proper intervention. In line with the national vision of NEP 2020, it becomes essential to understand how first language education contributes to broader learning outcomes. A strong foundation in the first language is central to meaningful learning across the curriculum because language underpins comprehension, thinking, and expression in all subject areas. The National Curriculum Framework for School Education (NCFSE) 2023 emphasizes that literacy should first be acquired in the language most familiar to the learner, typically the mother tongue or a frequently used local language, and that this language should ideally serve as the medium of instruction for other subjects until literacy in another language is attained. This position reinforces the principle that language learning is not only a goal but also a means to effective learning in every discipline. The framework also highlights multilingual proficiency as an educational goal, aiming for students to develop academic communication abilities in multiple languages by the age of 15 (NCFSE, 2023). Given this policy emphasis, investigating the relationship between first language competency and achievement in Science, Mathematics, and English can provide empirical insights into how well students' language foundations are supporting learning in these subjects and help inform improvements in teaching methods, curricular materials, and language learning strategies.

In view of these concerns, a study on the teaching practices of Mizo subject teachers is an effort to pave the way for introducing best practices in Mizo language instruction. Identifying students' learning practices and competency in the Mizo language will reflect the effectiveness of these teaching practices. The present study also aims to focus on the challenges faced by teachers in teaching Mizo in order to highlight areas where improvements could be made and to encourage relevant authorities to take appropriate action. The findings of this study are expected to assist teachers in enhancing their teaching strategies, while administrators and textbook

developers can use the results to improve the curriculum and learning materials based on current practices and challenges. It is also expected that the study will help students strengthen their language skills and bring a paradigm shift in the teaching and learning of Mizo as a subject.

Finally, reviewing literature related to the present study reveals that very limited research has been conducted on the teaching and learning practices of first languages in schools. It is also noted that no such study has previously been undertaken for Mizo language teaching and learning. Thus, it is believed that the findings will have significant implications for improving Mizo language education. Therefore, keeping in view the above-mentioned factors, the investigator finds it necessary to conduct this study to highlight the teaching-learning practices of Mizo subject at the secondary schools in Mizoram.

1.3. Research Questions

Based on the rationale, the following research questions are raised for the present study:

1. What are the profiles of Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination?
2. What are the pedagogical approaches practiced by Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination?
3. What are the challenges faced by secondary school teachers in Mizoram in teaching Mizo subject with respect to type of school management and board of examination?
4. What are the learning practices of secondary school students of Mizoram in Mizo language?
5. What is the level of Mizo language competency of secondary school students in Mizoram?
6. Is there any significant difference in the Mizo language competency of male and female secondary school students in Mizoram?

7. Is there any significant difference in the Mizo language competency of government and private secondary school students in Mizoram?
8. Is there any significant difference in the Mizo language competency of MBSE and CBSE students in Mizoram?
9. Is there any relationship between Mizo language competency of secondary school students and their achievement in Science subject?
10. Is there any relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject?
11. Is there any relationship between Mizo language competency of secondary school students and their achievement in English subject?

1.4. Statement of the Problem

The problem of the study is entitled as '*Teaching-Learning Practices of Mizo Subject at Secondary Schools in Mizoram*'.

1.5. Operational Definitions of Key Terms

The key terms used in the present study are operationally defined as follows:

1. Teaching Practices: In the present study, it refers to the way of imparting and communicating Mizo subject, concept, skills, methods, techniques and strategies used by the teachers in the classroom at the secondary school level.
2. Learning Practices: Learning practice in the present study refers to the acquisition of knowledge on various aspects such as skills, vocabularies, antonyms, synonyms, grammar etc. in learning Mizo subject by the secondary school students.
3. Mizo Subject: It refers to Mizo language subject which is being taught at the secondary schools.
4. Secondary Schools: For the present study, it means one of the levels of schooling which comprises of classes IX and X i.e. high school offering Mizo subject. Hence, the word secondary and high school are used simultaneously in the present study.

5. Government Schools: In the present study, government schools refer to schools which are fully run and manage by state or central government.
6. Private Schools: Private school in the present study refers to school manage and run by private organization receiving no fund or aid from the state government.

1.6. Objectives of the Study

The objectives for the present study are as follows:

1. To identify the profile of Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination.
2. To analyse and compare the pedagogical approaches practiced by Mizo subject teachers of secondary schools in Mizoram with respect to type of management and board of examination.
3. To analyse the challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management and board of examination.
4. To find out the learning practices of secondary school students of Mizoram in Mizo language.
5. To construct and standardize Mizo Language Competency Test for Secondary school Students in Mizoram.
6. To find out the level of Mizo language competency of secondary school students in Mizoram.
7. To compare the Mizo language competency of secondary school students in Mizoram with respect to gender.
8. To compare the Mizo language competency of secondary school students in Mizoram with respect to type of school management.
9. To compare the Mizo language competency of secondary school students in Mizoram with respect to board of examination.
10. To find out the relationship between Mizo language competency of secondary school students and their achievement in Science subject.

11. To find out the relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.
12. To find out the relationship between Mizo language competency of secondary school students and their achievement in English subject.

1.7. Null Hypotheses of the Study

The null hypotheses for the present study are as follows:

1. There is no significant difference in the Mizo language competency of male and female secondary school students in Mizoram.
2. There exists no significant difference in the Mizo language competency of government and private secondary school students in Mizoram.
3. There is no significant difference in the Mizo language competency of MBSE and CBSE students in Mizoram.
4. There is no significant relationship between Mizo language competency of secondary school students and their achievement in Science subject.
5. There exists no significant relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.
6. There is no significant relationship between Mizo language competency of secondary school students and their achievement in English subject.

1.8. Delimitation of the Study

The study is delimited to government and private secondary schools under MBSE and CBSE offering Mizo subjects.

CHAPTER-II

REVIEW OF RELATED LITERATURE

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1.0. Introduction

The review of related literature is a fundamental component of any research study, as it establishes the conceptual framework and informs critical aspects of the investigation, including research gaps, objectives, research questions, and methodological approaches. By examining existing studies, the investigator identifies weaknesses or unexplored areas, which not only motivates further investigation but also helps in designing a well-structured study. Furthermore, a comprehensive literature review gives the investigator to compare findings from different sources while pinpointing knowledge gaps that should be incorporated into the study's objectives to ensure its relevance and contribution to the field.

In this chapter, the investigator has reviewed numerous studies with an intention of finding out research studies related with the present study, that is, the teaching - learning practices of high school Mizo subject in Mizoram. However, it is crucial to note that the number of studies conducted in areas related to the present study is not many, and no literature has been found for review especially on studies conducted in Mizo subject or Mizo language. Therefore, research studies which are indirectly related with the present study have also been reviewed. The existing researches which are directly or indirectly related to the present study are presented in the following sections

2.2.a. Studies related to teaching methods in language subject

2.2.b. Overview of studies related to teaching methods of teachers

2.3.a. Studies related to challenges faced by language teacher in teaching language

2.3.b. Overview of studies related to challenges faced by teachers

2.4.a. Studies related to learning practices of students in language

2.4.b. Overview of studies related to students' language competency

2.5.a. Studies related to learning practices of students

2.5.b. Overview of studies related to learning practices of students

2.6 Research gap

2.7 Conclusion

2.2.a. Studies related to Teaching Methods in Language Subject

Rangachar and Kulkarni (1967) in their study titled “Provision of Teaching Facilities for English at Class V Level in Mysore State,” reported that majority of teachers lacked clarity regarding the objectives of English language instruction and demonstrated limited awareness of effective teaching methodologies. The study revealed widespread reliance on the Grammar Translation Method, often applied without an understanding of its foundational principles. Additionally, the investigation found that most schools were deficient in essential resources, notably lacking both libraries and teaching aids necessary for effective language instruction.

Murthy (1968) in the study titled “A Comparative Study of the Direct Method and the Bilingual Method of Teaching English,” concluded that the Bilingual Method proved more effective than the Direct Method in enhancing oral reading, oral comprehension, and expressive abilities among Telugu-speaking students. The study also found that teachers experienced fewer difficulties and less workload in lesson planning when employing the Bilingual Method compared to the Direct Method.

Bhattacharjee (1984) in his study titled “An Investigation into the Teaching of English in High Schools of East Khasi Hills, District of Meghalaya,” found that most English teachers lacked professional qualifications necessary for effective instruction, and that teaching at the foundational level was often neglected. The study highlighted the significant impact of teaching experience and professional training on English language teaching quality. It also revealed that teachers from government and grant-aided English medium urban schools demonstrated markedly better teaching practices compared to those from ad hoc, private non-English medium, and semi-urban schools. Additionally, the majority of teachers were unaware of appropriate teaching methodologies and the key objectives of teaching English as a second language. The research further indicated a general lack of utilization of

teaching aids, assignment provision, student progress evaluation, and remedial interventions in English classes.

Kahtani (2002) measured the relative effectiveness of teaching English language using direct method, communicative approach and bilingual method for learning of English among XI standard students. The major objectives of the study were to find out the whether the students learn English language more effectively by being taught by direct method or by being taught by communicative approach, to find out whether the students learn English language more effectively by being taught by direct method or by being taught by bilingual method, and to find out whether the students learn English language more effectively by being taught by communication approach or by being taught by bilingual method. The major findings of the study were that the communicative approach proved to be better suited for teaching English to the students of XI class. Students taught through the direct method showed higher achievement in English language as compared to those students taught through the grammar translation method.

Qing-xue and Jin-fang (2007) in their study, “An Analysis of Language Teaching Approaches and Methods: Effectiveness and Weakness” studied about the teaching approaches and methods: Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, in order to have a better understanding and application in the future teaching practice. It was concluded that each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.

Solhi and Büyükyazı (2011) conducted a study titled “The Use of First Language in the EFL Classroom: A Facilitating or Debilitating Device?” which addressed the on-going debate regarding the role of the first language (L1) in English as a Foreign Language (EFL) instruction. Despite the common practice of exclusive English use in EFL classrooms, most established second language teaching methodologies discourage the use of L1 during instruction. However, some scholars argue against this strict monolingual approach, suggesting that allowing L1 interaction among students may create a less intimidating learning environment (Auerbach, 1993; Kumaravadivelu, 2003). The study employed a questionnaire to gather perspectives from non-native English speakers concerning the use of their L1 in the classroom. It also explored whether these learners perceive L1 use as supportive or obstructive to their language acquisition. The findings indicate that, when used judiciously, students’ first language can serve as a valuable asset in the L2 learning process.

Pablo et al. (2011) conducted a study titled “Students and Teachers’ Reasons for using the First Language within the Foreign Language Classroom (French and English) in Central Mexico” and discovered that both teachers and most students view the use of the first language positively, considering it an integral part of the teaching and learning process. However, a minority of students expressed a preference for exclusive use of the target language in the classroom, disavouring the incorporation of their first language.

Ahmad and Rao (2012) studied inconsistencies in “English language teaching in Pakistan: A Comparison between Public and Private Institutions”. The purpose of the study was to evaluate the substantial implementation of communicative approach in teaching English as a foreign language at higher secondary level in Pakistan. Mixed methodology was used for the study. One district (Multan) of the province of Punjab was selected purposively for the study. A total of 128 teachers were selected by comprehensive sampling technique. Participants belonged to the public (92) as well as private (36) institutes. Both gender i.e. male (73) and female (55) included; urban (102) and rural (26) teachers alike participated. Research instruments used for data collecting were (a) questionnaire, (b) observation schedule and (c) semi-

structured interviews with the participants. The collected data was analyzed using frequencies and percentages, t test, mean, standard deviation, minimum and maximum range. The interview was analyzed using qualitative analysis technique. The study found that there was a gap between what teachers claim to do in the class room and what teachers actually do. The study found that teacher-students, students-teacher and student-student interaction situation was not so good. The Public institution teachers mostly used GTM, and their second priority was to use a mixed method approach to meet the learning needs of the students. The private institution teachers preferred to use CLT approach or their second option was to use mixed method approach. The public institution teachers identified the issues for not implementing CLT approach were the examination pressure, over-crowded class rooms, textbook based teaching and the non-availability of teaching materials.

Dagiliene (2012) conducted a study titled “Translation as a Learning Method in English Language Teaching,” which explores the use of translation as a teaching strategy to enhance students’ English proficiency. The study examines how translation can be integrated with other language learning activities such as reading, writing, listening, and vocabulary development. Through translation, students are encouraged to recognize vocabulary and grammatical differences, improve their grammar, develop critical thinking, and identify common errors that might be overlooked during the process. When students effectively apply their translation skills, their overall learning can be significantly enhanced. Translation exercises were included in the advanced English programs at Kaunas University of Technology. The research combined a theoretical literature review, classroom practice analysis, and survey data, with findings suggesting that incorporating translation into English language learning can contribute to students’ proficiency in multiple languages.

Hana (2012) studied teaching English as a foreign language and using English as a medium of instruction in Egypt: teachers’ perceptions of teaching approaches and sources of change. The study examined the professional development experiences of a group of English as a foreign language and English-medium subject teachers working in the private and public basic educational sectors in Cairo, Egypt. Multi method approach was applied for the study. One hundred and seventy-four

English subject teachers were selected through stratified random sampling technique. The data were collected through questionnaire and interview schedule. The collected data analysed through qualitatively and quantitatively. The study found that English teachers perceived great change in their practices, though their conceptions and implementation of communicative approaches was context-bound. It was also found that the teaching was influenced by various professional learning opportunities.

Mondal (2012) surveyed the English language teachers' attitude towards Grammar Translation method at secondary Education: Bangladeshi Context. The objectives of the study were to know attitude of English language teachers towards GTM method especially at secondary level education, to find out the features of GTM method, and to appraise the ideas towards the techniques at secondary level education. The study adopted the descriptive survey method selecting fifty-seven teachers as sample of the study. This study was served in the southern part of the country where Khulna, Bagerhat, Satkhira and Jessore were included. For collecting data from teachers, structured questionnaire and interview technique were used. The collected data were analysed with the help of frequency and percentage. The study revealed that teachers were generally comfortable with this language teaching method offered in secondary level education in Bangladesh and teachers agreed that GTM was very much important in Bangladeshi perspective for learning English in the present time because for Bangladeshi pupils English is also a second language so it is clear that they also face difficulty while learning language. Teachers reported that grammar translation method in secondary school syllabus helped the students obtain the perfect knowledge of grammar and translation by which the students can learn English well for career and personal growth.

Yavuz (2012) conducted a study titled "The Attitudes of English Teachers about the Use of L1 in the Teaching of L2," which explores the on-going debate in ELT regarding the role of the first language. Humanistic and communicative approaches acknowledge the importance of L1 as a reference and recognize its significant role in acquiring the target language. Conversely, methods like Situational Language Teaching and the Audio-Lingual approach consider L1 a hindrance to L2 learning and strictly prohibit its use in language instruction. This study reviews

existing research on the use of L1 in L2 teaching and analyzes interview data to understand English teachers' attitudes toward this practice. The findings reveal that teachers strongly support using L1 for teaching structural aspects of the language while generally endorsing the communicative principle of "teaching English in English." The study also highlights specific ways teachers use L1 to overcome psychological barriers before instruction and create a low-anxiety environment for both students and educators.

Ahmad et al. (2013) studied factors affecting the learning of English at secondary school level in Khyber Pakhtunkhwa, Pakistan. The objectives of the study were to find out the factors affecting the learning of English at secondary level in Khyber Pakhtunkhwa, to provide a base for improvement of teaching English as a second language at the secondary school level in Pakistan. The study followed the survey method. Sixteen senior most English teachers were selected purposively for the study. Two teachers were selected from each type of school system from district Abbottabad, Malakand, Mansehra and Peshawar. Interviews were conducted with sixteen English teachers. The response of the participants was analyzed qualitatively. The major findings of the study were, the teachers in provincial government schools were not sufficiently qualified and had not adequate knowledge of teaching methodologies of teaching English. The classes at both type of schools system were overcrowded. The provincial and federal government schools lacked audio-visual aids for teaching of English. The teachers in provincial government schools were not sufficiently qualified for teaching English at secondary level. The study was also found that the teachers of provincial government schools used traditional grammar translation method for teaching of English. The teachers in federal government schools used the combination of grammar translation and direct method for teaching of English.

Khurshid et al. (2013) measured the perception of teachers regarding suitable method of teaching English at secondary level. The objectives of the study were to find the perception of teachers about suitable method of teaching English, to compare the difference of perceptions between male and female teachers about the methods of teaching English at secondary level, to compare the difference of perceptions

between high and low qualified teachers, and to know about the most popular teaching method of English. The study adopted survey method and carried out in southern Punjab. Cluster sampling technique was employed to select one hundred and twenty-seven teachers (83 male and 44 female) of government secondary schools. Data were collected through questionnaire which consisted of restricted response items and open-ended items. The gathered data were analyzed qualitatively and quantitatively. The study found that majority of the teachers (92%) favored that audio lingual method was suitable for young children only. 92% of the teachers showed higher level of agreement that direct method of teaching English improves the pronunciation of the students. 88% of the teachers favoured that grammar translation method was time saving and suitable for large classes. 89% of the teachers showed higher level of agreement that teaching English through direct method was easy, interesting and improves comprehension of the students. 96% of the teachers agreed that our examination system at secondary level demands grammar translation method. 78% of the teachers agreed that eclectic approach was the best to teach English at secondary level.

Ur (2013) conducted a study titled "Language-teaching method revisited" in which the term "language-teaching method" is defined in professional literature as a set of guidelines and practices based on theories of language and language acquisition. Although some dispute this, task-based language teaching (TBLT) is currently the most widely supported method among methodologists. The study argued that language teaching should not rely primarily on any single method; rather, it should be guided by a collection of practices and principles informed by teachers' practical, context-specific experience, supported by relevant research, theory, and broader teaching and learning knowledge, including linguistics and applied linguistics. The study suggested that promoting a fixed method like TBLT may be counterproductive, and instead, teachers would benefit more from developing context-sensitive theories and practices that foster effective learning tailored to their particular teaching environments.

Afzal (2013) conducted a study titled, “Using the First Language in the English Classroom as a Scaffolding Tool for Both Students and Teachers in Learning and Teaching English.” This study argued that when used properly and effectively, the mother tongue can serve as a valuable aid in language teaching and learning. Although the role of the first language in foreign language instruction has been widely debated, this paper emphasized that descriptive and analytical research, along with teacher observations, offer significant new insights on the topic. Consequently, when applied thoughtfully, L1 can be a crucial pedagogical resource in English language education. The study calls on critics who minimize the role of L1 in language teaching to reconsider its important contributions to both language learning and instruction.

Grover (2014) in her study titled “Teaching of English in Indian Schools through Grammar Translation Method-Low Performance: A Field Study,” found that students taught English using the Grammar Translation Method demonstrated poor performance. The study revealed that only 52.2% of sixth-grade students could read simple sentences, yet they were unable to explain their meanings in their regional language. Additionally, 2.9%, 2.3%, and 2.1% of students in grades 6, 7, and 8, respectively, were unable to read capital letters, while 5.2%, 4.7%, and 3.8% of students in these same grades could only read capital letters. Moreover, 11.9% of sixth graders could read only small letters. Among seventh and eighth graders, 57% and 67.45% could read only simple sentences. The study concluded that learners’ achievement was unsatisfactory, attributing this to several factors including the lack of affordable standard textbooks, unclear learning objectives, insufficiently trained and committed teachers, inadequate teaching-learning resources, an ineffective evaluation system, and a shortage of innovative teaching methods. The study emphasized the need for teaching English as a functional language more effectively within the classroom environment.

Rajkhowa and Das (2015) in their study titled “Competency of Teaching English in Indian Context: A Situational Analysis,” examined 28 teachers from 10 rural secondary schools and found that only 5 held a B.Ed. degree. Among 26

teachers from urban schools, 9 were graduates, 11 were graduates with a B.Ed., 3 had postgraduate degrees without professional qualifications, and only 3 had postgraduate degrees with a B.Ed. The study also revealed that all teachers used the mother tongue during instruction and predominantly employed the deductive method for teaching grammar. Additionally, 83% of urban and 89% of rural teachers relied on the Translation Method for teaching English. The majority of teachers rarely used teaching-learning materials (TLMs) in the classroom. While teachers were actively involved in teaching language skills, students appeared largely passive. Frequent errors were noted in students' grammar and vocabulary, with many showing a dislike for grammar. Students particularly struggled with sentence structure and verb tenses. Although teachers organized activities such as debates and impromptu speeches, these were often conducted using the students' mother tongue.

Soleimani and Akbari (2015) in their study "The effect of storytelling on children's learning English vocabulary: A case in Iran," reported that incorporating children's stories to improve vocabulary among preschool students proved to be both effective and positively received by the children. Their study highlighted storytelling as a valuable tool for enhancing vocabulary, which is considered a fundamental component of second language acquisition in young learners.

Farzaneh and Mahmood (2016) carried out a study on "A story-telling approach to teaching English to young EFL Iranian learners". This study investigated the effects of the storytelling approach on improving of EFL learners' vocabulary knowledge. To this end, 30 upper-beginner EFL learners (out of a population of 134) were selected by means of an OPT test and were assigned to 2 groups: 1 experimental and 1 group. The participants were selected from among young EFL learners who were between 8 and 14 years old. In carrying out the study, the participants were taught the key vocabulary via pictures and gestures. Once the participants had identified the new words, the teacher started telling and introducing the stories. While reading the stories, the teacher directed the participants' attention to the PowerPoint presentation that included the visual representation of the story to facilitate the comprehension process. After the treatment, there was a posttest to assess the participants' improvement. Results of data analysis revealed that the

storytelling approach to teaching vocabulary proved effective for the experimental group. All the experimental group participants experienced a significantly meaningful increase in their vocabulary knowledge, compared to the control group. Finally, there was a boost in the interest rate of the experimental group participants in terms of motivation.

Shuchi et al. (2016) conducted a study titled “Teachers' and Students' Attitudes towards L1 Use in EFL Classrooms in the Contexts of Bangladesh and Saudi Arabia” to explore perspectives on the role of the mother tongue (L1) in foreign language (FL) instruction. The study was carried out in tertiary-level English classes where English was taught as a non-major subject, focusing on university contexts in Bangladesh and Saudi Arabia. Surveys were administered to 1,000 students and 30 lecturers across two institutions one in each country using identical questionnaires. The research revealed that a careful and limited use of L1, specifically Bengali and Arabic, was perceived to support rather than obstruct the learning process. Both teachers and students viewed L1 as a valuable pedagogical aid that can help facilitate English language instruction and enhance learning outcomes.

Awan and Shafi (2016) in their study titled “An Analysis of Teaching Methods of English Language at Government Secondary School Level in D.G. Khan City, Pakistan,” found that a majority of English teachers (80%) considered the Grammar Translation Method (GTM) to be the most suitable for their students. However, they also acknowledged the potential of the Direct Method in meeting the current demands of English language proficiency. The study revealed that 96.9% of students favoured translating texts from English to Urdu and generally enjoyed translating Urdu sentences into English. Additionally, 91.7% of students reported better understanding when lessons were delivered in Urdu, while 8.3% struggled with comprehension even when Urdu was used. Furthermore, 82.4% of students expressed interest in learning essays and stories from any useful source, while 17.2% showed little interest. Only 22.1% of students were willing to speak English with their teachers and peers, indicating a widespread lack of confidence in spoken English. This reluctance was attributed to limited exposure to English in their learning environment. On the other hand, 79% of students preferred engaging in

creative writing tasks rather than relying on rote memorization of essays and stories, whereas 21% did not favor creative writing exercises.

Jabeen (2016) in her comparative study titled “Analyzing Teaching Practices of English Language Teachers at Inter Level in Government and Private Colleges,” identified notable disparities in English language proficiency between students from private and government institutions. Students attending private colleges demonstrated superior communication abilities, actively engaged in classroom discussions, and showed stronger comprehension of English through exposure to media such as films, cartoons, newspapers, and instructional content. Conversely, students from government colleges faced difficulties in understanding English, particularly with spoken instructions and media content. The study underscored a significant imbalance in the development of the four essential language skills—Listening, Speaking, Reading, and Writing in government colleges. Speaking was largely overlooked, and listening was confined primarily to teacher-led lectures. Writing skills were underdeveloped, as students heavily depended on rote memorization instead of practicing creative composition. Government college teachers attributed these weaknesses to students' inadequate English foundation at the school level, where creativity and skill-based learning were not emphasized as much as in private schools. Furthermore, the study noted a general lack of teaching aids and technological resources in both private and government colleges. While some private college instructors occasionally integrated computers and visual materials like charts, such practices were largely absent in government colleges. Teachers in government institutions seldom prepared structured lesson plans or facilitated classroom activities. Despite the availability of well-stocked libraries, students were rarely encouraged or guided to utilize these resources for academic assignments.

Awopetu (2016) carried out a study on “Impact of Mother Tongue on Children’s Learning Abilities in Early Childhood Classroom”. The study investigated the impact of a mother tongue on the learning abilities of pre-school children in one of the states in Nigeria, the nation of over 200 ethnic groups and more than 400 native languages. A quasi-experimental design was adopted. The results showed a

significant difference in the post-test scores of the experimental and control groups. The study concluded that using a mother tongue in early childhood classroom was effective in fostering children's learning abilities.

Hanáková and Metruk (2017) in their study titled “The Use of L1 in the Process of Teaching English” explored the role of the native language in English instruction across lower- and upper-secondary schools in Slovakia. The primary aim of the research was to determine the extent and timing of L1 usage in the classroom, as well as how English as Foreign Language (EFL) teachers perceive and react to students using their mother tongue during lessons. The first part of the study outlined arguments both supporting and opposing the use of L1 in English language instruction, highlighting its key advantages and disadvantages. The second part focused on the analysis of classroom observations, which revealed that the use of L1 was a regular feature of teaching more prominent at the lower secondary level and less so at the upper secondary level. The study underscores the importance of developing clear guidelines for the appropriate use of L1 in EFL classrooms, suggesting that while it is a significant aspect of language teaching, it is often undervalued or overlooked.

Romero and Manjarres (2017) studied “How does the first language have an influence on language learning: A case study in an English ESL Classroom”. This research was conducted in an ESL classroom from a Language Center in England and was carried out with a Saudi Arabia student during a two-month period. In order to conduct this research, theoretical support about contrastive analysis (CA) and error analysis (EA) were taken into account. This finding of this case study suggested that CA and EA are effective ways to study and understand how the first language of a learner might have an influence on the learning process in a foreign language. In this particular case study, it was found that this Saudi Arabia learner had a better performance in receptive skills; there were some evidences of U shape learning in this learner and also, although it was noticed that handwriting and the use of punctuation marks are good, they needed some improvement.

Sur (2017) conducted a study on “Effectiveness of direct method and bilingual method of teaching English at the Secondary Level in West Bengal” and found that bilingual method establishes superiority in teaching English at secondary level than the Direct Method. Moreover, there was no difference on the two methods for developing listening skills; however, direct method helps to improve speaking skill where bilingual method helps to improve the reading and writing skill.

Tajgozari (2017) in his study titled, “Factors Contributing to the Use of L1 in English Classrooms: Listening to the Voice of Teachers and Students in Iranian Institutes” aimed to explore both teachers' and students' perspectives on the use of the first language (L1) in English language classrooms within language institutes. Using a mixed-methods approach, the study gathered data from two participant groups: eleven English as Foreign Language (EFL) teachers and fifty-six EFL students across primary, intermediate, and advanced proficiency levels, selected through convenience sampling. To determine students' proficiency, the Nelson Proficiency Test (NPT) was administered. Quantitative data were collected via student questionnaires, while qualitative insights were gathered through interviews with teachers. The study found that both teachers and students had positive attitudes toward the use of L1 in the English classroom. Teachers supported incorporating L1, and students across all levels viewed it favorably in L2 instruction. Furthermore, the findings indicated that L1 was used more frequently in high school classrooms than in language institutes. The research offers practical implications for EFL instructors regarding the thoughtful integration of L1 in language teaching.

Mahmud (2018) conducted a study titled "Should Teachers Use L1 in EFL Classrooms?" In this research, he explored the common hesitation among English language instructors to use the mother tongue (L1) when teaching English. Drawing on theoretical perspectives, empirical data, and on-going debates, the study investigated how both teachers and students perceive the use of L1 in English language instruction. Using a mixed-methods approach including questionnaires and interviews—the study focused on the attitudes and beliefs of university students and teachers in Bangladesh. It also evaluates the potential advantages and disadvantages

of incorporating L1 in EFL settings. The results suggest that both groups acknowledge the value of using L1 judiciously, considering it a helpful strategy for supporting English language learning and acquisition.

Sharma (2018) in his study “Action Research on Improving Students’ Speaking Proficiency in Using Cooperative Storytelling Strategy” found that the use of storytelling significantly enhanced students’ comprehension, fluency, vocabulary, grammar, and pronunciation skills. The study also revealed that students’ speaking proficiency showed noticeable improvement following the introduction of the storytelling technique.

Omar (2019) in his investigation titled “Influence of Grammar Translation Method (GTM) on Libyan Students’ English Performance in Communicative Situations,” reported that the data analysis indicated GTM as the dominant instructional approach in Libya. The findings suggested that the use of GTM adversely affect Libyan learners’ proficiency in English within communicative contexts. Furthermore, the study identified a preference among participants for the communicative language teaching (CLT) approach due to its perceived efficacy. However, the implementation of CLT in the Libyan educational setting is constrained by several factors, including large class sizes, insufficient technological resources, and low levels of student motivation.

Hakim (2019) in the study titled “The Influence of the Use of Direct Method in Teaching Reading Comprehension and the Students’ Achievement,” examined the impact of employing the direct method on students’ reading comprehension achievement. The results revealed a significant positive correlation between the application of the direct method in teaching reading comprehension and students’ performance in that area.

Zulfikar (2019) in his study titled “Rethinking the Use of L1 in L2 Classroom,” argued that the use of the mother tongue (L1) in foreign language (L2) instruction is unavoidable. Despite on-going debates regarding the appropriateness of incorporating L1 in L2 teaching, the paper contends that L1 does not hinder language learning; rather, it can facilitate L2 acquisition. The study highlights the essential role of L1 in language education, demonstrating its various functions for both

educators and learners during the process of teaching and learning English. Consequently, the author urges those who underestimate the significance of L1 in foreign language pedagogy to reconsider its valuable contributions to language learning and instruction.

Inala and Turhanlib (2019) conducted a study titled “Teachers’ Opinions on the Use of L1 in EFL Classes,” addressing the on-going debate surrounding the use of the first language (L1) in English as a Foreign Language (EFL) instruction. The research aimed to explore university instructors’ perspectives on the purposes of incorporating L1 in English teaching. Data were collected through a 27-item questionnaire using a five-point Likert scale, followed by face-to-face semi-structured interviews. Both content analysis and descriptive statistics were applied to analyze the data. The results revealed that teachers recognize the advantages of using L1 in L2 classrooms and do not perceive it as an obstacle to English learning during the initial stages. Participants emphasized that L1 should be employed strategically to explain new vocabulary, clarify complex concepts, manage classroom discipline, teach grammar, and assist students with lower proficiency in understanding the similarities and differences between L1 and L2. While questionnaire findings indicated a slightly negative general attitude toward L1 use, this contrasted with interview responses, suggesting that teachers favor a cautious and deliberate application of L1 in language instruction.

Shin et al. (2019) conducted a study on “An updated review on use of L1 in foreign language classrooms”. Their study synthesized literature across four main areas: (1) the frequency and effects of L1 use, (2) factors that influence the use of L1 and second language (L2), (3) attitudes and beliefs regarding L1 and L2 use, and (4) the impact of L1 on the development of L2 skills. The overall findings suggest making use of L1 as a resource integrated into the curriculum, aiming for the judicious and intentional use of L1. Re-conceptualising the nature of L1 use is suggested, as well as ways to encourage efficient use of L1 to maximise L2 learning in the classroom are outlined.

Assefie (2020) in his study “Listening Skills Teaching Practice at Secondary Level: Gondar Secondary Schools in Focus”, found that most English language teachers predominantly employ the bottom-up approach when teaching listening skills. The study also revealed that teachers do not fully or effectively implement the pre-, while-, and post-listening activities. Additional challenges identified include teachers’ strong focus on grammar, a preference for explanation and demonstration over providing students with listening opportunities, reliance on teacher-centered methods, and reluctance to encourage active student engagement in listening practice. Based on these findings, the study recommended that English language teachers develop a clear understanding of and consistently apply pre-, while-, and post-listening activities during instruction. Furthermore, it suggested the provision of practical in-service training to improve teachers’ skills in teaching listening.

Devi and Sharma (2020) investigated the comparative effectiveness of the bilingual method versus the direct method in teaching English. Their findings indicated that the bilingual method is more effective than the direct method, as demonstrated by significantly higher mean scores in prose, poetry, and overall English achievement among students taught using the bilingual approach. These differences were statistically significant at multiple significance levels. However, the study found no significant difference between the two methods in teaching grammar, suggesting that both methods are equally effective in this area. In summary, the bilingual method showed superior performances over the direct method in most aspects of English instruction, with the exception of grammar, where both approaches are equally appropriate.

Perdani (2021) conducted a study titled “The English Language Teachers’ Perspective of Using the First Language (L1) in Teaching a Foreign Language (TEFL) Class,” addressing a longstanding debate among language educators regarding the appropriateness and impact of using the mother tongue in foreign language instruction. The study aimed to explore the extent and timing of L1 use during different teaching phases pre-teaching, while-teaching, and post-teaching in English as foreign language classrooms, considering both the advantages and disadvantages of L1 utilization. Additionally, it examined the motivations and attitudes of teachers toward L1 use. Employing a qualitative methodology, data were

collected from four senior high school English teachers across several Indonesian provinces, including Bandung, Majalengka, Pangkal Pinang, Bangka, and Kuok, Riau, through interviews and questionnaires. The findings revealed that most teachers predominantly use Indonesian (L1) during the while-teaching phase, particularly when explaining difficult vocabulary, grammar rules, and complex English topics, which enhances students' comprehension. The participants agreed that incorporating L1 facilitates the teaching and learning process of English as a foreign language for both teachers and learners.

Lalremtlunga (2022) conducted a study titled "Experimental Teaching Using Bilingual Method in an English Classroom in Mizoram" which details an experimental bilingual education program implemented at a private school in Mizoram. The research spanned eighteen days and involved thirty-eight twelfth-grade students divided into two groups, each receiving one hour of instruction daily. Throughout the study, two assessments were administered to evaluate progress. As part of a broader research project, the study highlights the promising potential of the bilingual teaching approach in enhancing students' English language proficiency, particularly in speaking skills, though further observations and experiments are needed to validate these findings.

Al-Ghasab (2022) conducted a study titled "Reality of Using Modern Teaching Methods in Teaching English Language among Teachers" aiming to examine how English teachers actually implement contemporary teaching methods and how this practice varies according to factors such as gender, teaching experience, and academic qualifications. The study involved 239 male and female teachers from the Mubarak Al-Kabeer region in Kuwait and employed a questionnaire for data collection in this descriptive research. The results indicated that teachers' practical application of modern teaching methods in English instruction was moderate. Among the approaches, the direct, communicative, and audio-linguistic methods received the highest average ratings. Additionally, significant differences were found based on years of experience, favoring those with over ten years and academic qualifications, with postgraduate teachers reporting greater use of modern methods. No statistically significant differences were observed concerning gender. The study recommended

that Kuwaiti teachers receive further qualification and training to enhance their use of contemporary teaching techniques in English language education.

Chawngthu (2023) carried out a study on teaching and learning of English language at secondary level of education in Mizoram, status and problems. The findings revealed that, in terms of educational qualifications, 60% of the English teachers held a B.A. degree, while 64% had completed an M.A. Additionally, 60% had studied English as a core or honours subject during their undergraduate studies. Notably, none of the teachers possessed M.Phil. or Ph.D. qualifications. Regarding professional qualifications, a significant majority (83%) held a B.Ed. degree, though none had pursued an M.Ed. Among those with a B.Ed., 46% acquired it through in-service mode, and 70% had chosen English as their pedagogy subject. In terms of training, 40% of the teachers had attended special training courses in English Language Teaching (ELT), whereas 60% had not participated in such programs. With respect to age and gender, the largest group of teachers (42%) fell within the 30–39 age range. The gender distribution was predominantly female, with 77% of the teachers being women and only 23% being men. With regard to the findings of teaching method, teachers commonly use the Bilingual, Grammar Translation, Communicative, and Direct Methods, while methods like Audio-Lingual, Dr. West's, and Eclectic are less frequently applied or often avoided. With regards to the teaching aids, traditional tools like textbooks (used frequently by 93%) and blackboards/whiteboards (96%) are the most commonly used teaching aids. In contrast, digital and technological tools such as smart-boards (10%), projectors (15%), computers/laptops (18%), televisions (10%), and mobiles (28%) are used much less frequently. Radios, tape recorders, gramophones, and filmstrips are rarely or never used by the majority of teachers. Visual aids such as picture charts (41%), flashcards (18%), maps (10%), and models (15%) are used occasionally, while many still rely rarely or not at all on items like flipcharts, mounted pictures, globes, and cut-outs from print media.

Hassane (2023) conducted a study titled “Issues in English Language Teaching: The Use of L1 in Teaching and Learning” which explores the longstanding

debate surrounding the incorporation of the first language (L1) alongside the second language (L2) in the classroom. The author discussed the use of Arabic (L1) within English (L2) learning contexts and critiqued the negative impact of the Grammar Translation Method on students. The study presented arguments from both proponents and opponents of L1 use in L2 education. It distinguished between bilingual and monolingual teaching approaches, highlighting the advantages and disadvantages of each, while emphasizing how the monolingual approach contradicts second language acquisition (SLA) theories. Additionally, the article examined factors influencing L1 use, such as “frame goals” and “medium-oriented goals.” Overall, the study provides a comprehensive overview of the debates regarding L1 use in L2 classrooms and addresses the challenges of completely avoiding L1 given its benefits and the facilitation it offers in delivering language instruction.

Pachau (2023) carried out an analytical study of teaching of Mizo language in secondary schools in Mizoram and found that 71.56% of secondary school teachers occasionally use the lecture method, focusing primarily on explaining the topic and emphasizing content. This revealed that these teachers may not be fully aware of the need to develop students’ core language skills. Additionally, 22.91% of teachers reported always using the lecture method, 5.56% use it rarely, and only 0.86% never employ this approach.

Sharma et al. (2024) in their study, “Traditional Vs Modern English Language Teaching Methods: Study Based on a Survey” found that experienced teachers prefer the social learning method, while less experienced teachers advocate the bilingual, experiential, and listening and observation methods. There are gender differences in accepting these language teaching methods. Female language teachers show an inclination towards the listening and observation method, whereas male teachers ardently favour the bilingual and experiential methods. Regression analysis reveals a higher probability of adoption of bilingual translation methods by non-English educational background teachers. Experienced teachers adopt the Social Learning Method, while less experienced teachers prefer experiential learning and bilingual translation methods more. Results of the path analysis using structural

equation modelling indicate that the gender of the teachers mediates their educational background in the adoption of the particular language teaching method.

2.2. b. Overview on studies related to teaching methods of teachers:

Several studies highlighted a widespread lack of methodological training among teachers. For instance, Rangachar and Kulkarni (1967) observed that teachers in Mysore State relied heavily on the Grammar Translation Method (GTM) without fully understanding its pedagogical foundation. Bhattacharjee (1984) noted that English teachers in Meghalaya were generally underqualified and unfamiliar with effective teaching strategies. Similarly, Ahmad et al. (2013) reported that teachers in Khyber Pakhtunkhwa, Pakistan lacked professional training and continued to use traditional GTM practices. Rajkhowa and Das (2015) found that Indian teachers largely depended on GTM and the use of their native language, with limited use of instructional aids. In Mizoram, Chawngthu (2023) revealed that although most teachers held formal qualifications, many had not received specialized training in English Language Teaching (ELT). Collectively, these studies suggest an on-going gap in professional development, leading to continued dependence on out-dated methods and limited use of more interactive, student-focused strategies.

Although GTM remains widely used, particularly for grammar instruction and exam preparation, its effectiveness in promoting communicative competence is frequently questioned. Rangachar and Kulkarni (1967) acknowledged GTM's familiarity but noted its limited applicability in real-life communication. Awan and Shafi (2016) found that while a majority of Pakistani teachers supported GTM, students often struggled with spoken English. Similarly, Omar (2019) highlighted that despite Libyan students preferring Communicative Language Teaching (CLT), GTM hindered their speaking and listening skills. Grover (2014) reported that Indian students taught via GTM performed poorly in basic comprehension tasks. Pachauau (2023) also indicated that most teachers in Mizoram used lecture-based methods focusing more on content delivery than skill development. These findings collectively underline GTM's inadequacy in fostering practical language use.

Some research focused on comparing the effectiveness of different instructional methods. Murthy (1968) and Devi and Sharma (2020) found the Bilingual Method to be more effective than the Direct Method in terms of comprehension and reducing the burden on teachers. In contrast, Kahtani (2002) and Hakim (2019) emphasized the benefits of the Communicative Approach and Direct Method in enhancing language proficiency. Qing-xue and Jin-fang (2007), along with Ur (2013), argued against the exclusive use of any one method, suggesting that a flexible, eclectic approach adapted to learners' needs is more appropriate. These comparisons indicate that teaching effectiveness is context-specific, depending on factors such as learner ability, classroom goals, and institutional support. Meanwhile, Sharma et al (2024) found that experienced teachers prefer the social learning method, while less experienced teachers use bilingual and experiential methods. Female teachers prefer listening and observation, while male teachers prefer bilingual and experiential methods. Educational background and gender also influence the choice of teaching methods.

The use of students' first language in language classrooms remains a debated topic. Several researchers, including Solhi and Büyükyazı (2011), Shuchi et al. (2016), and Mahmud (2018), emphasized that using L1 help learners understand complex ideas, reduces classroom anxiety, and facilitates learning. Similarly, Pablo et al. (2011) reported that both students and teachers in Mexico viewed L1 use as beneficial. Zulfikar (2019) and Afzal (2013) supported L1 use as an effective scaffolding tool. However, Omar (2019) raised concerns, suggesting that over-reliance on L1 may hinder second language acquisition by limiting students' exposure to the target language.

Numerous studies, including those by Rangachar and Kulkarni (1967), Bhattacharjee (1984), Ahmad and Rao (2012), Gultom (2015), and Chawngthu (2023), highlighted that resource shortages, institutional limitations, and exam-driven systems often prevent the adoption of innovative and communicative teaching methods. In contrast, some studies focused on alternative strategies such as storytelling. For instance, Soleimani and Akbari (2015), Kalantari and Hashemian

(2016), and Sharma (2018) found that storytelling techniques enhanced vocabulary acquisition, improved speaking skills, and increased learner motivation and memory retention.

2.3. a. Studies related to Challenges faced by Language Teacher in Teaching Language

“A critical study of the English curriculum at the primary and secondary stages of education in Madras, Tamil Nadu” by Rajagopalan (1972) revealed that as many as 29.3% of teachers teaching English subjects have not undergone teacher training/professional teacher education. With regards to problems in teaching the English subject, the study also pointed out that the inadequate knowledge of the concerned teachers in English language as well as the continued reliance on translation as a method of instruction, limits the quality of English teaching. Further, the study also points out that the insufficient curriculum and syllabus, inapt school texts as well as the irrelevant and redundant methods used to teach the subject were the problematic factors in teaching English subject. In light of these findings, the study suggested teacher education, proper identification of teaching learning objectives and systematic selection of teaching methods, integrating audio-visual supplementary materials, evaluation focusing on internal assessment to enhance teaching and learning of English subject.

Gadgil (1978) conducted a research entitled “Study of the causes of large failures in English at SSC Examination (Standard X) of March 1977”. The study concluded major weakness areas of students in relation to English language learning, namely – comprehension, translation, letter writing, and composing, appropriate use of articles, proper construction of sentences and verb conjugation. It is also found that the students faced difficulty in comprehending English language in general. In addition to identification of weakness of students, the study also uncovered the factors responsible for large failures in English at SSC Examination. The reasons include failure on the part of English language teachers to have command over their subject, lack of required motivation and guidance to learn English which ultimately

leads to the inability of students to build a strong foundation in the language or have enhanced knowledge and understanding of the English subject.

Yadav (1989) in his study “An Evaluation of Prescribed English Textbooks for Degree Classes in Haryana” identified several loopholes and drawbacks in the formulation and selection of contents and presentation of contents, as well as the physical composition of English textbooks. The study concluded that the English textbooks of degree classes failed to incorporate more moral lessons and also fall short of being interesting and intriguing for the students. It is also found that the textbooks lacks relevance and hardly cater to the environment of the students. Moreover, presentation of contents of the texts is found to be incomprehensible for the students. In the physical aspect, the study also revealed that the binding of the texts as well as the price of such texts does not align with general expectations.

A study conducted by Jamkhindi (1990) titled, “To prepare a draft of Marathi (mother-tongue) textbook for standard V according to the revised syllabus of 1988” uncovered an entirely positive review on the textbooks under study. According to the study, all the lessons in the textbook meet the basic requirements of a text including achievement of curriculum objectives within the textbook. The study also revealed that the contents were selected and presented in a manner that is comprehensible for the students of class V.

Kabilan and Izzaham (2008) conducted a study on “Challenges Faced and the Strategies Adopted by a Malaysian English Language Teacher during Teaching Practice”, reflecting the perspectives and opinion of a pre-service English teacher. The study presents three major issues that the teacher has in the classroom – mixed-ability grouping, use of mother-tongue and high reliance on the teacher to be a depository and provider of knowledge. Firstly, the grouping of students into standards where students have varying and unequal level of English language proficiency often results in situations where the instructions provided by teachers fail to meet the needs of all learners. Secondly, teachers encounter a situation where students with English as a second language tend to rely more on the use of mother tongue. This can be a setback in the process of language acquisition. Thirdly, the

study also revealed that teachers faced an issue regarding implementing and developing an interactive learning environment. This is caused by the high expectation on teachers to be a provider of knowledge.

Rao et al. (2010) carried out a study on “Language Teaching -The Present Day Challenges”. The study focused on the challenges that arise in teaching language and also touched upon the need to adapt and enhance teaching approaches and methods to the changing global context. As per the study, one of the major challenges in language teaching is the failure to embrace change, which in turn limits the possibility of active practical use of language as a means of communication rather than as a subject of study. As a subject of study, language teaching is often reduced exam-oriented learning, basic translation from one language to another, which limits the scope for interaction and development of language competency and fluency. Another challenge mentioned in the study is the use of redundant and out-dated methods of instructions by the teachers as well as unavailability of modern language learning equipment and facilities like language laboratories. In addition to this, limited time allotted for language learning adds to the mounting challenges in teaching language.

Evue (2013) conducted a study on, “Challenges facing the teaching of English language in secondary schools in Aniocha south local government area of Delta state, Nigeria”. The study identified multiple challenges that limit the scope of English language learning in secondary schools. The major contributing factor would be the lack of required resources to teach language. The study found that there is no educational technological resource for the schools to enhance language learning. Out of all the schools under this study, only one radio, one tape recorder and two charts were available across the secondary schools. In addition to this, the limited time allotted to teaching English language pose a challenge for teachers to cover the entire syllabus.

Sharma (2013) conducted a study on “Challenges of English Language Teaching in Rural India: A Synoptic Study of Elementary Schools of Rajasthan”. The study addressed the widening gap between urban and rural elementary school

students in English language proficiency. The challenges identified in the study can be classified into three broad areas i.e. teacher related, curriculum related and access related issues. According to the study, English language teachers in elementary schools lack the required qualification, knowledge and skills to teach. This further affects the teaching learning process, where out-dated and irrelevant methods and practices employed in the classroom results in minimal interaction, rote memorization and failure to attain set learning outcomes. It is also observed that the curriculum being used in elementary schools were not flexible enough to accommodate differentiated learning, learner centered approaches and enhanced focus on standardized examination. With regards to access, the study revealed limited access to continuous professional development for teachers, additional support for first generation learners with no prior acquaintance with English language and also modern educational technologies for English language teaching and learning.

Dhillon and Wanjiru (2013) in their study, “Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya” found that one of the major issues was the conflicting and poorly enforced school language policy, which contributed to a classroom environment where pupils often prefer to use their Mother Tongue or Kiswahili rather than English. This preference complicated efforts to promote English as the primary language of instruction. Additionally, the multilingual environment was made even more complex by the frequent code-switching among pupils and the emerging use of patois, further challenging teachers in maintaining language consistency and clarity. Teachers also faced systemic pressures from an examination-oriented education system, which prioritizes literacy and performance outcomes over communicative and creative language learning, thus limiting the scope for innovative teaching methods. Compounding these issues was a shortage of teachers in primary schools and the perception among educators that their college training did not adequately prepare them to teach English effectively at all levels. Furthermore, the lack of multimedia resources and insufficient training in using such tools restrict the use of diverse instructional approaches that could enhance language learning. Finally,

teachers are burdened by the fact that many pupils do not receive literacy support at home, placing the full weight of language development on the school and limiting reinforcement outside the classroom.

Nguyen et al. (2014) in his study “Factors affecting English language teaching and learning in higher education” discovered that teachers faced challenges with effective time management in their classrooms. The study uncovered an imbalance in time allotment to content of study, where grammar instruction takes up majority of the time, which limits the scope for learning skills for communication. In addition to the issue mentioned earlier, the study also revealed the size of classes as a hindering factor in effective instruction. The study as a result of classroom observation revealed several issues in language learning. One such problem is the availability and use of learning resources inside the classrooms. The major issue is on the use of these resources by the teachers. As limited as it may be, the classrooms are equipped with learning resources like overhead projector, however, the study revealed that teachers rely on textbooks alone and rarely use the projectors to supplement their instructions. Out of all the classrooms observed, the study found that only two classes make efficient use of these projectors to show instructional contents embedded with audio-visual contents to enrich language teaching.

Khong and Saito (2014) carried out a study on “Challenges confronting teachers of English language Learners” with an attempt to study the major setbacks and problems faced by teachers who teach students with limited English language competency in America. The study revealed that the number of English language learners and those with limited understanding of the language has augmented in recent years. The multiculturalism and varied linguistic orientation of the learners in the country has posed a serious hindrance in the teaching of language in the country as well. The problems encountered by educators range from personal, social and institutional factors as per the findings of the study. A review of existing literature conducted in the study also revealed that the teacher education programs are still inadequate to meet the needs of diverse learners amidst the flood of recommendations to enhance teacher education programs. In light of all these challenges revealed, the study recommended a joint effort from institutions and

community, efficient structure of administration and collaboration among teachers to enhance language instruction in the country.

Asmari (2015) conducted a study on “Communicative Language Teaching in EFL University Context: Challenges for Teachers”. The study is an exploration targeted towards the importance of English as a communicative language in EFL universities, as opposed to continued focus on grammatical precision. The study highlights the importance of enhancing practical use of language. The study identified multivariate challenges faced by language teachers in implementing CLT in EFL classes. One major challenge is the professional development gaps in implementing CLT, which includes lack of proper training for educators to understand the concept as well as practice effective CLT strategies in the classroom. Another challenge is the insufficiency of materials for implementing CLT - teaching learning resources, communication assisting technologies and evaluation mechanisms. The study also revealed that teachers faced issues with the reluctance to transition from conventional practices as well as lack of motivation and enthusiasm to engage in CLT activities.

Gultom (2015) investigated the challenges of English language teaching in Indonesia and concluded that teaching a language differs significantly from teaching other subjects. Language instruction focuses more on skill development than merely imparting knowledge. Achieving fluency requires extensive training over time. However, in practice, English classes tend to be large, with limited instructional time and infrequent sessions. Effective foreign language teaching demands small class sizes and frequent, ideally daily, lessons to enable rapid progress.

Mehrdad (2015) in their study, “Textbook evaluation: ELT teachers’ perspectives on Learning to Read English for Pre-University Students” assessed the effectiveness of English as a Foreign Language (EFL) textbook used in Iranian high schools. The study highlighted the need for textbooks that offer a balanced integration of all language skills, employ a communicative approach, and provide authentic and motivating content. The findings of the study include limited skill coverage in textbook which predominantly focuses on reading comprehension, grammar, and vocabulary, neglecting listening and writing skills. Teachers noted the

absence of activities for listening comprehension and found that speaking activities were minimal, often limited to discussion questions. The study also revealed Lack of Communicative Approach. Activities were primarily individual tasks, with few opportunities for pair or group work, limiting interactive and communicative practice. Authenticity and Motivation Issues: While the reading passages contained authentic language, the language used in grammar and vocabulary exercises was not realistic or motivating. Teachers suggested that incorporating real-life examples and contexts would enhance student engagement. Further, the study also revealed inadequate supplementary materials such as a teacher's guide, workbook, or audio materials, which are essential for effective teaching and learning. Limited cultural relevance and interest in textbooks was also revealed by the study. In addition to this, the study also considered the incorporation of the four language skills as imbalanced in the textbooks

In an effort to recommend effective teaching strategies to teach English as a foreign language, Irimiea (2016) conducted a study on "English as a foreign language. What challenges do teachers of English face?" The paper highlights several key challenges, including pronunciation issues, and is cited in academic research on language teaching. The study identified major challenges faced by teachers. First is the variety of English spoken around the world, which makes it harder for teacher to select the most appropriate one to use. Second is the issue of mismatch, where teachers are required to find a way to eliminate the mismatch between formal English used in textbooks and casual language used by native speakers. Another challenge faced by the teachers is the need to incorporate cultural variation in teaching English language. The study suggested that teachers choose the most appropriate texts, content and variety of language and also create a favourable learning environment.

Alberto et al (2016) carried out a qualitative study on "Issues and challenges in teaching mother tongue-based multilingual education in grades II and III: The Philippine experience". The study focused on the benefits and disadvantages of teaching the home language/mother tongue as well as the challenges teachers faced in teaching the four language skills. In the four skill areas, the study revealed that teaching the skill of listening is hindered by the insufficiency of supportive audio

resources as well as the lack of teacher's proficiency in the local dialects and vocabulary. The study also revealed that many participants have difficulty in speaking the local language because the teachers taught all subjects in English. With regards to reading skill, the study revealed lack of sufficient materials for reading which resulted in limited understanding of local terminologies. The lack of materials also hindered development of writing skills. The study also revealed that teaching of mother tongue facilitates English language acquisition, enhanced classroom participation and expression. The drawbacks expressed in the study included the lack of resources to enhance the four language skills.

Songbatumis (2017) conducted a study on "Challenges in Teaching English Faced by English Teachers at MTs NTaliwang, Indonesia." The study employed interview method to uncover the challenges faced by English language teachers in the classroom as well as the methods adopted to tackle these challenges effectively. The study revealed that the challenges ranged from students, teachers and institutional related factors. As for teachers, the challenges includes low language proficiency, lack of professional preparation and continuous development, knowledge of appropriate methods and strategies, insufficient instructional aids and access, capability to use instructional technologies and the time constraints and added pressure to cover the entire syllabus. Further, the study also revealed that teachers have limited discipline, focus, determination as well as the motivation to teach. The study also recommended making personal changes in the teacher including changing one's perception, commitment and constant reflection to motivate oneself. In addition, the study also recommended enhancement of teacher's proficiency, implementation of multiple strategies in the classroom, making use of available resources to supplement oral instructions and constant positive reinforcement to enhance language learning in the classroom.

Jeyaray (2017) conducted an analytical study on "Challenges of Teaching English in India". The study is centred on the challenges faced by teachers in teaching the English language in a multilingual nation as India with exponential growth in the importance of English. The key challenges highlighted in the study are

teacher expertise and education, professional support and development, influence of the mother tongue and access to resources. Teacher related challenges include limited proficiency that hinders meaningful communication and modelling the four language skills. Insufficient teacher education in pedagogical skills also limits the teacher's knowledge to traditional teaching methods. The teachers also lacked specialized knowledge in English language which limits their ability to teach English efficiently. Teachers also faced challenges with students learning due to reliance on translation from one language to another, interference of the mother tongue that limits learning of correct pronunciation, grammar and general speaking and writing skills. The study also revealed that English language teachers in different parts of India faced issues in regard to unequal professional development opportunities, lack of continuous professional development opportunities and lack of innovative language teaching practices due to insufficient research. On top of all these, overcrowded classrooms and lack of motivation to learn English and limited access to resources all contributed to the challenges of teaching English in India

Srishti (2017) conducted a study on "Issues and challenges of teaching communicative English in professional institutions: the case of northern India". The study is carried out on Engineering colleges as well as other professional colleges in Northern India. It focused on the challenges faced by the teachers as well as the students of professional colleges in English language teaching and learning. The study opined that English being the third language of many students in colleges affects language acquisition and the learning of English as a communicative language. In regards to problems faced by the teachers, it is revealed that mixed ability grouping or heterogeneous classrooms makes it difficult for language teachers to cater to the needs of all learners. This hampers the process of instruction, limits participation and motivation and also decreases the efficiency of the curriculum. Secondly, the inaccuracy of initial testing or assessment in professional colleges does not reflect English language ability. As a result, language teachers are in the blind with the ability level of their students, making it harder for teachers to select appropriate strategies to teach language. Further, English is not as prioritized as technical subjects, which results in lack of motivation to learn the language and high

reliance on rote learning. Inappropriate and ineffective measures like rigid curriculum and online assignments adopted to enhance performance also contribute to the challenges faced by language teachers. To tackle these challenges, the study recommended development of conducive environment for language learning, individualized instruction, multi-contextual and procedural vocabulary, integrated communication skills, precise and explicit instructions, challenging curriculum, multiple learning strategies and giving importance to learning styles.

Kalia (2017) conducted a study entitled “English Language Teaching in India: Trends and Challenges”. The study highlighted the major focus of teaching English in India and also laid down the challenges faced in English language teaching inside the classrooms. The problems faced in language teaching ranged from the hyper-dependence on teachers as a repository of knowledge and a spoon-feeder, unmotivated learners due to slacked interest in the language, to lack of participation from the students and also the constant fear of being ridiculed by correction and feedback. The study also revealed various teacher related challenges - lack of awareness and understanding about the aims and objectives of teaching English language, lack of competent teachers equipped with the required knowledge and pedagogical skills to teach English and faulty methods of teaching used by teachers resulting in cramming language rather than developing have practical skills. The study also disclosed the lack of provisions for supplementary teaching learning resources and examination oriented curriculum as challenges to teaching English language in India. As a means to cater to the growing change in language instruction, the study recommended the use of eclectic and pragmatic approaches to teach English language, as opposed to identifying single method or approach.

Lalsangpuui (2019) conducted a study on “Challenges of Teaching English at Elementary Level with Reference to Aizawl City”. The study posits that English language teaching as a second language in Mizoram is characterised by volatility and ambiguity where there is a growing demand for English language proficiency, but majority of the learners have poor communicative ability and proficiency. A survey was conducted to identify the issues faced by teachers and learners at the elementary school level. The findings of the study included teacher related and learner related

challenges. As for teachers, the study revealed that most English language teachers are untrained and therefore, lack the prerequisite knowledge and language competency such as four language skills, phonetical knowledge that limits the ability of teachers to model and transmit language competency in their students. Teachers also use methods that fail to enhance the language learning of the students. The instructional process in the classroom was also found to be one sided due to the lack of interaction. Another issue uncovered by the study was that most teachers focused solely on the completion of syllabus within the time allotted, and often solely rely on textbooks as the source of language instruction. The study also holds that monolingualism of Mizos, lack of exposure to English language, lack of motivation and interests to learn the language due to the focus on learning notes, lack of confidence to express oneself in the classroom and limited comprehension of what is taught in the classroom, all constitute the challenges faced in teaching English at elementary school level. In addition, the absence of conducive learning environment in classrooms and monolingual homes all contributes to the challenges faced in teaching English.

Lopez et al.(2020) carried out a research on challenges encountered by teachers in teaching mother tongue based- multilingual education at Fort del Pilar elementary school. The study was carried out to identify the challenges faced by MTB-MLE teachers focusing on their knowledge and attitude towards the subject. It was a qualitative participatory research carried out through open ended questions. The study concluded that most of the teachers understood the benefits of MTB-MLE which according to the study, was crucial to maximize the potential of the language teacher. The study also reflected unsatisfactory response from the respondents in terms of instructional materials provided by the Department of education which further pose a challenge in MTB-MLE implementation. Further, the study also revealed that most teachers are uncertain about their feelings and attitude towards mother tongue based multilingual education. Apart from these, difference in mother tongue and multiple origins of students also pose a challenge for teachers. Out of all the challenges identified in the study, the study found books and materials in mother tongue to have the highest impact on the teaching learning process.

Deocampo (2020) conducted “Issues and challenges of English language teacher-trainees’ teaching practicum performance: Looking back and going forward”. The findings revealed that teacher trainees faced various challenges, including vocal delivery, classroom management, instructional methodologies, and learners’ strategies, language barriers in English communication, vocabulary proficiency, lesson planning, teaching evaluations, and classroom motivation. These insights suggest that reflective practice enables teacher trainees to comprehend the attributes of effective English language instruction. Engaging in reflection, self-assessment, and critical evaluation of their teaching experiences can foster both personal and professional development. Moreover, heightened awareness of these practical challenges contributes to their preparedness and on-going success in the teaching profession.

Makhathini and Mncwango (2020) conducted a study investigating the challenges associated with teaching and learning English in bilingual classrooms. The primary objective was to identify the difficulties experienced in using English both as a subject and as the language of learning and teaching (LoLT) in rural schools within South Africa’s King Cetshwayo District, and to propose strategies for addressing these issues. Employing a mixed-methods research design, data were gathered through interviews and questionnaires administered to a randomly selected sample comprising 20 teachers and 40 bilingual learners from the district. The findings indicated that many teachers lacked adequate training in English grammar, which resulted in a disproportionate emphasis on literature. The study recommends the up-skilling of language educators and the enhancement of pedagogical approaches to grammar instruction.

Saud (2020) investigated the challenges encountered by teachers in delivering English instruction at the basic education level. The study identified large class sizes as a primary challenge, particularly when students came from economically disadvantaged backgrounds and possessed limited English language proficiency and low vocabulary levels. The findings suggest several implications, including the need for better classroom management strategies, the recruitment of additional English-

proficient teachers, improvements in educational infrastructure, and the extension of instructional time.

Shoaib and Ayaz (2021) conducted a study examining the challenges faced by teachers in teaching English in multilingual classrooms at the secondary level in public schools of Liaquatabad Town, Karachi. The findings indicated that teachers encountered numerous difficulties in these linguistically diverse settings. Students in multilingual classrooms often exhibited hesitation in using English due to fear of making errors. Additionally, the curriculum was found to be inadequate in supporting learners' efforts to enhance their English language proficiency. Teachers frequently relied on code-switching as a strategy to facilitate instruction. The study recommends that teacher training programs focus on equipping educators with innovative and adaptive methodologies to effectively address the complexities of multilingual classroom environments.

Valizadeh (2021) conducted a mixed-methods study titled “The Challenges Facing English Language Teachers in Turkey” which explored the difficulties encountered by EFL (English as a Foreign Language) teachers across various contexts in Turkey. The research investigated teachers' perceptions of challenges related to the school environment, students, community and parental involvement, teacher competencies, and curriculum design. It also examined whether factors such as age, teaching experience, and teaching sector (public vs. private) influenced these perceptions. Data were collected through a questionnaire comprising both closed- and open-ended Likert-scale items. Key findings revealed widespread concerns over overcrowded classrooms and insufficient emotional support from school leadership. Teachers working in rural areas reported inadequate school facilities, while many expressed frustration with the lack of parental engagement and limited awareness among parents regarding the importance of English. A majority of participants highlighted the need for targeted professional development, such as training in the use of technological tools for English instruction. Additionally, educators criticized the curriculum for restricting creativity and innovation, and for failing to adequately emphasize oral communication skills. The study found no significant correlation between teachers' professional background variables and their reported challenges.

Based on the findings, several recommendations were proposed to address these issues and improve English language teaching conditions in Turkey.

Sahoo and Paramaguru (2022) in their study titled “Challenges of Teaching English as a Second Language in India and the Role of Literature: Problems and Perspectives,” examined the complexities involved in teaching English in a linguistically diverse nation like India mentioning that teaching English in India has many problems. First, the goals are not clear, and teaching methods focus more on books and literature than on practical English skills. There are not enough trained teachers, and many schools lack good materials and tools. Classes are often too big, with students of different levels, making it hard for teachers to help everyone. In many places, especially villages, students think in their local language first, which makes learning English harder. The rules and syllabus for teaching English keep changing, creating confusion. Exams test memory more than real understanding, so students learn to repeat without truly knowing the language. City schools have better resources while village schools struggle. Many students feel nervous when speaking English because it is seen as a language for the educated elite. While stories and poems can help learn English, students in science or business need English for their subjects, not just literature. Schools also lack modern tools like language labs, and teachers are not always trained in new teaching methods. To fix these problems, India needs better plans, clearer goals, improved teacher training, and more focus on using English in real life, not just studying it.

Oktavia et al. (2022) conducted a study titled “Challenges and Strategies Used by English Teachers in Teaching English Language Skills to Young Learners”, which explored the complexities involved in teaching English as a foreign language to young students. The study emphasized that effective instruction at this level require careful consideration of various factors, particularly the fluctuating motivation of young learners. Children tend to engage in learning only when intrinsically motivated, making it essential for teachers to actively foster and sustain their interest. The study aimed to identify the specific challenges faced by English teachers in this context. Findings revealed that while some language skills such as

listening were relatively easier to teach and presented minimal difficulty, teaching speaking was notably more challenging. Contributing factors included learners' unfamiliarity with English, limited instructional time (1–2 hours per week), and students' reluctance or shyness in verbal expression. Additionally, learners struggled with translating English texts into Indonesian, even though expectations were limited to basic recognition of alphabets and simple vocabulary. Writing was identified as the most challenging skill to teach, due to students' difficulties with spelling, sentence construction, and grammar, despite the simplicity of the tasks. Teachers also contended with the unpredictable emotional states and varying levels of enthusiasm among young learners. The study underscored the importance of employing differentiated instructional strategies that address these emotional and linguistic challenges, particularly in the areas of speaking and writing.

Tabassum et al. (2022) conducted a case study exploring the challenges faced by English language teachers at the primary level within public sector schools. The scope of the study was limited to English teachers instructing 5th-grade students in government primary schools located in Abbottabad. Methodologically, the research employed a descriptive and exploratory survey design. A purposive sampling method was used to select specific educational circles, while respondent teachers were chosen through random sampling. Data collection was carried out using a questionnaire developed under expert guidance. The collected data were quantitatively analyzed and presented in graphical formats. The study revealed several significant findings, concluding that the challenges encountered by English language teachers are multifaceted and influenced by a variety of factors related to personal attributes, family background, school management, and community context. Based on these findings, the researchers recommended the adoption of comprehensive, multi-tiered strategies to address these issues. These strategies should involve the collaboration of teachers, parents, school administrators, district education authorities, and the broader community to effectively support English language instruction at the primary level.

Rahimi and Samadi (2022) investigated English teachers' perceptions of the challenges encountered in teaching English as a foreign language in selected secondary schools in Jalalabad. The study's findings revealed that teachers struggled

primarily with the absence of authentic instructional materials and the presence of students with varying proficiency levels within the same classroom. Additionally, challenges related to the learning environment and the overall teaching-learning process was identified as significant obstacles.

Adelekea and Onyebuchib (2023) conducted a study entitled “Challenges Teachers Experience in Teaching English as a Second Language in Secondary Schools in the Northwest Province”. This study provides an in-depth examination of the various difficulties faced by ESL teachers. It also explores a range of factors influencing students’ English language proficiency both inside and outside the classroom environment. Additionally, the research investigates the different pedagogical approaches utilized by teachers in delivering ESL instruction. The study identifies key challenges in ESL teaching, which stem from resource constraints, large class sizes, student absenteeism and behavioral issues, limited parental involvement, inadequate foundational skills, negative learner attitudes, and socio-economic inequalities.

Manoth et al. (2024) conducted a study examining the current challenges in English language teaching in India. The study identified several predominant difficulties, including the prevalent practice of direct translation from Hindi to English, which often results in incorrect use of pronouns, articles, and phrases, underscoring the importance of acquiring English language skills independently rather than through translation. Additionally, the absence of an English-speaking environment and a lack of fluent language models, particularly within familial settings, impede natural language acquisition. The substantial linguistic differences between regional languages and English contribute to limited vocabulary development. Moreover, the education system’s emphasis on rote memorization of grammatical rules, rather than fostering practical language comprehension, leads to poor grammatical proficiency. The motivation for learning English is frequently driven by external factors such as competitive examinations and employment requirements rather than intrinsic interest, rendering the learning process mechanical

and uninspiring. Collectively, these challenges hinder effective English language acquisition and usage.

Manju (2024) conducted a comprehensive analysis of the challenges involved in teaching English language in India. The study identified key obstacles, including the country's linguistic diversity, insufficient teacher training, disparities in access to educational resources such as school facilities, classrooms, libraries, and technology, as well as the predominance of regional languages.

Anitha (2024) examined the challenges in English Language Teaching (ELT) from an Indian perspective. The study highlighted multiple issues, including the wide range of student proficiency levels, which complicates the development of inclusive and effective lesson plans. It also identified a lack of sufficient resources and professional training for teachers, especially in under-resourced schools, as a significant barrier to quality instruction. Additionally, the research discusses difficulties in integrating technology into ELT due to unequal access to digital tools among students. Cultural and linguistic diversity further complicates the teaching process by making it challenging to address the varied needs of learners. Lastly, the study underscores the constraints placed on teachers by standardized testing demands, which often restrict the use of innovative and communicative teaching approaches.

Dey (2024) conducted a study titled "The Unique Challenges of Teaching English in a Tribal Area of India," which aims to highlight concerns regarding the quality of English instruction in higher education institutions located in rural and tribal regions of India. The study revealed a generally troubling picture of English language teaching standards in these areas. Effective English instruction is largely dependent on teachers' access to relevant information and their own language proficiency, both of which are often lacking. Students in rural regions encounter significant disadvantages, including limited access to essential resources such as language laboratories and audio-visual aids, which are more readily available in urban schools. In these communities, English is frequently perceived not as a language for communication but merely as an academic subject, posing a major

challenge. Many students can only read English for examination purposes, and there is widespread apprehension towards the language. Furthermore, many teachers lack an understanding of the linguistic and cultural backgrounds of their students. The responsibility of teaching language skills rests heavily on educators, who are encouraged to prioritize practical language acquisition before introducing grammatical rules.

Thomas (2024) conducted a study titled “Challenging and Advanced Trends of English Language Studies in India,” which examined the multifaceted challenges facing English language teaching (ELT) globally, with particular emphasis on India, where English plays a crucial cultural, educational, and socio-economic role. A significant issue identified was the unequal access to quality English education, especially in rural and economically disadvantaged regions that often suffer from a shortage of qualified teachers and adequate resources. The prevalent reliance on rote memorization and exam-centric education in many Indian schools hampered the development of effective communicative competence. Furthermore, the linguistic diversity of students’ present additional obstacles, as interference from native languages affects pronunciation, grammar, and fluency. The rapid advancement of teaching methodologies, including the adoption of technology and e-learning platforms, necessitates ongoing professional development, which many educators struggle to attain due to insufficient training and institutional support. The expectation to adhere to native-speaker norms, despite the recognition of English as a global language with diverse accents, further complicated the teaching practices. Additionally, transitioning from traditional, teacher-centered approaches to more interactive, discussion-based methods required significant cultural shifts in both pedagogy and learner engagement, which can be challenging to implement effectively. These complexities underscore the urgent need for innovative instructional strategies, enhanced teacher training, and equitable distribution of educational resources to advance English language education in India and comparable contexts.

Bonifacio et al. (2024) conducted a study investigating the challenges and strategies employed by non-Chavacano pre-service teachers in delivering mother

tongue-based multilingual education (MTBMLE). The research identified three primary challenges: (1) difficulties with language terminology, (2) language barriers, and (3) negative impacts on teaching performance, which collectively reflect the overarching theme of ineffective instruction. To enhance their effectiveness as future MTB MLE educators despite not being native speakers of the mother tongue spoken in Zamboanga City the participants reported several coping strategies. These included seeking assistance from fellow pre-service teachers and mentors, employing code-switching between the native language, English, and Filipino, and actively learning the target mother tongue. The study highlighted that the persistent challenges in teaching MTB MLE serve both as a caution and as motivation for future non-native teachers to proactively learn the mother tongue of the communities where they will teach, as well as other languages mandated by the Department of Education.

Durias (2024) conducted a study exploring the strategies employed and challenges faced by teachers in implementing mother tongue instruction within multilingual classrooms. The findings revealed that the twelve participating teachers utilized various strategies, including translating the target language into the mother tongue, employing multilingual teaching approaches, using *lingua franca*, improvising instructional materials written in the mother tongue, providing remedial instruction, and incorporating literary works in the mother tongue as motivational tools. However, the study also identified several challenges hindering effective mother tongue-based instruction, such as the scarcity of books written in the mother tongue, limited vocabulary resources, and inadequate teacher training. Despite these efforts, the study concluded that greater attention and sustained efforts are required to effectively implement this instructional approach.

Sumalampong (2024) carried out a study exploring the challenges encountered by English language teachers through their personal narratives. The findings indicated that teachers faced difficulties such as students' inability to express themselves effectively in English, weak comprehension skills, and limited instructional time. To cope with these challenges, teachers adopted strategies including maintaining a positive outlook, guiding students through activities, applying fundamental teaching principles, addressing students' specific needs, and

permitting the use of the mother tongue for expression. Based on these findings, an action plan was developed to address these issues. The study highlighted that English teachers confronted significant obstacles related to students' comprehension and expressive abilities, which adversely affected instructional delivery. The limited time available further restricted the opportunity to engage students in more meaningful learning experiences. Despite these challenges, teachers recognized these difficulties as inherent to their professional journey and emphasized building strong connections with students to understand their learning aspirations. Notably, allowing the use of the mother tongue in classroom communication was identified as a vital strategy for deepening students' understanding of concepts that they could internalize and apply in their daily lives.

2.3. b. Overview of studies related to challenges faced by teachers

Several reviews related to the challenges of teachers in teaching language have found numerous problems encountered by the teachers wherein Rajagopalan (1972), Bhattacharjee (1984), Ahmad et al. (2013), Lalsangpuii (2019), Shoaib and Ayaz (2021), and Valizadeh (2021) highlighted problems such as the lack of proper training and qualifications among teachers. These studies noted that many teachers were not well-prepared to use modern teaching methods effectively. Other studies, including those by Gadgil (1978), Jeyaray (2017), Songbatumis (2017), and Manoth et al. (2024), pointed out that many teachers had low English proficiency and limited teaching skills, which affected their ability to help students build a strong foundation in the language.

Additionally, the overuse of the Grammar Translation Method (GTM) was seen as a significant problem. Researchers such as Rajagopalan (1972), Ahmad and Rao (2012), Omar (2019), Grover (2014), and Kalia (2017) observed that this method led to memorization rather than meaningful learning, resulting in poor speaking and communication skills among students.

Curriculum-related challenges were also highlighted. Studies by Yadav (1989), Mehrdad (2015), Rao et al. (2010), Sharma (2013), Ahmad and Rao (2012),

Evue (2013), Sahoo and Paramaguru (2022), Lopez et al. (2020), and Durias (2024) found that the language curriculum was often outdated and focused mainly on exam preparation. These studies also pointed out a lack of teaching materials in students' mother tongues, particularly in multilingual classrooms.

Regarding student difficulties, researchers such as Gadgil (1978), Srishti (2017), Lalsangpuii (2019), and Manoth et al. (2024) found that many learners struggled with basic grammar, vocabulary, and comprehension. Students were also afraid to speak English due to fear of making mistakes and being corrected. Moreover, the use of the first language (L1) in the classroom was another common theme. Dhillon and Wanjiru (2013), Jeyaray (2017), Shuchi et al. (2016), and Kamolova and Golovko (2024) found that while L1 helped students understand lessons better, relying on it too much reduced their fluency in English. Studies by Kabilan and Izzaham (2008), Srishti (2017), and Rahimi and Samadi (2022) also reported difficulties in addressing the diverse learning needs of students, especially when learners came from different linguistic and academic backgrounds. This diversity made it challenging for teachers to deliver lessons that met all students' levels of proficiency.

Other studies have drawn attention to classroom conditions. Research by Nguyen et al. (2014), Saud (2020), Valizadeh (2021), Evue (2013), Oktavia et al. (2022), Sharma (2013), Dey (2024), and Tabassum et al. (2022) noted that overcrowded classrooms were a major barrier to effective language teaching. In many cases, there was also not enough time allocated for language practice during class, limiting the opportunity for meaningful learning. In addition, these studies pointed out differences between urban and rural schools in terms of access to technology and trained teachers, which often resulted in a shortage of basic teaching tools in rural areas.

Finally, several studies addressed broader socio-cultural and policy-related issues. Researchers such as Khong and Saito (2014), Bonifacio et al. (2024), Sahoo and Paramaguru (2022), Valizadeh (2021), Adelekea and Onyebuchi (2023), Makhathini and Mncwango (2020), Dhillon and Wanjiru (2013), and Lopez et al.

(2020) discussed challenges such as linguistic diversity, structural differences between English and local languages, low parental support, economic hardship, and gaps in the implementation of language education policies. These factors were seen as contributing to the difficulties teachers face in the language classroom.

2.4. a. Studies related to students' Language Competency

Graham (1987) conducted a study on “English Language Proficiency and the Prediction of Academic Success” and discussed the relationship between English language proficiency and academic success in universities and colleges in which English is the language of instruction. The study highlighted the challenges in establishing the relationship between English proficiency and academic success, while also reviewing prior studies on the topic. It was suggested that although research demonstrates the influence of various factors beyond English proficiency on academic achievement, each institution potentially down to individual programs may identify a threshold level of English proficiency below which academic performance is notably impacted. This minimum proficiency level can be determined on an institution-specific basis, but in the interim, several measures can be implemented to establish appropriate English language proficiency standards.

Light et al (1987) carried out a study on “English Proficiency and Academic Performance of International Students”. The Test of English as a Foreign Language (TOEFL) is widely regarded as a primary tool for assessing the English language proficiency of international students for successful academic engagement in the United States and Canada. Numerous studies have explored the link between TOEFL scores and academic performance. The study analyzed the records of 376 international graduate students at the State University of New York at Albany to examine the relationship between TOEFL scores, grade point averages (GPA), graduate credits earned, and academic major. The findings revealed that TOEFL scores were not a reliable predictor of academic success, as indicated by GPA, within this graduate student cohort. However, a significant correlation was observed between TOEFL scores and the number of graduate credits earned. Additionally, notable variations were found across different academic majors regarding the strength of the correlation between TOEFL scores and GPA.

Admiraala et al. (2006) conducted a study on the evaluation of bilingual secondary education in the Netherlands, specifically focusing on students' language proficiency in English. The study examined the impact of using English as the language of instruction during the first four years of secondary education on students' language competence in both English and Dutch, as well as their performance in English-taught subjects. The results showed that students in this bilingual education model performed better than a control group from a regular secondary school in terms of English language skills, including oral proficiency and reading comprehension. However, no significant effects were found on receptive word knowledge, and there were no negative impacts on students' school-leaving test results for either Dutch or English-taught subjects at the end of secondary education.

Noor (2007) carried out a study on the impact of first language competency on the quality of second language writing, focusing on Arabic and English. The results indicated that higher proficiency in Arabic positively influenced students' overall performance in English writing. High-competence (HI) students outperformed low-competence (LI) students in both writing tasks (direct writing and translation). The task involving writing in Arabic followed by translation into English (translation task) particularly benefited the content of compositions, especially for the HI group. In terms of composition length, students across all groups wrote significantly longer texts when performing the translation task and used more complex sentences, measured by words per T-unit. Higher competence in Arabic was associated with longer compositions in both direct writing and translation tasks, with HI and HB students writing significantly longer compositions than LB and LI students. Regarding errors, the study found that translation tasks resulted in more errors than direct writing, with error types varying: awkward forms were the most frequent, followed by lexical choice errors, and transition errors were less common. The tendency for more awkward forms in translation versions was positively correlated with greater syntactic complexity, suggesting that attempts at more complex integrative thinking by second language writers may contribute to clarity issues at the syntactic level.

Maleki and Zangani (2007) carried out a survey on the relationship between English Language Proficiency and the Academic Achievement of Iranian EFL

Students. The relation between English language proficiency and academic achievement was examined in this study. Their findings indicated a strong relationship between students' proficiency in English and their overall academic success, as measured by grade point averages. Additionally, the study showed a significant correlation between English language proficiency and students' performance in English-speaking and writing-related courses.

Fakeye and Ogunsiji (2009) had done a study on English Language Proficiency as a Predictor of Academic Achievement among EFL Students in Nigeria. The findings revealed a strong positive correlation between students' English language proficiency and their overall academic performance, indicating that proficiency in English significantly influences academic achievement. In light of these results, it is recommended that initiatives be focused on enhancing the English language skills of Nigerian students as a means to boost their academic success.

Ramcharan (2009) studied "Language Proficiency and Academic Performance: The Case Study for a Secondary School in Kwazulu-Natal". The study assessed the language proficiency levels of a group of Grade 8 students. To gather insights into the challenges faced in learning, researchers used focus group interviews alongside an analysis of educational records. The findings indicated that, overall, the students struggled to meet the requirements of the Grade 8 curriculum. The issue of limited English language proficiency was found to be complex, influenced by several interacting factors, and could not be viewed in isolation. The study recommended that teachers support students in utilizing available resources, such as libraries, to enhance their learning experience.

Thakkar (2013) studied investigation of English language proficiency of higher secondary students and found that Gujarat students have a poor average English language proficiency of 27.37 (39.1%) according to the test results. Students in Standard XI achieved higher scores compared to those in Standard XII. Urban students performed better than those from rural areas. Female students outshined their male peers. Those enrolled in the Commerce stream scored higher than Arts students, while Science students outperformed those in the Commerce stream. Additionally, students who received instruction in English scored better than those

taught in Gujarati. These patterns were consistent across different components of the test.

Madriñan (2014) carried out a study on the use of first language in the second-language classroom: a support for second language acquisition. This study aimed to determine whether incorporating the mother tongue in classroom instruction enhances understanding and supports the process of acquiring a second language. Two lesson plans were developed: one delivered solely in English and the other incorporating both Spanish and English. The findings indicate that students benefit from the use of their native language in the classroom, as it helps them transfer concepts from their first language to the new one.

Farooque (2015) conducted a study on “Creating a Communicative Language Teaching Environment for Improving Students’ Communicative Competence at EFL/EAP University Level”. The present research focuses on teachers’ perceptions and practices regarding Communicative Language Teaching (CLT) and its impact on communicative competency of the students. A questionnaire was used to collect the quantitative data from teachers. The results show that the EFL teachers are aware of the CLT characteristics, its implementation and impact on the communicative competence of the students. The results suggest that despite showing keen interest in change and being eager to implement CLT, they are not optimistic about the complete adoption of CLT due to the problems and challenges they face in the classroom, like overcrowded classes, non-availability of AV aids, students’ low level of proficiency, time constraints, etc. They believe that only by overcoming the difficulties, and by establishing more favourable conditions for the implementation of CLT, they can truly benefit from CLT in their classrooms.

Singh et al. (2015) studied “Effectiveness of Oral Proficiency in English for Secondary Schools (OPS-English) Programme in Improving English Language Vocabulary among Secondary School Students”. The Oral Proficiency in English for Secondary Schools (OPS-English) Programme was implemented to enhance students’ speaking skills through vocabulary-focused activities. The main objectives of the study were to evaluate the effectiveness of OPS-English in developing

students' speaking abilities and expanding their vocabulary. The results indicated that OPS-English positively impacted students' vocabulary growth, as shown by the improved post-test scores of the experimental group. The study concluded that OPS-English is an effective tool for enriching students' vocabulary and provides valuable insights for language educators in teaching speaking skills.

Sijali (2016) studied "English language Proficiency level of Higher secondary level students in Nepal" and found that higher secondary level pupils in Nepal have low English language ability ($M = 10.4490$). The findings showed no statistically significant difference in English language proficiency between male and female ELT students. However, students attending government higher secondary schools were significantly less proficient in English compared to those in private institutions. Likewise, ELT students from Nepali-medium schools demonstrated significantly lower English proficiency than their peers in English-medium schools. The study also revealed a notable variation in English proficiency among Nepalese higher secondary students across academic streams ($\chi^2 (3) = 48.168, p < .001$), with mean ranks of 257.25 for science, 302.44 for management, 166.61 for humanities, and 212.47 for education.

Dev and Qiqieh (2016) conducted a study on the relationship between English language proficiency, academic achievement and self-esteem of non-native-English-speaking students. This study aimed to explore the relationship between English language proficiency, self-esteem, and academic achievement among students at Abu Dhabi University (ADU). The analysis involved the use of t-tests, chi-square tests, and Pearson's product-moment correlation. To assess the variables, researchers utilized a self-rating scale, a self-esteem inventory, and language proficiency tests. Data were gathered from 200 male and female students at ADU. The results did not indicate any significant positive correlation among the variables. Furthermore, the findings revealed that English language fluency, as measured by IELTS scores, had no direct effect on students' self-esteem or academic performance (GPA).

Racca and Lasaten (2016) did a study on "English Language Proficiency and Academic Performance of Philippine Science High School Students". This study aimed to examine the relationship between English language proficiency and

academic performance in Science, Mathematics, and English among 216 Grade 8 students from the Philippine Science High School in Northern Luzon, including the Ilocos Region Campus, Cordillera Autonomous Region, and Cagayan Valley Campus. The data were analysed using frequency distribution and Pearson's r correlation. The findings showed that most Grade 8 students had English proficiency at a satisfactory level. Additionally, the majority demonstrated very good academic performance in Science and Mathematics, and good performance in English. The results also indicated a significant correlation between students' English language proficiency and their academic performance in all three subjects.

Compe (2017) studied English proficiency level of secondary school students and found that the study sought to determine pupils' degree of competence in the English language. The study utilized a mixed-methods approach, combining both quantitative and qualitative techniques. A survey form was used to capture and describe the characteristics of the participating students. The findings indicated that the overall competency level of the students was moderate. Grammar was rated by students as an area of high proficiency, while writing skills were assessed as low. Vocabulary, reading, speaking, and listening were all rated at a moderate proficiency level. Students with strong grammar skills demonstrated effective use of language structure. One key factor contributing to the students' low writing proficiency is the underdevelopment of their core English language skills, despite having completed basic education through the Alternative Learning System. Some essential competencies in basic education were not adequately addressed. The study highlights the need for secondary teachers to pay closer attention to students' English proficiency, especially in writing, which remains a significant challenge. Enhancing English writing skills is particularly crucial.

Aguelo (2017) conducted a study on enhancing students' language competencies through collaborative learning. The findings indicate that collaborative learning activities effectively improve students' four language skills. Participants viewed this approach as motivating, as it encouraged active engagement and interaction with their peers. This suggests that students enhance their language

abilities by depending on one another while participating in meaningful language tasks.

Hossain (2018) studied “English Language Proficiency Level among the secondary school students in relation to gender and socio-economic status” and found that English has become the official language in the world because people prefer English as a means of communication. English language proficiency plays a vital role in achieving a better quality of life, as strong communication skills in English are essential for most high-level careers. Students are no exception, as their success in education heavily relies on their command of the language. In this context, a study was conducted to assess the English language competency of secondary school students based on gender and socioeconomic status. A total of 200 students (100 males and 100 females) from different schools under Aligarh Muslim University were selected. The tools used included the English Language Proficiency Test (E.L.P.T) developed by Professor K.S. Mishra and Dr. Ruchey Dubey, and the Socioeconomic Status Scale (SESS) for both rural and urban settings, created by Sahu and Kaliya. Data were analyzed using the mean, standard deviation, and t-test. The results revealed no significant correlation between students’ English language proficiency and their gender or socioeconomic status. These findings can be valuable for students, educators, parents, counsellors, and administrators in guiding career planning and goal setting.

Subha et al. (2019) in their study “English Language Competency of the First Year Tamil Medium Engineering Students” found that, based on the performance of the learners in the activities provided such as mini presentation and group discussion, it has been found that the activity based teaching is appropriate for the target learners. Since the learners come from a Tamil medium background, they encounter difficulties in using English as a second language. The researcher observed that their proficiency level was below expectations. To address this, activities were designed based on the learners' performance in the entry test. Ultimately, the study revealed that activity-based teaching significantly improved the learners’ performance in the exit test. This approach can be effectively applied to enhance the English language skills of students from other regional language backgrounds as well.

Ambel (2019) studied “English Language Proficiency in Secondary Schools: Its Contribution to Students’ Academic Performance in English” and found that the degree of pupils’ English language competency in the four macro skills shows that students did better in listening than speaking, reading, and writing, which were labelled as “Developing” skills. Most teachers were found to have English language competency at the "Approaching Proficiency" level, with two instructors showing progress in specific areas namely, logical organization of ideas and error recognition. Among the five secondary schools in Cortes, four received a "Nearing Mastery" rating in English, while one school was rated "Below Mastery" with a Mean Percentage Score (MPS) of 46%. The study also revealed a significant correlation between teachers’ English language proficiency and students’ academic performance in English ($r = 0.211$, $p = 0.005$). The data suggest that most students share a similar level of English competence and have specific language needs. The lack of strong verbal and written communication skills is attributed to ineffective teaching and learning processes, which have not been addressed through a proper intervention program.

Eslit (2019) conducted “First Languages and Its’ Impact on the (English) Language Competency of Students.: A Statistical Analysis”. The study investigated the impact of linguistic competence on second language acquisition, involving 163 Grade 10 students as participants. The research was grounded in the theories of linguistic competence, acculturation, and cognitive academic language proficiency. Findings showed a slight correlation between the students’ linguistic competence and the influence of their first language. To bridge this gap, the study proposed the development of an instructional module aimed at enhancing the students’ linguistic competence.

Serge et al. (2021) studied “Relationship between teachers’ competency level in teaching English Language and students’ English Language Proficiency in Secondary Schools in Rwanda”. The study revealed a positive correlation between students’ English language proficiency in reading, writing, speaking, and listening, and the challenges posed by teachers’ lack of competence in the language. These challenges include teachers’ inability to effectively communicate, manage classroom

interactions, teach in English, and develop instructional materials in the language. The report recommends that the Rwanda Basic Education Board, under the Ministry of Education, be equipped with adequate English teaching and learning resources—such as dictionaries, textbooks, and visual aids—to support early language development among students. It emphasized that all stakeholders in the education system should actively support English instruction, as there is no faster alternative for Rwandans to achieve fluency in the language.

Nikita (2021) studied “English language proficiency of Secondary School Students’ of Gujarat State in context to their Intelligence and English Subject Achievement” and revealed that boys have higher English language proficiency than girls, and students from urban areas are more proficient than those from rural areas. The study found that boys and girls generally have similar levels of English language proficiency, though boys slightly outperformed girls. Students with medium and low English achievement also demonstrated comparable proficiency levels. Overall, the findings emphasize the need to enhance English language skills across all student groups. Additionally, the study revealed that students from both urban and rural areas show equal proficiency in English. However, students with medium English achievement were found to perform better than their rural counterparts. Those with higher intelligence levels outperformed students with medium intelligence, and boys with higher intelligence showed greater proficiency than girls with similar intelligence levels. Among students with lower intelligence, both boys and girls displayed equal proficiency in English.

Macado and Diano (2021) studied “Acquisition of Language Proficiency in English among Senior High School Students from the Different Strands”. The study, using a quantitative-comparative approach, examined the English language proficiency of senior high school students across five academic strands at a university. Its aim was to identify which strand performed best and which performed least on the Language Proficiency Test in English. The analysis was conducted using a one-way Analysis of Variance (ANOVA). Results revealed a significant difference ($p < 0.05$) in English proficiency among the five strands. Notably, students in the STEM strand outperformed their peers, indicating that STEM learners are more

advanced in academic literacy, conceptual understanding, and the effective expression of ideas across various language skills.

Alebaid (2021) conducted a study on the effects of first language on the learning of English as a second language. The study investigates the influence of the mother tongue on second language learning and acquisition. It highlighted that Arabic-speaking learners often make numerous lexical, grammatical, syntactic, phonetic, and pronunciation errors when learning English. These errors stem from the significant structural differences between Arabic and English, leading to negative language transfer that hinders the learning process. The research identified common mistakes made by second language learners and emphasized the need for targeted efforts to address and improve them. Progress in this area requires consistent time, effort, and support from teachers. Learners' mistakes provide valuable insight for instructors to guide and correct them effectively. Although mixing the first and second languages is common among L2 learners, the study suggested that with persistent effort and commitment from both students and educators, these challenges could be successfully overcome.

Siami and Chuaungo (2021) conducted a study on the English language competency among Model English school students in Aizawl City. The study aimed to find out English language competency among class VII students and to identify the language competency in which the students need improvement most so that remedial measures could be suggested. English language competency test constructed by the investigators was administered to 83 students with 45 (boys) and 38 (girls) where random sampling was used. The study was administered in a regular classroom and students were seated apart. It was found that 57% of class VII students showed unsatisfactory results in English language competency, 23% possessed an average level and only 6% showed a satisfactory level of English language competency.

Manuel (2022) studied English language proficiency of senior high school students and found that English language proficiency is used as input for Gammad National High School's language extension program. The study evaluated students'

proficiency in the eight parts of speech and their reading comprehension skills across four levels; literal, interpretative, evaluative, and integrative using various genres such as poems, essays, and short stories. A descriptive research design was employed, and the total enumeration method was used to select 51 Grade 11 students from Gammad National High School as respondents. Data were gathered through an 82-item competency test and analyzed using weighted mean. Findings showed that students were particularly skilled in using adverbs, prepositions, and interjections, but faced challenges with verbs. In terms of reading comprehension, students performed well at the literal level across all genres, but had difficulty with integration and evaluation levels. Overall, the respondents were classified as “Proficient Users of English” or having a “High” level in grammar and reading comprehension. While they have a solid understanding of basic English usage, the study recommends increased exposure to varied texts and engaging language activities to further enhance their proficiency.

Venkatarao and Rao (2022) studied “Assessment of English Language Achievement among Secondary School Student”. This study explores how gender, place of residence, and type of school administration influence English achievement among secondary school students. A total of 1,000 students from both government and private schools in the Srikakulam district of Andhra Pradesh participated in the research. To assess the students’ English proficiency, the researcher developed and standardized an English achievement test. The results revealed that most students demonstrated an average level of performance in English. Additionally, the study found significant differences in English achievement based on students’ gender, residential background, and the type of school they attended.

Achiro (2022) conducted a research on English language proficiency and students’ academic performance in selected secondary schools In Kwanja district, Uganda. The study found that learners’ academic performance is significantly influenced by their English fluency, accounting for 67.3% of the impact. Additionally, reading skills were shown to affect academic achievement by 79.2%. There was a strong and statistically significant positive correlation between students’ academic performance and their written English skills ($r = 0.723$, $p = 0.000$). The

findings concluded that reading comprehension and English fluency are closely linked to students' academic success. The Ugandan Ministry of Education was criticized for not sufficiently promoting English language proficiency among students in the Kwania District. The study recommends enhancing communication skills, encouraging reading activities in the classroom, and organizing inter-school debates and essay-writing competitions to help improve students' academic performance.

Izatullah et al. (2022) carried out a study on the relationship between English Language Proficiency and Academic Achievement of Students in Higher Education Institutions. The study sought to determine the connection between English language proficiency and the academic performance of students in higher education institutions. Data were gathered from 300 undergraduate students across two institutions using an English proficiency test developed by the British Council. Descriptive statistics and correlation analysis were applied to interpret the results. Findings revealed a significant positive correlation between students' language proficiency and their academic performance. Based on these results, the study recommended implementing additional training programs or courses to enhance students' English language skills at the undergraduate level.

Sneha (2022) studied "English Language Competency as a Predictor of Senior Secondary School Students' Performance in Science Subject in Dutsin-ma Metropolis, Katsina State". Random sampling was utilized to choose two schools. A full SS II science class from each school participated in the study. The data were analyzed using mean, standard deviation, simple percentage, Pearson Product Moment Correlation, and linear regression techniques. The study involved 145 students, with 62% being male and 38% female. Results showed a strong correlation between English language proficiency and students' performance in science subjects, with correlation coefficients of $r = 0.570$ for Biology, 0.475 for Physics, and 0.508 for Chemistry. The study concluded that secondary school students' proficiency in English significantly affects their academic performance in science-related subjects.

Budiman et al. (2023) studied “Enhancing English language proficiency: Strategies for improving student’s skills” and found that language proficiency is an important ability for academic achievement, especially among multilingual and multicultural pupils. A qualitative approach was used to carry out a literature review that explored theories related to language acquisition, distinctions between social and academic discourse, and effective strategies employed by proficient English language learners. The study involved thirty students from a senior high school in Lombok Timur. The review highlighted six key strategies for teaching English Language Learners (ELLs): fostering strong relationships and cultural awareness, integrating language instruction across the curriculum, using real-life objects to demonstrate concepts, employing simulations or role-playing, utilizing visual aids, and applying the Total Physical Response (TPR) method.

Ramhlupuii et al. (2023) in their study, proficiency in Mizo language among higher secondary students in Aizawl found that most students demonstrated an average level of competency in the Mizo language. Furthermore, the study found no significant difference in Mizo language proficiency between male and female students. However, it was noted that students enrolled in government schools demonstrated a higher level of proficiency in the Mizo language compared to those in private schools. Additionally, the research revealed that students from the science stream exhibited greater Mizo language competency than those studying arts or commerce.

2.4.b. Overview of studies related to students’ language competency

In addition to reviewing teaching methods and instructional challenges, several researchers have examined learners' language competency and proficiency. These studies provide useful insights into learners' performance in their first (L1), second (L2), or even third languages. Some researchers, including Maleki and Zangani (2007), Fakeye and Ogunsiji (2009), Racca and Lasaten (2016), and Izatullah et al. (2022), reported a strong positive relationship between English language proficiency and academic achievement, particularly in contexts where English is the medium of instruction. However, other studies such as those by Light

et al. (1987) and Dev and Qiqieh (2016) found no clear link between the two. These findings suggest that other elements, such as the subject area, teaching method, or a student's ability to adapt, might influence academic success. Further studies by Graham (1987), Ramcharan (2009), Thakkar (2013), and Sijali (2016) found that students with limited English skills had difficulties keeping up with the curriculum. These studies emphasized that a basic level of English is necessary for students to perform well academically.

Several studies also focused on how a learner's first language (L1) affects second language (L2) acquisition. Noor (2007), Madriñán (2014), Alebaid (2021), and Eslit (2019) concluded that strong L1 skills can support L2 learning, especially in tasks like translation. However, these studies also pointed out that interference from L1 can slow down L2 development. They suggested that structured teaching strategies, such as guided instructional modules, can reduce the negative effects of L1 on L2 learning.

Admiraal et al. (2006) studied bilingual education in Dutch-English settings and found that learning English did not harm students' Dutch language skills. Similarly, Sijali (2016), Thakkar (2013), and Venkatarao and Rao (2022) found that students from private or English-medium schools performed better than those in public or vernacular-medium schools. These results highlight the importance of exposure and quality instruction in language learning.

Some researchers also examined factors such as gender and geographic location. For example, Thakkar (2013) and Nikita (2021) observed that urban students and females generally showed better language performance. In contrast, Hossain (2018) and Ramhlupui et al. (2023) found no meaningful differences between male and female learners. The importance of teacher language skills was highlighted by Farooque (2005), Serge et al. (2021), and Ambel (2019), who found that teachers' language proficiency had a strong impact on students' learning outcomes. Similarly, studies by Aguelo (2017), Budiman et al. (2023), and Singh et al. (2015) emphasized that teaching methods such as group activities, hands-on learning, and vocabulary-building exercises helped improve learners' language

proficiency. Sneha (2022) and Macado and Diano (2021) discovered that learners with higher English proficiency performed better in science subjects, with students in STEM fields often achieving more than those in other streams. Racca and Lasaten (2016) also found a strong link between English skills and student performance in Science, Math, and English. Still, while many studies support the connection between English proficiency and academic success, Light et al. (1987) and Dev and Qiqieh (2016) noted that this relationship is not always direct, and factors such as motivation, learning support, and teaching approaches may also play a role.

2.5. a. Studies related to Learning Practices of Students in Language

Martinez (1995) in his study titled “A Study of the Learning Strategies used by Secondary School and University Students of English in Spain,” found that many Spanish teachers at both secondary and university levels lacked full awareness of the learning strategies employed by their students. The study revealed that teachers predominantly concentrated on delivering the official syllabus, often overlooking other essential aspects of the teaching and learning process. The teachers recommended several learning strategies to support the acquisition of pronunciation, grammar, vocabulary, and writing skills, including repetition, translation, maintaining a vocabulary notebook, consulting dictionaries, associating words with sounds, using formulaic expressions, and writing letters to penfriends.

A case study on the use of vocabulary learning strategies by proficient and non-proficient language learners was carried out on sophomores from China who are not majoring in English by Yunhao (2011). The study explored the use of vocabulary learning strategies among a group of second-year Chinese undergraduate students. The primary objectives were to identify the most and least commonly utilized strategies and to compare the strategic approaches employed by high-achieving language learners versus those with lower proficiency. Data were collected using a 26-item Likert-scale questionnaire. The analysis revealed that both proficient and less proficient learners adopted several effective strategies for acquiring vocabulary. A common practice among participants was carrying a pocket dictionary to consult unfamiliar terms, whereas the use of English-English dictionaries was notably

infrequent. Furthermore, the findings indicated that high-performing learners consistently employed 21 of the listed strategies more frequently than their lower-performing peers, suggesting a positive correlation between the use of vocabulary learning strategies and language learning success.

Hadijah and Shalawati (2016) conducted a study on listening skills and perspectives among first-year English department students during the academic year 2015–2016. They discovered that the students had trouble listening because they were still unable to finish the basic listening skills in the given test. Additionally, the majority of them believed that the listening lessons were tough for them because of various issues and challenges that arose throughout the teaching and learning activities. In addition, the students' listening skills were impacted by five factors: a lack of practice, a limited vocabulary, the pronunciation and accent of native speakers, and dull course materials. Furthermore, they were able to identify some difficulties in listening exercises because to their understanding of English structure and the excellent resources provided in listening sessions. Furthermore, although the students understood the value of the listening exercises, they still need the teachers' and some other students' help during the teaching and learning activities. In conclusion, first-year English Department students in the academic year 2015–2016 still found it difficult to have effective listening skills.

Sun et al. (2017) carried out a study on enhancing young learners' English-speaking abilities using mobile social networking and discovered that while speaking abilities in both classes improved between the pre-test and post-test, the experimental group's improvements in English fluency were noticeably greater. However, the two groups' progress in pronunciation and accuracy was comparable. These results are examined in light of particular features of mobile learning and social networking sites that allow students to communicate in a contextual, low-stress environment.

Zakaria et.al (2018) studied “Language Learning Strategies Used by Secondary Schools Students in Enhancing Speaking Skills” and found that Speaking English as a second language has always been difficult for non-English speakers. Malaysians, especially school children from sub-urban and rural areas, often struggle to meet the standards of English language proficiency. Low self-esteem and limited

exposure to language structures hinder students from improving their speaking skills. Therefore, it is important to identify and enhance the strategies students prefer for developing their speaking abilities, ensuring these methods can be applied effectively in the future. The study found that practice-based strategies were the most frequently used, with female students more likely to adopt these techniques to enhance their speaking skills. The study recommended incorporating a variety of strategies in language classrooms such as metacognitive techniques, compensation methods, and communication strategies to help boost students' overall language proficiency.

Thiendathong and Sukying (2021), in their study "Vocabulary Learning Strategies Used by Thai High School Students in Science, Language, and English Programs," found that Thai students frequently use tools like Google Translate and online dictionaries on their phones to learn English. They also rely on friends and teachers for help with unfamiliar words and definitions. Similarly, Lestari and Wahyudin (2020) observed that students often practice English pronunciation but rarely summarize what they hear or read. Instead of translating individual words, they tend to translate entire sentences. Emotionally, students try to stay calm when nervous about using English. Socially, they often ask speakers to slow down or repeat themselves when they don't understand.

Chawngthu (2023) conducted a study on teaching and learning of English language at secondary level of education in Mizoram: status and problems. It was found that students in Mizoram largely rely on traditional learning methods like teacher-led explanations, memorization, and note-taking. Technology-based and interactive methods such as internet tutorials, peer discussions, and self-directed learning are underutilized across all learning areas prose, poetry, grammar, and composition.

Panmei (2023), in his study "Strategic Vocabulary Learning in Vocabulary List Learning: Insights from EFL Learners in Thailand," found that some students memorized vocabulary lists by integrating the words into their daily lives, such as creating 10 sentences each day. If they struggled to recall certain words, they noted them in a notepad for regular review and practiced guessing synonyms with friends.

Using English translations, rather than relying solely on Thai meanings, helped them remember words more effectively and improved their pronunciation. This approach also reduced shyness when speaking English. Additionally, students reinforced their learning by regularly writing, reading, and revisiting the vocabulary lists.

Das and Durgesham (2024), in their study “Practices of Classroom Interaction in English Language Teaching at Secondary Level” explored key dimensions of classroom interaction; including teacher-student dialogue, peer collaboration, instructional methods, and feedback mechanisms, to understand their impact on students’ language skills and motivation. The findings revealed that purposeful and structured interactions significantly enhance language acquisition and boost students’ confidence in communication. The study offers practical recommendations for creating positive and interactive classroom environments to support effective English language learning outcomes.

2.5. b. Overview of studies related to learning practices of students in language

Although research focusing specifically on students’ learning practices is limited, some studies have explored this area through different approaches. In the area of Vocabulary Learning Strategies (VLS) and language proficiency, Yunhao (2011) reported that learners with higher language proficiency used a greater number of vocabulary strategies (up to 21) compared to those with lower proficiency. However, both groups tended to use bilingual pocket dictionaries rather than English-only dictionaries. Similarly, Thiendathong and Sukying (2021) and Panmei (2023) found that Thai students often used digital resources such as Google Translate and online dictionaries. They also applied context-based techniques like creating sentences and practicing synonyms to better remember new words. Lestari and Wahyudin (2020) observed that many students preferred translating entire sentences instead of single words, indicating a focus on overall meaning. Nation (2001) and Schmitt (2008) emphasized that active vocabulary strategies, such as spaced repetition and sentence formation, were more effective for long-term learning than simple memorization.

In terms of listening skills, Hadijah and Shalawati (2016) identified five main difficulties that learners face: lack of practice, limited vocabulary, issues with pronunciation and accent, un-engaging materials, and high dependence on teacher explanation. Vandergrift and Goh (2012) recommended the use of metacognitive strategies, such as predicting what will be heard and monitoring one understands during listening. They also highlighted the value of using real-life audio content, like podcasts and films, to strengthen listening comprehension.

Research on speaking proficiency and the use of technology has also gained attention. Sun et al. (2017) found that mobile-assisted language learning (MALL) helped students develop fluency more effectively than traditional methods, though both groups made similar progress in pronunciation and accuracy. Panmei (2023) noted that regular speaking practice through sentence creation and peer discussion helped students reduce anxiety and build confidence in speaking. Kukulska-Hulme and Shield (2008) and Nakatani (2005) showed that using social media apps such as Whatsapp or language exchange platforms helped improve spoken communication skills. These tools also encouraged learners to use useful strategies like paraphrasing and asking for clarification, which are essential for spoken fluency.

Some studies have also discussed regional challenges and issues related to the medium of instruction. Chawngthu (2023) found that students in vernacular-medium schools (e.g., Mizo) faced difficulties due to limited exposure to English, excessive use of their first language (L1) in translation, and lack of access to modern teaching aids. Moreover, she found that students in Mizoram largely rely on traditional learning methods like teacher-led explanations, memorization, and note-taking. Martinez (1995) discovered that many Spanish teachers, both in secondary schools and universities were not fully aware of the learning strategies their students used while their main focus was on covering the syllabus, often neglecting other key elements of language learning. To aid in developing skills like pronunciation, grammar, vocabulary, and writing, teachers suggested methods such as repetition, translation, keeping a vocabulary notebook, using dictionaries, linking words with sounds, using set phrases, and writing to penfriends. However, Thiendathong and

Sukyong (2021) and Panmei (2023) observed that Thai learners adapted by using technology and peer support to overcome these barriers. This is consistent with the findings of Kachru (1992) and Phillipson (1992), who studied how local language varieties and limited English-medium instruction in non-native settings affect language learning outcomes.

2.6.0. Research Gap

i) Research gap on teaching methodology

A review of the existing literature reveals a significant gap in research specifically focused on the study of first language. Only two (2) studies were found to be directly related to first language learning in which one study conducted by Awopetu in 2016 and the other by Pachuau in 2023. In contrast, the remaining reviewed studies concentrated on second language learning. Out of the total, 25 studies examined the teaching practices and methodologies used by teachers in second language classrooms. In addition, 17 of the reviewed studies discussed the influence of the first language in acquiring a second language. Most of these works placed strong emphasis on areas such as teacher training and understanding of teaching methods, the application and limitations of the Grammar Translation Method (GTM), comparative analysis of different teaching approaches, and the use of the first language as a tool in second language learning and classroom instruction. The body of literature on teaching methodology spans from 1967 to 2023.

However, as stated earlier, only two studies were found to be directly focused on the first language. This clearly shows that research in this area has not received adequate attention. Therefore, the existing gap between studies on the first and second language highlights the urgent need to undertake research focusing on first language learning.

ii) Research gap on challenges faced by teachers

A number of studies conducted between 1972 and 2024 have been reviewed, focusing on the challenges faced by teachers in language instruction. Among these,

35 studies specifically examined the teaching of second language (L2), particularly English. In addition, four (4) studies addressed issues related to Mother Tongue-Based Multilingual Education (MTB-MLE).

The findings from these studies highlight several recurring issues, such as lack of adequate teacher training and professional qualifications, low levels of English proficiency among teachers, and limited teaching skills. Many studies also pointed out that the language curriculum is out-dated and heavily focused on exam preparation rather than practical language use. Furthermore, teachers often struggled to meet the needs of students due to their diverse linguistic and academic backgrounds. Other challenges noted across the studies include limited parental involvement, financial constraints affecting students and schools, and poor implementation of language education policies. These factors collectively hinder effective language teaching in various contexts.

However, only one (1) study directly related to first language instruction was found in the reviewed literature. This study, conducted by Jamkhindi in 1990, examined a Class V Marathi textbook and concluded that all lessons in the textbook aligned with curriculum goals and met basic standards expected of a school textbook.

Based on the review, it is evident that little research attention has been given to the challenges associated with teaching the first language. Although the first language is the learners' mother tongue, teachers might still face various difficulties in delivering effective instruction. These may include a lack of suitable teaching and learning materials, varied learner backgrounds, limited instructional resources, and the growing influence of digital media and social platforms.

Therefore, the literature clearly points to a research gap in understanding the specific challenges encountered by first language teachers. No study was found to address this issue in direct relation to the identified objectives, highlighting the need for focused research in this area.

iii) *Research gap on language competency of students*

A review on language competency was done by collecting numerous studies since 1987-2023 wherein 27 studies were related to the second language competency or proficiency and its effect on their academic achievement claiming in their findings that there was a significant positive strong correlation between students' academic achievement and English proficiency. While Racca and Lasaten (2016) found significant correlation between English language proficiency and their academic performance in the subject of Science, Mathematics and English, study done by Dev and Qiqieh (2016) found no direct effect of English language on students' academic achievement.

Moreover, 4 studies have concentrated on the first language and its effect on the second language learning and observed that students benefit from the use of their native language in the classroom, transfer concepts from first language to the new one. They also found that L1 affects L2 and make positive effect on their academic success, however; Alebaid (2021) discovered that there were several mistakes in learning of second language due to the interference of mother tongue or first language.

However, it has been observed that only one (1) study was done on Mizo language competency by Ramhlupui et al in 2023 among higher secondary students in which majority of the students have average level of competency. It was also found that students from government schools and science students have greater Mizo language competency than their counterparts wherein no significant difference was found with respect to gender.

Therefore, it can be concluded from the literature reviews that study on language competency with reference to first language was found to be rare specifically to Mizo language competency among high school students and hence, research gap has been found within this specific area which proves the need of conducting competency on Mizo language and the effectiveness of the same on the academic achievements in other subjects.

iv) *Research gap on learning practices of students*

The review of literature i.e. 9 in numbers from 2011 to 2024 indicated that limited research has been conducted on students' learning practices in language education. Moreover, all the literatures found in this area were found to focus solely on second language learning, particularly English. Several studies revealed that students commonly used tools like Google Translate and online dictionaries to support their English language learning. In some cases, learners were found to memorize vocabulary lists and apply new words in real-life situations by writing ten sentences daily. They also engaged in peer activities such as guessing synonyms with friends to reinforce vocabulary retention.

A study by Das and Durgesham (2024) showed that interactive classroom practices in second language teaching at the secondary level significantly contributed to language development and improved students' communication skills. On the other hand, Chawngthu (2023) reported that secondary students in Mizoram primarily depended on teacher-led explanations, memorization, and note-taking to improve their skills in listening, speaking, reading, and writing.

These findings suggest that while students' learning strategies in second language education have been studied to some extent, research on how students learn in their first language has been largely overlooked. This is a notable concern, as the first language or mother tongue plays a key role in enhancing academic performance and supports the understanding of other subjects and additional languages.

Therefore, the absence of research in this specific area highlights a clear gap. It points to the need for a focused study on the learning practices of students in their first language, particularly at the high school level in Mizoram.

2.7.0. Conclusion

The investigator has reviewed different literatures related to the present study in which a total number of the studies being reviewed are 125 from different sources such as journals, articles, unpublished dissertation and doctoral thesis. Various studies reviewed are collected within a span of years of 1967- 2024 i.e. 57 years. The literature reviews related to the teaching methods consists of 44 studies within a span of years of 1967-2024, whereas the reviews of literature related to the challenges faced by teachers in teaching language consists of 40 within a span of years of 1972-2024. Moreover, reviews related to the language competency has 32 studies in total within a span of years of 1987-2023, reviews related to learning practices of students has 9 literature reviews within a span of years of 2012-2024.

Despite the large number of studies reviewed over several decades, research specifically focusing on first language learning remains very limited. In the context of the Mizo language, only two relevant studies were identified, and their goals, approaches, and objectives were found to differ from those of the current research. As such, the present study is expected to contribute meaningfully by offering insights that may support the enhancement of teaching methods and student learning practices. Additionally, the findings may assist curriculum planners and board members in reviewing and updating the Mizo language syllabus to align more closely with the intended goals of the subject as in need, while also guiding other necessary educational improvements.

CHAPTER-III

METHODOLOGY

CHAPTER-III

METHODOLOGY

A research methodology explains the methods and steps used to find and study information about a specific research topic. It outlines how researchers plan their study to meet their goals using chosen research tools. It covers all key parts of the research process, such as the research design, data collection methods, data analysis methods, and the overall structure of the study (Sreekumar, 2023).

According to Kothari (1990), Research methodology is a systematic way to solve a research problem. It can be seen as the study of how research is carried out in a scientific manner. It involves understanding the different steps that researchers usually follow when studying a research problem and the reasoning behind those steps. Therefore, when we discuss research methodology, we refer not only to the research methods but also to the logic behind using specific methods and avoiding others. This ensures that the research results can be evaluated by the researcher or others. Research methodology explains why a study is conducted, how the research problem is defined, how and why a hypothesis is formed, what data are collected, which methods are used, and why particular data analysis techniques are chosen. It also answers many related questions involved in conducting systematic research.

This chapter explains the steps followed by the researcher, including the research method, the target population, selection of the sample, the tools and techniques used to collect data, the process of administering and gathering the data, the organization of the collected information, and the statistical methods used for analysis. The methods and procedures applied in this study are presented in an organized way as follows:

- 3.1. Method of the study
- 3.2. Population of the study
- 3.3. Sample of the study
- 3.4. Tools for data collection
- 3.5. Procedure of data collection

3.6. Statistical techniques used.

3.1.0. Method of the Study

For the present study, mixed method approach was employed. For quantitative approach, descriptive survey method was used as it seeks to depict the characteristics of a phenomenon or subject under investigation such as the profile of teachers, pedagogical approaches of teachers, challenges faced by teachers in teaching Mizo subject, learning styles of students, Mizo language competency of students and relationship of Mizo language competency and the academic achievement of students in English, Science and Mathematics subjects. Under the qualitative approach, the content (thematic) analysis was used wherein the answer received from open ended questions and Focus Group Discussion (FGD) were analysed.

3.2.0. Population of the Study

Population refers to the entire group of individuals, items, or elements that the researcher is interested in understanding or describing. Thus the population of this study comprises of:

- i. All teachers teaching Mizo subject at the secondary schools in Mizoram - Based on Statistics of School Education 2022-23 records, there were 434 secondary schools in Mizoram, details of which is given in Table No. 3.1. All teachers teaching Mizo subject in these schools are taken as the population for the present study.

Table 3.1**Total Number of Schools**

Name of District	No of Schools		Total
	MBSE	CBSE	
Aizawl	150	3	153
Lunglei	51	3	54
Serchhip	24	3	27
Champhai	28	1	29
Kolasib	20	1	21
Mamit	27	1	28
Hnahthial	12	-	12
Khawzawl	17	1	18
Lawngtlai	39	3	42
Saitual	26	1	27
Siaha	22	1	23
Total	416	18	434

Source: Statistics of School Education 2022-23

- ii. All secondary school students in Mizoram from schools affiliated to MBSE and CBSE.

Table3. 2**Total Number of Students**

Name of District	No of Students		Total
	MBSE	CBSE	
Aizawl	10,443	306	10,749
Lunglei	2280	243	2,523
Serchhip	1,228	250	1,478
Champhai	1,640	18	1,658
Kolasib	1,234	70	1,304
Mamit	1,286	16	1,302
Hnahthial	788	-	788

Khawzawl	893	54	947
Lawngtlai	2,658	244	2,902
Saitual	1,058	118	1,176
Siaha	1,021	45	1,066
Total	24,529	1,364	25,893

Source: Statistics of School Education 2022-23

3.3.0. Sample of the Study

In the present study, there were two sets of samples viz-teachers and students. Schools were taken as unit for selecting the samples. The method employed for selection of samples was Simple Random Technique and samples were selected at two stages viz. district and school.

Therefore, Two Stage Cluster Random Sampling was adopted in the present study (Johnson and Christensen, 2014).

- **First stage** - 6 districts were selected using simple random sampling.
- **Second stage** – Using the secondary schools as the sampling unit, out of a total of 310 schools from 6 districts, 70 schools were selected using simple random sampling. Out of the 70 schools identified, 62 schools affiliated to MBSE (29 government and 33 private schools) were selected proportionately while 8 schools affiliated to CBSE were collected thorough census.

Table 3.3

Number of Schools in Selected Districts

District	State Govt	Private	CBSE	Total
Aizawl	52	98	3	153
Lunglei	24	27	3	54
Serchhip	15	9	3	27
Champhai	16	12	1	29
Kolasib	13	7	1	21
Mamit	19	6	1	26
Total	139	159	12	310

Source: Statistics of School Education 2022-23

Table 3.4**Distribution of Sample Schools**

District	State Gov't	Private	CBSE	Total
Aizawl	12	21	1	34
Lunglei	5	6	2	13
Serchhip	3	2	3	8
Champhai	3	2	0	5
Kolasib	3	1	1	5
Mamit	3	1	1	5
Total	29	33	8	70

- **Third Stage** - Out of the 70 schools identified, one teacher teaching Mizo as a subject were selected for this study. So, in total, 70 Mizo subject teachers constitute the sample for the present study.
- **Fourth Stage** - Out of a total of 8,195 students from the selected schools within the 6 districts, 500 students were selected randomly to form the sample size. After applying proportionate technique, students were then selected randomly from MBSE and CBSE. The total number of students and the distributed sample of students from the selected schools are presented in Table 3.5 and Table 3.6.

For Focus Group Discussion, four (4) students each were purposively selected from government schools affiliated to MBSE, private schools affiliated to MBSE and schools under CBSE with a total of twelve (12) students.

Table 3.5**Total Number of Students in Selected Schools**

District	State Gov't	Private	CBSE	Total
Aizawl	2280	2751	80	5,111
Champhai	300	267	-	567
Kolasib	344	92	70	506
Lunglei	548	342	199	1,089

Mamit	223	95	16	334
Serchhip	146	192	250	588
Total	3841	3739	615	8,195

Source: Statistics of School Education 2022-23

Table 3.6

Distribution of Sample of Students from Selected Schools

District	State Gov't	Private	CBSE	Total
Aizawl	140	170	5	315
Champhai	19	16	-	35
Kolasib	20	6	4	30
Lunglei	33	20	12	65
Mamit	13	6	1	20
Serchhip	9	11	15	35
Total	234	229	37	500

The total sample size for the present study is therefore, 570 i.e., 70 teachers and 500 students.

3.4. 0.Tools Used for Data Collection

The researcher used seven tools for data collection which are as follows:

1. Teacher profile form to acquire the profile of Mizo subject teachers at secondary schools in Mizoram prepared by the researcher.
2. Questionnaire on pedagogical approaches of Mizo subject teachers at secondary schools in Mizoram prepared by the researcher.
3. Semi-structured questionnaire on challenges faced by Mizo subject teachers in teaching Mizo subject at secondary schools in Mizoram developed by the researcher.
4. Questionnaire on learning practices in Mizo language of secondary school students in Mizoram made by the researcher.

5. Mizo Language Competency Test of Secondary School Students in Mizoram developed and standardized by the researcher.
6. The previous year's final examination marks of the students in Science, Mathematics and English subjects to test the relationship of their achievement in these subjects with their Mizo language competency.
7. Discussion guide for Focus Group Discussion (FGD) of Secondary School Students

3.4.1. Teacher Profile Form on the profile of Mizo subject teachers at secondary level in Mizoram.

The researcher constructed a teacher profile form to acquire the profile of teachers teaching Mizo subject at secondary level in Mizoram. The questionnaire consisted of 8 questions combining personal and academic profile and professional qualifications. For this, content validity was done by sending out the questionnaire to 11 experts in the field of this study where all the experts confirmed its validity “to a great extent”.

3.4.2. Questionnaire on the pedagogical approaches of Mizo subject teachers at secondary level in Mizoram.

A questionnaire on the pedagogical approaches for Mizo subject teachers at secondary level was developed by the researcher. The questionnaire consisted of 57 items which was divided into 8 dimensions that includes 8 items on teaching methods, 8 items on techniques and strategies used in transaction of teaching Mizo subject, 7 items on teaching practice and assessment for the development of listening skill, 7 items on teaching practice and assessment for the development of speaking skill, 7 items on teaching practice and assessment for the development of reading skill, 7 items on teaching practice and assessment for the development of writing skill, 12 items on grammar and vocabulary, and 1 item on teaching learning material (TLM) consisting of different types of TLMs used for teaching Mizo subject.

The questionnaire was given out for content validity to a panel of 11 experts from the Department of Education, Mizoram University and Institute of Advanced Studies in Education (IASE). The experts reviewed each question thoroughly and gave suggestions with regard to content accuracy, clarity and alignment with the objectives. Then, the final questionnaire was made consisting of 43 items by changing and rectifying some items based on the suggestions given by experts.

3.4.3. Semi-structured questionnaire on the challenges faced by Mizo subject teachers in teaching Mizo subject at secondary schools in Mizoram.

For identifying the challenges faced by Mizo subject teachers at secondary schools, semi-structured questionnaire was developed by the researchers consisting of 15 close ended questions and 1 open-ended question wherein 3 options i.e. “to a great extent”, “to some extent” and “not at all” were provided for the respondents. The questionnaire was given to a panel of 11 experts from the Department of Education, Mizoram University and IASE for content validity. After receiving suggestions and recommendations from different experts, some questions were added and reconstructed and the final questionnaire included 18 close-ended and 1 open-ended questions.

3.4.4. Questionnaire on learning practices of secondary school students of Mizoram in Mizo language.

The questionnaire to assess the learning practices of secondary school students in Mizo language was prepared by the researcher consisting of 50 questions which was divided into 6 dimensions such as learning practice on listening skill which consists of 10 items, 7 items on speaking skill, 10 items on reading skill, 6 items on writing skill, 10 items on grammar and vocabulary and 7 items on learning style. The questionnaire was given to 11 experts from the Department of Education, Mizoram University and IASE for content validation. Based on the suggestions and recommendations received from the experts, the final questionnaire was developed which included 28 questions with 5 dimensions namely learning practices on listening skill, speaking skill, reading skill, writing skill and grammar and vocabulary.

3.4.5. Mizo Language Competency Test

The investigator developed Mizo Language Competency Test for Secondary School Students in Mizoram for measuring students' competency in Mizo language. The test consisted of 57 items distributed across 11 dimensions as follows: 11 items for reading comprehension, 2 items for idioms and phrases, 6 items for prefixes and suffixes, 4 items for punctuation, 8 items for parts of speech, 6 items for mood forms, 5 items for writing comprehension, 5 items for knowledge of Mizo history, 3 items for synonyms, 4 items for antonyms, and 3 items for glossary of poems. The scoring of each item in all of the 11 sections was 1 each.

The reliability of the scale was done through the test-retest method, resulting in a high reliability coefficient of 0.72, reflecting a high degree of reliability and demonstrating statistical significance at the 0.01 level. Content validity was confirmed through expert evaluation by eight (8) professionals with specialization in the Mizo language. Additionally, the draft was forwarded to the Mizo Language Board and the Mizo Grammar Society for comprehensive appraisal.

The norms and interpretation of the scale was calculated by using stanine on a sample of 500 students. The raw scores obtained were converted into stanine scores. Scores that come between ranges of 13-28 indicates low in Mizo language competency. Scores ranging from 29-39 indicates average in Mizo language competency. Scores that fall between ranges of 40-57 indicates high in Mizo language competency.

Normality

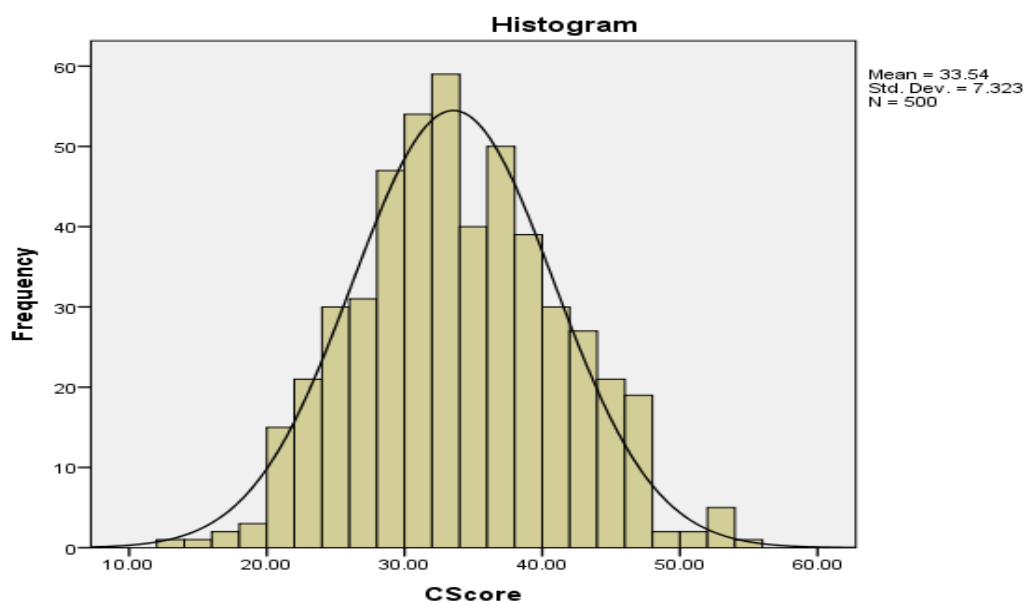
The distribution of sample students must be normal in order to use parametric test. Thus, normality of the data was verified using both analytical and graphical methods. The analytical test involved examining skewness and kurtosis, while the graphical test used a histogram with a curve illustrating the data distribution. The data showed a skewness value of 0.146 and a kurtosis value of -0.320, confirming that the normality assumptions were satisfied and the data followed a normal distribution (Orcan, 2020). A bell-shaped normal distribution curve was also plotted

to visually demonstrate this pattern. Since normality was established, further analyses were conducted using parametric tests.

Figure 3.1 confirms the normality of the data through a bell-shaped curve. The mean of the dataset is 33.54, the median is 33, and the mode is 33. The standard error of the mean is 0.33, while the standard deviation is 7.32. The peak of the curve corresponds to the mean value, representing the average student score with the highest concentration of data points. The lowest score observed is 13, and the highest is 55.

Figure 3.1

Bell curve showing normal distribution of data for the present study



3.4.6. Discussion guide for Focus Group Discussion (FGD) of Students

Items or points for discussion with the students on the teaching practices of their teachers were prepared consisting of 10 items. The questions were sent out to 11 experts from the Department of Education, Mizoram University and IASE for content validation which was then finalized and used for conducting FGD.

3.5.0. Procedure of Data Collection

The teachers taking Mizo subject from the selected schools were contacted and informed them of the importance of the research. After building a rapport and telling them that their response will be strictly kept confidential and will be used for the research purpose only, the investigator distributed the questionnaires related to profile of teachers, pedagogical approaches and challenges faced in teaching Mizo through dual mode, which is to be responded either through offline and online mode as per the convenience of the teachers. The responses were then received from 62 teachers from MBSE and 8 teachers from CBSE with a total of 70 responses.

For collecting data from the students, the investigator firstly approached the Principals and Headmasters of the schools and took permission by telling them the aims, objectives and importance of the research. After seeking permission, the investigator distributed the questionnaire related to learning practice and also conducted language competency test to the selected students. The students were informed that their responses will be strictly kept confidential and used for the research purpose only.

For FGD, consent was taken from each student and after that, questions were clarified. The discussion was then conducted through telephonic conference as some students selected were in hostel which required the usage of wardens' mobile phone. After obtaining permission from each student to record their response, FGD was conducted separately and analysed based on the statement given by the students.

Table 3.7

Duration of FGD Conducted

School	Duration	Date	Time
Government	1 hour 20 minutes	30 th June, 2025	11AM-12:20PM
Private	1 hour 10minutes	30 th June, 2025	1PM-2:10PM
CBSE	1 hour 25 minutes	30 th June, 2025	5PM-6:25PM

3.6.0. Statistical Techniques Used

For analyzing the data obtained in the present study, both quantitative and qualitative analyses were employed. The following statistical techniques were used to analyse the data based on the objectives of the study:

3.6.1. Descriptive Statistics:

Percentage was used to assess and analyse the profile of teachers, pedagogical approaches of teachers, challenges faced by teachers, learning practices of students in Mizo language and level of Mizo language competency of secondary schools students.

Mean, standard deviation and Stanine scores were also used in order to find out the nature of score distribution and for the classification of respondents in different categories.

3.6.2. Inferential Statistics:

For comparing the mean scores of different groups such as gender, type of management and board of examination in Mizo language competency of secondary school students, t-test was employed to test the significant difference.

The Pearson Product Moment Correlation was applied to calculate the correlation between the achievement scores of students in different subjects such as Science, Mathematics and English on Mizo language competency among secondary school students.

3.6.3. Qualitative analysis

Descriptive qualitative analysis was used to interpret the other challenges beyond the options provided mentioned by Mizo subject teachers of secondary school.

For analyzing FGD, thematic qualitative analysis was used to gather the information collected and done interpretation.

CHAPTER-IV

**ANALYSIS AND INTERPRETATION
(PEDAGOGICAL APPROACHES OF MIZO
SUBJECT TEACHERS AND LEARNING
PRACTICES OF STUDENTS IN MIZO
LANGUAGE AMONG SECONDARY
SCHOOLS IN MIZORAM)**

CHAPTER-IV

ANALYSIS AND INTERPRETATION

(PEDAGOGICAL APPROACHES OF MIZO SUBJECT TEACHERS AND LEARNING PRACTICES OF STUDENTS IN MIZO LANGUAGE AMONG SECONDARY SCHOOLS IN MIZORAM)

This chapter presents the analysis and interpretation of the collected data. Statistical methods are applied to organize, describe, and evaluate the information, and explanations are provided to clarify the results shown in the tables. The data were collected from 62 government and private schools affiliated to Mizoram Board of Secondary Education (MBSE) and 8 schools affiliated to Central Board of Secondary Education (CBSE) across 6 districts in Mizoram namely; Aizawl, Lunglei, Serchhip, Champhai, Kolasib and Mamit.

The profile of teachers, teaching practices and challenges faced by teachers in teaching Mizo subject in secondary schools as well as the learning practices of students in Mizo language was analysed using simple percentage. The findings of the study are presented in the present chapter in accordance with the objectives stated in chapter I as follows:

- 4.1.1.0. To identify the profile of Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination.
- 4.2.0. To analyse and compare the pedagogical approaches practiced by Mizo subject teachers of secondary school in Mizoram with respect to type of management and board of examination.
- 4.3.0. To analyse the challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management and board of examination.
- 4.4.0. To find out the learning practices of secondary school students of Mizoram in Mizo language.

4.1.0. Objective No.1: To identify the profile of Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination.

The profile of teachers teaching Mizo subject in secondary school was collected in order to find out different aspects such as gender, educational qualifications, major/honors subject in under-graduate and post-graduate programmes, professional qualification, teaching experience, pedagogy paper opted in B.Ed. programme and any training undergone in language education. Analysis was done separately based on the type of management i.e. government and private and board of examination i.e. MBSE and CBSE.

4.1.1. Profile of Mizo subject teachers of government and private secondary schools in Mizoram

The profile of Mizo subject teachers of government and private secondary schools in Mizoram was examined and the findings are presented as follows:

Table 4.1

Profile of government and private Mizo subject teachers at secondary schools in Mizoram

Category		Government	Private
Gender	Male	10 (27.7%)	17 (51.5%)
	Female	27 (72.2%)	16 (48.4%)
Educational Qualification	UG	16 (43.2%)	18 (54.5%)
	PG	21 (56.7%)	15 (45.4%)
Major/Hons in UG	Mizo/English	14 (37.8%)	15 (45.4%)
	Others	23 (62.1%)	18 (54.5%)
Major/Hons in PG	Mizo/English	12 (32.4%)	11 (33.3%)
	Others	25 (67.5%)	22 (66.6%)
Professional Qualification	Trained	37 (100%)	6 (18.1%)
	Untrained	0	27 (81.8%)

Teaching Experience	Less than 10 years	20 (54.05%)	22 (66.6%)
	More than 10 years	17 (45.9%)	11 (33.3%)
Mizo Pedagogy in B.Ed.	Yes	18 (48.6%)	4 (12.1%)
	No	19 (51.3%)	29 (87.8%)
Undergone training in teaching of any languages	Yes	23 (62.1%)	11 (33.3%)
	No	14 (37.8%)	22 (66.6%)

Table 4.1 reveals that out of 37 Mizo subject teachers from government schools, there were 27.7 percent male and 72.2 percent female teachers, whereas, out of 33 Mizo subject teachers from private schools, 51.5 percent were male and 48.4 percent were female teachers.

It was also observed that that there were 43.2 percent graduate degree holders and 56.7 percent post graduate degree holders amongst the Mizo subject teachers at the government secondary school. However, there were 54.5 percent graduate degree holders and 45.4 percent post-graduate degree holders amongst the Mizo subject teachers in private secondary schools.

At their under-graduate level studies, it was found that 37.8 percent Mizo subject teachers from government schools opted for Mizo/English as their honours/major subject and 62.1 percent teachers have opted for other subjects. Amongst teachers teaching Mizo subject in private schools, there were 45.4 percent Mizo subject teachers who have chosen Mizo/English as their major subject, whereas 54.5 percent teachers opted for other subjects in their under graduate level.

With regard to the major subject studied at the post-graduation level by the Mizo subject teachers from government schools, 32.4 percent of the teachers opted for Mizo/English whereas 67.5 percent teachers opted for other subjects. It is also observed that among the Mizo subject teachers from private schools, 33.3 percent teachers opted for Mizo/English while 66.6 percent teachers opted for other subjects during their post-graduation.

With respect to professional qualification, all the teachers Mizo subject teachers from government schools i.e. 100 percent were trained teachers. On the

other hand, among the Mizo subject teachers from private schools, 18.1 percent teachers were trained while 81.8 percent teachers were found to be untrained.

With regards to the teaching experience, there were 54.05 percent and 66.6 percent Mizo subject teachers who were having less than 10 years of experience from government and private schools respectively. Meanwhile, it was found that there were 45.9 percent Mizo subject teachers from government schools having teaching experience with more than 10 years whereas only 33.3 percent teachers were found to have more than 10 years teaching of experience from private schools.

Out of the total number of trained teachers, 48.6 percent teachers teaching Mizo subject from government schools opted Teaching of Mizo as their pedagogy paper in their B.Ed. program while only 12.1 percent private school teachers opted for Teaching of Mizo as their pedagogy paper in their B.Ed. program. It was also found that 51.3 percent from government schools and 87.8 percent have not taken or opted Teaching of Mizo as their pedagogy subject during their B.Ed. program.

Teachers' response regarding undergoing training in teaching of languages revealed that 62.1 percent Mizo subject teachers from government schools and 33.3 percent Mizo subject teachers from private schools have gone through trainings in teaching of languages such as Mizo, English or Hindi. It was also found that 37.8 percent Mizo subject teachers from government schools and 66.6 percent teachers from private schools have not attended any training for teaching of languages.

4.1.2. Profile of Mizo subject teachers at secondary school in Mizoram with respect to board of examination.

The profile of Mizo subject teachers of MBSE and CBSE secondary schools in Mizoram was examined and the findings are presented as follows:

Table 4.2

Profile of MBSE and CBSE Mizo subject teachers at secondary schools in Mizoram

Category		MBSE	CBSE
Gender	Male	25 (40.3%)	2 (25%)
	Female	37 (59.6%)	6 (75%)
Educational Qualification	UG	33 (53.2%)	1 (12.5%)
	PG	29 (46.7%)	7 (87.5%)
Major/Hons in UG	Mizo/English	22 (35.4%)	7 (87.5%)
	Others	40 (64.5%)	1 (12.5%)
Major/Hons in PG	Mizo/English	17 (27.4%)	6 (75%)
	Others	45 (72.5%)	2 (25%)
Professional Qualification	Trained	34 (54.8%)	8 (100%)
	Untrained	28 (45.1%)	0
Teaching Experience	Less than 10 years	29 (46.7%)	8 (100%)
	More than 10 years	33 (53.2%)	0
Mizo Pedagogy in B.Ed.	Yes	19 (30.6%)	7 (87.5%)
	No	43 (69.3%)	1 (12.5%)
Undergone training in teaching of any languages	Yes	31 (50%)	3 (37.5%)
	No	31 (50%)	5 (62.5%)

The study revealed that among the Mizo subject teachers from secondary schools affiliated to MBSE, 40.3 percent were male and 59.6 percent were female teachers. It was also found that among the Mizo subject teachers from secondary schools affiliated to CBSE, there were 25 percent male and 75 percent female teachers.

A study on the educational qualification of the Mizo subject teachers revealed that there were 53.2 percent holding graduate degrees and 46.7 percent possessing postgraduate degree amongst teachers from secondary schools affiliated to MBSE. Meanwhile, within the CBSE, 12.5 percent held a graduate degree, while 87.5 percent were postgraduates.

Examination of their area of specialization at the undergraduate level shows that 35.4 percent of the teachers from schools affiliated to MBSE opted for language as their major subject - either Mizo or English, while 64.5 percent opted for other subjects as their specialization. Among the teachers from schools affiliated to CBSE, 87.5 percent reported to have opted for Mizo or English as their major subject at the undergraduate level, while 12.5 percent reported having specialization in a different subject.

The study also found that 27.4 percent teachers from schools affiliated to MBSE reported having pursued Mizo discipline at the postgraduate level, whereas 72.5 percent reported to have opted for other disciplines. Among the teachers from schools affiliated to CBSE, 75 percent teachers pursued Mizo discipline in their master's degree, while 25 percent teachers opted for other academic specialization during their postgraduate study.

Table 4.2 reveals that among the Mizo subject teachers from schools affiliated to MBSE, 54.8 percent teachers were professionally trained, while 45.1 percent teachers lacked formal teacher training credentials. In contrast, all Mizo subject teachers i.e. 100 percent from schools affiliated to CBSE were found to be trained professionals.

In terms of teaching experience, it was observed that 46.7 percent of teachers from schools affiliated to MBSE and all Mizo subject teachers (100 percent) from schools affiliated to CBSE had accumulated less than 10 years of service in the field. Conversely, 53.2 percent teachers from schools affiliated to MBSE possessed over 10 years of experience in the domain of Mizo language instruction.

Regarding pedagogical specialization during the Bachelor of Education (B.Ed.) programme, 30.6 percent teachers from schools affiliated to MBSE and 87.5 percent teachers from schools affiliated to CBSE had chosen teaching of Mizo as their pedagogy subject. However, 69.3 percent teachers from schools affiliated to MBSE and 12.5 percent teachers from schools affiliated to CBSE have not opted for teaching of Mizo as their pedagogy subject during their B.Ed. degree programme.

A study of the teachers' participation in language teaching training programs (such as Mizo, English, or Hindi) revealed that 50 percent teachers from schools affiliated to MBSE reported undergoing such professional development activities. In comparison, only 37.5 percent teachers from schools affiliated to CBSE indicated having attended similar training. Notably, 50 percent and 62.5 percent teachers from schools affiliated to MBSE and CBSE respectively, had not participated in any training programme conducted for development and improvement in language teaching.

Discussion:

Amongst the school, more female teachers were found in government in terms of type of management as well as in both CBSE and MBSE, likely due to job security, stable benefits, and a work environment that is traditionally preferred by women, while private schools showed a more balanced gender ratio with slightly more male teachers, possibly reflecting recruitment preferences or cultural beliefs that favour men in roles connected to authority and discipline.

Subject specialization also differed significantly. CBSE schools had more teachers who majored in Mizo or English and higher number of post-graduate Mizo subject teachers. This could be due to the late introduction of CBSE schools in Mizoram wherein many teachers qualified and majored in Mizo were found during the recruitment. In contrast, MBSE schools had fewer language majors which could be due to the recruitment rules wherein the state does not require Mizo honours for high school Mizo subject teacher and many of them are recruited long time back. In terms of government and private school, government schools too, had fewer language-specialized teachers because they are recruited under a general arts category, unlike private schools that can hire based on demand and prefer teachers with strong language backgrounds. Regarding professional training, all CBSE teachers were trained and mostly chose Mizo as pedagogy, while fewer MBSE teachers were trained and only a small percentage selected Mizo as pedagogy which could be due to many private-school teachers under MBSE were not from formal training.

Teaching experience also varied, with many MBSE teachers and all CBSE teachers having less than ten years of experience, which may be because CBSE schools in rural areas are relatively new and tend to hire younger teachers. In language training, government school teachers received more opportunities that could be due to regular government-sponsored programmes, while private school teachers had fewer chances, possibly due to limited funds and accessibility. Across the boards, about half of MBSE teachers underwent language training, reflecting efforts to support teachers without a language background, while fewer CBSE teachers attended such training. The reason cannot be clearly known, but it can be seen that training were rarely organized or it could be due to the fact that the teachers were already with language background who lack of emphasis on continuous language training.

4.2.0. Objective No.2: To analyse and compare the pedagogical approaches practiced by Mizo subject teachers of secondary schools in Mizoram with respect to type of management and board of examination.

The pedagogical approaches practiced by the Mizo subject teachers of secondary schools in Mizoram was collected through a questionnaire having different dimensions such as - teaching method, techniques and strategies used in transaction of teaching, teaching practice and assessment for the development of listening, speaking, reading, writing, teaching practice of grammar and vocabulary and types of TLM used. Analysis was done separately based on the type of management i.e. government and private and board of examination i.e. MBSE and CBSE.

4.2.1. Pedagogical approaches practiced by Mizo subject teachers of secondary schools in Mizoram with respect to type of school management.

Pedagogical approaches practiced by Mizo subject teachers of secondary schools in Mizoram is hereby presented to find out if there are any differences between the practices of teachers based on the type of school management i.e. government and private.

The different components of the questionnaire were analysed separately as follows:

- a) Teaching methods
- b) Techniques and Strategies used in transaction of teaching Mizo subject
- c) Teaching practice and Assessment for development of Listening Skill
- d) Teaching practice and Assessment for development of Speaking Skill
- e) Teaching Practice and Assessment for the development of Reading Skill
- f) Teaching Practice and assessment for the Development of Writing Skill
- g) Grammar and Vocabulary
- h) Teaching Learning Material (TLM) used for teaching Mizo subject

4.2.1 (a) Teaching Methods:

The teaching methods practiced by Mizo subject teachers of both government and private secondary schools in Mizoram was analysed in which each teacher was asked to choose the method they mostly used for teaching different genres such as prose, poetry and grammar.

a. Method used for teaching prose lessons:

Table 4.3

Teaching Method adopted by government and private secondary school Mizo subject teachers in teaching prose

Teaching Method	Government	Private
Explanation Method	14 (37.8%)	17 (51.5%)
Constructivist Method	2 (5.4%)	5 (15.1%)
Skill-based Teaching Method	10 (27.02%)	10 (30.03%)
Communicative Teaching Method	4 (10.8%)	1 (3.03%)
Task-based Teaching Method	1 (2.7%)	-
Deductive Method	6 (16.2%)	-
Inductive Method	-	-
Total	37	33

A study into the method used by teachers to teach prose lessons revealed that among the Mizo subject teachers from government schools, 37.8 percent responded to have mostly used explanation method. Constructivist method was used by 5.4 percent while 27.02 percent teach using skill-based teaching method. Moreover, 10.8 percent of the teachers utilized communicative teaching method, 2.7 percent used the task-based teaching method and 16.2 percent taught prose section by using deductive method. It was observed that none of the teachers used inductive method for teaching prose.

Among the Mizo subject teachers from private schools, it was found that 51.5 percent used explanation method, and 30.03 percent teachers used skill-based teaching method. Another 15.1 percent used constructivist method and 3.03 percent used communicative teaching method. No Mizo subject teacher was found to use task-based teaching method, deductive method and inductive method for teaching prose section.

b. Method used for teaching poetry lessons

Table 4.4

Teaching Method adopted by government and private secondary school Mizo subject teachers in teaching poetry

Teaching Method	Government	Private
Explanation Method	20 (54%)	11(33.3%)
Constructivist Method	4(10.8%)	2(6.06%)
Skill-based Teaching Method	4(10.8%)	7 (30.03%)
Communicative Teaching Method	2(5.4%)	-
Task-based Teaching Method	2(5.4%)	2 (6.06%)
Deductive Method	4(10.8%)	8 (24.2%)
Inductive Method	1 (2.7%)	3 (9.09%)
Total	37	33

Table 4.4 reveals that the most commonly used method for teaching poetry by Mizo subject teachers from government schools was explanation method used by 54 percent of the teachers. The constructivist method, skill-based teaching method and deductive method were used by 10.8 percent teachers each. Communicative teaching method and task-based teaching method were also used by 5.4 percent teachers each, and the method used the least was inductive method which was used by 2.7 percent teachers.

Examination of the methods used by Mizo subject teachers from private schools revealed that explanation method was used by 33.3 percent of the teachers followed by skill-based teaching method by 30.03 percent. Deductive method was used by 24.2percent, inductive method by 9.09 percent, constructivist method and task-based teaching method were used by 6.06 percent each. It was also observed that communicative teaching method was not used by any of the Mizo subject teachers from private schools for teaching poetry at secondary schools in Mizoram.

c. Method used for teaching grammar lessons

Table 4.5

Teaching Method adopted by government and private secondary school Mizo subject teachers in teaching grammar

Teaching Method	Government	Private
Explanation Method	17 (45.9%)	11(33.3%)
Constructivist Method	6 (16.2%)	2 (6.06%)
Skill-based Teaching Method	1 (2.7%)	7 (21.2%)
Communicative Teaching Method	-	-
Task-based Teaching Method	-	2 (6.06%)
Deductive Method	12 (32.4%)	8 (24.2%)
Inductive Method	1 (2.7%)	3 (9.09%)
Total	37	33

Table 4.5 shows that among the Mizo subject teachers from government schools, 45.9 percent used explanation method, 16.2 percent used constructivist

method, 2.7 percent used skill-based teaching method, 32.4 percent used deductive method and 2.7 percent used inductive method. However, it was found that none of the teachers used communicative teaching method and task-based teaching method for teaching grammar.

Among the Mizo subject teachers from private schools, 33.3 percent used explanation method, 6.06 percent teachers used constructivist method, 21.2 percent used skill-based teaching method, 6.06 percent used task-based teaching method, 24.2 percent used deductive method and 9.09 percent used inductive method. However, it was found that none of the teachers used communicative teaching method for teaching grammar.

4.2.1 (b) Techniques and Strategies used in transaction of teaching Mizo subject

The techniques and strategies adopted by the teachers in the transaction of lessons in Mizo subject was analysed and the results are presented as follows:

1. Frequency of preparation of lesson plan

Table 4.6

Frequency of preparation of lesson plans by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	21 (56.75%)	29 (87.87%)
Rarely	15 (40.54%)	4 (12.12%)
Never	1 (2.70%)	-
Total	37	33

Table 4.6 shows that 56.75 percent of the Mizo subject teachers from government schools regularly prepare lesson plans, 40.54 percent of the teachers rarely prepared and 2.70 percent of the teachers never prepared lesson plans before starting a lesson.

Among the Mizo subject teachers from private schools, 87.87 percent regularly prepared lesson plans before starting a lesson whereas 12.12 percent

teachers rarely prepared lesson plans before starting a lesson. None of the teachers responded to have never prepared lesson plans before starting a lesson.

2. Teaching - learning materials (TLM) and other resources for facilitation of learning:

Table 4.7

Frequency of use of TLM and other resources by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	15 (40.54%)	19 (57.57%)
Rarely	18 (48.64%)	14 (42.42%)
Never	4 (10.81%)	-
Total	37	33

The table reveals that 40.54 percent Mizo subject teachers from government schools regularly use TLMs and other resources, 48.64 percent rarely used TLMs and other resources and 10.81 percent teachers never used TLMs and other resources while teaching.

Among the Mizo subject teachers from private schools, 57.57 percent regularly used TLMs and other resources, 42.42 percent rarely used TLMs and other resources while teaching whereas no one was found to teach without using TLMs and other resources.

3. Types of examples used to support teaching

Table 4.8

Types of examples used to support teaching by government and private secondary school Mizo subject teachers

Types of Examples	Government	Private
examples from other texts.	4 (10.81%)	-
examples from real life events and experiences	16 (43.24%)	16 (48.48%)
examples focusing on application of language rules	-	1 (3.03%)

All of the above	17 (45.94%)	16 (48.48%)
None of the above	-	-
Total	37	33

Among the Mizo subject teachers from government schools, 10.81 percent used relevant examples from other texts and 43.24 percent used examples from real life events and experiences. 45.94 percent were found to use all the types of examples given in the options and no one was found to use examples focussing on application of language rules as the only example to support their teaching.

The study also found that among the Mizo subject teachers from private schools, 48.48 percent used relevant examples from real life events and experiences while 3.03 percent used examples focussing on application of language rules. 48.48 percent used all the types of examples given in the options to enhance their teaching and no one was found to use only relevant examples from other texts.

4. Teaching techniques for transaction of lessons

Table 4.9

Teaching techniques for transaction of lessons by government and private secondary school Mizo subject teachers

Teaching techniques	Government	Private
giving notes based on examination questions and patterns (Examination based teaching)	1 (2.70%)	-
explanation of the content (text book based teaching)	24 (64.86%)	27 (36.36%)
focus on development of language skills (Skill based teaching)	12 (32.43%)	6 (18.18%)
Total	37	33

The table shows that among the Mizo subject teachers from government schools, 64.86 percent taught Mizo subject based on the explanation of the content i.e. text book based. 32.43 percent teachers teach the subject focussing on the

development of language skills i.e. skill based whereas 2.70 percent teachers teach Mizo subject by giving notes based on examination questions and patterns i.e. examination based.

Among the Mizo subject teachers from private schools, 36.36 percent taught Mizo subject based on the explanation of the content i.e. text book based, 18.18 percent teachers focussed on the development of language skills i.e. skill based teaching and no teacher was found to teach Mizo subject by giving notes based on examination questions and patterns i.e. examination based.

5. Frequency of conducting remedial class for the poor performing students

Table 4.10

Frequency of conducting remedial class for the poor performing students by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	7 (18.91%)	9 (27.27%)
Rarely	21 (56.75%)	23 (69.69%)
Never	9 (24.32%)	1 (3.03%)
Total	37	33

The table reveals that 18.91 percent Mizo subject teachers from government schools regularly took remedial class for the poor performing students, 56.75 percent rarely took remedial class and 24.32 percent teachers never took remedial class for poor performing students.

Among the Mizo subject teachers from private schools, 27.27 percent regularly took remedial class for the poor performing students, 69.69 percent rarely took remedial class and 3.03 percent never took remedial class for poor performing students.

4.2.1 (c) Teaching practice and Assessment for development of Listening Skill

In this section, teachers were asked to answer different questions related to their teaching practices for the development of students' listening skill and the techniques and strategies applied for the assessment of the student's listening skill.

1. Type of materials used to develop listening skill

The teachers were asked to select the different type of materials they use for the development of the students' listening skill such as:

- i. Authentic materials - Use of speech recorded in real situation (sermon, speech made by political leader, speech in school function etc.)
- ii. Recorded materials - specially scripted listening input design for use in language classroom.
- iii. Live listening materials- speech in real situation such as teacher's lecture and explanation on class, announcement made to students during assembly.

Findings of the study are shown in the table given below:

Table 4.11

Type of materials used to develop listening skill by government and private secondary school Mizo subject teachers

Types of material	Government	Private
Authentic materials	4 (10.81%)	3 (9.09%)
Recorded materials	3 (8.10%)	3 (9.09%)
Live listening materials	19 (51.35%)	12 (36.36%)
All of the above	4 (10.81%)	13 (39.39%)
None of the above	7 (18.91%)	2 (6.06%)
Total	37	33

Table 4.11 illustrates that 10.81 percent Mizo subject teachers from government use authentic materials, recorded materials were used by 8.10 percent and live listening materials were used by 51.35 percent. All of the types of materials were utilised by 10.81 percent while 18.91 percent did not use any of the mentioned materials for the development of listening skills.

Among Mizo subject teachers from private schools, 9.09 percent used authentic materials, 9.09 percent used recorded materials and 36.36 percent used live listening materials. All of the types of materials were utilised by 39.39 percent while 6.06 percent did not use any of the mentioned materials for the development of listening skills.

2. Sub-skill of Listening targeted by the teacher

The teachers were asked to select the sub-skill of Listening targeted on for the development of the students' listening skill, namely:

- i. listening for sound perception (stress, pronunciation, intonation)
- ii. listening for comprehension

Findings of the study are shown in the table given below:

Table 4.12

Sub-skill of Listening targeted by government and private secondary school Mizo subject teachers

Target sub skill	Government	Private
listening for sound perception	21 (56.75%)	22 (66.66%)
listening for comprehension	16 (43.24%)	11 (33.33%)
Total	37	33

Table 4.12 reveals that 56.75 percent Mizo subject teachers from government schools gave more importance to the development of listening for sound perception whereas 43.24 percent gave more importance to the development of listening for comprehension. On the other hand, among the Mizo subject teachers from private schools, 66.66 percent gave more importance to the development of listening for sound perception while 33.33 percent gave more importance to the development of listening for comprehension.

3. Types of exercises for development of listening skill

Table 4.13

Types of exercises for development of listening skill by government and private secondary school Mizo subject teachers

Types of exercises	Government	Private
Debate	1 (2.07%)	-
Discussion	11 (29.72%)	15 (45.45%)
Dramatization	-	1 (3.03%)
Note taking while listening to authentic, recorded or live listening material	2 (5.40%)	-
Summarizing teachers explanation to test listening comprehension	16 (43.24%)	7 (21.21%)
All of the above	7 (18.91%)	10 (30.30%)
None of the above	-	-
Total	37	33

Detailed study of the table reveals that among the Mizo subject teachers from government schools, 2.07 percent used debate, 29.72 percent used discussion, 5.40 percent used note taking while listening to authentic, recorded or live listening materials and 43.24 percent used summarization of teacher's explanation as exercises to develop the students' listening skill. No one was found to utilise only dramatization as the only exercise for the development of the students' listening skill while 18.91 percent teachers were found to use all of the exercises given in the option to develop the students' listening skill.

Among the Mizo subject teachers from private schools, it was found that. 45 percent used discussion, 3.03 percent used dramatization and 21.21 percent used summarization of teacher's explanation as an exercise for the development of the students' listening skill. On the other hand, none of the teachers used debate and note taking while listening to authentic, recorded or live listening materials as the only exercise for the development of the students' listening skill while 30.30 percent

teachers were found to use all of the exercises given in the option to develop the students' listening skill.

4. Assessment of listening skill through observation of students' engagement during reading of text, explanation of lesson and discussion

Table 4.14

Frequency of observation of students' engagement during reading of text, explanation of lesson and discussion by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	27 (72.97%)	26 (78.78%)
Rarely	10 (27.02%)	7 (21.21%)
Never	-	-
Total	37	33

Table 4.14 reveals the result of the frequency of observation the teachers made on the students' engagement during reading of text, explanation of lesson and discussion in order to assess their listening comprehension skill.

The study found that 72.97 percent Mizo subject teachers from government schools regularly assessed students' listening skill, while 27.02 percent rarely assessed students' listening skill by observing their engagement during reading of text, explanation of lesson and discussion. Among the Mizo subject teachers from private schools, 78.78 percent regularly assessed students' listening skill while 21.21 percent rarely assessed students' listening skill by observing their engagement during reading of text, explanation of lesson and discussion.

5. Assessment of listening skill through observation of students' ability in following oral instruction given by teachers

Table 4.15

Frequency of observation of students' ability in following oral instruction given by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	27 (72.97%)	25 (75.75%)
Rarely	9 (24.32%)	8 (24.24%)
Never	1 (2.70%)	-
Total	37	33

Table 4.15 reveals the result of the frequency of observation the teachers made on the students' ability in following oral instruction given by teachers in order to assess their listening comprehension skill.

Out of all the Mizo subject teachers from government schools, 72.97 percent were found to regularly assess the students' listening skill, 24.32 percent rarely assessed the students' listening skill while 2.70 percent never assessed the students' listening skill by observing their ability to follow oral instructions.

The study also revealed that among the Mizo subject teachers from private schools, assessment of students' listening skill through their ability in following oral instruction given by teachers were regularly done by 75.75 percent teachers and rarely done by 8 24.24 percent teachers.

6. Assessment of listening skill through observation of students' participation when asked for any kind of clarification in the classroom

Table 4.16

Frequency of observation of students' participation in the classroom by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	25 (67.56%)	21 (63.63%)
Rarely	10 (27.02%)	12 (36.36%)
Never	2 (5.40%)	-
Total	37	33

Table 4.16 reveals the result of the frequency of observation the teachers made on the active participation of the students when asked for any kind of clarification in the classroom in order to assess their listening comprehension skill.

Among the Mizo subject teachers from government schools, 67.56 percent regularly assessed the students' listening skill while 27.02 percent rarely and 5.40 percent never assessed the students' listening by observing the active participation of the students when asked for any kind of clarification in the classroom.

The study also found that 63.63 percent of the Mizo subject teachers from private schools regularly assessed the students' listening skill while 36.36 percent rarely assessed the students' listening skill through observation of active participation of students by asking for any kind of clarification in the classroom.

7. Assessment of listening skill through observation of comprehension of lessons

Table 4.17

Frequency of observation of students' comprehension of lessons by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	18 (48.64%)	23 (69.69%)
Rarely	16 (43.24%)	10 (30.30%)
Never	3 (8.10%)	-
Total	37	33

Table 4.17 reveals the result of the frequency of observation the teachers made on students' comprehension of lesson such as retention of information, understanding of main ideas and arguments, summarizing of lesson in order to assess their listening comprehension skill.

The study found that 48.64 percent of Mizo subject teachers from government schools regularly assessed, 43.24 percent rarely assessed and 8.10 percent never assessed the students' listening skill through observation of their comprehension of lesson.

Among the Mizo subject teachers from private schools, 69.69 percent teachers regularly assessed, 30.30 percent rarely assessed the students' listening skill through observation of their comprehension of lesson.

4.2.1 (d) Teaching practice and Assessment for development of Speaking Skill

In this section, teachers were asked to answer different questions related to their teaching practices for the development of speaking skill and the techniques and strategies applied for the assessment of their student's speaking skill.

1. Teaching strategy for development of speaking skill

Table 4.18

Teaching strategy for development of speaking skill by government and private secondary school Mizo subject teachers

Teaching strategy	Government	Private
Modelling the use of appropriate linguistic device	12 (32.43%)	7 (21.21%)
Modelling the use of appropriate vocabulary and expression	4 (10.81%)	4 (12.12%)
Adjusting communication style based on topic and audience	9 (24.32%)	4 (12.12%)
All of the above	12 (32.43%)	18 (54.54%)
None of the above	-	-
Total	37	33

Table 4.18 reveals the various teaching strategies adopted by the Mizo subject teachers for the development of the students' speaking skill namely - modelling the use of appropriate linguistic device (tone ,stress ,pronunciation, introduction), modelling the use of appropriate vocabulary and expression (Idioms & Phrases) and adjusting communication style based on topic and audience.

The study found that 32.43 percent Mizo subject teachers from government schools model the use of appropriate linguistic device, 10.81 percent teachers model the use of appropriate vocabulary and expression and 24.32 percent teachers adjust

their communication style based on the topic and audience while 32.43 percent teachers applied all the options provided as strategies to develop their students' listening skill.

Among the Mizo subject teachers from private schools, 21.21 percent model the use of appropriate linguistic device, 12.12 percent model the use of appropriate vocabulary and expression and 12.12 percent adjust their communication style based on topic and audience for the development of students' listening skill while 54.54 percent applied all the options provided as strategies to develop their students' listening skill.

2. Exercises for development of speaking skill

Table 4.19

Types of exercises adopted for development of speaking skill by government and private secondary school Mizo subject teachers

Types of exercises	Government	Private
Explanation of given topics	4 (10.81%)	6 (18.18%)
Presentation on selected topics	5 (13.51%)	6 (18.18%)
Response to teachers question	8 (21.62%)	4 (12.12%)
Discussion	3 (8.10%)	1 (3.03%)
Debate	-	-
Dramatization	-	-
Summarization of lesson(oral)	4 (10.81%)	1 (3.03%)
Narration	-	-
Story-telling	2 (5.40%)	-
Compare and contrast	-	-
All of the above	11 (29.72%)	15 (45.45%)
None of the above	-	-
Total	37	33

Study on the types of exercises adopted for development of speaking skill revealed that among the Mizo subject teachers from government schools 10.81 percent used explanation of given topics, 13.51 percent used presentation on selected

topics, 21.62 percent gave questions to be responded by students and 8.10 percent used discussion as an exercise for development of speaking skill. Further, 10.81 percent used oral summarization of lesson while 5.40 percent used storytelling for development of the students' speaking skill. It was also found that 29.72 percent applied all the types of exercises given in the option while debate, dramatization, narration and compare and contrast were never used as the only exercises by any of the Mizo subject teachers to develop their students' speaking skill.

Among the Mizo subject teachers from private schools, 18.18 percent used explanation of given topics as well as presentation on selected topics, 12.12 percent used questions to be responded by students, 3.03 percent used discussion as well as oral summarization of lesson as an exercise for development of speaking skill. However, none reported that debate, dramatization, narration, story-telling and compare and contrast were never used as the only exercises while 45.45 percent of the teachers applied all the types exercises given in the option to develop their students' speaking skill.

3. Types of feedback provided for development of speaking skill

Table 4.20

Types of feedback provided for development of speaking skill by government and private secondary school Mizo subject teachers

Types of feedback	Government	Private
Teacher's feedback based on their responses to the exercises for practice of speaking skill	11 (29.72%)	8 (24.24%)
Feedback from peers based on their responses	7 (18.91%)	6 (18.18%)
Both a and b	17 (45.94%)	18 (54.54%)
None of the above	2 (5.40%)	1 (3.03%)
Total	37	33

Table 4.20 shows that among the Mizo subject teachers from government schools, 29.72 percent gave feedback to students based on their responses to the

exercises given for practice of speaking skill while 18.91 percent asked students to give feedback to their peers based on their responses. It was also found that 45.94 percent provided both teacher as well as peer feedback whereas 5.40 percent did not provide any kind of feedback to their students when they gave exercises for the development of their speaking skill.

Among the Mizo subject teachers from private schools, 24.24 percent teachers gave feedback to students based on their responses to the exercises given for practice of speaking skill while 18.18 percent teachers asked student to give feedback to their peers based on their responses. It was also found that 54.54 percent teachers provided both teacher as well as peer feedback whereas 3.03 percent teachers responded to providing neither teacher nor peer feedback to their students when they gave exercises for the development of their speaking skill.

4. Assessment of speaking skill based on correctness of pronunciation, stress, tone and speed of reading

Table 4.21

Frequency of observation by government and private secondary school Mizo subject teachers on students' correct pronunciation, stress, tone and speed of reading

Frequency	Government	Private
Regularly	30 (81.08%)	28 (84.84%)
Rarely	7 (18.91%)	5 (15.15%)
Never	-	-
Total	37	33

The finding revealed that among the Mizo subject teachers from government schools, assessment of students' speaking skill was based on the correctness of their pronunciation, stress, tone and speed of reading was regularly done by 81.08 percent teachers and rarely done by 18.91 percent teachers. There was no teacher who never assessed the students' speaking skill based on the correctness of their pronunciation, stress, tone and speed of reading.

Among the Mizo subject teachers from private schools, assessment of students' speaking skill based on the correctness of their pronunciation, stress, tone and speed of reading was regularly done by 84.84 percent teachers and rarely done by 15.15 percent. There was no teacher who never assessed the students' speaking skill based on the correctness of their pronunciation, stress, tone and speed of reading.

5. Assessment of speaking skill based on correct use of words and expression while speaking

Table 4.22

Frequency of observation by government and private secondary school Mizo subject teachers on students' correct use of words and expression while speaking

Frequency	Government	Private
Regularly	29 (78.37%)	30 (90.90%)
Rarely	7 (18.91%)	3 (9.09%)
Never	1 (2.70%)	-
Total	37	33

The table shows that among the Mizo subject teachers from government schools, assessment of students' speaking skill based on correct use of words and expression was regularly done by 78.37 percent teachers, rarely done by 18.91 percent teachers and never done by 2.70 percent teachers.

With regard to Mizo subject teachers from private schools, assessment of students' speaking skill based on correct use of words and expression was regularly done by 90.90 percent teachers and rarely done by 9.09 percent teachers. None of the teachers responded to have never assessed the students' speaking skill based on correct use of words and expression.

6. Assessment of speaking skill based on their ability of organizing their ideas and expression of thoughts during presentation

Table 4.23

Frequency of observation by government and private secondary school Mizo subject teachers on students' ability of organizing their ideas and expression of thoughts during presentation

Frequency	Government	Private
Regularly	23 (62.16%)	24 (72.72%)
Rarely	12 (32.43%)	9 (27.27%)
Never	2 (5.40%)	-
Total	37	33

Assessment of students' speaking skill based on their ability of organizing their ideas and expression of thoughts during presentation was regularly done by 62.16 percent teachers, rarely done by 32.43 percent teachers and never done by 5.40 percent teachers among the Mizo subject teachers from government schools.

Among the Mizo subject teachers from private schools, assessment of students' speaking skill based on their ability of organizing their ideas and expression of thoughts during presentation was regularly done by 72.72 percent teachers and rarely done by 27.27 percent teachers.

7. Assessment of students' speaking skill based on their ability to adapt their communication style to different situations and audiences

Table 4.24

Frequency of observation by government and private secondary school Mizo subject teachers on students' ability to adapt their communication style to different situations and audiences

Frequency	Government	Private
Regularly	15 (40.54%)	20 (60.60%)
Rarely	20 (54.05%)	12 (36.36%)
Never	2 (5.40%)	1 (3.03%)
Total	37	33

The table reveals that 40.54 percent Mizo subject teachers from government schools regularly assessed students' speaking skill while 54.05 percent rarely and 5.40 percent never assessed students' speaking skill based on their ability to adapt their communication style to different situations and audiences

Among the Mizo subject teachers from private schools, assessment of students' speaking skill based on their ability to adapt their communication style to different situations and audiences was regularly done by 60.60 percent, rarely done 36.36 percent and never done by 3.03 percent teachers.

4.2.1 (e) Teaching Practice and Assessment for the development of Reading Skill.

In this section, teachers were asked to answer different questions related to their teaching practices for the development of reading skill and the techniques and strategies applied for the assessment of their student's reading skill.

1. Model reading as a teaching strategy for the development of students' reading skill

Table 4.25

Frequency of model reading done by by government and private secondary school Mizo subject teachers for the development of reading skill

Frequency	Government	Private
Regularly	32 (86.48%)	26 (78.78%)
Rarely	4 (10.81%)	7 (21.21%)
Never	1 (2.70%)	-
Total	37	33

The table reveals that 86.48 percent Mizo subject teachers from government schools regularly used model reading, 10.81 percent teachers rarely and 2.70 percent teachers never used model reading as a teaching strategy for the development of students' reading skill

On the other hand, 78.78 percent Mizo subject teachers from private schools regularly used model reading whereas 21.21 percent rarely used model reading as a teaching strategy for the development of students' reading skill.

2. Loud reading exercises as a teaching strategy for the development of reading skill

Table 4.26

Frequency of giving loud reading exercises for the development of reading skill by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	31 (83.78 %)	28 (84.84 %)
Rarely	6 (16.21 %)	5 (15.15 %)
Never	-	-
Total	37	33

The table shows that 83.78 percent Mizo subject teachers from government schools regularly used loud reading exercises while 16.21 percent rarely used it as a teaching strategy for the development of reading skill (reading smoothly and accurately with correct pronunciation, intonation, stress and speed) of the students.

Among the Mizo subject teachers from private schools, loud reading exercise was regularly used by 84.84 percent and rarely used by 15.15 percent as a teaching strategy to develop students' reading skill (reading smoothly and accurately with correct pronunciation, intonation, stress and speed).

3. Types of exercises for development of reading comprehension

Table 4.27

Types of exercises given for development of reading comprehension by government and private secondary school Mizo subject teachers

Types of reading exercises	Government	Private
Reading and explanation of text	14 (37.83%)	15 (45.45%)
Reading and summarization of text	3 (8.10%)	1 (3.03%)
Reading and discussion	6 (16.21%)	5 (15.15%)
Reading of supplement text	-	-

Silent Reading to grasp the idea of the text	1 (2.70%)	1 (3.03%)
Intensive reading to get the aesthetic value and literary value of the text	1 (2.70%)	-
All of the above	11 (29.72%)	11 (33.33%)
None of the above	1 (2.70%)	-
Total	37	33

Study on the types of exercises given for development of reading comprehension reveals that 37.83 percent Mizo subject teachers from government schools gave reading and explanation of text. 8.10 percent gave reading and summarization of text, whereas 16.21 percent gave exercise of reading and discussion. Reading of supplement text alone was given by none of the teachers, silent reading to grasp the idea of the text was given by 2.70 percent, and intensive reading to get the aesthetic value and literary value of the text was given by 2.70 percent. All the exercises mentioned in the options were given by 29.72 percent teachers and 2.70 percent teachers responded to have given none of the mentioned exercises.

Among the Mizo subject teachers from private schools, reading and explanation of text was given by 45.45 percent teachers. 3.03 percent teachers gave reading and summarization of text, whereas 15.15 percent teachers gave exercise of reading and discussion. Reading of supplement text and intensive reading to get the aesthetic value and literary value of the text was given by none of the teachers as the only exercises. Whereas, exercise of silent reading to grasp the idea of the text was given by 3.03 percent teachers and all of the exercises mentioned in the options were given by 33.33 percent teachers.

4. Assessment of reading skill based on fluency in pronunciation, tone, intonation, stress and speed.

Table 4.28

Frequency of observation of students' fluency in reading by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	32 (86.48%)	24 (72.72%)
Rarely	5 (13.51%)	8 (24.24%)
Never	-	1 (3.03%)
Total	37	33

The table reveals that among the Mizo subject teachers from government schools, assessment of students' reading skill based on their fluency in pronunciation, tone, intonation, stress and speed was regularly done by 86.48 percent whereas 13.51 percent rarely assessed based on their fluency.

Among the Mizo subject teachers from private schools, assessment of students' reading skill based on their fluency in pronunciation, tone, intonation, stress and speed was regularly done by 72.72 percent teachers, rarely done by 24.24 percent teachers and never done by 3.03 percent teachers.

5. Assessment of reading skill based on students' comprehension of text at literal level

Table 4.29

Frequency of observation of students' comprehension of text at literal level by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	24 (64.86%)	26 (78.78%)
Rarely	12 (32.43%)	7 (21.21%)
Never	1 (2.70%)	-
Total	37	33

Among the Mizo subject teachers from government schools, 64.86 percent teachers regularly assessed, 32.43 percent teachers rarely assessed and 2.70 percent teachers never assessed the students' reading skill based on their comprehension of text at literal level such as understanding the information stated directly in the text.

Out of all the Mizo subject teachers from private schools, 78.78 percent teachers regularly assessed and 21.21 percent teachers rarely assessed the students' reading skill based on their comprehension of text at literal level.

6. Assessment of reading skill based on students' comprehension of text at interpretive level

Table 4.30

Frequency of observation of students' comprehension of text at interpretive level by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	17 (45.94%)	17 (51.51%)
Rarely	18 (48.64%)	16 (48.48%)
Never	2 (5.40%)	-
Total	37	33

The study found that 45.94 percent Mizo subject teachers from government schools teachers regularly assessed, 48.64 percent teachers rarely assessed and 5.40 percent teachers never assessed the students' reading skill based on their comprehension at interpretive level such as reading between the lines to recognize the ideas and information not stated directly.

It was also found that 51.51 percent Mizo subject teachers from private schools regularly assessed whereas 48.48 percent teachers rarely assessed the students' reading skill based on their comprehension at interpretive level

7. Assessment of reading skill based on students' comprehension of text at critical level

Table 4.31

Frequency of observation of students' comprehension at the critical level by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	15 (40.54%)	25 (75.75%)
Rarely	20 (54.05%)	8 (24.24%)
Never	2 (5.40%)	-
Total	37	33

The table shows that 40.54 percent Mizo subject teachers from government schools regularly assessed, 54.05 percent teachers rarely assessed and 5.40 percent teachers never assessed their students' reading skill based on their comprehension at the critical level such as reading to make judgements with regard to a text.

From Mizo subject teachers among private schools, 75.75 percent teachers regularly assessed whereas 24.24 percent teachers rarely never assessed their students' reading skill based on their comprehension at the critical level.

4.2.1 (f) Teaching Practice and assessment for the Development of Writing Skill

In this section, teachers were asked to answer different questions related to their teaching practices for the development of writing skill and the techniques and strategies applied for the assessment of their student's writing skill.

1. Sub-skill of Writing targeted by the teacher

Table 4.32

Sub-skill of Writing targeted by government and private secondary school Mizo subject teachers

Sub skills	Government	Private
Grammar and vocabulary	9 (24.32%)	6 (18.18%)
Organisation of text (Introduction, body and conclusion)	3 (8.10%)	9 (27.27%)
Building and expression of ideas and argument (Clarity and content)	8 (21.62%)	-
All of the above	17 (45.95%)	18 (54.54%)
None of the above	-	-
Total	37	33

Table 4.32 reveals that 24.32 percent Mizo subject teachers from government schools gave importance on grammar and vocabulary, 8.10 percent teachers stressed on organisation of text, 21.62 percent teachers gave importance on building and expression of ideas and argument and 45.95 percent teachers gave importance to all the sub skills of writing mentioned in the list.

The table also shows that among the Mizo subject teachers from government schools, 18.18 percent teachers gave importance on grammar and vocabulary, 27.27 percent teachers stressed on organisation of text, none of the teachers gave only on importance on building and expressions of ideas and argument and 54.54 percent teachers gave importance to all the sub skills of writing mentioned in the list.

2. Teaching strategy for development of writing skill

Table 4.33

Teaching strategy for development of writing skill by government and private secondary school Mizo subject teachers

Strategy	Government	Private
Explain and instruct correct format based on different types of writing activities	20 (54.05%)	10 (30.30%)
Provide variety of texts to students to acquaint them with different writing style	2 (5.40%)	1 (3.03%)
Teach students on how to prepare drafts and edit written works before finalisation of writing task	1 (2.70%)	6 (18.18%)
Introduce different types of exercises for practise in the classroom	6 (16.21%)	3 (9.09%)
All of the above	8 (21.62%)	13 (39.39%)
None of the above	-	-
Total	37	33

The table shows that among the Mizo subject teachers from government schools, 54.05 percent teachers explain and instruct correct format based on different types of writing activities, 5.40 percent teachers provide variety of texts to students to acquaint them with different writing style, 2.70 percent teacher teach students on how to prepare drafts and edit written works before finalisation of writing task, 16.21 percent teachers introduce different types of exercises for practise in the classroom and 21.62 percent teachers have practiced all of the strategies mentioned in the list for the development of the students' writing skill.

Among the Mizo subject teachers from private schools, 30.30 percent teachers explain and instruct correct format based on different types of writing activities, 3.03 percent teachers provide variety of texts to students to acquaint them with different writing style, 18.18 percent teacher teach students on how to prepare drafts and edit written works before finalisation of writing task, 9.09 percent teachers

introduce different types of exercises for practise in the classroom and 39.39 percent teachers have practiced all of the strategies mentioned in the list for the development of the students' writing skill.

3. Types of exercises for development of writing skill

Table 4.34

Types of exercises for development of writing skill by government and private secondary school Mizo subject teachers

Types of writing exercises	Government	Private
Summarize lessons (written)	2 (5.40%)	1 (3.03%)
Prepare their own notes	7 (18.91%)	5 (15.15%)
Write assignment on given topics (essay, articles, critical analysis)	7 (18.91%)	6 (18.18%)
Write assignment for development of creative writing skill (story writing, poetry writing, paragraph writing)	7 (18.91%)	1 (3.03%)
All of the above	14 (37.83%)	20 (60.60%)
None of the above	-	-
Total	37	33

Table 4.34 shows that among the Mizo subject teachers from government schools, 5.40 percent teachers asked students to provide written summaries of their lessons, 18.91 percent teachers told students to prepare their own notes and 18.91 percent teachers asked the students to write assignment on given topics (essay, articles, critical analysis). Written assignment for development of creative writing skill (story writing, poetry writing, paragraph writing) was given by 18.91 percent teachers and 37.83 percent teachers responded to have given all the types of exercises mentioned to develop their students' writing skill.

Among the Mizo subject teachers from private schools, 3.03 percent teachers asked students to provide written summaries of their lessons, 15.15 percent teachers

told students to prepare their own notes and 18.18 percent teachers asked the students to write assignment on given topics (essay, articles, critical analysis). Written assignment for development of creative writing skill (story writing, poetry writing, paragraph writing) was given by 3.03 percent teachers and 60.60 percent teachers responded to have given all the types of exercises mentioned to develop their students' writing skill.

4. Assessment of writing skill based on the correctness of grammar

Table 4.35

Frequency of assessment of students' writing skill based on correctness of grammar by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	32 (86.48%)	28 (84.84%)
Rarely	5 (13.51%)	5 (15.15%)
Never	-	-
Total	37	33

Table 4.35 shows that 86.48 percent Mizo subject teachers from government schools regularly assessed and 13.51 percent teachers rarely assessed students' writing skill based on the correctness of grammar such as punctuation in their written activities.

It was also found that 84.84 percent private school teachers regularly assessed students' writing and 15.15 percent teachers rarely assessed students' writing skill based on the correctness of grammar such as punctuation in their written activities.

5. Assessment of writing skill based on use of appropriate vocabulary and language register

Table 4.36

Frequency of assessment of students' writing skill based on use of appropriate vocabulary and language register by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	24 (64.86%)	22 (66.66%)
Rarely	11 (29.72%)	11 (33.33%)
Never	2 (5.40%)	-
Total	37	33

The study found that among the Mizo subject teachers from government schools, 64.86 percent teachers regularly assessed their students writing while 29.72 percent teachers rarely assessed and 5.40 percent teachers never assessed their students writing skill based in their use of appropriate vocabulary and language registers (use of language depending on situation and audience).

Among the Mizo subject teachers from private schools, 66.66 percent teachers regularly assessed while 33.33 percent teachers rarely assessed their students writing skill based on their use of appropriate vocabulary and language registers (use of language depending on situation and audience).

6. Assessment of writing skill based on organisation and structure of written texts

Table 4.37

Frequency of assessment of writing skill based on organisation and structure of written texts by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	25 (67.56%)	24 (72.72%)
Rarely	12 (32.43%)	9 (27.27%)
Never	-	-
Total	37	33

The table shows that among the Mizo subject teachers from government schools, 67.56 percent teachers regularly assessed their students writing whereas 32.43 percent teachers rarely assessed the students' writing skill based on the organisation and overall structure of written assignments such as introduction, body and conclusion.

Among the Mizo subject teachers from private schools, 72.72 percent teachers regularly assessed their students writing whereas 27.27 percent teachers rarely assessed the students' writing skill based on the organisation and overall structure of written assignments such as introduction, body and conclusion.

7. Assessment of students writing skill based on reliability of content and clarity of expression

Table 4.38

Frequency of assessment of students' writing skill based on reliability of content and clarity of expression by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	21 (56.75)	21 (63.63%)
Rarely	14 (37.83%)	11 (33.33%)
Never	2 (5.40%)	1 (3.03%)
Total	37	33

Table 4.38 shows that 56.75 percent Mizo subject teachers from government regularly assessed, 37.83 percent teachers rarely assessed and 5.40 percent teachers never assessed students' writing skill based on the reliability of content and clarity of expression.

It was also found that 63.63 percent Mizo subject teachers from private schools regularly assessed, 33.33 percent teachers rarely assessed and 3.03 percent never assessed students' writing skill based on the reliability of content and clarity of expression.

4.2.1 (g) Grammar and Vocabulary

In this section, teachers were asked to answer different questions related to their teaching practices and the techniques and strategies applied for the assessment of grammar and vocabulary.

1. Use of presentation and explaining with examples for teaching correct use of grammar and vocabulary

Table 4.39

Frequency of using presentation and explaining with examples for teaching correct use of grammar and vocabulary by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	33 (89.18%)	27 (81.81%)
Rarely	4 (10.81%)	6 (18.18%)
Never	-	-
Total	37	33

Table 4.39 reveals that 89.18 percent Mizo subject teachers from government regularly used presentation and explanation with examples while 10.81 percent teachers rarely used presentation and explaining with examples for teaching correct use of grammar and vocabulary.

The table also shows that 81.81 percent Mizo subject teachers from government schools regularly used presentation and explanation with examples whereas 18.18 percent teachers rarely used presentation and explaining with examples for teaching correct use of grammar and vocabulary.

2. Use of textbook questions for practice of grammar and vocabulary lessons.

Table 4.40

Frequency of use of textbook questions for practice of grammar and vocabulary lessons by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	15 (40.54%)	16 (48.48%)
Rarely	12 (32.43%)	10 (30.30%)
Never	10 (27.02%)	7 (21.21%)
Total	37	33

The table shows that among the Mizo subject teachers from government schools, 40.54 percent teachers make the students practice grammar and vocabulary lessons only from questions given in the textbook, 32.43 percent teachers rarely make the students practice grammar and vocabulary lessons only from questions given in the textbook whereas 27.02 percent teachers never let the students practice only from questions given in the textbook.

Among the Mizo subject teachers from private schools, 48.48 percent teachers make the students practice only from questions given in the textbook, 30.30 percent teachers rarely make the students practice grammar and vocabulary lessons only from questions given in the textbook whereas 21.21 percent teachers never let the students practice only from questions given in the textbook.

3. Provision of additional grammar and vocabulary exercises

Table 4.41

Frequency of provision of additional grammar and vocabulary exercises by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	20 (54.05%)	21 (63.63%)
Rarely	16 (43.24%)	12 (36.36%)
Never	1 (2.70%)	-
Total	37	33

Table 4.41 shows that among the Mizo subject teachers from government schools 54.05 percent regularly provide additional exercises, 43.24 percent rarely provide additional exercises and 2.70 percent never provide additional exercises to their students apart from those given in the textbooks.

It was also found that 63.63 percent Mizo subject teachers from private schools regularly provide additional exercises while 36.36 percent teachers rarely provide additional exercises which were not given in the textbooks,

4. Explanation of idioms and phrases using examples

Table 4.42

Frequency of teachers' explanation of idioms and phrases by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	33 (89.18%)	29 (87.87%)
Rarely	4 (10.81%)	4 (12.12%)
Never	-	-
Total	37	33

The table shows that 89.18 percent Mizo subject teachers from government schools regularly explained idioms and phrases while 10.81 percent teachers rarely explained idioms and phrases that are presented in the textbook with clear examples.

Among the Mizo subject teachers from private schools, 87.87 percent teachers regularly explained idioms and phrases whereas 12.12 percent teachers rarely explained idioms and phrases that are presented in the textbook with clear examples

5. Assessment of understanding of idioms and phrases using sentence construction exercises

Table 4.43

Frequency of assessment of understanding of idioms and phrases using sentence construction exercises by government and private secondary school Mizo subject teachers

Frequency	Government	Private
Regularly	33 (89.18%)	29 (87.87%)
Rarely	4 (10.81%)	4 (12.12%)
Never	-	-
Total	37	33

Table 4.43 shows that among the Mizo subject teachers from government schools, 89.18 percent teachers regularly assessed the students' understanding of idioms and phrases using sentence construction exercises while 10.81 percent teachers rarely assessed the students' understanding of idioms and phrases using sentence construction exercises.

Among the Mizo subject teachers from private schools, 87.87 percent teachers regularly assessed the students' understanding of idioms and phrases using sentence construction exercises while 12.12 percent teachers rarely regularly assessed the students' understanding of idioms and phrases using sentence construction exercises.

6. Correction of errors in sentences constructed by students

Table 4.44

Frequency of correction of errors by government and private secondary school Mizo subject teachers in sentences constructed by students

Frequency	Government	Private
Regularly	36 (97.29%)	27 (81.81%)
Rarely	1 (2.70%)	6 (18.18%)
Never	-	-
Total	37	33

Table 4.44 shows that 97.29 percent Mizo subject teachers from government schools regularly correct the errors in sentences constructed by students whereas 2.70 percent teacher rarely correct the errors in sentences constructed by students if the meaning of the idioms and phrases are not revealed correctly.

It was also found that 81.81 percent Mizo subject teachers from private schools regularly correct the errors in sentences constructed by students whereas 18.18 percent teachers rarely correct the errors in sentences constructed by students if the meaning of the idioms and phrases are not revealed correctly.

4.2.1 (h) Teaching Learning Material (TLM) used for teaching Mizo subject

In this section, teachers are asked to choose different types of teaching learning materials that they have used in teaching Mizo subject.

1. Types and frequency of TLM used

Table 4.45

Types and frequency of TLM used by government and private secondary school Mizo subject teachers

Types of TLM	Government			Private		
	<i>Regularly</i>	<i>Rarely</i>	<i>Never</i>	<i>Regularly</i>	<i>Rarely</i>	<i>Never</i>
Radio	1 (2.70%)	7 (18.91%)	29 (78.37%)	4 (12.12%)	6 (18.18%)	23 (69.69%)
Television/Smart board	13 (35.13%)	11 (29.72%)	13 (35.13%)	7 (21.21%)	11 (33.33%)	15 (45.45%)
Computer/Laptop / Projector	5 (13.51%)	13 (35.13%)	19 (51.35%)	7 (21.21%)	14 (42.42%)	12 (36.36%)
Tape Recorder	2 (5.40%)	5 (13.51%)	30 (81.08%)	2 (6.06%)	8 (24.24%)	23 (69.69%)

Models/Real object	9 (24.32%)	23 (62.16%)	5 (13.51%)	9 (27.27%)	16 (48.48%)	8 (24.24%)
Picture Card/Charts	10 (27.02%)	22 (59.45%)	5 (13.51%)	10 (30.30%)	17 (51.51%)	6 (18.18%)
Flash cards	4 (10.81%)	11 (29.72%)	22 (59.45%)	4 (12.12%)	11 (33.33%)	18 (54.54%)
Mobile Phones	8 (21.62%)	23 (62.16%)	6 (16.21%)	6 (18.18%)	18 (54.54%)	9 (27.27%)
Flipcharts	2 (5.40%)	10 (27.02%)	25 (67.56%)	2 (6.06%)	13 (39.39%)	18 (54.54%)
Mounted picture	2 (5.40%)	14 (37.83%)	21 (56.75%)	4 (12.12%)	14 (42.42%)	15 (45.45%)
Flannel board	3 (8.10%)	10 (27.02%)	24 (64.86%)	3 (9.09%)	11 (33.33%)	19 (57.57%)
Black/white board	32 (86.48%)	5 (13.51%)	-	26 (78.78%)	7 (21.21%)	-
Prescribed textbooks only	17 (45.94%)	11 (29.72%)	9 (24.32%)	16 (48.48%)	10 (30.30%)	7 (21.21%)
Supplementary reading material such as newspaper, Bible, magazines, articles, journals, stories	10 (27.02%)	25 (67.56%)	2 (5.40%)	11 (33.33%)	20 (60.60%)	2 (6.06%)

Table 4.45 shows that 2.70 percent Mizo subject teachers from government schools teacher regularly used, 18.91 percent teachers rarely used and 78.37 percent teachers never used radio as TLM. Among the Mizo subject teachers from private

schools, 12.12 percent teachers regularly used, 18.18 percent teachers rarely used and 69.69 percent teachers never used radio as TLM.

The findings showed that amongst the government schools Mizo subject teachers, 35.13 percent teachers regularly used, 29.72 percent teachers rarely used and 35.13 percent teachers never used television/smart board as TLM. Amongst the private schools Mizo teachers, television/smart board was regularly used by 21.21 percent teachers, rarely used by 33.33 percent teachers and never used by 45.45 percent teachers as TLM.

The table also revealed that amongst the government schools Mizo subject teachers, 13.51 percent teachers regularly used, 35.13 percent teachers rarely used and 51.35 percent teachers never used computer/laptop/projector for TLM. Amongst the private schools Mizo teachers, 21.21 percent teachers regularly used, 42.42 percent teachers rarely used and 36.36 percent teachers never used computer/laptop/projector for TLM.

With regard to use of tape recorder as TLM by Mizo subject teachers from government schools, 5.40 percent teachers regularly, 13.51 percent teachers rarely and 81.08 percent teachers never used it as a TLM. From private schools, tape recorder was regularly used by 6.06 percent teachers, rarely used by 24.24 percent teachers and never used by 69.69 percent teachers.

With regard to use of models/real object, 24.32 percent Mizo subject teachers from government schools regularly, 62.16 percent rarely and 13.51 percent never used it as TLM for teaching Mizo subject. Among the teachers from private schools, 27.27 percent teachers regularly, 48.48 percent teachers rarely and 24.24 percent teachers never used models/real object as their teaching learning material.

With regard to use of picture card/charts, amongst the government schools Mizo subject teachers, 27.02 percent teachers regularly, 59.45 percent teachers rarely and 13.51 percent teachers never used it as a TLM. Among private schools Mizo subject teachers, 30.30 percent teachers regularly, 51.51 percent teachers rarely and 18.18 percent teachers never used picture card/charts as TLM.

Among the Mizo subject school teachers from government schools, 10.81 percent teachers regularly used, 29.72 percent teachers rarely and 59.45 percent teachers never used flash cards as TLM for teaching Mizo subject. From private

schools Mizo subject teachers, flash card was regularly used by 12.12 percent teachers, rarely used by 33.33 percent teachers and never used by 54.54 percent teachers.

With regard to use of mobile phones, among Mizo subject teachers from government schools, 21.62 percent teachers regularly, 62.16 percent teachers rarely and 16.21 percent teachers never used it as TLM. Among Mizo subject teachers from private schools, 18.18 percent teachers regularly, 54.54 percent teachers rarely used and 27.27 percent teachers never used mobile phones as TLM.

Among the Mizo subject school teachers from government schools, flipcharts was regularly used by 5.40 percent teachers, rarely used by 27.02 percent teachers and never used by 67.56 percent teachers. Among the Mizo subject school teachers from private schools, flipcharts was regularly used by 6.06 percent teachers, rarely used by 39.39 percent teachers and never used by 54.54 percent teachers.

With regard to use of mounted picture, among the Mizo subject teachers from government schools, 5.40 percent teachers regularly used, 37.83 percent, teachers rarely used and 56.75 percent teachers never used mounted picture as TLM to teach Mizo subject. Among the Mizo subject teachers from private school, 12.12 percent teachers regularly used, 42.42 percent teachers rarely used and 45.45 percent teachers never used mounted picture as TLM.

Among the Mizo subject teachers from government schools, with regard to the use of flannel board, 8.10 percent teachers regularly used, 27.02 percent, teachers rarely used and 64.86 percent teachers never used it as TLM. Among the Mizo subject teachers from private schools, 9.09 teachers regularly used, 33.33 percent teachers rarely used and 57.57 percent teachers never used flannel boards as TLM

With regard to use of black board/white board, among the government school Mizo subject teachers, 86.48 percent teachers regularly used and 13.51 percent teachers rarely used it as TLM. On the other hand, among the Mizo subject teachers from private schools, it was observed that 78.78 percent teachers regularly and 21.21 percent teachers rarely used black board/white board while teaching Mizo subject.

Among the Mizo subject teachers from government schools, 45.94 percent teachers regularly, 29.72 percent teachers rarely and 24.32 percent teachers never used prescribed textbooks for teaching Mizo subject. Among the Mizo subject

teachers from private schools, 48.48 percent teachers regularly, 30.30 percent teachers rarely and 21.21 percent teachers never used prescribed textbooks for teaching Mizo subject.

With regard to use of supplementary reading materials such as newspaper, Bible, magazines, articles, journals, stories, 27.02 percent Mizo subject teachers from government schools regularly, 67.56 percent teachers rarely and 5.40 percent teachers never used it as TLM. Among Mizo subject teachers from private schools, 33.33 percent teachers regularly, 60.60 percent teachers rarely and 6.06 percent teachers never used supplementary reading materials for teaching Mizo subject.

4.2.2. Pedagogical approaches practiced by Mizo subject teachers of secondary schools in Mizoram with respect to board of examination.

Pedagogical approaches practiced by Mizo subject teachers of secondary schools affiliated to Mizoram Board of School Education (MBSE) and Central Board of Secondary Education (CBSE) is hereby presented to find out if there are any differences between the practices of teachers based on the board of examination i.e. MBSE and CBSE

The different components of the questionnaire were analysed separately as follows:

- a) Teaching methods
- b) Techniques and Strategies used in transaction of teaching Mizo subject
- c) Teaching practice and Assessment for development of Listening Skill
- d) Teaching practice and Assessment for development of Speaking Skill
- e) Teaching Practice and Assessment for the development of Reading Skill.
- f) Teaching Practice and assessment for the Development of Writing Skill
- g) Grammar and Vocabulary
- h) Teaching Learning Material (TLM) used for teaching Mizo subject

4.2.2 (a) Teaching Methods:

The teaching methods practiced by Mizo subject teachers of secondary schools affiliated to MBSE and CBSE was analysed in which each teacher was asked

to choose the method they mostly used for teaching different genres such as prose, poetry and grammar. The results are presented in the table given below:

1. Method used for teaching prose lessons:

Table 4.46

Teaching Method adopted by CBSE and MBSE Mizo subject teachers in teaching prose

Teaching Method	CBSE	MBSE
Explanation Method	3 (37.5%)	28(45.2%)
Constructivist Method	1 (12.5%)	6(9.7%)
Skill-based Teaching Method	1 (12.5%)	19 (30.64%)
Communicative Teaching Method	2 (25%)	3(4.8%)
Task-based Teaching Method	-	1(1.61%)
Deductive Method	1 (12.5%)	5(8.06%)
Inductive Method	-	-
Total	8	62

A study into the method used by teachers to teach prose lessons revealed that among the Mizo subject teachers from CBSE affiliated schools, none reported using the task-based teaching approach, or inductive method for teaching prose. On the other hand, 37.5 percent teachers employed the explanation method, 25 percent teachers used the communicative teaching method and the constructivist approach, skill-based teaching method and the deductive method was employed by 12.5 percent teacher each.

Among the Mizo subject teachers from MBSE affiliated schools, the analysis revealed that 45.2 percent teachers employed the explanation method for teaching prose followed by skill-based teaching method which was utilized by 30.64 percent teachers, while the constructivist approach was adopted by 9.7 percent. Additionally, 4.8 percent teachers reported using the communicative method, whereas task-based instruction was employed by 1.61 percent. The deductive method was used by 8.06

percent teachers. Notably, none of the teachers reported employing the inductive method for teaching prose at the secondary school in MBSE schools.

2. Method used for teaching poetry lessons

Table 4.47

Teaching Method adopted by CBSE and MBSE Mizo subject teachers in teaching poetry

Teaching Method	CBSE	MBSE
Explanation Method	3(37.5%)	18(50%)
Constructivist Method	-	8(12.90%)
Skill-based Teaching Method	1(12.5%)	11(17.74%)
Communicative Teaching Method	1(12.5%)	2(3.22%)
Task-based Teaching Method	1(12.5%)	3(4.83%)
Deductive Method	1(12.5%)	6(9.67%)
Inductive Method	1(12.5%)	1(1.61%)
Total	8	62

In relation to the method employed by Mizo subject teachers for teaching poetry, the data in the preceding table indicate that among the CBSE school teachers, the explanation method was the most regularly utilized with 37.5 percent teachers reporting its use. The remaining methods including skill-based teaching, communicative teaching, task-based instruction, deductive method, and inductive method were each adopted by 12.5 percent teacher respectively. Notably, the constructivist approach was reported to be used by Mizo subject teachers from CBSE schools in the context of poetry instruction.

Among the Mizo subject teachers from MBSE affiliated schools, the data revealed that the explanation method was the most regularly employed for teaching poetry with 50 percent teachers reporting its use. The constructivist approach was utilized by 12.90 percent teachers, while 17.74 percent teachers reported using a skill-based teaching method. Furthermore, the communicative method was applied

by 3.22 percent teachers, the task-based approach by 4.83 percent teachers, and the deductive method by 9.67 percent teachers. Only 1.61 percent teacher reported using the inductive method for teaching the poetry section.

3. Method used for teaching grammar lessons

Table 4.48

Teaching Method adopted by CBSE and MBSE Mizo subject teachers in teaching grammar

Teaching Method	CBSE	MBSE
Explanation Method	4(50%)	24(39%)
Constructivist Method	2(25%)	6(9.67%)
Skill-based Teaching Method	-	8(12.90%)
Communicative Teaching Method	-	-
Task-based Teaching Method	-	2(3.22%)
Deductive Method	1(12.5%)	19(30.64%)
Inductive Method	1(12.5)	3(4.83%)
Total	8	62

Table 4.48 revealed that among the eight Mizo subject teachers from CBSE affiliated schools, explanation method was utilized by 50 percent teachers. Additionally, 2 25 percent teachers reported using the constructivist approach. Both the deductive and inductive teaching methods were each used by 12.5 percent teacher. None of the teachers reported employing skill-based, communicative, or task-based teaching methods in their instructional practices.

Among the Mizo subject teachers from MBSE affiliated schools, the data indicated that 39 percent teachers employed the explanation method for teaching grammar. The constructivist approach was adopted by 9.67 percent teachers, while 12.90 percent teachers reported using a skill-based teaching strategy. Additionally, task-based instruction was implemented by 3.22 percent teachers. The deductive method was used by 30.64 percent teachers, followed by 4.83 percent teachers who

employed the inductive method. However, no teachers reported using the communicative method for grammar instruction.

4.2.2. (b) Techniques and Strategies used in transaction of teaching Mizo subject

The techniques and strategies adopted by the teachers in the transaction of lessons in Mizo subject was analysed where teachers were presented with a range of question items each offering different response options. Results of the analysis are presented as follows:

1. Frequency of preparation of lesson plan

Table 4.49

Frequency of preparation of lesson plan by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	5(62.5%)	45(72.58%)
Rarely	3(37.5%)	16(25.80%)
Never	-	1(1.61%)
Total	8	62

The table 4.49 indicated that among the Mizo subject teachers from CBSE affiliated schools; 62.5 percent teachers regularly prepare lesson plans prior to delivering their lessons, while 37.5 percent teachers stated that they rarely engage in such preparation.

Among the Mizo subject teachers from MBSE affiliated schools, 72.58 percent teachers reported that they regularly prepared lesson plans, 25.80 percent teachers indicated that they rarely prepared lesson plans, 1.61 percent teacher was found to have never prepared a lesson plan prior to beginning a lesson.

2. Teaching - learning materials (TLM) and other resources for facilitation of learning:

Table 4.50

Frequency of use of TLM and other resources by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6(75%)	28(45.16%)
Rarely	2(25%)	30(48.38%)
Never	-	4(6.45%)
Total	8	62

Among the Mizo subject teachers from CBSE affiliated schools, 75 percent teachers reported regularly incorporating suitable teaching and learning materials in their lessons, while 25 percent teachers indicated that they rarely used TLMs to support their teaching.

In the case of Mizo subject teachers from MBSE affiliated schools, 45.16 percent teachers regularly utilized TLMs, 48.38 percent teachers rarely used and 6.45 percent teacher was found to have never employed any TLM or related resources in the classroom.

3. Types of examples used to support teaching

Table 4.51

Types of examples used by CBSE and MBSE Mizo subject teachers to support teaching

Types of Examples	CBSE	MBSE
Examples from other texts.	1(12.5%)	3(4.83%)
Examples from real life events and experiences	4(50%)	28(45.16%)
Examples focusing on application of language rules	-	1(1.61%)
All of the above	3(37.5%)	30(48.38%)
None of the above	-	-
Total	8	62

Among the Mizo subject teachers from schools affiliated under CBSE, 12.5 percent of teacher reported using examples drawn from other texts to enhance understanding during instruction. 50 percent used real-life events and experiences to illustrate their points. None of the teachers were found to use only examples focusing on application of language rules. Meanwhile, 37.5 percent were found to use all the types of examples given in the options to support their teaching.

Among the Mizo subject teachers from schools affiliated under MBSE, 4.83 percent reported using examples from other texts to clarify their teaching, 45.16 percent used examples drawn from real-life events and experiences. Only 1.61 percent used examples focusing on application of language rules. Meanwhile, the majority i.e. 48.38 percent were found to use all types of examples to improve their instructional effectiveness.

4. Teaching techniques for transaction of lessons

Table 4.52

Teaching techniques for transaction of lessons by CBSE and MBSE Mizo subject teachers

Teaching techniques	CBSE	MBSE
Giving notes based on examination questions and patterns (Examination based)	1(12.5%)	-
Explanation of the content (text book based teaching)	1(12.5%)	50(80.64%)
Focus on development of language skills (Skill based teaching)	6(75%)	12(19.35%)
Total	8	62

Among the Mizo subject teachers from CBSE schools, 12.5 percent focused on providing notes based on examination questions and patterns, while 75 percent done their teaching focusing on development of language skills i.e. skill based teaching. However, 12.5 percent primarily followed a textbook-based or content explanation approach in delivering the subject matter.

Out of Mizo subject teachers from MBSE affiliated schools, 80.64 percent delivered instruction primarily through content explanation or text book based teaching. In contrast, 19.35 percent focused their teaching on developing students' language skills. Notably, none of the teachers reported using a method that involved providing notes based on examination questions and patterns

5. Frequency of conducting remedial class for the poor performing students

Table 4.53

Frequency of conducting remedial class for the poor performing students by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	5(62.5%)	11(17.74%)
Rarely	3(37.5%)	41(66.12%)
Never	-	10(16.12%)
Total	8	62

Among the Mizo subject teachers from CBSE schools, 62.5 percent regularly conducted remedial classes for the poor performing students while the remaining i.e. 37.5 percent reported that they rarely conduct remedial class.

Among the Mizo subject teachers from schools affiliated under MBSE, 17.74 percent regularly organized remedial classes to assist students with poor performing students, 66.12 percent rarely took remedial class while 16.12 percent never conducted remedial sessions for poor performing students.

4.2.2. (c) Teaching practice and Assessment for development of Listening Skill

In this section, teachers were asked to answer different questions related to their teaching practices for the development of students' listening skill and the techniques and strategies applied for the assessment of the student's listening skill.

8. Type of materials used to develop listening skill

The teachers were asked to select the different type of materials they use for the development of the students' listening skill such as:

- i. Authentic materials - Use of speech recorded in real situation (sermon, speech made by political leader, speech in school function etc.)
- ii. Recorded materials - specially scripted listening input design for use in language classroom.
- iii. Live listening materials- speech in real situation such as teacher's lecture and explanation on class, announcement made to students during assembly.

Findings of the study are shown in the table given below:

Table 4.54

Type of materials used to develop listening skill by CBSE and MBSE Mizo subject teachers

Types of content	CBSE	MBSE
Authentic material	2(25%)	5(8.06%)
Recorded material	2(25%)	9(14.51%)
Live listening material	3(37.5%)	28(45.16%)
All of the above	1(12.5%)	16(25.80%)
None of the above	-	4(6.45%)
Total	8	62

Among the Mizo subject teachers from CBSE schools, 25 percent reported using authentic materials, 25 percent utilized recorded material and 37.5 percent used live listening materials, while 12.5 percent indicated using all the listed types of materials to support the development of listening skills.

Among the Mizo subject teachers from MBSE schools, 8.06 percent reported using authentic materials, 14.51 percent made use of recorded materials, 45.16 percent used live listening material while 25.80 percent used all of the types of materials whereas 6.45 percent used none of the materials for the development of listening skills

9. Sub-skill of Listening targeted by the teacher

The teachers were asked to select the sub-skill of Listening targeted on for the development of the students' listening skill, namely:

- i. listening for sound perception (stress, pronunciation, intonation)
- ii. listening for comprehension

Findings of the study are shown in the table given below:

Table 4.55

Sub-skill of Listening targeted by the CBSE and MBSE Mizo subject teachers

Types of target sub skill	CBSE	MBSE
listening for sound perception	2(25%)	41(66.12%)
listening for comprehension	6(75%)	21(33.87%)
Total	8	62

Among the Mizo subject teachers from CBSE schools, 25 percent gave more importance on the development of listening for sound perception whereas 75 percent gave importance on listening for comprehension. On the other hand, among Mizo subject teachers from MBSE, 66.12 percent gave importance on developing listening skills on sound perception while 33.87 percent gave importance on listening for comprehension.

10. Types of exercises for development of listening skill

Table 4.56

Types of exercises for development of listening skill by CBSE and MBSE Mizo subject teachers

Types of exercises	CBSE	MBSE
Debate	1 (12.5%)	-
Discussion	4 (50%)	22 (35.48%)
Dramatization	-	1(1.61%)
Note taking while listening to authentic, recorded or live listening material	1 (12.5%)	1(1.61%)
Summarizing teachers explanation to test listening	-	23 (37.09%)

comprehension		
All of the above	2 (25%)	15 (24.19%)
None of the above	-	-
Total	8	62

Among the Mizo subject teachers from CBSE schools, 12.5 percent reported using debate, 50 percent used discussion, none of the teachers were found to use dramatization and summarization of teacher explanation as the only exercises to test listening comprehension. Additionally, 12.5 percent used note-taking activities during exposure to authentic, recorded, or live audio content and 25 percent incorporated all the listed exercises to support the development of students' listening abilities.

Among the Mizo subject teachers from MBSE schools, none reported using only debates as an exercise to enhance listening skills. Discussion was used by 35.48 percent, while dramatization was used by 1.61 percent and another 1.61 percent utilise exercise of note-taking while students listened to authentic, recorded, or live audio materials. Whereas, 37.09 percent used summarization of teachers explanations as a way to evaluate listening comprehension, while 24.19 percent reported using all of the mentioned exercises to support the improvement of listening skills.

11. Assessment of listening skill through observation of students' engagement during reading of text, explanation of lesson and discussion

Table 4.57

Frequency of observation of students' engagement during reading of text, explanation of lesson and discussion by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6(75%)	47(75.80%)
Rarely	2(25%)	15(24.19%)
Never	-	-
Total	8	62

Table 4.57 reveals the result of the frequency of observation the teachers made on the students' engagement during reading of text, explanation of lesson and discussion in order to assess their listening comprehension skill.

Among the Mizo subject teachers from CBSE schools, 75 percent regularly assessed students' listening skills, while 25 percent reported that they rarely assessed listening skills through observation of student engagement. On the other hand, 75.80 percent Mizo subject teachers from MBSE schools reported regularly assessing students' listening skills while 24.19 percent rarely assessed students listening skill by observing their level of engagement during text reading, lesson explanations, and classroom discussions.

12. Assessment of listening skill through observation of students' ability in following oral instruction given by teachers

Table 4.58

Frequency of observation of students' ability in following oral instruction given by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	7(87.5%)	45(72.58%)
Rarely	-	17(27.41%)
Never	1(12.5%)	-
Total	8	62

Table 4.58 reveals the result of the frequency of observation the teachers made on the students' ability in following oral instruction given by teachers in order to assess their listening comprehension skill.

Out of all the Mizo subject teachers from CBSE schools, 87.5 percent regularly assessed students' listening skills while 12.5 percent never assessed how well they followed oral instructions given in class. Meanwhile, out of all Mizo subject teachers from MBSE schools, 72.58 percent reported that they regularly assessed students' listening abilities based on how well they followed oral instructions while the remaining 27.41 percent rarely did the assessment.

13. Assessment of listening skill through observation of students' participation when asked for any kind of clarification in the classroom

Table 4.59

Frequency of observation of students' participation in the classroom by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6(75%)	40(64.51%)
Rarely	2(25%)	20(32.25%)
Never	-	2(3.22%)
Total	8	62

Table 4.59 reveals the result of the frequency of observation the teachers made on the active participation of the students when asked for any kind of clarification in the classroom in order to assess their listening comprehension skill.

Out of all Mizo subject teachers from CBSE schools, 75 percent regularly assessed students' listening skill while 25 percent rarely assessed by observing their active participation, particularly through asking for clarification during classroom interactions. Meanwhile, out of all teachers from MBSE schools, 64.51 percent regularly did the assessment, 32.25 percent rarely assessed while 3.22 percent never assessed the students' listening skill through observation of active participation of students by asking for any kind of clarification in the classroom.

14. Assessment of listening skill through observation of comprehension of lessons

Table 4.60

Frequency of observation of students' comprehension of lessons by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6(75%)	35(56.45%)
Rarely	2(25%)	24(38.70%)
Never	-	3(4.83%)
Total	8	62

Table 4.60 reveals the result of the frequency of observation the teachers made on students' comprehension of lesson such as retention of information, understanding of main ideas and arguments, summarizing of lesson in order to assess their listening comprehension skill.

The study found that 75 percent teachers from CBSE regularly assessed students' listening skills while 25 percent rarely assessed students' comprehension of lesson such as retention of information, understanding of main ideas and arguments, summarizing of lesson in order to know their listening comprehension skill. In the case of MBSE schools, out of all Mizo subject teachers, 56.45 percent regularly done the assessment, 38.70 percent rarely assessed while 4.83 percent never assessed students' comprehension of lesson such as retention of information, understanding of main ideas and arguments and summarizing of lesson.

4.2.2. (d) Teaching practice and Assessment for development of Speaking Skill

In this section, teachers were asked to answer different questions related to their teaching practices for the development of speaking skill and the techniques and strategies applied for the assessment of their student's speaking skill.

8. Teaching strategy for development of speaking skill

Table 4.61

Teaching strategy for development of speaking skill by CBSE and MBSE Mizo subject teachers

Teaching strategy	CBSE	MBSE
Modelling the use of appropriate linguistic device	3(37.5%)	16(25.80%)
Modelling the use of appropriate vocabulary and expression	-	8(12.90%)
Adjusting communication style based on topic and audience	2(25%)	11(17.74%)
All of the above	3(37.5%)	27(43.54%)
None of the above	-	-
Total	8	62

Table 4.61 reveals the various teaching strategies adopted by the Mizo subject teachers for the development of the students' speaking skill namely - modelling the use of appropriate linguistic device (tone ,stress ,pronunciation, introduction), modelling the use of appropriate vocabulary and expression (Idioms & Phrases) and adjusting communication style based on topic and audience.

Among Mizo subject teachers from CBSE schools, it was found that 37.5 percent model the use of appropriate linguistic device, no one was found to model the use appropriate vocabulary and expression alone for teaching strategy, and 25 percent teachers adjust their communication style based on topic and audience while 37.5 percent applied all of the options provided for the development if speaking skill.

In the context of MBSE schools, out of all Mizo subject teachers, 25.80 percent model the use of appropriate linguistic device, 12.90 percent teachers was found to model the use appropriate vocabulary and expression, 17.74 percent adjust their communication style based on topic and audience while 43.54 percent applied all of the options provided for the development if speaking skill.

9. Exercises for development of speaking skill

Table 4.62

Types of exercises adopted for development of speaking skill by CBSE and MBSE Mizo subject teachers

Types of speaking exercises	CBSE	MBSE
Explanation of given topics	1 (12.5%)	9 (14.51%)
Presentation on selected topics	2 (25%)	9 (14.51%)
Response to teachers question	1 (12.5%)	11 (17.74%)
Discussion	2 (25%)	2 (3.22%)
Debate	-	-
Dramatization	-	-
Summarization of lesson(oral)	1(12.5%)	4(6.45%)
Narration	-	-
Story-telling	-	2(3.22%)

Compare and contrast	-	-
All of the above	1(12.5%)	25(40.32%)
None of the above	-	-
Total	8	62

Various exercises were adopted by teachers to enhance students' speaking skills. The study found that 12.5 percent Mizo subject teacher from CBSE assigned topic explanations as a speaking exercise, while 25 percent used presentations on selected topics. Another 12.5 percent teacher engaged students by posing questions for oral responses, 25 percent use discussion as part of their speaking practice. However, activities such as debates, dramatization, narration, storytelling, and compare-and-contrast tasks were not implemented as the only exercises by any of the teachers. Additionally, 12.5 percent incorporated oral summarization of lessons, and another 12.5 percent reported using all the listed exercises to promote speaking skills.

In the case of MBSE schools, out of all Mizo subject teachers, 14.51 percent used explanation of given topics while 14.51 percent gave presentation on selected topics. Other teachers i.e. 17.74 percent encouraged students to respond orally to questions, while 3.22 percent utilized discussion. Debate, dramatization, narration, and compare-and-contrast tasks were not practiced as the only exercises by any of the teachers. Oral summarization of lessons was conducted by 6.45 percent, while 3.22 percent used storytelling activity. Moreover, 40.32 percent reported using all of the exercises provided to support the development of students' speaking skill.

10. Types of feedback provided for development of speaking skill

Table 4.63

Types of feedback provided for development of speaking skill by CBSE and MBSE Mizo subject teachers

Types of feedback	CBSE	MBSE
Teacher's feedback based on their responses to the exercises for practice of speaking skill	3(37.5%)	16(25.80%)
Feedback from peers based on their responses	1(12.5%)	12(19.35%)
Both a and b	4(50%)	31(50%)
None of the above	-	3(4.83%)
Total	8	62

In relation to providing feedback on speaking skill development, it was found that 37.5 percent teachers of CBSE gave feedback to students based on their responses to the exercises given for practice of speaking skill while 12.5 percent asked students to give feedback to their peers based on their responses. It was also found that 50 percent provided both teacher as well as peer feedback when they gave exercises for the development of their speaking skill.

Among all Mizo subject teachers from MBSE schools, 25.80 percent gave feedback to students based on their responses to the exercises given while 19.35 percent asked students to give feedback to their peers based on their response. It was observed that 50 percent of the teachers provided both teacher as well as peer feedback while 4.83 percent did not provide any kind of feedback to their students when they gave exercises for the development of their speaking skill.

11. Assessment of speaking skill based on correctness of pronunciation, stress, tone and speed of reading

Table 4.64

Frequency of observation of students' correct pronunciation, stress, tone and speed of reading by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	4(50%)	52(83.87%)
Rarely	2(25%)	10(16.12%)
Never	-	-
Total	8	62

Assessment of students' speaking skills specifically focusing on accurate pronunciation, appropriate stress, tone, and reading fluency was regularly conducted by 50 percent of Mizo subject teachers from CBSE schools while 25 percent rarely assessed. Meanwhile, among Mizo subject teachers from MBSE schools, 83.87 percent indicated that they regularly assessed students' speaking skill based on correctness of pronunciation, stress, tone and speed of reading while 16.12 percent rarely assessed.

12. Assessment of speaking skill based on correct use of words and expression while speaking

Table 4.65

Frequency of observation by CBSE and MBSE Mizo subject teachers on students' correct use of words and expression while speaking

Frequency	CBSE	MBSE
Regularly	7(87.5%)	52(83.87%)
Rarely	1(12.5%)	9(14.51%)
Never	-	1(1.61%)
Total	8	62

Among all Mizo subject teachers from CBSE schools, 87.5 percent regularly assessed students' speaking skills based on correct use of words and expression while speaking while 12.5 percent teachers rarely done the assessment. In the context of MBSE schools, 83.87 percent teachers regularly assessed students' speaking skill by focusing on the correct usage of words and expressions. Additionally, 14.51 percent teachers rarely done the assessment while 1.61 percent teacher never assessed students' speaking skill based on this.

13. Assessment of speaking skill based on their ability of organizing their ideas and expression of thoughts during presentation

Table 4.66

Frequency of observation by CBSE and MBSE Mizo subject teachers on students' ability of organizing their ideas and expression of thoughts during presentation

Frequency	CBSE	MBSE
Regularly	5(62.5%)	42(67.74%)
Rarely	2(25%)	19(30.64%)
Never	1(12.5%)	1(1.61%)
Total	8	62

Assessment of students' speaking skills based on their ability of organizing their ideas and expression of thoughts during presentation was done regularly by 62.5 percent Mizo subject teachers from CBSE while 25 percent rarely assessed and never by 12.5 percent. On the other hand, among MBSE Mizo subject teachers, 67.74 percent regularly assessed, 30.64 percent teacher rarely done the assessment and never by 1.61 percent based on the students' ability of organizing their ideas and expression of thoughts during presentation.

14. Assessment of students' speaking skill based on their ability to adapt their communication style to different situations and audiences

Table 4.67

Frequency of observation by CBSE and MBSE Mizo subject teachers on students' ability to adapt their communication style to different situations and audiences

Frequency	CBSE	MBSE
Regularly	6(75%)	29(46.77%)
Rarely	2(25%)	30(48.38%)
Never	-	3(4.83%)
Total	8	62

Among all Mizo subject teachers from CBSE schools, it was found that 75 percent regularly assessed students' speaking skills based on their ability to adapt their communication style according to different contexts and audiences, while 25 percent rarely done the assessment.

From MBSE schools, out of all Mizo subject teachers, 46.77 percent regularly assessed students speaking skill based on their ability to adapt their communication style according to different contexts and audiences, 48.38 percent rarely assessed while 4.83 percent teachers never done.

4.2.2. (e) Teaching Practice and Assessment for the development of Reading Skill.

In this section, teachers were asked to answer different questions related to their teaching practices for the development of reading skill and the techniques and strategies applied for the assessment of their student's reading skill.

8. Model reading as a teaching strategy for the development of students' reading skill

Table 4.68

Frequency of model reading done by CBSE and MBSE Mizo subject teachers for the development of reading skill

Frequency	CBSE	MBSE
Regularly	8 (100%)	50 (80.64%)
Rarely	-	11 (17.74%)
Never	-	1 (1.61%)
Total	8	62

The above table 4.68 shows that all Mizo subject teachers i.e. 100 percent from CBSE schools regularly used model reading as a teaching strategy for the development of students' reading skill. On the other hand, 80.64 percent of Mizo subject teachers from MBSE used model reading regularly, while 17.74 percent rarely used and 1.61 percent never used as a teaching strategy for the development of students' reading skill.

9. Loud reading exercises as a teaching strategy for the development of reading skill

Table 4.69

Frequency of giving loud reading exercises by CBSE and MBSE Mizo subject teachers for the development of reading skill

Frequency	CBSE	MBSE
Regularly	8 (100%)	51 (82.25%)
Rarely	-	11 (17.74%)
Never	-	-
Total	8	62

It was found that all Mizo subject teachers i.e. 100 percent from CBSE schools regularly used loud reading exercise as a teaching strategy for the development of reading skill (reading smoothly and accurately with correct pronunciation, intonation, stress and speed) of students. Meanwhile, 82.25 percent of

Mizo subject teachers from MBSE regularly used loud reading exercise while 17.74 percent rarely used it as a teaching strategy for the development of reading skill (reading smoothly and accurately with correct pronunciation, intonation, stress and speed) of students.

10. Types of exercises for development of reading comprehension

Table 4.70

Types of exercises given for development of reading comprehension by CBSE and MBSE Mizo subject teachers

Types of reading exercises	CBSE	MBSE
Reading and explanation of text	3 (37.5%)	26 (41.93%)
Reading and summarization of text	1 (12.5%)	3 (4.83%)
Reading and discussion	1 (12.5%)	10 (16.12%)
Reading of supplement text	-	-
Silent Reading to grasp the idea of the text		2 (3.22%)
Intensive reading to get the aesthetic value and literary value of the text	1 (12.5%)	-
All of the above	2 (25%)	20 (32.25%)
None of the above	-	1 (1.61%)
Total	8	62

From the above table, it was observed that 37.5 percent Mizo subject teachers from CBSE gave reading and explanation of the text, 12.5 percent teacher gave reading and summarization of text, another 12.5 percent teacher gave reading and discussion as an exercise. It was found no teachers gave reading of supplement text and silent reading to grasp the idea of the text as the only exercises, whereas 12.5 percent teacher gave intensive reading to get the aesthetic value and literary value of the text while 25 percent provided all of the exercises given in the option for the development of reading comprehension.

Among all Mizo subject teachers from MBSE schools, 41.93 percent gave reading and explanation of the text, followed by summarization of text which was

done by 4.83 percent, and 16.12 percent teachers gave reading and discussion activity. Reading of supplementary text and intensive reading to get the aesthetic value and literary value of the text were not used as the only exercises by many of the teachers. Silent reading to grasp the idea of the text was incorporated by 3.22 percent teacher; 32.25 percent reported using all of the above strategies, while 1.61 percent indicated not using any of these reading exercises for reading comprehension.

11. Assessment of reading skill based on fluency in pronunciation, tone, intonation, stress and speed.

Table 4.71

Frequency of observation of students' fluency in reading by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6 (75%)	50 (80.64%)
Rarely	2 (25%)	11 (17.74%)
Never	-	1 (1.61%)
Total	8	62

Among all Mizo subject teachers from CBSE schools, 75 percent regularly assessed students' reading skills with a focus on fluency indicators such as pronunciation, tone, intonation, stress, and reading speed while 25 percent rarely assessed.

In the context of MBSE schools, 80.64 percent Mizo subject teachers regularly assessed students' reading proficiency based on fluency-related aspects, 17.74 percent rarely assessed while 1.61 percent never assessed students' reading skill based on fluency such as pronunciation, tone, intonation, stress and reading speed.

12. Assessment of reading skill based on students' comprehension of text at literal level

Table 4.72

Frequency of observation of students' comprehension of text at literal level by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6(75%)	44(70.96%)
Rarely	2(25%)	17(27.41%)
Never	-	1(1.61%)
Total	8	62

It was observed from the above table that 75 percent Mizo subject teachers from CBSE schools regularly assessed while 25 percent teachers rarely assessed the students' reading skill based on their comprehension of text at literal level such as understanding the information stated directly in the text.

Similarly, in MBSE schools, 70.96 percent regularly assessed students' reading comprehension at the literal level, while 27.41 percent rarely assessed and never assessed the students' reading skill based on their comprehension of text at literal level such as understanding the information stated directly in the text by 1.61 percent teacher.

13. Assessment of reading skill based on students' comprehension of text at interpretive level

Table 4.73

Frequency of observation of students' comprehension of text at interpretive level by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	4 (50%)	30 (48.38%)
Rarely	4 (50%)	30 (48.38%)
Never	-	2 (3.22%)
Total	8	62

With reference to the assessment of students' reading skills at the interpretive level, it was found that 50 percent Mizo subject teachers from CBSE schools regularly assessed, while the remaining 50 percent rarely assessed the students' reading skill based on their comprehension at interpretive level such as reading between the lines to recognize the ideas and information not stated directly.

Among Mizo subject teachers from MBSE schools, 48.38 percent regularly assessed, whereas another 48.38 percent teachers rarely assessed while 3.22 percent did not assess the students' reading skill based on their comprehension at interpretive level such as reading between the lines to recognize the ideas and information not stated directly.

14. Assessment of reading skill based on students' comprehension of text at critical level

Table 4.74

Frequency of observation of students' comprehension at the critical level by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	5 (62.5%)	35 (56.45%)
Rarely	3 (37.5%)	25 (40.32%)
Never	-	2 (3.22%)
Total	8	62

The above table shows that 62.5 percent Mizo subject teachers from CBSE regularly assessed while 37.5 percent rarely assessed the students' reading skill based on their comprehension at the critical level such as reading to make judgements with regard to a text. Among the Mizo subject teachers from MBSE schools, 56.45 percent regularly assessed, 40.32 percent rarely assessed while 3.22 percent never assess the students' reading skill based on their comprehension at the critical level such as reading to make judgements with regard to a text.

4.2.2. (f) Teaching Practice and assessment for the Development of Writing Skill

This section try to find responses from teachers regarding their instructional practices aimed at developing students' writing skills, as well as the methods they employed to assess students' proficiency in written expression.

1. Sub-skill of Writing targeted by the teacher

Table 4.75

Sub-skill of Writing targeted by CBSE and MBSE Mizo subject teachers

Sub skills	CBSE	MBSE
Grammar and vocabulary	2 (25%)	13 (20.96%)
Organisation of text (Introduction, body and conclusion)	1 (12.5%)	11 (17.74%)
Building and expression of ideas and argument (Clarity and content)	1 (12.5%)	7 (11.29%)
All of the above	4 (50%)	31 (50%)
None of the above	-	-
Total	8	62

The study found that from all Mizo subject teachers from CBSE schools, 25 percent stressed on grammar and vocabulary in the assessment of students' writing skills, 12.5 percent teacher gave importance on organisation of text, another 12.5 percent emphasized on building and expression of ideas and argument while 50 percent teachers gave importance to all the sub skills provided in the list.

From MBSE schools, 20.96 percent Mizo subject teachers gave importance to grammar and vocabulary, 17.74 percent emphasized on text organization, and 11.29 percent focused on the building and expression of ideas and arguments. A total of 50 percent teachers incorporated the entire above list mentioned.

8. Teaching strategy for development of writing skill

Table 4.76

Teaching strategy for development of writing skill by CBSE and MBSE Mizo subject teachers

Strategy	CBSE	MBSE
Explain and instruct correct format based on different types of writing activities	3 (37.5%)	27 (43.54%)
Provide variety of texts to students to acquaint them with different writing style	2 (25%)	1 (1.61%)
Teach students on how to prepare drafts and edit written works before finalisation of writing task	-	7 (11.29%)
Introduce different types of exercises for practise in the classroom	1 (12.5%)	8 (12.90%)
All of the above	2 (25%)	19 (30.64%)
None of the above	-	
Total	8	62

Among Mizo subject teachers from CBSE schools, 37.5 percent reported that they explain and instruct correct format based on different types of writing activities, 25 percent provide variety of texts to students to acquaint them with different writing style, 12.5 percent introduce different types of exercises for practise in the classroom, another 25 percent reported that they have done all the list provided as a teaching strategy for the development of writing skill while less number of teachers do not teach students only on how to prepare drafts and edit written works before finalisation of writing task

Among Mizo subject teachers from MBSE schools, 43.54 percent explain and instruct correct format based on different types of writing activities, 1.61 percent provide variety of texts to students to acquaint them with different writing style, 11.29 percent teach students on how to prepare drafts and edit written works before finalisation of writing task, 12.90 percent teachers introduce different types of exercises for practise in the classroom while 30.64 percent teachers reported that they

have used all of the list provided as a teaching strategy for the development of writing skill.

9. Types of exercises for development of writing skill

Table 4.77

Types of exercises for development of writing skill by CBSE and MBSE Mizo subject teachers

Types of writing exercises	CBSE	MBSE
Summarize lessons (written)	-	3 (4.83%)
Prepare their own notes	-	12 (19.35%)
Write assignment on given topics (essay, articles, critical analysis)	1 (12.5%)	12 (19.35%)
Write assignment for development of creative writing skill (story writing, poetry writing, paragraph writing)	3(37.5%)	5(8.06%)
All of the above	4(50%)	30(48.38%)
None of the above	-	
Total	8	62

The study found that 12.5 percent Mizo subject teachers from CBSE schools gave written assignment on given topics (essays, articles, critical analysis), 37.5 percent teachers gave written assignment for development of creative writing skill such as story writing, poetry writing, paragraph writing while 50 percent teachers mentioned that they provide all of the exercises in the list for the development of writing skill of students, whereas majority of the teachers do not gave only summarization of lessons in written work and note making exercise.

Among the Mizo subject teachers from MBSE schools, 4.83 percent teachers gave summarization of lesson in written form, 19.35 percent teachers told them to prepare their own notes, another 19.35 percent assigned written assignment on given topics (essays, articles, critical analysis), 8.06 percent gave written assignment for development of creative writing skill such as story writing, poetry writing, paragraph

writing while 48.38 percent provided all of the exercises mentioned in the list for the development of writing skill of students.

10. Assessment of writing skill based on the correctness of grammar

Table 4.78

Frequency of assessment of students' writing skill based on correctness of grammar by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6 (75%)	54 (87.09%)
Rarely	2 (25%)	8 (12.90%)
Never	-	-
Total	8	62

In relation to assessment practices, 75 percent Mizo subject teachers from CBSE schools reported that they regularly assessed students' writing skills based on correctness of grammar such as punctuation in their written activities while 25 percent rarely assessed. Meanwhile, 87.09 percent from MBSE Mizo subject teachers regularly assessed while 12.90 percent teachers rarely assessed students' writing skill based on correctness of grammar such as punctuation in their written activities.

11. Assessment of writing skill based on use of appropriate vocabulary and language register

Table 4.79

Frequency of assessment of students' writing skill based on use of appropriate vocabulary and language register by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	5 (62.5%)	41 (66.12%)
Rarely	3 (37.5%)	19 (30.64%)
Never	-	2 (3.22%)
Total	8	62

Regarding the assessment of students' writing skills based on their use of appropriate vocabulary and language register, 62.5 percent of Mizo subject teachers from CBSE regularly assessed while 37.5 percent rarely assessed students writing skill based in their use of appropriate vocabulary and language registers (use of language depending on situation and audience).

Among the Mizo subject teachers from MBSE schools, 66.12 percent regularly assessed students writing skill based in their use of appropriate vocabulary and language registers (use of language depending on situation and audience), 30.64 percent rarely assessed and 3.22 percent never assessed based on the use of appropriate vocabulary and language register.

12. Assessment of writing skill based on organisation and structure of written texts

Table 4.80

Frequency of assessment of writing skill based on organisation and structure of written texts by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	7 (87.5%)	42 (67.74%)
Rarely	1 (12.5%)	20 (32.25%)
Never	-	-
Total	8	62

From all CBSE Mizo subject teachers, 87.5 percent regularly assessed the students' writing skill based on the organisation and overall structure of written assignments such as introduction, body and conclusion while 12.5 percent rarely assessed. On the other hand, 67.74 percent Mizo subject teachers from MBSE regularly assessed while 32.25 percent rarely assessed the students' writing skill based on the organisation and overall structure of written assignments such as introduction, body and conclusion.

13. Assessment of students writing skill based on reliability of content and clarity of expression

Table 4.81

Frequency of assessment of students' writing skill based on reliability of content and clarity of expression by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	6(75%)	36(58.06%)
Rarely	2(25%)	23(37.09%)
Never	-	3(4.83%)
Total	8	62

The above table 4.81 shows that 75 percent CBSE Mizo subject teachers regularly assessed while 25 percent rarely assessed students' writing skill based on the reliability of content and clarity of expression. Meanwhile, 58.06 percent Mizo subject teachers from MBSE regularly assessed, 37.09 percent rarely assessed while 4.83 percent never assessed students' writing skill based on the reliability of content and clarity of expression.

4.2.2. (g) Grammar and Vocabulary

In this section, teachers were asked to give an answer on different types of question which is related to the teaching of grammar and vocabulary.

1. Use of presentation and explaining with examples for teaching correct use of grammar and vocabulary

Table 4.82

Frequency of using presentation and explaining with examples for teaching correct use of grammar and vocabulary by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	7 (87.5%)	53 (85.48%)
Rarely	1 (12.5%)	9 (14.51%)
Never	-	-
Total	8	62

Among Mizo subject teachers from CBSE schools, 87.5 percent regularly used presentation and explaining with examples for teaching correct use of grammar and vocabulary while 12.5 percent teachers rarely used. From MBSE, 85.48 percent Mizo subject teachers regularly used presentation and explanation with examples while 14.51 percent teachers rarely used for teaching correct use of grammar and vocabulary.

2. Use of textbook questions for practice of grammar and vocabulary lessons.

Table 4.83

Frequency of use of textbook questions for practice of grammar and vocabulary lessons by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	4 (50%)	27 (43.54%)
Rarely	3 (37.5%)	19 (30.64%)
Never	1 (12.5%)	16 (25.80%)
Total	8	62

The study found that 50 percent Mizo subject teachers from CBSE regularly make the students practice grammar and vocabulary lessons only from questions given in the textbook, 37.5 percent teachers rarely make the students practice grammar and vocabulary lessons only from questions given in the textbook whereas 12.5 percent teachers never let the students practice only from questions given in the textbook.

It was also observed that 43.54 percent Mizo subject teachers from MBSE regularly make the students practice grammar and vocabulary lessons only from questions given in the textbook, 30.64 percent teachers rarely make the students practice grammar and vocabulary lessons only from questions given in the textbook whereas 25.80 percent teachers never let the students practice only from questions given in the textbook.

3. Provision of additional grammar and vocabulary exercises

Table 4.84

Frequency of provision of additional grammar and vocabulary exercises by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	7 (87.5%)	34 (54.83%)
Rarely	1 (12.5%)	27 (43.54%)
Never	-	1 (1.61%)
Total	8	62

From the above table 4.84, it was found that 87.5 percent Mizo subject teachers from CBSE regularly provide additional exercises, while 12.5 percent teachers rarely provide additional exercises to their students apart from those given in the textbooks.

From Mizo subject teachers of MBSE schools, 54.83 percent regularly provide additional exercises, 43.54 percent rarely provide while 1.61 percent teacher never provide additional exercises to their students apart from those given in the textbooks.

4. Explanation of idioms and phrases using examples

Table 4.85

Frequency of teachers' explanation of idioms and phrases by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	7 (87.5%)	55 (88.70%)
Rarely	1 (12.5%)	7 (11.29%)
Never	-	-
Total	8	62

Among the Mizo subject teachers from CBSE schools, 87.5 percent regularly explained idioms and phrases that are presented in the textbook with clear examples

while 12.5 percent teacher rarely explained. On the other hand, 88.70 percent Mizo subject teachers from MBSE regularly explained idioms and phrases with examples, while 11.29 percent teachers rarely explained idioms and phrases that are presented in the textbook with clear examples.

5. Assessment of understanding of idioms and phrases using sentence construction exercises

Table 4.86

Frequency of assessment of understanding of idioms and phrases using sentence construction exercises by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	7 (87.5%)	55 (88.70%)
Rarely	1 (12.5%)	7 (11.29%)
Never	-	-
Total	8	62

The above table 4.86 shows that 87.5 percent Mizo subject teacher from CBSE regularly assessed students' understanding of idioms and phrases using sentence construction exercise while 12.5 percent teacher rarely assessed. On the other hand, 88.70 percent Mizo subject teachers from MBSE regularly assessed while 11.29 percent teachers rarely assessed students' understanding of idioms and phrases using sentence construction exercise.

6. Correction of errors in sentences constructed by students

Table 4.87

Frequency of correction of errors in sentences constructed by students by CBSE and MBSE Mizo subject teachers

Frequency	CBSE	MBSE
Regularly	8 (100%)	55 (88.70%)
Rarely	-	7 (11.29%)
Never	-	-
Total	8	62

Table 4.87 shows that 100 percent Mizo subject teachers from CBSE schools regularly correct the errors in sentences constructed by students whereas 88.70 percent Mizo subject teachers from MBSE regularly make correction while 11.29 percent teachers rarely correct the errors in sentences constructed by students if the meaning of the idioms and phrases are not revealed correctly.

4.2.2.(h) Teaching Learning Material (TLM) used for teaching Mizo subject

In this section, teachers are asked to choose different types of teaching learning materials that they have used in teaching Mizo subject.

1. Types and frequency of TLM used

Table 4.88

Types and frequency of TLM used by CBSE and MBSE Mizo subject teachers

Types of TLM	CBSE			MBSE		
	<i>Regularly</i>	<i>Rarely</i>	<i>Never</i>	<i>Regularly</i>	<i>Rarely</i>	<i>Never</i>
Radio	5 (62.5%)	3 (37.5%)	-	10 (16.12%)	52 (83.87%)	-
Television/Smart board	8 (100%)	-	-	12 (19.35%)	22 (35.48%)	28 (45.16%)
Computer/Laptop/Projector	8 (100%)	-	-	4 (6.45%)	27 (43.54%)	31 (50%)
Tape Recorder	4 (50%)	4 (50%)	-	-	9 (14.51%)	53 (85.48%)
Models/Real object	8 (100%)	-	-	10 (16.12%)	39 (62.90%)	13 (20.96%)
Picture Card/Charts	8 (100%)	-	-	12 (19.35%)	39 (62.90%)	11 (17.74%)
Flash cards	8 (100%)	-	-	-	22(35.48%)	40(64.51%)
Mobile Phones	8 (100%)	-	-	6 (9.67%)	41 (66.12%)	15 (24.19%)
Flipcharts	4	4	-	-	19	43

	(50%)	(50%)			(30.64%)	(69.35%)
Mounted picture	6 (75%)	2 (25%)	-	-	26 (41.93%)	36 (58.06%)
Flannel board	6 (75%)	2 (25%)	-	-	19 (30.64%)	43 (69.35%)
Black/white board	8 (100%)	-	-	50 (80.64%)	12 (19.35%)	-
Prescribed textbooks only	8 (100%)	-	-	25 (40.32%)	21 (33.87%)	16 (25.80%)
Supplementary reading material such as newspaper, Bible, Magazines, Articles, Journal, Story	8 (100%)	-	-	13 (20.96%)	45 (72.58%)	4 (6.45%)

The study examined the frequency of TLM used by Mizo subject teachers from both CBSE and MBSE schools.

The findings showed that from all CBSE Mizo subject teachers, 62.5 percent regularly used radio as TLM, 37.5 percent rarely used whereas, 16.12 percent teachers from MBSE used it regularly and 83.87 percent teachers rarely used radio as teaching learning material.

For television and smart boards, all CBSE Mizo subject teachers i.e. 100 percent regularly used television and smart board as an aid for teaching. In MBSE schools, 19.35 percent used these resources regularly, 35.48 percent used it rarely while 45.16 percent teachers never use television or smart board as TLM.

Concerning the use of computers, laptops, or projectors, 100 percent of CBSE Mizo subject teachers used it regularly. However, in MBSE schools, only 6.45 percent used it regularly, while 43.54 percent teachers rarely used and 50 percent

teachers never use computers, laptops or projectors for their teaching learning material.

In terms of tape recorders, 50 percent of CBSE Mizo subject teachers reported regular used, and the other 50 percent rarely used. Amongst MBSE Mizo subject teachers, 14.51 percent rarely used while 85.48 percent teachers never used it as TLM.

All CBSE teachers i.e. 100 percent regularly used models or real objects as instructional aids. In contrast, in MBSE schools, only 16.12 percent teachers regularly used, while 62.90 percent teachers rarely used and 20.96 percent never used.

The table also revealed that 100 percent of CBSE Mizo subject teachers regularly used picture cards and charts. Amongst MBSE teachers, 19.35 percent used it regularly, 62.90 percent teachers rarely used while 17.74 percent teachers never used at all.

Flash cards were regularly used by all CBSE teachers i.e. 100 percent while 35.48 percent MBSE Mizo subject teachers rarely used and 64.51 percent never used as an instructional aid

All CBSE Mizo subject teachers i.e. 100 percent reported regular used of mobile phones as a teaching aid. In contrast, only 9.67 percent MBSE teachers used mobile phones regularly, 66.12 percent rarely used and 24.19 percent did not use at all.

For flipcharts, 50 percent of CBSE Mizo subject teachers used it regularly as TLM while the other 50 percent teachers rarely used. Amongst MBSE Mizo subject teachers, 30.64 percent rarely used while 69.35 percent teachers never used flipcharts as an aid for teaching.

It was also found that mounted picture is regularly used by 75 percent of CBSE Mizo subject teachers while 25 percent rarely used. From MBSE Mizo subject teachers, 41.93 percent rarely used while 58.06 percent never used it as TLM.

Flannel boards were used regularly by 75 percent of CBSE teachers while 25 percent teachers rarely used. MBSE teachers, 30.64 percent rarely used it as TLM while 69.35 percent teachers never used at all.

All CBSE teachers i.e. 100 percent regularly used utilized black or whiteboards. In MBSE schools, 80.64 percent teachers regularly used black or white board as TLM while 19.35 percent teachers rarely used it as TLM.

The finding also showed that 100 percent of CBSE Mizo subject teachers regularly relied on prescribed textbooks. In MBSE schools, 40.32 percent teachers regularly used prescribed textbook only while 33.87 percent rarely used and 25.80 percent never rely only on prescribed textbooks.

For supplementary reading materials such as newspapers, the Bible, magazines, journals, articles, and stories, all CBSE teachers i.e. 100 percent reported frequent used. Amongst MBSE Mizo subject teachers, 20.96 percent regularly used supplementary reading materials while 72.58 percent teachers rarely used and 6.45 percent teachers never used.

4.2.3 Report of focus group discussion among secondary school students on the teaching practices of secondary school teachers in teaching Mizo subject.

Focus Group Discussion was conducted among secondary school students in Mizoram to find out the teaching practices of secondary school teachers in teaching Mizo subject. For this purpose, 12 students were randomly selected in which 4 students represented government schools (respondents A, B, C, D), another 4 students represented private schools from MBSE (respondents E, F, G, H) and 4 other students represented schools affiliated to CBSE (respondents I, J, K and L). Findings from the discussion are presented below.

4.2.3 (a) Methods and techniques used for teaching Mizo subject

The discussion revealed that explanation method was the most popular method used for teaching Mizo subject among teachers from government schools (MBSE). Apart from this, teachers also provided notes and students were also made to prepare their own notes. Use of guide book was also a prevalent method applied by the teachers.

“Our teacher gave us notes for our study material and we also made our own notes and also used guide books.” (Respondent D)

Among teachers from private schools (MBSE) explanation and questioning were the most popular method used for teaching Mizo subject. Apart from this, students were also made to prepare their own notes and use of guide book was also a prevalent method applied by the teachers.

“Our teacher explains and asks questions during explanation” (Respondent E)

“Our teacher provided notes and we use guide books and prepare our own notes.” (Respondent F)

Teachers from schools affiliated under CBSE mostly used explanation and questioning for teaching. Students were also assigned to prepare their own notes by most teachers while some teachers gave notes especially for poetry lessons.

“Our teacher explains and asks questions during lecture.” (Respondent I)

“Our teacher mostly gives notes for our study material while we are told to prepare our own notes occasionally”. (Respondent L)

4.2.3 (b) Types of TLM used for teaching Mizo subject.

The discussion highlighted that TLMs were only rarely used by Mizo subject teachers and the different types of TLMs were not used variedly by the teachers.

Pictures cards/charts were the only type of TLM used by teachers from government schools (MBSE) which was also used very rarely. In most cases, the students mentioned that their teachers did not use any TLM to support their teaching.

“Our teacher uses pictures card/charts as TLM on rare occasions”.
(Respondent D)

Among the teachers from private schools (MBSE), pictures cards/charts and smart boards were used as TLM but only rarely. TLMs were not used regularly and different types of TLMs were also not utilized.

“Our teacher only rarely uses picture chart as TLM”. (Respondent F)

“Our teachers rarely used smart-board for teaching Mizo subject.”
(Respondent H)

Similarly, teachers from schools affiliated to CBSE were also found to occasionally use smart boards as TLM. No other type of TLM was utilized by the teachers to support their teaching.

“Our teachers rarely used smart-board for teaching Mizo subject.”
(Respondent K)

4.2.3 (c) Types of activities conducted in classroom.

With regard to the different types of activities conducted in the classroom, group discussions was the most popular activity utilized by the teachers for the development of the students’ language skills. Debate was also used by some of the teachers. Responses from the students reveal that many of the teachers did not introduce additional activities apart from those given in their textbooks for the development of the students’ language skills

Responses of students from government schools (MBSE):

“We regularly have group discussion and other activities are not done during our Mizo class”. (Respondent A)

“We have debate, but only rarely, during our Mizo class.” (Respondent B)

Responses of students from private schools (MBSE):

“We were never given any additional activities by our teachers.”
(Respondents E)

“We have group discussions on rare occasions during our Mizo period.”
(Respondents H)

Responses of students from private schools (MBSE):

Moreover, respondent I, J, K and L, students from schools affiliated under CBSE stated that they “We rarely have group discussion and other activities.”
(Respondents K)

4.2.3 (d) Types of content used for the development of listening skill.

The discussion highlighted that Mizo subject teachers from government schools (MBSE) mostly use live listening material especially teachers’ lecture and explanation as per the statements of respondents A, B and C. In addition to this, live listening material in the form follow up questions based on speeches during school assembly was also used.

“We usually listen to our teacher’s lecture and explanation and respond to the exercises given based on what we listened. Our teacher also sometimes asks questions from speeches given in our school assembly and we have to mention the important points from the speeches we listened during assembly.”(Respondent D)

Mizo subject teachers from private schools (MBSE) were also found to mostly use live listening material especially teachers’ lecture and explanation as per the statements of respondents E, F and G. In addition, recorded materials were also used by some of the teachers from time to time.

“We usually listen to our teacher’s lecture and explanation and respond to the exercises given based on what we listened. We also listen to recorded speeches and our teacher asks us to summarize from the speech that we have listened” (Respondent H)

Students from schools affiliated to CBSE responded that their teachers mostly used live listening materials such as teachers’ lecture and explanation along with recorded materials.

“Our teacher uses both live listening material and recorded speech, but the recorded speech is use just only to motivate us and we are never asked any questions from the speech we listened.” (Respondent L)

4.2.3 (e) Teaching strategies for the development of speaking skill.

Mizo subject teachers from government schools (MBSE) were found to mostly use group discussions. Explanation of selected passages by students and debates were the other strategies that were sometimes applied by the teachers.

“Our teacher use to divide us in groups to have discussions on selected topics.” (Respondent A)

“We usually listened our teachers’ explanation, but sometimes we are told to explain the topic from our understanding.” (Respondent B)

“We use to have debates to improve our speaking skill.” (Respondent D)

Responses of students from private schools (MBSE) reveal that their teachers mostly assign them tasks such as explanation of selected passages, oral summarization of lessons, discussion and presentation to improve their speaking skill.

“We use to have oral summarization in poetry section and we sometimes explain some of the sub topics in prose section only before exam after we have completed all the chapters.” (Respondent E)

“We sometimes give explanation from our understanding and have discussion and presentation occasionally and shared our opinion from the recorded speech that we have listened.” (Respondent G)

Teachers from schools affiliated to CBSE were found to use group discussions and summarization of lessons as strategies for the development of their students speaking skill. However, the students claimed that they were only rarely used in class mostly before term examination when all their portions have been covered.

“We use have discussions but only before term exam after we have covered all our portions for the exam.” (Respondent I)

“We use have discussion and oral summarization of poetry sections but not regularly.” (Respondent J)

4.2.3 (f) Teaching strategies for the development of reading skill.

Strategies adopted by Mizo teachers from government schools (MBSE) for the development of the students' reading skill include model reading by the teacher and loud reading exercises for students.

“Our teacher act as a model by reading out the lesson. Then we read the lesson aloud and our teacher corrects the mistakes we make with regard to stress, intonation, speed and pronunciation.” (Respondent B)

“Our teacher read out only the poetry section and we have a loud reading only while learning rapid reader.” (Respondent D)

Similarly, teachers teaching Mizo subject in private schools (MBSE) also used model reading and loud reading focusing on stress, intonation, speed and pronunciation. In addition, loud reading as well as silent reading was also used by the teachers for reading comprehension exercises.

“Apart from teachers' reading, we have loud reading and silent reading and we are asked to share our ideas from what we have read”. (Respondent G)

Respondent H claimed, *“Only our teacher use to read our lesson and we are never made to read the texts loudly or silently.”*

Mizo subject teachers from schools affiliated to CBSE regularly used model reading by the teacher while teaching both prose and poetry lessons whereas loud reading by the students was used only in poetry lessons.

“During poetry lessons, our teacher reads the poem first after which we are asked to read out loud and our teacher corrects us if we make any mistake.. During prose lessons, only the teacher reads out loud and we do not read after him/her”. (Respondent I)

4.2.3 (g) Teaching strategies for the development of writing skill.

The discussion highlighted that teachers from government schools (MBSE) introduced exercises such as essay, article and story writing to develop their students

writing skill. However, it was found that some teachers did not give any type of writing activity to their students to develop their writing skill.

“Our teacher use to give us exercises such as essay, article and story writing to develop our creative writing skill.” (Respondent A)

“We are never given any writing task in the class by our teacher. We just listen to our teachers’ explanation of our lessons.” (Respondent A)

There was a mix response from the students of private schools (MBSE) with regard to the strategies applied by their teachers for the development of their writing skill. While some students mentioned that writing exercises including creative writing exercises were assigned to them, others responded that no writing activity was assigned to them by their teachers.

“Our teacher gives us question and tell us to write the answer as our classwork but he/she never give creating writing for the development of our writing skill”. (Respondent E)

“Our teacher gives us creative writing exercises for classwork as well as for our assignments in which the topics are selected by the teachers as well as the students. (Respondent F)

“Our teacher never gives anything for writing exercises to develop our writing skill”. (Respondent G)

Although writing exercises were assigned to students of schools affiliated to CBSE, creative writing assignments were only rarely given to the students.

“Our teacher rarely gives creative writing to develop our writing skill for classwork and home assignmen.t” (Respondent H)

“Our teachers give us creating writing assignments from the topics in and outside the textbook to develop our writing skill.” (Respondent K)

4.2.3 (h) Teaching strategies for grammar and vocabulary.

Teachers from government schools (MBSE) were found to mostly explain the meanings of difficult words from prose and poetry lessons as well as of the idioms and phrases given in their textbooks. Students were also made to construct sentences out of the new words learnt from the prose and poetry lessons. However, with regard to idioms and phrases, students were only made to memorize their meaning. Asking the synonyms and antonyms of new words learnt was also another activity that the teachers use for building the students' vocabulary. Importance was also given to punctuation and joining of words in the writing exercises.

“Our teacher explains the meanings of the new words from the prose and poetry lessons and we make sentences using those words. Our teacher also sometimes asks the synonyms and antonyms of the new words that we learn. When we learn idioms and phrases, our teacher explains the meaning and we learn them by heart. Our teacher also corrects our mistakes in punctuation and joining of words.”
(Respondent A)

Teachers from private schools under MBSE were also found to have mostly explained the meanings of new words found in their textbooks and sometimes ask the students to make sentences using the new words learnt. They also explained the meanings of idioms and phrases given in their textbooks and ask the students to memorize the meanings. Punctuation, synonyms and antonyms exercises were also introduced by some teachers.

“Our teacher used to explain the meanings of the new words and tell us to make sentences from what they have learned from the textbook as well as outside textbook. Regarding, idioms and phrases, our teacher explains the meaning and tells us to learn it by heart without giving any classwork or home work from those lessons. However, we never learn synonyms or antonyms to enrich our vocabulary.”
(Respondent F)

“Our teacher gives importance on the use of punctuations and even makes corrections whenever we make mistakes in our writing activity, and also

occasionally tells us to learn the synonyms and antonyms of the new words. However, we just listened to the teachers' explanation of the meaning of unfamiliar words and idioms and phrases and we are never asked to construct sentences." (Respondent G)

Teachers from schools affiliated to CBSE were found to have mostly explained meanings of idioms and phrases and new words in their textbooks. Some of the teachers also ask the students to construct sentences using the new words and importance was given on punctuation and grammar while correcting their written assignments. Synonyms and antonyms were also taught by some teachers to enhance the students' vocabulary.

"Our teacher makes corrections with regards to grammar and punctuation in our writing activity, however; he/she just explains the glossary and idioms and phrases and tells us to learn it by heart without asking us to construct any sentences to test our understanding level". (Respondent I)

"Apart from the teacher's explanation we also regularly make sentences from newly learnt words from the lessons in our textbook. But with regard to idioms and phrases, we rarely construct sentences by their own. Moreover, we never had exercises on synonyms and antonyms. Our teacher gives a lot of importance to punctuation and grammar while correcting our writing activity." (Respondent L)

4.2.3 (i) Remedial Class.

With regard to taking remedial class for the poor performing students in Mizo subject, all of the respondent A to L from government, private and CBSE schools claimed that their teacher never take remedial class in Mizo subject during the entire session. It can be highlighted from the statement of respondent A from government schools saying,

"Our teacher never takes remedial class in Mizo subject".

Respondent E from private schools also claimed,

"There is no remedial class in Mizo subject during our entire session".

Respondent I from CBSE also stated,

“There is no remedial class in Mizo subject which may be due to insufficient time”.

4.2.3 (j) Suggestions from students

- i. One of the respondents from government school (MBSE) suggested that ‘*Hla to bul - the origin of songs/poems*’ should be given more importance when starting poetry lessons so that the students will have a thorough understanding of the historical as well as contextual significance of the lesson..
- ii. A student from government school (MBSE) suggested that the teachers may also ask the students to explain their lessons in the class to develop and test their reading comprehension as well as speaking skill.
- iii. A student from private school (MBSE) suggested their teacher may use TLM regularly so that they would understand their lessons better and would also be able to mentally visualise the contents in their lessons.
- iv. Another student suggested that their teacher may create a Whatsapp group and use it as a platform to teach new words and phrases through voice recordings.
- v. One student mentioned that the number of idioms and phrases in a single chapter is too many for them to memorise and understand its application in sentences. It was suggested that the meaning and use of these idioms and phrases may be highlighted again while learning other lessons as per convenience.

Discussion:

The way Mizo is taught is very important for its growth as both as a subject and as a language. The study found that many of the teachers from government and private, MBSE and CBSE used explanation method for teaching prose, poetry and grammar which is backed up by the findings of Pachuau (2023) who also found that 71.56% of secondary school teachers occasionally use the lecture or explanation method. The reason behind the finding of the present study could be that the

explanation method is seen as the easiest and most convenient way to teach, requiring less student involvement. It can also be due to some of the trained teachers but who are not familiar with different teaching methods. However, the reason why many of the teachers from private schools preferred the explanation method could be due to lack of training or untrained who might not fully know the teaching goals. It has to be noted that there is no single “best” method for teaching Mizo, the approach should change depending on learners’ needs. Thus, it highlights the need for workshops for all the teachers teaching Mizo subject in the state. Students in government and private, MBSE and CBSE schools confirmed this by saying that their teachers mostly explained lessons across prose, poetry, and grammar just as the teachers themselves reported.

With regard to the styles of teaching transaction, most of the teachers with respect to type of management i.e. government and private as well as board of examination i.e. MBSE taught based on content while CBSE stressed on the four language skills. The fact that most of the teachers primarily taught through explanation i.e. based on the explanation of the content or text book based suggests that the four language skills were not strongly emphasized, possibly due to time constraints for syllabus completion, reliance on traditional teaching methods, or lack of clarity about the subject’s objectives. Moreover, MBSE teachers are mostly senior educators, many of whom completed their training long ago, whereas CBSE teachers most being recent graduates with B.Ed. degrees tend to focus more on skill development and align their teaching with the aims of Mizo subject teaching.

It was observed that majority of the teachers from government and private and MBSE reported using black/ white board regularly while students also noted that apart from picture charts and the occasional use of smart board, TLM use was minimal. This limited use may be due to a shortage of resources, lack of interest among teachers, or insufficient understanding of how to integrate TLMs effectively. Meanwhile, CBSE teachers reported regularly using a wide range of teaching-learning materials (TLMs) to aid instruction. However, focus group discussions revealed contrasting student perspectives: one student mentioned that their teacher never used TLMs, while three others stated that their teacher rarely used the smart

board and did not incorporate any other aids. As suggested by one of the students in FGD, the teachers from government, private, MBSE and CBSE are therefore suggested to make use of different TLMs so as to have effective teaching and learning in future.

The findings also show clear differences between government and private, MBSE and CBSE school Mizo teachers in how they develop students' listening skills. These differences seem to be shaped by factors such as institutional support, teaching practices, and availability of resources. Government school teachers, MBSE and CBSE teachers mostly relied on live listening materials, such as lectures and announcements. This matches students' feedback in focus group discussions which could be due to the materials that do not require extra resources like recording devices, electricity, or financial support. Their limited use of authentic and recorded materials likely reflects both infrastructural challenges and limited training in using technology-based resources. Private school teachers, on the other hand, used a more balanced mix of listening materials such as live listening, authentic and recorded, which could probably due to better access to resources, smaller class sizes, and institutional support for diverse teaching methods.

The finding that many government and private school teachers and MBSE teachers selected "all of the above" strategies for speaking skill instead of choosing individual practices can be interpreted in different ways. First, it might be due to the fact that teachers understand how language skills such as speaking, listening, and vocabulary are connected and cannot be taught separately. By choosing all strategies, teachers also demonstrated an emphasis on speaking skills to help students build communicative competence. At the same time, this choice may reflect teachers' professional identity and confidence, as selecting "all of the above" allows them to present themselves as balanced educators who cover all key areas of language teaching. However, focus group discussions with students revealed a different perspective. Students said that discussions and debates were rarely conducted, and some reported that teachers never organized any activities. The reasons for this mismatch are unclear. It may reflect teachers' lack of motivation, feelings of incompetence, or limited skills. On the other hand, it may also be from the students'

side as the focus group discussion included only four students each from government, private, and CBSE schools, it is possible that these students were absent when activities were conducted. Therefore, it cannot be firmly concluded that either the teachers or the students gave inaccurate responses.

Reading is also one of the most important skills among the four fundamental language skills. Most of the government and private school teachers, teachers from MBSE and CBSE practiced model reading and even conduct loud reading among the students which are in line with the response from the FGD wherein the students also gave the same statement. Apart from this, a good practiced was observed from FGD in which the students were mentioning that their teachers made corrections when they read incorrectly with respect to stress, pronunciation etc. Especially for Mizo, reading skill is crucial for the students as it is a tonal language where homophones play an important role. However, it was also discovered that there was a lack in emphasizing reading for comprehension and that the teachers need more focus to this as it is also one of the parameters for the students to grasp the concept and idea of the lessons being taught.

The results demonstrated that majority of teachers from government, private and MBSE schools and a large number of teachers from CBSE schools (48.38%) responded that they provide all of the exercises in the list for the development of writing skill of students i.e. summarize lessons in written, prepare their own notes, write assignment on given topics such as essay, articles, critical analysis and write assignment for development of creative writing skill such as story writing, poetry writing, paragraph writing. However, from the FGD, two (2) students each from government and private schools said that their teacher never give any of the writing exercises while another two(2) students each from the same management claimed that their teachers gave different writing activities. For assignments, government schools focused mainly on summaries, note preparation, and essays, while giving less attention to creative writing. Private schools, on the other hand, provided more variety, with many teachers encouraging both academic and creative tasks. These differences suggest that factors such as institutional support, teacher training, and exam expectations shape classroom practices. Still, the fact that many teachers in

both groups selected “all of the above” showed a shared awareness of the need to integrate several elements to strengthen students’ writing skills. Meanwhile, the findings from MBSE and CBSE was also confirmed by students in the FGD, mentioning that they taught the correct format for different types of writing, and gave students a range of exercises such as summarizing, note-making, essay writing, and creative tasks to provide sufficient practice.

Moreover, grammar was taught effectively by the teachers from government and private, MBSE and CBSE thereby explaining idioms and phrases with different examples and even let the students to construct meaningful sentences and made corrections from their mistakes as per the response of teachers. However, from FGD, most of the students said that they were mostly passive learner with respect to idioms and phrases where the teachers just explained it. The difference in responses may be because, teachers often believed that giving examples or correcting mistakes already counts as asking students to construct sentences, while students may only recognize it when they are directly told to create their own sentences. Time pressure and large class sizes may also lead teachers to explain more and give fewer opportunities for practice, which students then interpret as not being asked at all. In some cases, teachers may have reported their intended teaching practices rather than what actually happens in class. Hence, the limited frequency might have led students to perceive grammar lessons as largely explanation-based. Since grammar forms the foundation of learning Mizo, teachers must prioritize it to strengthen overall language skills.

4.3.0. Objective No. 3: Challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management and board of examination.

The challenges faced by secondary school Mizo subject teachers in Mizoram was asked through closed ended and open ended questions made by the researcher with respect to type of management and board of examination. The below table 4.109 presented the challenges faced by government and private school teachers which was analysed using simple percentage.

4.3.1. Challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management.

The challenges faced by secondary school teachers of Mizoram in teaching Mizo is hereby presented to find out if there are any differences between the challenges faced by teachers based on the type of school management i.e. government and private.

Table 4.89

Challenges faced by government and private secondary school teachers in teaching Mizo subject

Types of Challenges	<i>To a great extent</i>		<i>To some extent</i>		<i>Not at all</i>	
	Govt.	Private	Govt.	Private	Govt.	Private
Insufficient teaching aids/learning materials such as teacher made TLM / Readymade TLM	10 (27.02 %)	8 (24.24 %)	18 (48.64 %)	19 (57.57 %)	9 (24.32 %)	6 (18.18%)
Fewer periods for Mizo subject in the time table	5 (13.51 %)	11 (33.33 %)	16 (43.24 %)	18 (54.54 %)	16 (43.24 %)	4 (12.12%)
Vast syllabus of Mizo subject	5 (13.51 %)	5 (15.15 %)	17 (45.94 %)	19 (57.57 %)	15 (40.54 %)	9 (27.27%)
Less time for conducting diverse learning activities in the classroom if the syllabus was to be fully completed	10 (27.02 %)	10 (30.30 %)	16 (43.24 %)	19 (57.57 %)	11 (29.72 %)	4 (12.12%)
Lack for remedial class	5 (13.51 %)	4 (12.12 %)	15 (40.54 %)	21 (63.63 %)	17 (45.94 %)	8 (24.24%)

	%)	%)	%)	%)	%)	
Lack of competency for using TLM	4 (10.81 %)	4 (12.12 %)	15 (40.54 %)	15 (45.45 %)	18 (48.64 %)	14 (42.42%)
Lack of proficiency in integrating ICT in teaching Mizo subject	5 (13.51 %)	6 (18.18 %)	15 (40.54 %)	15 (45.45 %)	17 (45.94 %)	12 (36.36%)
Difficult to focus on language skills since the education system is heavily examination-oriented	9 (24.32 %)	5 (15.15 %)	14 (37.83 %)	23 (69.69 %)	14 (37.83 %)	5 (15.15%)
Lack of interest in teaching the subject	2 (5.40%)	4 (12.12 %)	7 (18.91 %)	10 (30.30 %)	28 (75.67 %)	19 (57.57%)
Lack of knowledge in designing exercises to be given for developing four language skills	3 (8.10%)	4 (12.12 %)	13 (35.13 %)	16 (48.48 %)	21 (56.75 %)	13 (39.39%)
Lack of interest towards learning of Mizo language by students	6 (16.21 %)	7 (21.21 %)	21 (56.75 %)	14 (42.42 %)	10 (27.02 %)	12 (36.36%)
Lack of parental support and language	17 (45.94 %)	11 (33.33 %)	17 (45.94 %)	17 (51.51 %)	3 (8.10%)	5 (15.15%)

modelling at home						
Content quality of Mizo textbook.	5 (13.51 %)	9 (27.27 %)	17 (45.94 %)	16 (48.48 %)	15 (40.54 %)	8 (24.24%)
Influence of students' knowledge of English on their learning of Mizo language	12 (32.43 %)	15 (45.45 %)	18 (48.64 %)	16 (48.48 %)	7 (18.91 %)	2 (6.06%)
Influence of incorrect Mizo language used in online/digital/social media	26 (70.27 %)	19 (57.57 %)	10 (27.02%)	14 (42.42 %)	1 (2.70%)	-
Dialectal variation among the students	3 (8.10%)	10 (30.30 %)	22 (59.45 %)	17 (51.51 %)	12 (32.43 %)	6 (18.18%)
Lack of sufficient Mizo subject teachers	7 (18.91 %)	8 (24.24 %)	16 (43.24 %)	12 (36.36 %)	14 (37.83 %)	13 (39.39%)
Lack of subject mastery	5 (13.51 %)	7 (21.21 %)	16 (43.24 %)	12 (36.36 %)	16 (43.24 %)	14 (42.42%)

Table 4.89 provides a detailed report of the challenges faced by Mizo subject teachers based on the type of school management i.e. government and private.

With regard to insufficient teaching aids/learning materials such as teacher-made/readymade TLM, 27.02 percent Mizo subject teachers from government schools agreed that it posed as a challenge 'to a great extent', 48.64 percent considered it as a challenge 'to some extent' and 24.32 percent responded that it was

‘not at all’ a challenge for them in teaching the subject. Among the Mizo subject teachers from private schools, 24.24 percent teachers responded insufficient teaching aids/learning materials posed as a challenge ‘to a great extent’, 57.57 percent considered it as a challenge ‘to some extent’ and 18.18 percent responded that it was ‘not at all’ a challenge for them in teaching the subject.

Assigning fewer periods for Mizo subject in the time table was regarded as a challenge ‘to a great extent’ by 13.51 percent teachers from government schools, ‘to some extent’ by 43.24 percent and ‘not at all’ by 43.24 percent teachers. Among Mizo subject teachers from private schools, assigning fewer periods for Mizo subject in the time table was regarded as a challenge ‘to a great extent’ by 33.33 percent, ‘to some extent’ by 54.54 percent and ‘not at all’ by 12.12 percent teachers.

It was also found that the vast syllabus of Mizo subject was a challenge for 13.51 percent government school teachers ‘to a great extent’, a challenge ‘to some extent’ for 45.94 percent teachers and ‘not at all’ a challenge for 40.54 percent. On the other hand, 15.15 percent Mizo subject teachers from private schools responded that the vast syllabus of Mizo subject was a challenge ‘to a great extent’, 57.57 percent considered it a challenge ‘to some extent’ and it was ‘not at all’ a challenge for 27.27 percent teachers.

The table also reveal that among Mizo subject teachers from government schools, allotment of less time for conducting diverse learning activities if the syllabus was to be fully completed was considered a challenge ‘to a great extent’ by 27.02 percent, ‘to some extent’ by 43.24 percent and ‘not at all’ by 29.72 percent teachers. Among Mizo subject teachers from private schools, 30.30 percent considered this as a challenge ‘to a great extent’, 57.57 percent considered this as a challenge ‘to some extent’ and ‘not at all’ regarded as a challenge for 12.12 percent teachers.

Lack of time for remedial classes was considered a challenge ‘to a great extent’ by 13.51 percent government school teachers, ‘to some extent’ by 40.54 percent teachers and ‘not at all’ a challenge by 45.94 percent teachers. Among Mizo subject teachers from private schools, 12.12 percent teachers considered this a challenge ‘to a great extent’, ‘to some extent’ for 63.63 percent teachers agreed and ‘not at all’ a challenge by 24.24 percent teachers.

Lack of competency for using TLM was found to be a challenge faced by 10.81 percent teachers 'to a great extent' , 'to some extent' by 40.54 percent teachers and 'not at all' a challenge by 48.64 percent teachers among Mizo subject teachers from government schools. On the other hand, among Mizo subject teachers from private schools, this was found to be a challenge faced by 12.12 percent teachers 'to a great extent' , 'to some extent' by 45.45 percent teachers and 'not at all' a challenge by 42.42 percent teachers.

It was also found that lack of proficiency in integrating ICT in teaching Mizo subject was a challenge 'to a great extent' for 13.51 percent government school teachers, a challenge 'to some extent' for 40.54 percent teachers and 'not at all' a challenge for 45.94 percent. On the other hand, 18.18 percent Mizo subject teachers from private schools considered this a challenge 'to a great extent', 45.45 percent considered it a challenge 'to some extent' and was 'not at all' a challenge for 36.36 percent teachers.

The difficulty that teachers face when trying to focus on development of language skills while the education system is heavily examination-oriented was considered a challenge 'to a great extent' by 24.32 percent, 'to some extent' by 37.83 percent and 'not at all' by 37.83 percent Mizo subject teachers from government schools. Among Mizo subject teachers from private schools, 15.15 percent considered this as a challenge 'to a great extent', 69.69 percent considered this as a challenge 'to some extent' and 'not at all' a challenge by 15.15 percent teachers.

The table also reveal that among Mizo subject teachers from government schools, lack of interest in teaching the subject was considered a challenge 'to a great extent' by 5.40 percent, 'to some extent' by 18.91 percent and 'not at all' by 75.67 percent teachers. Among Mizo subject teachers from private schools, 12.12 percent considered this as a challenge 'to a great extent', 30.30 percent considered this as a challenge 'to some extent' and 'not at all' a challenge for 57.57 percent teachers.

Lack of knowledge in designing exercises for developing the four language skills was found to be a challenge faced by 8.10 percent teachers 'to a great extent' , 'to some extent' by 35.13 percent teachers and 'not at all' a challenge by 56.75 percent teachers among Mizo subject teachers from government schools. On the other hand, among Mizo subject teachers from private schools, this was found to be

a challenge faced by 12.12 percent teachers 'to a great extent' , 'to some extent' by 48.48 percent percent teachers and 'not at all' a challenge by 39.39 percent teachers.

The lack of interest towards learning of Mizo language by students was found to be a challenge faced 'to a great extent' by 16.21 percent teachers, 'to some extent' by 56.75 percent teachers and 'not at all' a challenge by 27.02 percent teachers among Mizo subject teachers from government schools. On the other hand, among Mizo subject teachers from private schools, this was found to be a challenge faced 'to a great extent' by 21.21 percent teachers, 'to some extent' by 42.42 percent teachers and 'not at all' a challenge by 36.36 percent teachers.

With regard to lack of parental support and language modelling at home, 45.94 percent Mizo subject teachers from government schools agreed that it posed as a challenge 'to a great extent', 45.94 percent considered it as a challenge 'to some extent' and 8.10 percent responded that it was 'not at all' a challenge for them in teaching the subject. Among the Mizo subject teachers from private schools, 33.33 percent teachers considered lack of parental support and language modelling at home as a challenge 'to a great extent', 51.51 percent considered it as a challenge 'to some extent' and 15.15 percent responded that it was 'not at all' a challenge for them in teaching the subject

The table also reveal that among Mizo subject teachers from government schools, content quality of Mizo textbook was considered a challenge 'to a great extent' by 13.51 percent, 'to some extent' by 45.94 percent and 'not at all' by 40.54 percent teachers. Among Mizo subject teachers from private schools, 27.27 percent considered this as a challenge 'to a great extent', 48.48 percent consider this as a challenge 'to some extent' and 'not at all' a challenge for 24.24 percent teachers.

With regard to the influence of students' knowledge of English on their learning of Mizo language, 32.43 percent Mizo subject teachers from government schools agreed that it posed as a challenge 'to a great extent', 48.64 percent considered it as a challenge 'to some extent' and 18.91 percent responded that it was 'not at all' a challenge for them in teaching the subject. Among the Mizo subject teachers from private schools, 45.45 percent teachers regarded the influence of students' knowledge of English on their learning of Mizo language as a challenge 'to

a great extent', 48.48 percent considered it as a challenge 'to some extent' and 6.06 percent responded that it was 'not at all' a challenge for them in teaching the subject

It was also found that the influence of incorrect Mizo language used in online/digital/social media was a challenge for 70.27 percent government school teachers 'to a great extent', a challenge 'to some extent' for 27.02 percent teachers and 'not at all' a challenge for 2.70 percent. On the other hand, 57.57 percent Mizo subject teachers from private schools considered this a challenge 'to a great extent' while 42.42 percent considered it a challenge 'to some extent'.

Dialectal variation among the students was found to be a challenge faced 'to a great extent' by 8.10 percent teachers, 'to some extent' by 59.45 percent teachers and 'not at all' a challenge by 32.43 percent teachers among Mizo subject teachers from government schools. On the other hand, among Mizo subject teachers from private schools, this was found to be a challenge faced by 30.30 percent teachers 'to a great extent', 'to some extent' by 51.51 percent teachers and 'not at all' a challenge by 18.18 percent teachers.

The lack of sufficient Mizo subject teachers was found to be a challenge faced by 18.91 percent teachers 'to a great extent', 'to some extent' by 43.24 percent teachers and 'not at all' a challenge by 37.83 percent teachers among Mizo subject teachers from government schools. On the other hand, among Mizo subject teachers from private schools, this was found to be a challenge faced by 24.24 percent teachers 'to a great extent', 'to some extent' by 36.36 percent teachers and 'not at all' a challenge by 39.39 percent teachers.

With regard to lack of subject mastery, 13.51 percent Mizo subject teachers from government schools agreed that it posed as a challenge 'to a great extent', 43.24 percent considered it as a challenge 'to some extent' and 43.24 percent responded that it was 'not at all' a challenge for them in teaching the subject. Among the Mizo subject teachers from private schools, 21.21 percent teachers considered lack of subject mastery as a challenge 'to a great extent', 36.36 percent considered it as a challenge 'to some extent' and 42.42 percent responded that it was 'not at all' a challenge for them in teaching the subject

4.3.2. Challenges faced by secondary school teachers in Mizoram in teaching Mizo subject with respect to board of examination.

The challenges faced by secondary school teachers of Mizoram in teaching Mizo is hereby presented to find out if there are any differences between the challenges faced by teachers based on board of examination i.e. MBSE and CBSE.

Table 4.90

Challenges faced by CBSE and MBSE secondary school teachers in teaching Mizo subject

Types of Challenges	<i>To a great extent</i>		<i>To some extent</i>		<i>Not at all</i>	
	CBSE	MBSE	CBSE	MBSE	CBSE	MBSE
Insufficient teaching aids/learning materials such as teacher made TLM / Readymade TLM	-	18 (29.03 %)	-	37 (59.67%)	8 (100%)	7 (11.29%)
Fewer periods for Mizo subject in the time table	1 (12.5%)	15 (24.19 %)	3 (37.5%)	31 (50%)	4 (50%)	16 (25.80%)
Vast syllabus of Mizo subject	4 (50%)	6 (9.67%)	3 (37.5%)	33 (53.22%)	1 (12.5%)	23 (37.09%)
Less time for conducting diverse learning activities in the classroom if the syllabus was to be fully completed	4 (50%)	16 (25.80 %)	1 (12.5%)	34 (54.83%)	3 (37.5%)	12 (19.35%)

Lack for remedial class	2 (25%)	7 (11.29%)	1 (12.5%)	35 (56.45%)	5 (62.5%)	20 (32.25%)
Lack of competency for using TLM	2 (25%)	6 (9.67%)	2 (25%)	28 (45.16%)	4 (50%)	28 (45.16%)
Lack of proficiency in integrating ICT in teaching Mizo subject	2 (25%)	9 (14.51%)	1 (12.5%)	29 (46.77%)	5 (62.5%)	24 (38.70%)
Difficult to focus on language skills since the education system is heavily examination-oriented	1 (12.5%)	13 (20.96%)	3 (37.5%)	34 (54.83%)	4 (50%)	15 (24.19%)
Lack of interest in teaching the subject	1 (12.5%)	5 (8.06%)	3 (37.5%)	14 (22.58%)	4 (50%)	43 (69.35%)
Lack of knowledge IN designing exercises to be given for developing four language skills	2 (25%)	5 (8.06%)	4 (50%)	25 (40.32%)	2 (25%)	32 (51.61%)
Lack of interest towards learning	2 (25%)	11	6 (75%)	29 (46.77%)	-	22 (35.48%)

of Mizo language by students		(17.74 %)				
Lack of parental support and language modelling at home	6 (75%)	22 (35.48 %)	2 (25%)	32 (51.61%)	-	8 (12.90%)
Content quality of Mizo textbook.	3 (37.5%)	11 (17.74 %)	2 (25%)	31 (50%)	3 (37.5%)	20 (32.25%)
Influence of students' knowledge of English on their learning of Mizo language	3 (37.5%)	24 (38.70 %)	4 (50%)	30 (48.38%)	1 (12.5%)	8 (12.90%)
Influence of incorrect Mizo language used in online/digital/social media	6 (75%)	39 (62.90 %)	2 (25%)	22 (35.48%)	1 (12.5%)	1 (1.61%)
Dialectal variation among the students	3 (37.5%)	10 (16.12 %)	4 (50%)	35 (56.45%)	1 (12.5%)	17 (27.41%)
Lack of sufficient Mizo subject teachers	3 (37.5%)	12 (19.35 %)	5 (62.5%)	23 (37.09%)	-	27 (43.54%)
Lack of subject mastery	2 (25%)	10 (16.12 %)	4 (50%)	24 (38.70%)	2 (25%)	28 (45.16%)

Table 4.90 provides a detailed report of the challenges faced by Mizo subject teachers based on board of examination i.e. MBSE and CBSE.

With regard to insufficient teaching aids/learning materials such as teacher made/readymade TLM, all i.e. 100 percent Mizo subject teachers from schools affiliated to CBSE responded that it was ‘not at all’ a challenge for them in teaching the subject. On the contrary, among the Mizo subject teachers from schools affiliated to MBSE, 29.03 percent teachers responded insufficient teaching aids/learning materials posed as a challenge ‘to a great extent’, 59.67 percent considered it as a challenge ‘to some extent’ and 11.29 percent responded that it was ‘not at all’ a challenge for them in teaching the subject.

Assigning fewer periods for Mizo subject in the time table was regarded as a challenge ‘to a great extent’ by 12.5 percent teachers from CBSE schools, ‘to some extent’ by 37.5 percent and ‘not at all’ by 50 percent teachers. Among Mizo subject teachers from MBSE schools, this was regarded as a challenge ‘to a great extent’ by 24.19 percent teachers, ‘to some extent’ by 50 percent and ‘not at all’ by 25.80 percent teachers.

It was also found that the vast syllabus of Mizo subject was a challenge ‘to a great extent’ for 50 percent of teachers, a challenge ‘to some extent’ for 37.5 percent teachers and ‘not at all’ a challenge for 12.5 percent teachers from CBSE schools. On the other hand, 9.67 percent Mizo subject teachers from MBSE schools responded that the vast syllabus of Mizo subject was a challenge ‘to a great extent’, 53.22 percent considered it a challenge ‘to some extent’ and it was ‘not at all’ a challenge for 37.09 percent teachers.

The table also reveal that among Mizo subject teachers from CBSE schools, limitation of classroom time for conducting diverse learning activities, if the syllabus was to be fully completed, was considered a challenge ‘to a great extent’ by 50 percent, ‘to some extent’ by 12.5 percent and ‘not at all’ by 37.5 percent teachers. Among Mizo subject teachers from MBSE schools, 25.80 percent considered this as a challenge ‘to a great extent’, 54.83 percent considered it a challenge ‘to some extent’ and it was ‘not at all’ regarded as a challenge by 19.35 percent teachers.

Lack of time for remedial classes was considered a challenge ‘to a great extent’ for 25 percent teachers, ‘to some extent’ for 12.5 percent teachers and ‘not at all’ a challenge for 62.5 percent teachers from CBSE schools. Among Mizo subject teachers from MBSE schools, 11.29 percent teachers considered this a challenge ‘to a great extent’, ‘to some extent’ by 56.45 percent teachers and ‘not at all’ a challenge by 32.25 percent teachers.

Lack of competency for using TLM was found to be a challenge faced by 25 percent teachers ‘to a great extent’, ‘to some extent’ by 25 percent teachers and ‘not at all’ a challenge by 50 percent teachers among Mizo subject teachers from CBSE schools. On the other hand, among Mizo subject teachers from MBSE schools, this was found to be a challenge faced by 9.67 percent teachers ‘to a great extent’, ‘to some extent’ by 45.16 percent teachers and ‘not at all’ a challenge by 45.16 percent teachers.

It was also found that lack of proficiency in integrating ICT in teaching Mizo subject was a challenge ‘to a great extent’ for 25 percent CBSE school teachers, ‘to some extent’ for 12.5 percent teachers and ‘not at all’ a challenge for 62.5 percent. On the other hand, 14.51 percent Mizo subject teachers from MBSE schools considered this a challenge ‘to a great extent’, 46.77 percent considered it a challenge ‘to some extent’ and was ‘not at all’ a challenge for 38.70 percent teachers.

The difficulty that teachers face when trying to focus on development of language skills while the education system is heavily examination-oriented was considered a challenge ‘to a great extent’ by 12.5 percent, ‘to some extent’ by 37.5 percent and ‘not at all’ by 50 percent of Mizo subject teachers from CBSE schools. Among Mizo subject teachers from private schools, 20.96 percent considered this as a challenge ‘to a great extent’, 54.83 percent considered it a challenge ‘to some extent’ and ‘not at all’ considered a challenge by 24.19 percent teachers.

The table also reveal that among Mizo subject teachers from CBSE schools, lack of interest in teaching the subject was considered a challenge ‘to a great extent’ by 12.5 percent, ‘to some extent’ by 37.5 percent and ‘not at all’ by 50 percent teachers. Among Mizo subject teachers from MBSE schools, 8.06 percent considered this as a challenge ‘to a great extent’, 22.58 percent considered this as a challenge ‘to some extent’ and ‘not at all’ a challenge for 69.35 percent teachers.

Lack of knowledge in designing exercises for development of the four language skills was found to be a challenge faced by 25 percent teachers 'to a great extent', 'to some extent' by 50 percent teachers and 'not at all' a challenge by 25 percent teachers among Mizo subject teachers from CBSE schools. On the other hand, among Mizo subject teachers from MBSE schools, this was found to be a challenge faced by 8.06 percent teachers 'to a great extent', 'to some extent' by 40.32 percent teachers and 'not at all' a challenge by 51.61 percent teachers.

The lack of interest towards learning of Mizo language by students was found to be a challenge faced by 25 percent teachers 'to a great extent' and a challenge 'to some extent' by 75 percent among Mizo subject teachers from CBSE schools. On the other hand, among Mizo subject teachers from MBSE schools, this was found to be a challenge faced by 17.74 percent teachers 'to a great extent', 'to some extent' by 46.77 percent teachers and 'not at all' a challenge by 35.48 percent teachers.

With regard to lack of parental support and language modelling at home, 75 percent Mizo subject teachers from CBSE schools agreed that it posed as a challenge 'to a great extent' while 25 percent considered it a challenge 'to some extent' for them in teaching the subject. Among the Mizo subject teachers from MBSE schools, 35.48 percent teachers considered lack of parental support and language modelling at home as a challenge 'to a great extent', 51.61 percent considered it as a challenge 'to some extent' and 12.90 percent responded that it is 'not at all' a challenge for them in teaching the subject

The table also reveal that among Mizo subject teachers from CBSE schools, content quality of Mizo textbook was considered a challenge 'to a great extent' by 37.5 percent, 'to some extent' by 25 percent and 'not at all' by 37.5 percent teachers. Among Mizo subject teachers from MBSE schools, 17.74 percent considered this as a challenge 'to a great extent', 50 percent considered this as a challenge 'to some extent' and 'not at all' a challenge for 32.25 percent teachers.

With regard influence of students' knowledge of English on their learning of Mizo language, 37.5 percent Mizo subject teachers from CBSE schools agreed that it posed as a challenge 'to a great extent', 50 percent considered it as a challenge 'to some extent' and 12.5 percent responded that it is 'not at all' a challenge for them in teaching the subject. Among the Mizo subject teachers from MBSE schools, 38.70

percent teachers regarded the influence of students' knowledge of English on their learning of Mizo language as a challenge 'to a great extent', 48.38 percent considered it as a challenge 'to some extent' and 12.90 percent responded that it is 'not at all' a challenge for them in teaching the subject

It was also found that the influence of incorrect use of Mizo language in online/digital/social media was a challenge 'to a great extent' for 75 percent teachers, a challenge 'to some extent' for 25 percent teachers and 'not at all' a challenge for 12.5 percent teachers from CBSE schools. On the other hand, 62.90 percent Mizo subject teachers from MBSE schools considered this a challenge 'to a great extent', 35.48 percent considered it a challenge 'to some extent' and 1.61 percent responded that it was 'not at all' a challenge for them in teaching the subject

Dialectal variation among the students was found to be a challenge faced by 37.5 percent teachers 'to a great extent', 'to some extent' by 50 percent teachers and 'not at all' a challenge by 12.5 percent teachers among Mizo subject teachers from CBSE schools. On the other hand, among Mizo subject teachers from MBSE schools, this was found to be a challenge faced by 16.12 percent teachers 'to a great extent', 'to some extent' by 56.45 percent teachers and 'not at all' a challenge by 27.41 percent teachers.

The lack of sufficient Mizo subject teachers was found to be a challenge faced by 37.5 percent teachers 'to a great extent' and a challenge 'to some extent' by 62.5 percent teachers from CBSE schools. On the other hand, among Mizo subject teachers from MBSE schools, this was found to be a challenge faced by 19.35 percent teachers 'to a great extent', 'to some extent' by 37.09 percent teachers and 'not at all' a challenge by 43.54 percent teachers.

With regard to lack of subject mastery, 25 percent Mizo subject teachers from CBSE schools agreed that it posed as a challenge 'to a great extent', 50 percent considered it as a challenge 'to some extent' and 25 percent responded that it is 'not at all' a challenge for them in teaching the subject. Among the Mizo subject teachers from MBSE schools, 16.12 percent teachers considered lack of subject mastery as a challenge 'to a great extent', 38.70 percent consider it as a challenge 'to some extent' and 45.16 percent responded that it is 'not at all' a challenge for them in teaching the subject.

4.3.3 Other challenges:

In addition to the close ended questions, open-ended questions were also included in the questionnaire, allowing teachers to describe other challenges they have encountered while teaching the Mizo subject which are mentioned below:

- i. Teachers from schools where most of their students are Chakmas, face a challenge in teaching the language with the objective of developing of the four language skills since the students do not speak Mizo language. Teaching becomes very examination - oriented where teachers as well as students often resort to rote memorisation of readymade notes from guidebooks as well as notes provided by the teachers.
- ii. The correctness of written texts (words and sentences) in terms of joining/separation of word/s are always a subject of debate in the class among teachers and students. Different regulatory bodies in the field of Mizo language and their differences in terms of correctness in written forms of the language creates a challenge in selection of the most appropriate and correct form to be studied in the class.
- iii. Grammatical errors in sentences/words and spelling mistakes in the textbooks was another challenge mentioned by the teachers,
- iv. An education system that is extremely examination and result-oriented makes it difficult for teachers to focus on the development of the four language skills. Instead, they have to teach with the aim of getting good results in the annual/board examination and therefore resort to mere explanation of lessons and provision of notes to their students.
- v. Teachers, especially from private schools, are sometimes compelled to teach Mizo subject in English i.e. explain the meanings of words and passages in English, as the students find it difficult to understand when taught solely in Mizo language.
- vi. Another challenge mentioned was that the contents of the textbooks are out-dated for the learners of this generation. The teachers mentioned the need for revision of the textbooks.

- vii. Lack of teaching learning materials, supplementary textbooks and other online sources based on Mizo syllabus was another challenge mentioned.

Discussion:

Out of all the challenges identified, majority of government school teachers, private school teachers, teachers from CBSE schools and teachers from MBSE schools indicated that the influence of incorrect use of Mizo language in online/digital/social media posed a challenge ‘to a great extent’. These findings suggest that the challenges are not only about the teachers alone or resources but also included structural, cultural, and pedagogical issues, requiring solutions through better curriculum design, teacher training, parental involvement, and policy support.

Teachers from government schools and CBSE reported that the students’ lack of interest towards learning of Mizo language’ posed as a challenge ‘to some extent’. The reason behind this finding could be due to the dominance of second language while many of the students admire English over their own mother tongue or first language, or they may not see Mizo as a subject that offers direct academic or career advantages compared to other subjects, which can reduce their interest. Moreover, dialectal variation among the students is also a challenge ‘to some extent’ for government, private, MBSE and CBSE school teachers. Students in these schools often come from diverse linguistic backgrounds, and that Mizo may not be a mother tongue for all the students which lead to noticeable dialectal variation in the classroom. This might makes it difficult for teachers to maintain uniform understanding and may affect students’ motivation to learn the standard form of the Mizo language.

Insufficient TLM is also reported as a challenge by a large amount of teachers from MBSE and is also mentioned by one of the teachers in an open ended-question. A plausible reason for this finding could be that many MBSE schools, especially those in rural or resource-limited areas, may not receive adequate funding or timely supply of TLM. Government schools often rely on state-provided materials, which may be delayed, limited in quantity, or not aligned with the specific needs of Mizo

language teaching. Further, Mizo subject requires specialized resources such as storybooks, audio materials, and culturally relevant texts which may not be readily available or regularly updated. Some schools may also lack supportive infrastructure, such as libraries or language lab, further limiting access to TLMs. This shortage could make it harder for teachers to use different materials, leading many MBSE teachers to report insufficient TLM as a challenge. The finding is in line with the research done by Durias (2024) who also found that scarcity of books written in the mother tongue was also a challenge faced by teachers in implementing mother tongue instruction within multilingual classrooms.

Difficulty to focus on language skills since the education system is heavily examination-oriented is also a challenge for MBSE school teachers. Examination-oriented education system can be a contributing factor that places greater emphasis on memorization, textbook content, and preparing students to score well in written tests rather than developing their language skills. When schools and teachers are pressured to meet exam results, they tend to focus more on completing the syllabus and practising exam questions instead of engaging students in activities that develop listening, speaking, reading, and writing abilities. Hence, it leads teachers to feel that it is difficult to prioritise language skills within a system that values examination performance over skill development.

Lack of knowledge in designing exercises to be given for developing four language skills is also a challenge for CBSE teachers. The reason behind this finding could be that many CBSE teachers may not have received adequate training or exposure specifically in designing skill-based language exercises, especially for a regional language like Mizo. It is also confirmed from the profile that only fewer teachers from CBSE attended language training. However, limited availability of model materials or teacher handbooks for Mizo language under CBSE can also make it difficult for teachers to create effective exercises.

4.4.0. Objective No.4: To find out the learning practices of secondary school students of Mizoram in Mizo language.

The learning practices of secondary school students in Mizo language were analysed based on six (6) dimensions namely; listening skills, speaking skills, reading skills, writing skills, grammar and vocabulary, and learning styles. The findings of the study are presented below:

4.4.1 Learning practices of secondary school students' for the development of listening skill in Mizo language

Findings related to the study of the learning practices of secondary school students' for the development of listening skill in Mizo language are shown in Table No.4.91.

Table 4.91

Learning practices of secondary school students for the development of listening skill in Mizo language

S/N	Listening Skill	Regularly	Rarely	Never
1	I learn Mizo language by listening to Mizo songs.	54 (10.8%)	294 (58.8%)	152 (30.4%)
2	I learn Mizo language by watching and listening to programmes in Mizo on local TV and Youtube channels.	70 (14%)	222 (44.4%)	208 (41.6%)
3	If I cannot understand what somebody is saying, I ask him/her to slow down or say it again.	213 (42.6%)	231 (46.2%)	57 (11.4%)
4	I write down all the important points said by the teachers during class.	143 (28.6%)	298 (59.6%)	59 (11.8%)
5	I summarize what I have heard in the class to confirm my understanding.	89 (17.8%)	248 (49.6%)	163 (32.6%)

Table 4.91 reveal that the practice of learning Mizo language by listening to Mizo songs was applied regularly by 10.8 percent students, rarely by 58.8 percent students and never applied by 30.4 percent students.

It was also observed that watching and listening to programmes in Mizo on local TV and YouTube channels was regularly used for learning Mizo language by 14 percent students, rarely used by 44.4 percent students and never used by 41.6 percent students.

It was found that 42.6 percent students regularly asked the speaker to slow down or repeat their statements if they cannot understand what the speaker is saying while 46.2 percent students rarely asked and 11.4 percent students never asked them to repeat their statements.

With regard to noting down of important points mentioned by the teacher during the class, 28.6 percent students regularly, 59.6 percent students rarely and 11.8 percent students never note down the important points mentioned by the teachers during their class.

Less number of students i.e. 17.8 percent regularly summarize what they have heard in the class to confirm their understanding, 49.6 percent students rarely summarized while 32.6 percent students never summarized at all.

4.4.2 Learning practices of secondary school students for the development of speaking skill in Mizo language

Findings related to the study of the learning practices of secondary school students' for the development of speaking skill in Mizo language are shown in Table No.4.92.

Table 4.92

Learning practices of secondary school students for the development of speaking skill in Mizo language

S/N	Speaking Skill	Regularly	Rarely	Never
1	I share my ideas to improve my speaking skill in times of discussion in the classroom.	48 (9.6%)	186 (37.2%)	266 (53.2%)
2	I ask somebody to correct me when I make a mistake in my speech.	97 (19.4%)	182 (36.4%)	221 (44.2%)
3	I record my speech to evaluate myself again later.	25 (5%)	78 (15.6%)	397 (79.4%)
4	I use selected topics to practice my speaking skill.	79 (15.8%)	256 (51.2%)	165 (33%)
5	I practice presentation orally at home to speak fluently in times of my presentation.	275 (55%)	165 (33%)	60 (12%)

The table shows that in order to improve their speaking skill 9.6 percent students regularly shared their ideas, 37.2 percent students rarely and 53.2 percent students never shared their ideas with others in times of discussion in the classroom.

It was also observed that 19.4 percent students regularly, 36.4 percent students rarely and 44.2 percent never asked others to correct them when they make a mistake in their speech.

The table also showed that 5 percent students regularly, 15.6 percent students rarely and 79.4 percent students never recorded their speech to evaluate themselves again later.

It was also found that 15.8 percent students regularly, 51.2 percent students rarely and 33 percent students never use selected topics to practice their speaking skill.

The table also showed that 55 percent students regularly, 33 percent rarely and 12 percent never practice oral presentation at home so that they would be able to speak fluently when they have a presentation in their class.

4.4.3 Learning practices of secondary school students for the development of reading skill in Mizo language

Findings related to the study of the learning practices of secondary school students' for the development of reading skill in Mizo language are shown in Table No.4.93.

Table 4.93

Learning practices of secondary school students for the development of reading skill in Mizo language

S/N	Reading Skill	Regularly	Rarely	Never
1	I practice the stress, intonation and correct pronunciation while reading aloud.	334 (66.8%)	140 (28 %)	26 (5.2%)
2	I learn Mizo language by reading books or magazines.	89 (17.8%)	249 (49.8%)	162 (32.4%)
3	I read the lessons silently to have an in depth knowledge of the concept.	143 (28.6%)	234 (46.8%)	123 (24.6%)
4	I correct my mistakes by re-reading the text.	194 (38.8%)	257 (51.4%)	49 (9.8%)
5	While reading, I pick out new words and list down in my notes.	79 (15.8%)	202 (40.4%)	219 (43.8%)
6	While reading poem, I use to analyze the lines and stanzas in my own understanding.	193 (38.6%)	219 (43.8%)	88 (17.6%)

The table showed that 66.8 percent students regularly, 28 percent students rarely practiced and 5.2 percent students never practiced reading with correct stress, intonation and pronunciation while reading aloud.

It was also found that 17.8 percent students regularly learn Mizo language by reading books or magazines while 49.8 percent students rarely learn Mizo language by doing the same and 32.4 percent students never learned Mizo language by reading books or magazines.

It was observed that 28.6 percent students regularly read, 46.8 percent students rarely read and 24.6 percent never read their lessons silently to have an in depth knowledge of the concept.

The table also highlighted that 38.8 percent students regularly correct their mistakes by re-reading the text while 51.4 percent students rarely correct and 9.8 percent students never correct their mistakes by re-reading the text.

The study also found that 15.8 percent students regularly pick out new words and list them down in their notes while reading, whereas 40.4 percent students rarely and 43.8 percent never have a practice of picking out new words and listing them down in their notes while reading.

With regard to analysis of poems based on their comprehension of the text, 38.6 percent students regularly, 43.8 percent students rarely and 17.6 percent never analyze the lines and stanzas of poems to express and test their reading comprehension.

4.4.4 Learning practices of secondary school students for the development of writing skill in Mizo language

Findings related to the study of the learning practices of secondary school students' for the development of writing skill in Mizo language are shown in Table No.4.94.

Table 4.94

Learning practices of secondary school students for the development of writing skill in Mizo language

S/N	Writing Skill	Regularly	Rarely	Never
1	I do my assignment by copying from the textbook.	157 (31.4%)	298 (59.6%)	45 (9%)
2	I choose a topic on essay/article/short story for practice to improve my writing skill.	54 (10.9%)	201 (40.2%)	245 (49%)
3	I review and revise my written work and correct the mistakes.	277 (55.4%)	184 (36.8%)	39 (7.8%)
4	I ask my teachers to correct my writing and provide feedback.	67 (13.4%)	200 (40%)	233 (46.6%)
5	I use to make notes from my own understanding of the lessons.	222 (44.4%)	223 (44.6%)	55 (11%)
6	I use to write down Bible verses to practice and improve my writing skill.	55 (11%)	185 (37%)	260 (52%)

The table showed that 31.4 percent students regularly did their assignments by copying from the textbook while 59.6 percent students rarely and 9 percent students never take up the task of completing an assignment by copying from textbooks

It was also observed that 10.9 percent students regularly choose a topic on essay/article/short story for practice to improve their writing skill while 40.2 percent students rarely and 49 percent students never follow such a practice.

The finding also showed that 55.4 percent students regularly review and revise their written work and correct their mistakes while 36.8 percent students rarely and 7.8 percent students never review, revise or correct their written work.

The study also found that 13.4 percent students regularly asked their teachers to correct their writing and provide feedback while 40 percent students rarely asked and 46.6 percent students never asked their teachers to correct their writing.

It was also found that 44.4 percent students regularly made notes from their own understanding of the lessons while 44.6 percent students rarely and 11 percent students never prepare their own notes.

Less number of students i.e. 11 percent regularly write down Bible verses to practice and improve their writing skill, whereas 37 percent students rarely and majority of the students i.e. 52 percent never write down Bible verses to practice and improve their writing skill.

4.4.5 Learning practices of grammar and vocabulary in Mizo language by secondary school students

Findings related to the study of the learning practices of grammar and vocabulary in Mizo language by secondary school are shown in Table No.4.95

Table 4.95

Learning practices of grammar and vocabulary by secondary school students in Mizo language

S/N	Grammar and Vocabulary	Regularly	Rarely	Never
1	I practice construction of sentences by using new words.	69 (13.8%)	224 (44.8%)	207 (41.4%)
2	I try to find out the synonyms of the new words we have learned.	89 (17.8%)	227 (45.4%)	184 (36.8%)
3	I try to find out the antonyms of the new words we have learned.	82 (16.4%)	228 (45.6%)	190 (38%)
4	I just memorize vocabularies given in the textbook without knowing the usage.	76 (15.2%)	214 (42.8%)	210 (41%)
5	I just memorize idioms and phrases given in the textbook without knowing the usage.	64 (12.8%)	156 (31.2%)	280 (56%)
6	I use rote learning method for learning Mizo grammar without comprehending its usage.	47 (9.4 %)	176 (35.2%)	277 (55.4%)

The finding showed that 13.8 percent students regularly construct sentences using new words learnt while 44.8 percent students rarely and 41.4 percent never construct any sentences using newly learnt words.

It was also observed that 17.8 percent students regularly find out the synonyms of the new words they have learned while 45.4 percent students rarely and 36.8 percent students never search for synonyms of the new words learnt.

Similarly, 16.4 percent students reported that they regularly find out the antonyms of the new words they have learned while 45.6 percent students rarely and 38 percent students never search for antonyms of the new words learnt.

The table also highlighted that 15.2 percent students regularly just memorized vocabularies given in the textbook without knowing the usage while 42.8 percent rarely just memorized vocabularies and 41 percent students never just memorized without knowing the usage.

A small number of students i.e. 12.8 percent regularly just memorized idioms and phrases given in the textbook without knowing the usage while 31.2 percent students rarely just memorized it and 56 percent students never just memorized without knowing the usage.

It was also observed that 9.4 percent students regularly used rote learning method for learning Mizo grammar without comprehending its usage, whereas 35.2 percent students rarely learned using rote memorization while 55.4 percent students never learnt by using this method.

Discussion:

The findings showed that students' listening skills in Mizo were rarely practiced which could be due to less exposure, weak learning habits, and cultural influences. Many students preferred English, Korean or other language and rarely engaged with Mizo songs and they often hesitated to ask questions that could be because of shyness or fear of mistakes. Moreover, their limited use of note-taking and summarizing could be due to a dependence on rote learning rather than active listening.

In speaking skills, many students were found to joined group discussions occasionally which could be due to low confidence, fear of making mistakes, or insufficient teacher support. The less use of audio recording for self-assessment reflected limited awareness, poor access to devices, or lack of teacher guidance. Students also rarely prepared topics for speaking practice which shows a reliance on teacher-led instruction; however, they prepared well when tasks were formally assigned by teachers, indicating that assigned activities motivate them more than self-practice.

In reading skill, the findings showed that students frequently practiced stress, intonation, and pronunciation, which reflected the classroom focus on oral reading and accuracy as shown from the response of teachers as well as students from FGD. However, limited use of printed materials such as books and magazines could be due to a lack of resources or a preference for digital media. Only few students engaged in silent reading for understanding, which may be influenced by exam-oriented systems that prioritize memorization. The finding of many of the students never take initiative for vocabulary building could be due to low emphasis on vocabulary in classrooms.

The finding of writing skill practices among learners showed that creative writing tasks were rarely practiced. The plausible reason for this could be due to low confidence or teachers' preference for textbook-based exercises. However, many students regularly revised their written work which could be due to the strict teacher monitoring as seen from the FGD. It was observed that large number of students

never ask for feedback, which could be due to shyness or fear of criticism or due to the good performance of students. Learning practices related to grammar and vocabulary showed that some students learned idioms and phrases in meaningful ways, probable due to teacher guidance or specific language activities. However, most of the students rarely search for the antonyms or synonyms to enrich their vocabulary as it was also found from FGD that the teacher also stressed less on it, this shows that vocabulary is less emphasis when it comes to teaching and learning of Mizo language.

CHAPTER-V

**ANALYSIS AND INTERPRETATION (MIZO
LANGUAGE COMPETENCY TEST OF
SECONDARY SCHOOL STUDENTS IN
MIZORAM)**

CHAPTER-V
ANALYSIS AND INTERPRETATION
(MIZO LANGUAGE COMPETENCY TEST OF SECONDARY SCHOOL
STUDENTS IN MIZORAM)

This chapter focuses on examining and explaining the collected information. The process involves using statistical methods to summarize, illustrate, and assess the information, while the explanation provides clarity on the tabular results. In this study, the examination and explanation aim to assess the gathered information through suitable statistical tools and present meaningful insights that help in verifying the hypotheses, as well as establishing the conclusions, relevance, and implications of the results.

The data were collected from 62 government and private schools affiliated to Mizoram Board of Secondary Education (MBSE) and 8 schools affiliated to Central Board of Secondary Education (CBSE) across 6 districts in Mizoram namely; Aizawl, Lunglei, Serchhip, Champhai, Kolasib and Mamit.

Mizo language competency test was conducted among the secondary school students from schools affiliated to MBSE and CBSE and the difference was computed by using t-test. Further, Pearson co-efficient of correlation was calculated to find out the relationship between students' Mizo language competency and their academic achievement in Math, Science and English subject.

The findings of the study are presented in the present chapter in accordance with the objectives stated in chapter I as follows:

- 5.1.0. To construct and standardize Mizo Language Competency Test for secondary school Students in Mizoram.
- 5.2.0. To find out the level of Mizo language competency of secondary school students in Mizoram.
- 5.3.0. To compare the Mizo language competency of secondary school students in Mizoram with respect to gender.
- 5.4.0. To compare the Mizo language competency of secondary school students in Mizoram with respect to type of school management.

5.5.0. To compare the Mizo language competency of secondary school students in Mizoram with respect to board of examination.

5.6.0. To find out the relationship between Mizo language competency of secondary school students and their achievement in Science subject.

5.7.0. To find out the relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.

5.8.0. To find out the relationship between Mizo language competency of secondary school students and their achievement in English subject.

5.1.0. Objective No.5: To construct and standardize Mizo Language Competency Test for secondary school students in Mizoram.

Upon reviewing existing instruments intended to assess Mizo language competency among secondary school students, the researcher found that none adequately addressed the unique requirements of the present investigation. Therefore, a new measurement scale was constructed to more accurately reflect the objectives of the study. The subsequent section details the procedures involved in the construction and validation of this newly developed tool.

1. **Selection of Item:** A comprehensive review of literature related to language studies was conducted; however, it was noted that no prior research specifically addressed the focus of the present investigation. However, a study by Ramhlupuii (2025) on Mizo language competency among higher secondary students in Mizoram was identified and served as a foundational reference for structuring the dimensions of the current assessment. Given the nature of the investigation as a competency-based evaluation, the test items were formulated with reference to the syllabi of both MBSE and CBSE boards. The scale was structured from the following dimensions: reading comprehension (11 items), idioms and phrases (5 items), prefixes and suffixes (6 items), punctuation (5 items), parts of speech (9 items), mood forms (6 items), choose the correct sentence (5 items), knowledge of Mizo history (6 items), synonyms (5 items), antonyms (4 items), and meaning of poetic words (5 items). In total, the instrument comprised 67 items, with each

dimension contributing a distinct number of items. A scoring rubric was developed, assigning one point for each correct response and zero for incorrect answers.

2. **Editing of Items:** A preliminary version of the instrument was meticulously prepared and subsequently reviewed by eight (8) subject matter experts specializing in the Mizo language. The draft tool was also submitted to the Mizo Language Development Board and the Mizo Grammar Society for further evaluation. Experts were requested to provide their feedback based on a five-point scale, where 5 indicated "To a great extent," 4 "To a considerable extent," 3 "To a moderate extent," 2 "To a least extent," and 1 "Not at all." Upon collection of the feedback, it was observed that all experts rated the tool at level 5, indicating strong approval. However, discrepancies emerged in the opinions and interpretations regarding certain items from the experts. In order to resolve these differences and ensure consistency, reference was made to *Mizo Tawng Ziah Dan* (Fourth Edition, 2022), a standardized grammar guide developed by the Mizo Language Committee and published by the Mizoram Board of School Education. This reference served as the final authority in determining the appropriateness and accuracy of the content in the assessment tool.
3. **Pilot Study:** A pilot administration of the test, which consisted of 67 items, was conducted on a randomly selected sample of 120 secondary school students under the direct supervision of the researcher. Clear instructions were provided verbally to the participants and also presented on the cover page of the test booklet. Participants were instructed to respond to each item with due attention and care. Upon completion, all test booklets were collected and scored using a predefined scoring key. Out of the 120 responses received from the administered test, only 100 were deemed valid, as these participants had completed all items; the remaining 20 responses were excluded due to incompleteness. Following the scoring process, the test booklets were arranged in descending order based on total scores obtained. For the purpose of item analysis, only the top 27 percent and the bottom 27 percent of the

respondents were selected, while the remaining middle group was excluded from this phase of analysis.

4. **Item Analysis:** For item analysis, the investigator computed the Index of Item Difficulty and an Index of Item Discrimination by adopting the following procedures given by Sharma (2021), Associate Professor of English, Nepal.

Table 5.1

Discrimination Index given by Sharma (2021)

S/N	Discrimination Index	Evaluation of Item	Recommendation
1	Negative	Worst/defective item	Definitely Discard
2	<0.20	Not discriminating item, marginal item	Revise/Discard
3	0.20-0.29	Moderately discriminating, fair item	Retain
4	0.30-0.39	Discriminating item, good item	Retain
5	> 0.40	Very discriminating, very good item	Retain

- i) An index of Item Discrimination: It was computed by using the formula:

$$\text{Discrimination Index (DI)} = 2 * (\text{high score} - \text{low score}) / n \text{ (total number of items)}$$
or $2(RH - RL)/N$.

$$DI = 2 * 17 - 12 / 67$$

$$DI = 0.33$$

By adopting this procedure, Index of discrimination for each item of the test was computed and the items falling within 0.20 to > 0.40 index of difficulty were kept in the final draft of the test as shown in table:

Table 5.2**Index of item Discrimination for each Item of Mizo Language Competency Test**

Item no	DI	Item no	DI	Item no	DI
1	0.33	24	0.49	47	0.41
2	0.30	25	0.22	48	0.33
3	0.41	26	0.03*	49	0.49
4	0.30	27	0.30	50	0.33
5	0.34	28	0.44	51	0.44
6	0.44	29	0.40	52	0.41
7	0.26	30	0.03*	53	0.28*
8	0.22	31	0.22	54	0.30
9	0.33	32	0.56	55	0.37
10	0.26	33	0.26	56	0.46
11	0.39	34	0.33	57	0.03*
12	0.16*	35	0.30	58	0.14*
13	0.16*	36	0.27	59	0.52
14	0.81	37	0.22	60	0.50
15	0.80*	38	0.25	61	0.30
16	0.65	39	0.26	62	0.20
17	0.33	40	0.30	63	0.31
18	0.48	41	0.41	64	0.07*
19	0.31	42	0.52	65	0.16*
20	0.40	43	0.22	66	0.61
21	0.33	44	0.25	67	0.59
22	0.30	45	0.44		
23	0.40	46	0.44		

Note: * The items with the asterisk were discarded, and the rest were retained.

- j) An index of Item for Difficulty Value (DF: It was computed by using the formula:

High score + low score/ total number of items or $RH+RL/N$

DF= $17+12/67$

DF=0.43

By adopting this procedure, Index of Difficulty Value for each item of the test was computed and the items falling within 0.20 to 0.89 index of difficulty were kept in the final draft of the test as shown in table:

Table 5.3

Table for Difficulty Index given by Sharma (2021)

S/N	Difficulty Index	Evaluation of Item	Recommendation
1	<0.20	Most difficult	Discard
2	0.20-0.39	Difficult	Retain
3	0.40-0.59	Moderately difficult	Retain
4	0.60-0.70	Moderately Easy	Retain
5	0.80-0.89	Easy	Retain
6	>0.90	Easiest	Discard

Table 5.4

Index of Difficulty Value for each Item of Mizo Language Competency Test

Item no	DF	Item no	DF	Item no	DF
1	0.43	24	0.54	47	0.70
2	0.51	25	0.74	48	0.75
3	0.82	26	0.07*	49	0.66
4	0.41	27	0.59	50	0.56
5	0.52	28	0.56	51	0.72
6	0.63	29	0.59	52	0.76
7	0.20	30	0.09*	53	0.11*
8	0.74	31	0.85	54	0.74
9	0.83	32	0.43	55	0.69
10	0.50	33	0.80	56	0.87
11	0.30	34	0.61	57	0.15*
12	0.07*	35	0.67	58	0.16*
13	0.05*	36	0.37	59	0.70

14	0.41	37	0.81	60	0.57
15	0.13*	38	0.85	61	0.33
16	0.50	39	0.39	62	0.69
17	0.80	40	0.81	63	0.33
18	0.64	41	0.80	64	-0.07*
19	0.69	42	0.67	65	0.11*
20	0.63	43	0.89	66	0.29
21	0.56	44	0.80	67	0.22
22	0.58	45	0.80		
23	0.87	46	0.60		

Note: * The items with the asterisk were discarded, and the rest were retained.

For the purpose of item analysis, the discrimination index was computed initially, followed by the calculation of the difficulty index. Out of the 67 items included in the pilot test, 10 items were eliminated based on the results of the analysis, resulting in the retention of 57 items for the finalized version of the instrument. Specifically, items numbered 15 and 53 were excluded due to their classification under the "most difficult" category, as indicated by the difficulty index table. The remaining discarded items were removed based on poor performance on both the discrimination and difficulty indices.

The finalized version of the tool comprised items distributed across the dimensions as follows: 11 items for reading comprehension, 2 items for idioms and phrases, 6 items for prefixes and suffixes, 4 items for punctuation, 8 items for parts of speech, 6 items for mood forms, 5 items for choose the correct sentence, 5 items for knowledge of Mizo history, 3 items for synonyms, 4 items for antonyms, and 3 items for meanings of poetic words.

Table 5.5

Distribution of Items in Mizo Language Competency Test for Secondary school Students

Sections	Types of Items	No. of Questions	Percentage
1	Multiple Choices	11	19.29
2	Multiple Choices	2	3.50
3	True or False	6	10.52
4	Multiple Choices	4	7.01
5	Multiple Choices	8	14.03
6	True or False	6	10.52
7	True or False	5	8.77
8	Multiple Choices	5	8.77
9	Multiple Choices	3	5.26
10	Multiple Choices	4	7.01
11	Multiple Choices	3	5.26

Scoring: The scoring for each item in all the eleven (11) sections were done using the following procedure given in table 5.6

Table 5.6

Distribution of Scores for each Item in Mizo Language Competency

Sections	Types of Items	No. of Questions	Score
1	Multiple Choices	11	1
2	Multiple Choices	2	1
3	True or False	6	1
4	Multiple Choices	4	1
5	Multiple Choices	8	1
6	True or False	6	1
7	True or False	5	1
8	Multiple Choices	5	1
9	Multiple Choices	3	1
10	Multiple Choices	4	1
11	Multiple Choices	3	1

The sum of the score for the test can range from 0 to 57 indicating the least to the highest level of Mizo language competency.

5. **Reliability:** Reliability pertains to the degree to which an assessment instrument yields consistent and stable results over repeated applications. In the context of standardized measurement tools, reliability is fundamental to ensuring the trustworthiness and validity of the results obtained. To evaluate the reliability of the constructed scale, a re-administration was carried out involving a sample of 100 secondary school students from Mizoram. The investigator employed suitable statistical procedures to assess the reliability of the instrument, as outlined in the following section.

Test-retest method

To assess the reliability of the scale, the test-retest method was employed. During the initial administration, the scale was distributed to a sample of 100 secondary school students in Mizoram. After two weeks, the same instrument was re-administered to the identical sample. This time gap was intended to reduce the impact of short-term memory and to provide a more accurate evaluation of the instrument's temporal stability.

The analysis produced a correlation coefficient of 0.72, reflecting a high degree of reliability and demonstrating statistical significance at the 0.01 level. The students' scores from both the initial and follow-up administrations are presented in Table 5.7, while Table 5.8 displays the reliability coefficient, computed using Pearson's Product Moment Correlation.

Table 5.7

Scores of Students on the Test and Retest

Sl. No	Scores on first test	Scores on retest	Sl. No	Scores on first test	Scores on retest
1	35	39	51	27	29
2	43	43	52	26	29
3	37	36	53	31	32

4	41	40	54	40	44
5	31	28	55	39	41
6	43	39	56	36	39
7	32	37	57	30	37
8	30	31	58	49	47
9	45	46	59	37	46
10	40	46	60	38	42
11	47	46	61	39	42
12	41	39	62	47	48
13	46	47	63	29	36
14	36	33	64	34	32
15	37	45	65	38	48
16	39	39	66	38	39
17	38	40	67	30	35
18	44	39	68	41	45
19	38	41	69	35	34
20	46	43	70	28	31
21	30	36	71	38	35
22	40	41	72	32	31
23	36	40	73	36	28
24	36	44	74	31	43
25	34	30	75	35	40
26	24	24	76	45	44
27	36	36	77	38	43
28	24	44	78	38	43
29	34	38	79	42	45
30	34	39	80	25	33
31	39	39	81	23	29
32	43	48	82	34	38
33	39	47	83	39	38
34	40	40	84	33	31

35	41	40	85	34	35
36	43	43	86	39	38
37	24	31	87	33	34
38	34	27	88	39	44
39	41	38	89	29	34
40	33	35	90	36	34
41	34	37	91	41	43
42	41	42	92	34	32
43	37	42	93	29	30
44	31	34	94	44	46
45	29	38	95	44	46
46	40	45	96	34	37
47	31	34	97	31	38
48	44	43	98	36	41
49	33	26	99	30	26
50	40	39	100	36	31

Table 5.7 presents the test and retest scores of secondary school students, while Table 5.8 reports the reliability coefficient, reflecting the correlation between the two sets of scores.

Table 5.8

Correlation between Test and Retest

Categories	Test	Retest
Test	1	.721**
Retest	.721**	1

**** means significant at 0.01 level.**

6. Establishment of Validity

In the process of scale standardization, establishing validity is essential for determining the instrument's accuracy, relevance, and overall utility. An initial draft

of the instrument was systematically developed and submitted for expert evaluation to eight (8) professionals with specialization in the Mizo language. Additionally, the draft was forwarded to the Mizo Language Board and the Mizo Grammar Society for comprehensive appraisal. Experts were asked to assess the tool using a five-point rating scale: 5 signifying "To a great extent," 4 "To a considerable extent," 3 "To a moderate extent," 2 "To a least extent," and 1 "Not at all."

Upon reviewing the feedback, it was noted that all evaluators assigned the highest rating of 5, reflecting a strong endorsement of the instrument. However, variations in expert opinions emerged concerning specific items within the tool. To address these inconsistencies and uphold content uniformity, the *Mizo Tawng Ziah Dan* (Fourth Edition, 2022), authored by the Mizo Language Committee and published by the Mizoram Board of School Education, was utilized as the definitive reference. This source provided authoritative guidance in finalizing the accuracy and appropriateness of the assessment items.

7. Norms and Interpretation of the scale

To establish the norms for interpreting the scale, the investigator converted the raw score into z-score and then converts the standard score into stanine score. The first three stanine grade 1, 2 and 3 indicates low competency, the 4th, 5th and 6th stanine indicates average competency while grade 7th, 8th and 9th indicates high language competency in Mizo wherein the table of stanine was presented below:

Table 5.9

Stanine Score

Stanine	z-score
1	-1.75 and below
2	-1.75 to -1.25
3	-1.25 to -0.75
4	-0.75 to -0.25
5	-0.25 to +0.25
6	+0.25 to +0.75
7	+0.75 to +1.25
8	+1.25 to +1.75
9	+1.75 and above

Table 5.10**Norms and Interpretation of the Mizo Language Competency Test**

Stanine	Z-score	Range of Score	Distribution of Respondents (Out of 500)	Level	Percentage
1	-1.75 and below	13- 20	11	Low Language Competency	24.2
2	-1.75 to -1.25	21- 24	45		
3	-1.25 to -0.75	25 - 28	65		
4	-0.75 to -0.25	29 - 31	84	Average Language Competency	54.4
5	-0.25 to +0.25	32 - 35	99		
6	+0.25 to +0.75	36 - 39	89		
7	+0.75 to +1.25	40 - 42	43	High Language Competency	21.4
8	+1.25 to +1.75	43 - 46	46		
9	+1.75 and above	47 - 57	18		
Total			500		100

Interpretation of the norms:

- Scores that come between ranges of 13-28 indicates low in Mizo language competency.
- Scores ranging from 29-39 indicates average in Mizo language competency.
- Scores that fall between ranges of 40-57 indicates high in Mizo language competency.

5.2.0. Objective No.6: To investigate the level of Mizo language competency of secondary school students in Mizoram.

The level of Mizo language competency of secondary school students in Mizoram was analysed using simple percentage. A comprehensive report of the result showing the level of Mizo language competency of secondary school students in Mizoram as a whole is shown in the following table:

Table 5.11

Level of Mizo language competency of secondary school students in Mizoram

Level of Competency	Number of Student(n=500)	percentage
High Competency	107	21.4
Average Competency	272	54.4
Low Competency	121	24.2

From the above table 5.11, it was observed that out of 500 secondary school students in Mizoram, 21.4 percent have high language competency in Mizo whereas 54.4 percent students have average level of language competency, 24.2 percent students fall under low competency in Mizo language.

Discussion:

The findings showed that students' competency in the Mizo language can be influenced by school boards, available resources, and social environments. Overall, more than half of the students fall into the average level which is in line with the findings of Ramhlupui et al. (2023) while fewer achieve high competency, suggesting that Mizo is often treated as less important than subjects like English, Mathematics, or Science. This outcome is somewhat satisfactory, as most students fall within the average range, yet it is generally expected that learners would show stronger skills in their mother tongue or first language and perform better at their current level. The reasons for this result are not clearly known, but several factors may contribute. These include the teaching methods used by teachers, the limited time allocated for Mizo in the school timetable, and the fact that English is the main

medium of instruction in high schools, leaving Mizo as the only subject where students can develop their mother-tongue skills. Students' own learning styles and interest level toward Mizo may also play a role, as many adolescents today place greater value on English, which can lead to neglect of their native language. Family environment is another possible factor, since many parents now prefer to use a second language at home, reducing opportunities for children to practice Mizo and thereby weakening their competency.

5.3.0. Objective No.7: To compare the Mizo language competency of secondary school students in Mizoram with respect to gender.

The Mizo language competency of secondary school students in Mizoram was compared with respect to gender. For this, comparison was made by percentage and *t*-test. Hence, the mean and standard deviation of the scores were obtained and the mean difference was tested by applying *t*-test. Thus, percentage comparison was shown in table 5.12 and the *t*-test comparison was shown in table 5.13.

5.3.1. Difference between the Level of Mizo Language Competency among male and female secondary school students.

Table 5.12

Level of Mizo language Competency between male and female secondary school students

Level of Competency	Male	Female
High Competency	34(14.7%)	73(27.14%)
Average Competency	124(53.7%)	148(55.01%)
Low Competency	73(31.6%)	48(17.9%)
Total	231	269

The above table 5.12 reveals that out of 231 male secondary school students, 14.7 percent have high competency in Mizo language while 27.14 percent female students fall under high competency. It was also found that 53.7 percent male

students have average competency while 55.01 percent of female students have average language competency in Mizo. It was further discovered that 31.6 percent male students have low competency whereas 17.9 percent of female students fall under low competency in Mizo language.

5.3.2. Comparison of Mizo Language Competency between male and female secondary school students.

H₀₁: There is no significant difference in the Mizo language competency of male and female secondary school students in Mizoram

Table 5.13

Comparison of Mizo Language Competency between male and female secondary school students

Gender	No. of Students	Mean	SD	SE _D	df	t-value	Significant level
Male	231	31.931	7.161	.443	498	4.669	0.01
Female	269	34.955	7.273				

A perusal of the result vide table 5.13 shows the difference between the Mizo language competency of male and female secondary school students in Mizoram. Out of 231 male students, the mean score is 31.931 and standard deviation is 7.161 while the mean score of female students is 34.955 and standard deviation is 7.273 respectively. The standard error of deviation (SE_D) shown in the table is .443 in which the degrees of freedom is 498, and the calculated 't' value is 4.669.

Since the calculated 't' value is greater than the critical 't' value at 0.01 level, it can be concluded that there is significant difference in the Mizo language competency of male and female secondary students. Hence, the null hypothesis (No.1.) that assumes that, "There is no significant difference in the Mizo language competency of male and female secondary school students in Mizoram" is rejected since the two groups differed significantly at 0.01 level of confidence. A comparison of their mean score shows that the mean score of female students is higher than the mean score of male students. Thus, the result indicates that female secondary school

students have higher Mizo language competency than the male secondary school students.

Discussion:

The finding that female students performed better in Mizo language than male students is contradict with the findings of Ramhlupuii et al. (2023) who found that there is no significant difference between the two. However, the reason behind the present finding can be understood through social, psychological, and educational factors. Girls are often seen as more disciplined, attentive, and hardworking in school, which supports better outcomes in subjects like language that require practice, memorization, and focus. They may also be more engaged in reading, writing, and expressive activities, which are important for building strong language skills. In Mizoram, cultural expectations may give girls more opportunities to use Mizo at home and in the community, while boys may spend more time in outdoor or non-academic activities. Motivation may also play a role, as female students often showed greater interest in excelling in all subjects, including Mizo, while male students may give more importance to subjects like English, Mathematics, or Science, which are linked to careers. The school setting may also contribute, as girls tend to be more collaborative in the classroom and participate actively in discussions and question-and-answer sessions, which helped strengthen their language skills.

5.4.0. Objective No.8: To compare the Mizo language competency of secondary school students in Mizoram with respect to type of school management.

The Mizo language competency of secondary school students in Mizoram was compared with respect to type of management. For this, comparison was made by percentage and *t*-test. Hence, the mean and standard deviation of the scores were obtained and the mean difference was tested by applying *t*-test. Thus, percentage comparison was shown in table 5.14 and the *t*-test comparison was shown in table 5.15.

5.4.1. Difference between the level of Mizo Language Competency among government and private secondary school students.

Table 5.14

Level of Mizo language competency of government and private secondary school students

Level of Competency	Government	Private
High Competency	30 (11%)	77 (33.6%)
Average Competency	158 (58.3%)	114 (49.8%)
Low Competency	83 (30.6%)	38 (16.6%)
Total	271	229

The above table 5.14 shows that out of 271 government secondary school students, 11 percent have high competency in Mizo language while out of 229 private school students, 33.6 percent fall under high competency. It was also observed that 58.3 percent government school students have average competency while 49.8 percent students from private have average competency. It was also found that 30.6 percent students from government school fall under low competency whereas 16.6 percent students from private school have low competency in Mizo language.

5.4.2. Comparison of Mizo Language Competency between government and private secondary school students.

Ho2: There is no significant difference in the Mizo language competency of government and private secondary school students in Mizoram

Table 5.15

Comparison of Mizo Language Competency between government and private secondary school students

Type of Management	No. of Students	Mean	SD	SE _D	df	t-value	Significant level
Government	271	31.520	6.331	.515	498	7.046	0.01
Private	229	35.969	7.787				

The above table 5.15 presents a comparison of Mizo language competency between government and private secondary school students. The mean score for 271 students from government schools is 31.520 with a standard deviation of 6.331, whereas private school students have a mean score of 35.969 and a standard deviation of 7.787. The standard error of the difference (SE_D) is reported as 0.515, with degrees of freedom equal to 498. The calculated t -value for this comparison is 7.046.

The analysis revealed that the calculated t -value of 7.046 exceeds the critical t -value at the 0.01 significance level, indicating a statistically significant difference in Mizo language competency between government and private secondary school students. As a result, the null hypothesis stating that, "There is no significant difference in the Mizo language competency of government and private secondary school students in Mizoram" is rejected. A comparison of the mean scores further show that private school students have a higher score than their government school counterparts, suggesting that students from private schools demonstrate higher competency in the Mizo language.

Discussion:

The finding of the present study is contrast with the finding of Ramhlupuii et al. (2023) where government school students have higher competency in her research. The finding of the present research, the higher Mizo language competency among private school students compared to government school students can be contributed by several factors. Private schools are run and managed by individual where they can have opportunities to often provide better facilities, smaller class sizes, and more teaching materials, which in turn allowed teachers to give individual attention and deliver more effective instruction. Teachers in private schools may also have stronger training or face greater accountability because of higher expectations from parents and school management. On the other hand, government schools, though more widespread, may often struggled with over-crowded classrooms, limited resources, and less monitoring, which weakened the quality of Mizo subject teaching. No specific teacher for Mizo subject in government school can also be a contributing factor where senior teachers who are not ready to adapt and adjust themselves mainly taken up the said subject. Socio-economic background is also

another important factor, as many private school students mainly came from families that can offer support at home through access to books, tutoring, and a suitable study environment. Parents of private school students may also place greater value on education and encourage the proper use of Mizo, reinforcing what is taught in class. In addition, private schools are more likely to use interactive methods such as discussions and presentations, which strengthen language skills, while government schools appear to be depended on rote learning due to exam pressure and resource shortages. Thus, these factors can be the conditions why private school students generally performed better in Mizo language competency than government school students.

5.5.0. Objective No.9: To compare the Mizo language competency of secondary school students in Mizoram with respect to board of examination

The Mizo language competency of secondary school students in Mizoram was compared with respect to board of examination. For this, comparison was made by percentage and *t*-test. Hence, the mean and standard deviation of the scores were obtained and the mean difference was tested by applying *t*-test. Thus, percentage comparison was shown in table 5.16 and the *t*-test comparison was shown in table 5.17.

5.5.1. Difference between the level of Mizo Language Competency among MBSE and CBSE secondary school students.

Table 5.16

Level of Mizo language competency of MBSE and CBSE secondary school students

Level of Competency	MBSE	CBSE
High Competency	104 (22.5%)	3 (8.1%)
Average Competency	261 (56.4%)	11 (29.7%)
Low Competency	98 (21.1%)	23 (62.2%)
Total	463	37

A perusal of the result vide table 5.16 shows that 22.5 percent students from MBSE fall under high competency out of 463 total students whereas, out of 37 CBSE school students, 8.1 percent fall under high competency in Mizo language. It was also discovered that 56.4 percent of MBSE students have average competency while 29.7 percent of CBSE secondary school students have average level of competency. It was also observed that 21.1 percent of MBSE and 62.2 percent CBSE schools students have low level of competency in Mizo language.

5.5.2. Comparison of Mizo Language Competency between MBSE and CBSE secondary school students.

H₀₃: There is no significant difference in the Mizo language competency of MBSE and CBSE secondary school students in Mizoram

Table 5.17

Comparison of Mizo Language Competency of MBSE and CBSE secondary school students

Board of Examination	No.of Students	Mean	SD	SE _D	df	t-value	Significant level
MBSE	463	34.022	7.236	.336	498	5.099	0.01
CBSE	37	27.757	6.606				

As indicated in the table, a comparative analysis was conducted to assess the difference in Mizo language competency between students from the MBSE and CBSE boards. The data reveal that among the 463 students from MBSE schools, the mean score is 34.022 with a standard deviation of 7.236, whereas students from CBSE schools have a mean score of 27.757 and a standard deviation of 6.606. The standard error of difference (SED) is reported as 0.336, with degrees of freedom (*df*) equal to 498 and the calculated *t*-value for this comparison is 5.099.

The analysis indicates that the obtained *t*-value of 5.099 is greater than the critical value at the 0.01 significance level, demonstrating a statistically significant difference in Mizo language proficiency between secondary school students of MBSE and CBSE schools. Consequently, the null hypothesis stating that "There is no significant difference in the Mizo language competency of MBSE and CBSE

secondary school students in Mizoram" is rejected. Comparison of the mean scores reveals that MBSE students achieved a higher score than their CBSE counterparts. This finding suggests that students under the MBSE board exhibit better competency in the Mizo language compared to those under the CBSE board.

Discussion:

It was observed that students from MBSE exhibit higher competency than students from CBSE. The reason behind this finding can be explained by differences in curriculum focus, exposure, and language environment. MBSE, as the state board of Mizoram, likely placed stronger emphasis on Mizo by making it a compulsory subject and integrating it more deeply into the curriculum. In contrast, CBSE, as a national-level board, may give more importance to subjects like English, Hindi, Mathematics, and Science, while regional languages received less attention. Thus, this can be resulted in less classroom time, fewer resources, and weaker assessment practices for Mizo, which reduces students' motivation to study the subject. It can also be due to the finding where many of the teachers lacked of knowledge in designing exercises to be given for developing four language skills.

MBSE schools, especially those in rural and semi-urban areas, are also situated in environments where Mizo is widely spoken; giving students more chances to practice the language outside the classroom. Moreover, there can be so many disadvantages in taking up the said subject by senior teachers, but, on the other hand, it can also be an advantage as they have so many experiences in teaching which results in the outcome of the students' learning. On the other hand, CBSE schools are located in urban areas, where English dominates daily communication, reducing students' use of Mizo and weakening their proficiency over time. Furthermore, although teachers from both boards are trained, differences in teaching experience and curriculum delivery may also contribute to lower competency levels among CBSE students. From the challenges faced by CBSE, lack of subject mastery and lack of sufficient Mizo subject teachers were highlighted 'to some extent'. Therefore, curricular, cultural, and institutional differences could be contributing factors on why MBSE students demonstrated higher Mizo language competency than their CBSE counterparts.

5.6.0. Objective No.10: To find out the relationship between Mizo language competency of secondary school students and their achievement in Science subject.

Ho4: There is no significant relationship between Mizo language competency of secondary school students and their achievement in science subject

The relationship of Mizo language competency of secondary school students and their achievement in Science subject was calculated and tested by using Pearson product moment correlation in which the result are presented below:

Table 5.18

Relationship of Mizo language competency and achievement of Science subject

Categories	Language Competency	Science Subject
Language Competency	1	.340**
Science Subject	.340**	1

Significant at 0.01 level of confidence

The findings show a noticeable but weak positive link between students' language competency in Mizo and their performance in Science among secondary school students in Mizoram ($r = .340$, $p < 0.01$). Therefore, the null hypothesis that 'There is no significant relationship between Mizo language competency of secondary school students and their achievement in science subject' is rejected at 0.01 level of significance.

Discussion:

The small but positive link between Mizo language competency and students' performance in Science can be understood through the role of language specifically mother tongue as the base for learning across subjects. Even though Science is usually taught in English, students with stronger Mizo language skills often show better overall language abilities such as comprehension, reasoning, and expression, which can help them understand scientific ideas. Better competency in Mizo can also make it easier for students to follow lessons when teachers use Mizo for clarification,

especially in private schools where bilingual teaching is common. In addition, students who are strong in their mother tongue or first language often perform better in conceptual thinking and problem-solving, which are important in learning abstract subjects like Science. The government of Mizoram also introduced bilingual textbooks in Science subject for classes 9 and 10 so as to help the teachers and students in learning Science and understand the concept better. However, the connection remains weak because Science tests mainly depend on English terms, technical vocabulary, and formula-based problem-solving, which are not directly linked to Mizo language skills.

5.7.0. Objective No.11: To find out the relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.

Ho5: There is no significant relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject

The relationship between Mizo language competency and secondary school students' achievement in Mathematics was examined using the Pearson product-moment correlation coefficient. The result of this statistical analysis is presented below.

Table 5.19

Relationship of Mizo language competency and achievement of Mathematic subject

Categories	Language Competency	Mathematic Subject
Language Competency	1	.4000**
Mathematic Subject	.400**	1

Significant at 0.01 level of confidence

The result in the above table 5.19 reveals a moderate positive relationship between language competency in Mizo and academic achievement in Mathematic subject among secondary school students in Mizoram ($r = .400$, $p < 0.01$). Therefore the null hypothesis that states that, 'There is no significant relationship between Mizo

language competency of secondary school students and their achievement in Mathematic subject' is rejected at 0.01 level of significance.

Discussion:

The moderate positive relationship between Mizo language competency and students' performance in Mathematics can be explained by the important role of mother tongue in understanding mathematical concepts, instructions, and problem-solving. Mathematics is not only about numbers and formulas but also about interpreting word problems, understanding explanations, and following steps, all of which require good language skills. Students who are more competent in Mizo seem to develop stronger reasoning, sequencing, and interpretation skills, which help them in learning Mathematics. In Mizoram, many teachers use both English and Mizo when teaching Mathematics, often using Mizo to explain difficult ideas more clearly; therefore, students with stronger Mizo language skills are belief to understand lessons better. Mizoram government has also taken an initiative and introduced bilingual textbooks for Classes 9 and 10 in the said subject marking it as the first state in India to adopt this approach which clearly shows that Mizo language is important in learning Mathematics for the learners. However, the relationship is only moderate because Mathematics also depends greatly on abstract reasoning and symbols, which are less connected to language compared to subjects like English or Social Science. This means that while Mizo language competency supports understanding and clarity, factors such as numerical ability, regular practice, and knowledge of mathematical symbols are also important in determining overall achievement.

5.8.0. Objective No.12: To find out the relationship between Mizo language competency of secondary school students and their achievement in English subject.

***Ho6:** There is no significant relationship between Mizo language competency of secondary school students and their achievement in English subject*

The connection between Mizo language competency and secondary school students' academic achievement in the English subject was analyzed using the

Pearson product-moment correlation method. The outcomes of this analysis are outlined below.

Table 5.20

Relationship of Mizo language competency and achievement of English subject

Categories	Language Competency	English Subject
Language Competency	1	.305**
English Subject	.305**	1

Significant at 0.01 level of confidence

The data presented in the table indicate a moderate positive correlation between language competency in Mizo and academic performance in the English subject among secondary school students in Mizoram ($r = .305$, $p < 0.01$). Therefore the null hypothesis that states that, ‘There is no significant relationship between Mizo language competency of secondary school students and their achievement in English subject’ is rejected at 0.01 level of significance.

Discussion:

It was also observed that there was a moderate positive relation between Mizo language competency and students’ achievement in English subject. This finding is also backed up by the finding of Noor (2007) who found that higher proficiency in Arabic positively influenced students’ overall performance in English writing. Madriñan (2014) in his research, use of first language in the second-language classroom: a support for second language acquisition also found that students benefit from the use of their native language in the classroom, as it helps them transfer concepts from their first language to the new one. Moreover, Solhi and Büyükyazı (2011) also discovered that students’ first language can serve as a valuable asset in the L2 learning process. Eslit (2019) also observed that there was a slight correlation between the students’ linguistic competence and the influence of their first language in a research “First Languages and its’ impact on the (English) language competency of students: A statistical analysis”.

However, the finding of the present study on the moderate positive correlation between the two can be explained by the interdependence of language skills, where strength in one language supports learning another. Students who are proficient in Mizo often develop strong basic skills in reading, writing, listening, and speaking, which can be transferred to English. This reflected that comprehension, vocabulary growth, and grammar awareness in the first language creates a foundation for learning a second language. Teachers might also frequently use Mizo to explain English grammar, vocabulary, and texts, allowing students with higher Mizo skills to learn English more effectively. However, the link is only moderate because learning English also requires separate exposure, consistent practice, and cultural understanding, which are not fully connected to Mizo. Thus, while strong Mizo competency provides a valuable base, success in English also depends on factors such as access to English media, quality teaching, and opportunities for practice.

CHAPTER-VI
MAJOR FINDINGS, RECOMMENDATIONS,
SUGGESTIONS AND CONCLUSION

CHAPTER-VI

MAJOR FINDINGS, RECOMMENDATIONS, SUGGESTIONS AND CONCLUSION

In this chapter, major findings based on different objectives have presented below followed by discussions wherein the plausible reasons or the reasons behind such findings were discussed. Moreover, suggestions and recommendations for the improvement of Mizo as a subject and language were given to the administrative bodies, textbook makers, schools/teachers, and parents separately based on the findings. The educational implications of the research were also highlighted in this chapter which were believed to be useful for the concerned authority and stakeholders to improve Mizo language. Lastly, suggestions for further studies were provided which could be taken up in future by having an in-depth study or analysis by other researchers to improve, develop and preserve Mizo language followed by the conclusion of the study.

6.1.0 Major findings

6.1.1 Major findings related to the profile of teachers teaching Mizo subject at secondary schools in Mizoram with respect to type of school management and board of examination. (Objective 1)

- i. Majority of the teachers teaching Mizo subject in government schools were female (72.2%) while private schools had more male Mizo subject teachers (51.5%). On the other hand, there were more female teachers teaching Mizo subject in schools affiliated to both CBSE (75%) as well as MBSE (59.6%)
- ii. Majority of the teachers teaching Mizo subject in government schools were post graduate degree holders (56.7%) while private schools had more graduate degree holders (54.5%). On the other hand, majority of the teachers (87.5%) teaching Mizo subject in schools affiliated to CBSE were postgraduates while majority of the teachers in MBSE schools (53.2%) hold graduate degrees.

iii. Only few of the Mizo subject from both government and private schools opted for Mizo/English as their major subject while majority i.e. 62.1 percent from government schools and 54.5 percent from private schools opted for other subjects at the undergraduate level. Similarly, majority of the teachers from MBSE schools (64.5%) also majored in other subjects (not Mizo or English) at the undergraduate level. Contrary to this, majority i.e. 87.5 percent of the teachers teaching Mizo subject in schools affiliated to CBSE opted for Mizo or English at the undergraduate level

iv. Only few of the Mizo subject from both government and private pursued the study of Mizo subject while majority i.e. 67.5 percent from government schools and 66.6 percent from private schools pursued other subjects at the postgraduate level. Similarly, majority of the teachers from MBSE schools (72.5%) also pursued other subjects at the postgraduate level whereas majority of the Mizo subject teachers from schools affiliated to CBSE (75%) opted for Mizo in their postgraduate studies.

v. All the Mizo subject teachers from government schools were trained teachers whereas majority of the teachers from private schools (81.8%) were untrained. With regard to Mizo subject teachers from CBSE and MBSE schools, majority of the teachers from MBSE schools (54.8%) and all the teachers from CBSE schools had undergone professional training.

vi. In terms of experience in teaching, majority of the teachers from both government (54.05%) and private (66.6%) schools were found to have less than 10 years of teaching experience. All the teachers from CBSE schools were also found to have less than 10 years of teaching experience. On the other hand, majority of the teachers from MBSE schools (53.2%) were found to have more than 10 years of teaching experience.

vii. It was found that majority of the Mizo subject teachers from both government (51.3%) and private (87.8%) schools did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. It was also found that majority of the Mizo subject teachers from MBSE (69.3%) schools did not opt for teaching of Mizo as

their pedagogy paper in their B.Ed. studies. Contrary to this, majority of the Mizo subject teachers from CBSE schools (87.5%) were found to have opted for teaching of Mizo as their pedagogy paper in their B.Ed. studies.

viii. Majority of the teachers from government schools (62.1%) have undergone training on language teaching programmes in at least one of the languages i.e. Mizo, English, or Hindi, while majority of the teachers from private schools (66.6%) were deprived of such experience. With regard to teachers from MBSE schools, 50 percent of the teachers underwent language teaching training while the other 50 percent have not gone through such training programmes. On the other hand, majority of the teachers from CBSE schools (62.5%) have not attended any training programme on language teaching courses.

6.1.2 Major findings on pedagogical approaches practiced by Mizo subject teachers of secondary school in Mizoram with respect to type of management and board of examination (Objective 2)

6.1.2. a) Teaching Methods

i. Method for teaching prose lessons:

- Explanation method was the method used by majority of the teachers from government, private, MBSE and CBSE schools for teaching prose lessons.
- The method used the least was task-based teaching method among government school teachers and communicative teaching method among private school teachers.
- The method used the least was task-based teaching method among MBSE school teachers while constructivist method, skill-based teaching method and deductive method were used equally i.e. by 12.5 percent of the teachers from CBSE schools.
- Inductive method was not used by any of the teachers from government, private, MBSE and CBSE schools.

ii. Method for teaching poetry lessons:

- Explanation method was the method used by majority of the teachers from government, private, MBSE and CBSE schools for teaching poetry lessons.
- The method used the least was inductive method among government school teachers and task-based teaching method among private school teachers.
- The method used the least was inductive method among MBSE school teachers while skill-based teaching method, communicative teaching method, task-based teaching method, deductive method and inductive method were used by equal number of teachers i.e. 12.5 percent each by teachers from CBSE schools
- Communicative teaching method was not used by any of the teachers from private schools and constructivist method was not used by any of the teachers from CBSE schools.

iii. Method for teaching grammar lessons:

- Explanation method was the method used by majority of the teachers from government, private, MBSE and CBSE schools for teaching grammar lessons.
- The method used the least was inductive method among government school teachers while constructivist method and task-based teaching method were least used among private school teachers.
- The method used the least was inductive method among MBSE school teachers while deductive and inductive methods were the least used methods by teachers from CBSE schools
- Communicative teaching method was not used by any of the teachers from government, private, MBSE and CBSE schools

6.1.2. b) Techniques and Strategies used in transaction of teaching Mizo subject

- Majority of the teachers from government, private, CBSE and MBSE schools were found to ‘regularly’ prepare lesson plans before starting a lesson.
- Majority of the teachers from private schools and CBSE schools ‘regularly’ used teaching-learning materials while most of the teachers from government schools i.e. 48.64 percent and 48.38 percent teachers from MBSE schools ‘rarely’ used teaching-learning materials while teaching Mizo subject.
- With regard to the types of examples used to support teaching, most of the teachers from government schools (45.48 %), teachers as many as 48.48 percent from private schools and 48.38 percent of the teachers from MBSE schools were found to use all types of examples i.e. examples from other texts, from real life events and experiences and examples focusing on application of language rules. On the other hand, majority of the teachers from CBSE schools were found to use examples from real life events and experiences.
- Majority of the teachers from government, private and MBSE schools teach the lessons based on explanation of content in the textbooks (text book based teaching) while majority of the teachers from CBSE schools focus their teaching on the development of language skills (Skill based teaching).
- With regard to frequency of conducting remedial class, majority of the teachers from government, private and MBSE schools ‘rarely’ take remedial class while majority of the teachers from CBSE schools ‘frequently’ take remedial class for the poor performing students

6.1.2. c) Teaching practice and Assessment for development of Listening Skill

- Majority of the teachers from government schools, 45.16 percent of the teachers from MBSE schools and 37.5 percent of the teachers from CBSE schools were found to use live listening materials (e.g., lectures, explanations, announcements, etc.) whereas, as many as 39.39 percent teachers from private schools used all types of materials i.e. live listening material, authentic and recorded material to develop the students' listening skill.
- Majority of the teachers from government, private and MBSE schools gave importance to listening for sound perception (stress, pronunciation, intonation) while majority of the teachers from CBSE schools focussed on listening for comprehension
- With regard to types of exercises, most of the teachers i.e. 43.24 percent of teachers from government schools and 37.09 percent of teachers from MBSE schools used summarization of teacher's explanation. On the other hand, 45.45 percent of the teachers from private schools and 50 percent of the teachers from CBSE schools used discussion as the most used exercise for development of the students' listening skill.
- Majority of the teachers from government, private, CBSE and MBSE schools were found to 'regularly' assess students' listening skill by observing their engagement during reading of text, explanation of lesson and discussion sessions.
- Majority of the teachers from government, private, CBSE and MBSE schools were found to 'regularly' assess students' listening skill by observing their ability to follow oral instructions given by the teachers.
- Majority of the teachers from government, private, CBSE and MBSE schools were found to 'regularly' assess students' listening skill by observing their participation when asked for any kind of clarification in the classroom.
- Majority of the teachers from private, CBSE and MBSE schools and as many as 48.64 percent of teachers from government schools were found

to ‘regularly’ assess students’ listening skill by observing their comprehension of lesson such as retention of information, understanding of main ideas and arguments, summarizing of lesson.

6.1.2. d) Teaching practice and Assessment for development of Speaking Skill

- With regard to the teaching strategy applied for development of speaking skill, as many as 32.43 percent teachers from government schools, 54.54 percent teachers from private schools, 43.54 percent teachers from MBSE schools and 37.5 percent of teachers from CBSE schools responded that they used all the strategies given in the list i.e. appropriate linguistic device, using appropriate vocabulary and expression and adjusting of communication style based on topic and audience.
- For the types of exercises given to develop students’ speaking skills, 29.72 percent teachers from government schools, 45.45 percent teachers from private schools and 40.32 percent teachers from MBSE schools mentioned that they gave all of the exercises mentioned in the option i.e. explanation of given topics, presentation on selected topics, response to teachers question, discussion, debate, dramatization, summarization of lesson (oral), narration, story-telling and compare and contrast. The exercise with the highest response by teachers from CBSE schools were presentation on selected topics and discussion with 25 percent of the teachers selecting each of these two exercises.
- Majority of the teachers from private, MBSE and CBSE schools and 45.94 percent teachers from government schools were found to provide both teacher feedback as well as peer feedback to their students based on their responses to the exercises given for practice of speaking skill.
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess students’ speaking skill through observation of students’ correct pronunciation, stress, tone and speed of reading.

- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess students’ speaking skill through observation of students’ correct use of words and expression while speaking
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess students’ speaking skill through observation of students’ ability of organizing their ideas and expression of thoughts during presentation
- Majority of teachers from private and CBSE schools ‘regularly’ assess students’ speaking skill through observation of students’ ability to adapt their communication style to different situations and audiences. On the other hand, majority of teachers from government and MBSE schools ‘rarely’ assess students’ speaking skill through observation of students’ ability to adapt their communication style to different situations and audiences

6.1.2. e) Teaching Practice and Assessment for the development of Reading Skill.

- Majority of the teachers from government, private and MBSE schools and all teachers from CBSE schools ‘regularly’ executed model reading for their students.
- Majority of the teachers from government, private and MBSE schools and all teachers from CBSE schools ‘regularly’ gave loud reading exercises for development of the students’ reading skill.
- Reading and explanation of text was the type of exercise that was most popularly used by the teachers for the development of reading comprehension i.e. 37.83 percent teachers from government schools, 45.45 percent teachers from private schools, 41.93 percent of teachers from MBSE schools and 37.5 percent of teachers from CBSE schools.
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess students’ reading skill based on fluency in pronunciation, tone, intonation, stress, and speed.

- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess students’ reading skill based on their comprehension of text at the literal level.
- A large numbers of teachers from government schools (48.64%) as well as majority of teachers from private schools ‘regularly’ assess their students’ reading skill based on their comprehension at the interpretive level. It was also found that equal percentage of teachers from MBSE schools i.e. 48.38 percent ‘regularly’ and 48.38 percent ‘rarely’ assess the students’ reading skill based on their understanding at interpretive level. With regard to teachers from CBSE schools, it was also found that 50 percent each ‘regularly’ and ‘rarely’ assessed their students’ reading skill based on their comprehension at the interpretive level.
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess students’ reading skill based on observation of students’ comprehension at the critical level.

6.1.2. f) Teaching Practice and assessment for the Development of Writing Skill

- With regard to the sub-skills of writing targeted by the teacher, majority of the teachers from private, MBSE and CBSE schools and as many as 45.95 percent teachers from government schools responded that they gave importance to all the sub skills provided in the list i.e. grammar and vocabulary, organisation of text and building and expression of ideas and argument.
- The most preferred strategy for development of writing skill for majority of teachers from government and MBSE schools as well as a substantial amount of teachers from CBSE schools (37.5%) was providing explanation and instruction of the correct format based on different types of writing activities. On the other hand, as high as 39.39 percent teachers from private schools responded that they applied all of the mentioned strategies i.e. explain and instruct correct format based on different types of writing activities, provide variety of texts to students to acquaint them with different writing style, teach students on how to prepare drafts and

edit written works before finalisation of writing task and introduce different types of exercises for practise in the classroom for the development of the students' writing skill.

- Majority of teachers from government, private and MBSE schools and a large number of teachers from CBSE schools (48.38%) responded that they provide all of the exercises in the list for the development of writing skill of students i.e. summarize lessons in written, prepare their own notes, write assignment on given topics such as essay, articles, critical analysis and write assignment for development of creative writing skill such as story writing, poetry writing, paragraph writing.
- Majority of teachers from government, private, CBSE and MBSE schools 'regularly' assess students' writing skill by checking correctness of grammar.
- Majority of teachers from government, private, CBSE and MBSE schools 'regularly' assess students' writing skill by checking their use of appropriate vocabulary and language register.
- Majority of teachers from government, private, CBSE and MBSE schools 'regularly' assess students' writing skill by checking the overall organisation and structure of their written texts
- Majority of teachers from government, private, CBSE and MBSE schools 'regularly' assess students' writing skill based on reliability of content and clarity of expression.

6.1.2 g) Grammar and Vocabulary

- Majority of teachers from government, private, CBSE and MBSE schools 'regularly' gave a presentation and explain correct use of grammar and vocabulary.
- A significant number of teachers i.e. 40.54 percent of teachers from government schools, 48.48 percent teachers from private schools, 43.54percent of teachers from MBSE schools and 50 percent of teachers

from CBSE schools ‘regularly’ use textbook questions for practice of grammar and vocabulary lessons

- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ provided additional grammar and vocabulary exercises to their students.
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ explained idioms and phrases with clear examples.
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ assess the students’ understanding of idioms and phrases using sentence construction exercises
- Majority of teachers from government, private, CBSE and MBSE schools ‘regularly’ correct the errors in sentences constructed by students.

6.1.2 h) Teaching Learning Material (TLM) used for teaching Mizo subject

To check the use of TLMs by teachers, the investigator identified fourteen types of TLMs namely - Radio, Television/Smart board, Computer/Laptop/Projector, Tape Recorder, Models/Real object, Picture Card/Charts, Flash cards, Mobile Phones, Flipcharts, Mounted picture, Flannel board, Black/white board, Prescribed textbooks (only) and Supplementary reading material.

Out of all the TLMs identified, Black/White Board was the only TLM reported to be ‘regularly’ used by majority of the government school teachers (86.48%), private school teachers (78.78%) and MBSE school teachers (80.64%). On the other hand, majority of the teachers from CBSE responded that they regularly used all the TLMs identified by the investigator for teaching Mizo subject.

With regard to the types of TLMs that were ‘rarely’ used, majority of the government school teachers reported that they rarely used models/real object (62.16%), picture card/charts (59.45%), mobile phones (62.16%) and supplementary reading materials (67.56%). Teachers from private schools responded that they rarely used picture card/charts (51.51%), mobile phones (54.54%) and supplementary reading materials (60.60%). Tape recorder and flipcharts were the rarely used TLM

for majority of teachers from CBSE (50% each) while radio (83.87%), models/real object (62.90%), picture card/charts (62.90%), mobile phones (66.12%) and supplementary reading material (72.58%) were rarely used by majority of the teachers from MBSE schools.

Among the fourteen TLMs identified, the following TLMs were never used by majority of the teachers from government schools - computer/laptop/projector (51.35%), tape recorder (81.08%), flash cards (59.45%), flipcharts (67.56%), mounted picture (56.75%) and flannel board (64.86%). Majority of the teachers from private schools responded that they never used the following TLMs – radio (69.69%), tape recorder (69.69%), flash cards (54.54%), flipcharts (54.54%) and flannel board (57.57%). Majority of the teachers from MBSE schools reported that they never used computer/laptop/projector (50%), tape recorder (85.48%), flash cards (64.51%), flipcharts (69.35%), mounted picture (58.06%) and flannel board (69.35%). Interestingly, CBSE school teachers were found to use all the types of TLMs and none of the teachers responded to have never used any of the identified TLMs.

Major Findings from FGD

- i) The discussion revealed that explanation method was the most popular method used for teaching Mizo subject among teachers from government and private (MBSE) and CBSE.
- ii) The discussion highlighted that TLMs were only rarely used by Mizo subject teachers from government and private (MBSE) and CBSE.
- iii) Group discussion was the most popular activity utilized by the teachers from government and private (MBSE) and CBSE for the development of the students' language skills.
- iv) Live listening material was the most used among Mizo subject teachers from government and private (MBSE) while teachers from CBSE used live listening material and recorded material for the development of listening skill.

- v) Discussion, explanation or summarization of selected passages were the common activity given by government and private (MBSE) and CBSE Mizo subject teachers for the development of speaking skill.
- vi) Model reading and loud reading were done to develop reading skill by government and private (MBSE) and CBSE Mizo subject teachers.
- vii) Writing exercises were given by some of the teachers whereas some never assigned any of it from government and private (MBSE) while CBSE teachers assigned rarely for the development of writing skill.
- viii) Government teachers (MBSE) explain new words, idioms, and phrases, regularly ask students to make sentences, teach synonyms and antonyms, and emphasize punctuation. Private teachers (MBSE) explain new words and idioms, but sentence-making is less frequent, idioms are mostly memorized, synonyms and antonyms are taught occasionally, and gave importance to punctuation. In CBSE schools, teachers explain vocabulary and idioms, rarely given sentence-making, teach synonyms and antonyms inconsistently, and focus strongly on punctuation and grammar.
- ix) Remedial class for the poor performing students in Mizo subject were never done by any of the teachers from government and private (MBSE) and CBSE.
- x) Students shared different suggestions to improve the teaching of Mizo. Those from government schools (MBSE) recommended giving more attention to the origin of songs/poems and allowing students to explain lessons in class to strengthen their understanding and speaking abilities. A student from a private school suggested using teaching-learning materials more often to make the lessons clearer. Another student proposed creating a WhatsApp group to share new words through voice recordings, while one student suggested reviewing idioms and phrases in later lessons because there are too many to memorize at one time.

6.1.3 Major findings on challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management and board of examination (Objective 3)

To understand the challenges faced by secondary school teachers of Mizoram in teaching Mizo subject, the investigator identified eighteen challenges listed below –

- i. Insufficient teaching aids/learning materials,
- ii. Fewer periods for Mizo subject in the time table,
- iii. Vast syllabus of Mizo subject,
- iv. Less time for conducting diverse learning activities in the classroom if the syllabus was to be fully completed,
- v. Lack of remedial class,
- vi. Lack of competency for using TLM,
- vii. Lack of proficiency in integrating ICT in teaching Mizo subject,
- viii. Difficult to focus on language skills since the education system is heavily examination-oriented,
- ix. Lack of interest in teaching the subject,
- x. Lack of knowledge in designing exercises to be given for developing four language skills,
- xi. Lack of interest towards learning of Mizo language by students,
- xii. Lack of parental support and language modelling at home,
- xiii. Content quality of Mizo textbook
- xiv. Influence of students' knowledge of English on their learning of Mizo language,
- xv. Influence of incorrect use of Mizo language in online/digital/social media,
- xvi. Dialectal variation among the students,
- xvii. Lack of sufficient Mizo subject teachers
- xviii. Lack of subject mastery.

- Out of all the challenges identified, majority of government school teachers (70.27%), private school teachers (57.57%), teachers from CBSE schools (75%), and teachers from MBSE schools (62.90%) indicated that the

influence of incorrect use of Mizo language in online/digital/social media posed a challenge ‘to a great extent’. Additionally, 50 percent of teachers from CBSE schools reported that the vast syllabus of Mizo subject and less time for conducting diverse learning activities in the classroom were also challenges ‘to a great extent’.

- Majority of the teachers from government schools reported that the students’ lack of interest towards learning of Mizo language (56.75%) and dialectal variation among the students (59.45%) posed as a challenge ‘to some extent’.
- Across all categories of challenges, majority of the teachers from private schools indicated the following as challenges ‘to some extent’ - insufficient teaching aids/learning materials (57.57%), vast syllabus of Mizo subject (57.57%) and less time for conducting diverse learning activities in the classroom (57.57%), fewer periods for Mizo subject in the time table (54.54%), lack of remedial class (63.63%), difficulty to focus on language skills since the education system is heavily examination-oriented (69.69%), lack of parental support and language modelling at home (51.51%) and dialectal variation among the students (51.51%).
- Among majority of teachers from CBSE schools, the following issues were reported as challenges ‘to some extent’ - lack of knowledge in designing exercises to be given for developing four language skills (50%), lack of interest towards learning of Mizo language by students (75%), influence of students’ knowledge of English on their learning of Mizo language (50%), dialectal variation among the students (50%), lack of subject mastery (50%), lack of sufficient Mizo subject teachers (62.5%).
- Majority of teachers from MBSE schools reported several categories to have posed as challenges ‘to some extent’ including - insufficient teaching aids/learning materials (59.67%), fewer periods for Mizo subject in the time table (50%), vast syllabus of Mizo subject (53.22%), less time for conducting diverse learning activities in the classroom (54.83%), lack for remedial class (56.45%), difficult to focus on language skills since the education system is heavily examination-oriented (54.83%), lack of parental support and language

modelling at home (51.61%), content quality of Mizo textbook (50%), and dialectal variation among the students (56.45%)

- Cases that were ‘not at all’ considered a challenge by majority of the government school teachers were lack of interest in teaching the subject (75.67%) and lack of knowledge in designing exercises to be given for developing four language skills (56.75 %).
- Majority of the teachers from CBSE schools mentioned the following as cases that are ‘not at all’ a challenge for them in teaching Mizo subject - insufficient teaching aids/learning materials (100%), fewer periods for Mizo subject in the time table (50%), lack for remedial class (62.5%), lack of competency for using TLM (50%), lack of proficiency in integrating ICT in teaching Mizo subject (62.5%), difficult to focus on language skills since the education system is heavily examination-oriented (50%), lack of interest in teaching the subject (50%).
- Out of all the challenges identified, lack of interest in teaching the subject was the only case that was ‘not at all’ considered a challenge for majority of the private school teachers (57.57%) while lack of knowledge in designing exercises to be given for developing four language skills was the only case reported as ‘not at all’ a challenge in teaching Mizo subject by majority of the teachers from MBSE schools (51.61%).

Other challenges:

In addition to the close ended questions, open-ended questions were also included in the questionnaire, allowing teachers to describe other challenges they have encountered while teaching the Mizo subject which are mentioned below:

- i. Teachers from schools where most of their students are Chakmas, face a challenge in teaching the language with the objective of developing of the four language skills since the students do not speak Mizo language. Teaching becomes very examination - oriented where teachers as well as students often resort to rote memorisation of readymade notes from guidebooks as well as notes provided by the teachers.

- ii. The correctness of written texts (words and sentences) in terms of joining/separation of word/s are always a subject of debate in the class among teachers and students. Different regulatory bodies in the field of Mizo language and their differences in terms of correctness in written forms of the language creates a challenge in selection of the most appropriate and correct form to be studied in the class.
- iii. Grammatical errors in sentences/words and spelling mistakes in the textbooks was another challenge mentioned by the teachers.
- iv. An education system that is extremely examination and result-oriented makes it difficult for teachers to focus on the development of the four language skills. Instead, they have to teach with the aim of getting good results in the annual/board examination and therefore resort to mere explanation of lessons and provision of notes to their students.
- v. Teachers, especially from private schools, are sometimes compelled to teach Mizo subject in English i.e. explain the meanings of words and passages in English, as the students find it difficult to understand when taught solely in Mizo language.
- vi. Another challenge mentioned was that the contents of the textbooks are outdated for the learners of this generation. The teachers mentioned the need for revision of the textbooks.
- vii. Lack of teaching learning materials, supplementary textbooks and other online sources based on Mizo syllabus was another challenge mentioned.

6.1.4 Major findings on the learning practices of secondary school students of Mizoram in Mizo language. (Objective 4)

- a. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of listening skill in Mizo language were –
 - Majority of the students i.e. 58.8 percent responded that they ‘rarely’ practice listening to Mizo songs to improve their listening skill.
 - As many as 44.4 percent mentioned they ‘rarely’ utilized social media (local TV/YouTube) for learning Mizo language.

- A large portion of the students (46.2%) reported that they ‘rarely’ ask the speaker to slow down or repeat themselves when what is said is not clear for them.
 - Majority of the students i.e. 59.6 percent mentioned they ‘rarely’ noted important points during classroom teaching.
 - A large portion of the students i.e. 49.6 percent ‘rarely’ summarize what is heard in the class.
- b. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of speaking skill in Mizo language were –
- Majority of the students i.e. 53.2 percent ‘never’ spoke during group discussions in class for practice of speaking skill.
 - As many as 44.2percent of students reported that they ‘never’ approach others for correction.
 - Majority of the students i.e. 79.4 percent ‘never’ practiced self-evaluation using audio recordings.
 - Most of the students i.e. 51.2 percent ‘rarely’ prepare on selected topics for improving speaking skills.
 - Majority of the students i.e. 55 percent ‘regularly’ practice at home for oral presentations in school.
- c. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of reading skill in Mizo language were –
- Majority of students i.e. 66.8 percent ‘regularly’ practiced stress, intonation, and correct pronunciation while reading aloud.
 - As many as 49.8 percent ‘rarely’ utilized books and magazines for development of reading skill.
 - A large portion of the students i.e. 46.8 percent ‘rarely’ read lessons silently to understand concepts.
 - As many as 51.4 percent ‘rarely’ re-read texts for self-evaluation and error correction.

- Less number of students i.e. 43.8 percent ‘never’ took initiative to pick out new words to improve vocabulary through reading.
 - A total of 43.8 percent of the students ‘rarely’ analysed lines and stanzas of poems based on their own understanding of given texts.
- d. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of writing skill in Mizo language were –
- Majority of the students i.e. 59.6 percent responded that they ‘rarely’ work on their assignments by copying from textbooks.
 - As many as 49 percent of the students ‘never’ practiced writing essays, articles, and short stories.
 - Many of the students i.e. 55.4 percent ‘regularly’ review and revise their written works to make corrections.
 - A total of 46.6 percent students ‘never’ ask their teachers for correction and feedback.
 - Fewer numbers of students i.e. 44.6 percent rarely prepare notes from their own understanding.
 - Many of the students i.e. 52 percent never write Bible verses to practice and improve their writing skill.
- e. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of grammar and vocabulary in Mizo language were –
- As many as 44.8 percent of the students ‘rarely’ practice construction of sentences using new words.
 - A total of. 45.4 percent students ‘rarely’ try to find out the synonyms of the new words learned.
 - A large portion of the students i.e. 45.6 percent ‘rarely’ checked antonyms of new words learned.
 - As many as 42.8 percent of the students mentioned they ‘rarely’ just memorize vocabularies given in the textbook without knowing the usage

- Majority of the students i.e. 56 percent responded they ‘never’ just memorize idioms and phrases without understanding the usage.

6.1.5 Construction and standardization on Mizo Language Competency Test for Secondary school students in Mizoram. (Objective 5)

Mizo Language Competency Test for Secondary School Students in Mizoram was constructed using close ended questions comprising of multiple choice question and true or false. Reliability was evaluated through test-retest with a coefficient of 0.72 respectively. Validity was established using the evaluation of 8 experts in Mizo language as well as Mizo Language Development Board and the Mizo Grammar Society wherein all the evaluators assigned the highest rating of 5, reflecting a strong endorsement of the instrument. Norms were established using stanine scores by clubbing into three levels which are low competency, average competency and high competency.

6.1.6. Major findings on the level of Mizo language competency of secondary school students in Mizoram. (Objective 6)

- Out of 500 students, majority of the students i.e. 54.4percent students were found to have average competency, followed by 24.2 percent students having low competency and 21.4 percent students having high competency in Mizo language.

6.1.7. Major findings on the comparison of Mizo language competency of secondary school students in Mizoram with respect to gender. (Objective 7)

- Out of 231 male students and 269 female students, majority i.e. 53.7percent male and 55.01percent of female fall under average competency.
- There is a significant difference on the Mizo language competency of male and female secondary school students in Mizoram.
- From the mean score, it was found that female students have higher level of Mizo language competency.

6.1.8. Major findings on the comparison of Mizo language competency of secondary school students in Mizoram with respect to type of school management. (Objective 8)

- It was found that out of 271 government and 229 private school students, majority i.e. 58.3percent from government and large amount of private students i.e. 49.8percent possessed average language competency.
- There is a significant difference between the Mizo language competency of government and private secondary school students in Mizoram.
- From the mean score, it was found that private school students have higher level of Mizo language competency.

6.1.9. Major findings on the comparison of Mizo language competency of secondary school students in Mizoram with respect to board of examination. (Objective 9)

- Out of 463 MBSE school students, majority i.e. 56.4percent possessed average language competency while majority of CBSE school students i.e. 62.2percent fall under low language competency out of 37 total students.
- There is a significant difference between the Mizo language competency of MBSE and CBSE secondary school students in Mizoram.
- From the mean score, it was found that MBSE students have higher level of Mizo language competency.

6.1.10. Major findings on the relationship between Mizo language competency of secondary school students and their achievement in Science subject. (Objective 10)

- There is a weak positive relationship between Mizo language competency of secondary school students and their achievement in Science subject.

6.1.11. Major findings on the relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject. (Objective 11)

- There is a moderate positive relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.

6.1.12. Major findings on the relationship between Mizo language competency of secondary school students and their achievement in English subject. (Objective 12)

- There is a moderate positive relationship between Mizo language competency of secondary school students and their achievement in English subject.

6.2.0. Recommendations and Educational Implications

6.2.1. Recommendations are made based on the findings for different stakeholders which are as follows:

Recommendation for Administrative Bodies

- It was found that there was less number of teachers who opted for Mizo as their major subject at the UG level or have completed their Master's Degree in Mizo discipline. Therefore, it is recommended to have revision of recruitment rules to ensure Mizo subject teachers have relevant specialization at undergraduate or postgraduate levels.
- It was found that majority of the Mizo subject teachers did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. Clear eligibility criteria requiring the candidates to opt for teaching of Mizo as a pedagogy paper in their B.Ed. studies may be made for teachers handling the subject.
- It was also found that large amount of private teachers were untrained, it is thus recommended to ensure hiring of trained teachers in private schools.
- It was also observed that large amount of teachers did not undergo any training course in language teaching. Regular training programmes, refresher

courses and workshops may be conducted for teachers to keep themselves updated on the latest language teaching methods. A training management system may also be developed to ensure that all teachers have equal access to these programmes and that they attend them at regular intervals.

- The study found that majority of the teachers used black/white board for teaching learning material. Thus, it is recommended to provide funding and resources to all the schools for TLM and ICT tools to enhance the teaching-learning process.
- In light of the challenges reported by teachers regarding the heavy syllabus load and the exam-oriented education system, curriculum reform along with syllabus and textbook revision is recommended to ensure greater emphasis on development of language skills rather than merely concentrating on content coverage.
- Teachers from schools where many of the students are Chakmas reported that teaching Mizo subject to the students was a great challenge as students do not speak Mizo language. Therefore, provisions may be made for setting up of language clubs, libraries and language laboratories for such schools to assist in teaching and learning of Mizo language.
- Based on the challenges reported by the teachers with regard to lack of positive attitude of the students towards learning Mizo subject, lack of parental support, influence of knowledge of English language and incorrect use in social/online and digital media, it is recommended that programs emphasising the importance of Mizo language and promoting its proper use be organized both in schools and within the community.
- Majority of the students were found to have average level of competency in Mizo language. In this regard, the government may consider establishing a language competency benchmark to assess students' language skills, set learning objectives and guide curriculum development.
- Based on the findings that reveal a positive relationship between Mizo language competency and students' achievement in other school subjects such as Science, Mathematics and English, use of Mizo language by students

and provision of instructions in Mizo language may be encouraged when teaching other school subjects.

- The teaching-learning process in every school must be strictly monitored as some teachers were found using English to teach Mizo subject. Such practice will diminish the value of Mizo both as a subject and as a mother tongue, and may hinder rather than enhance the development of students' language skills.

Recommendations for Textbook Writers

- Textbook writers should ensure a balanced proportion of content, incorporating texts and exercises designed for the development of the fundamental language skills.
- Contents for the textbook should be carefully selected to ensure that it is up-to-date while maintaining its quality as a language textbook.
- More activities for practice of language skills may be included in the textbooks to reduce rote-learning or over reliance on teacher's explanation.
- The contents of the textbook may be checked for grammatical errors in sentence/words and spelling mistakes before publishing as this was one of the challenges highlighted by the teachers.
- Online sources based on Mizo syllabus and supplementary resource packs such as charts, audio scripts and digital aids may be prepared for teachers to use in diverse classroom settings. This is recommended because some teachers found it difficult to transact teaching effectively due to lack of printed and online teaching materials.
- The extensive syllabus was reported as a significant challenge by majority of teachers. Therefore, content and exercises in the textbooks should be carefully designed to ensure that teachers and students have adequate time to practice and develop language skills, thereby preventing overload that could lead to rote learning.

Recommendation for Teachers/Schools

- Teachers without any degree in language studies or professional education in language teaching may attend training programmes related to teaching of language subjects to enhance their teaching competencies.
- It was observed that the most regularly used TLM was black/white board. Teachers may also develop their own TLMs such as charts, flashcards and digital content to make teaching and learning more effective.
- As incorrect use of Mizo in social/online/digital media was one of the challenges identified by majority of the teachers, it is therefore recommended that schools organize language workshops led by resource persons who are expert in Mizo language to help both teachers and students improve their Mizo language competency.
- Since limited number of periods in the time table was reported as one of the challenges faced by the teachers, it is recommended that sufficient time may be allocated for Mizo subject in the time table.
- Majority of the students were found to have average language competency in Mizo. Therefore, additional activities such as establishing Mizo language clubs and dedicating library periods for reading books Mizo is recommended where students can engage in various exercises to enhance their language competency.
- Teachers may provide additional exercises focussing on sentence construction, idioms and phrases, synonyms and antonyms to enrich the competency and vocabulary of the students. This is recommended since both the teachers and students indicated that apart from explanation, only few exercises on these areas were conducted in the class.
- Parent–Teacher Meetings should be organized at regular intervals to review the strengths and weaknesses of each student in the Mizo language and to encourage parents to promote and model its correct usage at home.
- Competitions such as debate, articles, essays or other writing activities may be organized at the school or inter-school level to encourage and promote the use of Mizo language among students.

- It was found that most of the students never participate in the classroom activity such as discussion; therefore, teachers may use various methods and techniques to motivate and encourage students to participate in the classroom activity and strengthen their LSRW skills.
- It is recommended that schools and teachers encourage students to explore Mizo media content such as songs, drama, TV/Radio programs to strengthen usage in real context and improve language competency. This is much needed as it was observed that large number of students did not utilise programmes in Mizo on local TV and YouTube channels for learning Mizo language.

6.2.2. Educational Implications of the study

- i. Majority of the teachers from private schools were found to have no professional training. Considering that professionally training enhances both teaching effectiveness and student learning, this finding provides valuable insight into the current status of Mizo subject teachers in Mizoram and implies that necessary measures may be taken to ensure that all Mizo subject teachers from both government and private schools are professionally trained.
- ii. It was found that only few Mizo subject teachers opted for Mizo as their major subject at the UG level or have completed their Master's Degree in Mizo discipline and majority of the Mizo subject teachers did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. This finding indicates the pressing need revise the recruitment policies prioritising candidates who specialise in Mizo as their major or pedagogy subject to improve subject expertise.
- iii. A study of the teachers' participation in language teaching training programs (such as Mizo, English, or Hindi) revealed that majority of the teachers had not attended any training programme aimed at enhancing language teaching skills. This finding highlights the urgent need to organise training programmes and workshops for in-service teacher focusing teaching pedagogy, ICT integration, and use of Teaching-Learning Materials (TLMs) in teaching of Mizo subject.

- iv. Majority of the teachers reported challenges related to grammatical errors, out-dated content, inaccuracies in written texts particularly in joining and separation of words and sentences in the Mizo textbooks currently in use. This indicates the pressing need to review and revise the existing Mizo language textbooks.
- v. Since the period allotted for Mizo subject was found to be insufficient by most teachers, principals, headmasters and teachers may ensure allotment of equal instructional time for Mizo as other core subjects in school timetables for more effective teaching.
- vi. Shortage of resources for language teaching was reported as one of the challenges for teachers. This implies the need for development of more digital and printed teaching-learning materials, including multimedia resources.
- vii. The incorrect use of Mizo language on online/digital/social media and its negative impact on the students' language skill highlights the need for parents, teachers and the community to take an active role in monitoring and guiding language use on these platforms.
- viii. The positive correlation between the students' Mizo language competency and their achievement in Science, Mathematics, and English suggest that students who are proficient in their mother tongue tend to have better understanding of concepts and perform more efficiently in other school subjects. This implies the need to develop the students' Mizo language competency for better academic achievement.

6.3. Suggestion for Further Studies

- i. Experimental research on the impact of different language teaching methods on teaching and learning of Mizo subject can be taken up as there is currently no evidence identifying which method is most effective for teaching and learning the Mizo subject. The findings could provide valuable insights that benefit both teachers and students.

- ii. A study to examine how teacher training and professional development impact classroom practices and learning outcome of the students in Mizo subject may be conducted.
- iii. An evaluative study of Mizo textbooks from elementary to college levels can be conducted to determine whether they provide a good balance between content and skill development.
- iv. Research can also be carried out on how parental involvement and home language practices influence students' development in the Mizo language.
- v. Classroom observations using Flanders' Interaction Analysis can be conducted to identify the teaching styles and classroom interactions of Mizo subject teachers under MBSE and CBSE board. The results of such a study could guide the development of training programs for Mizo subject teachers across the state and help improve teacher education in the Mizo pedagogy component of B.Ed. programs.

6.4. Limitation of the Study

In the present study, the exact number of teachers taking Mizo subject at the secondary school in Mizoram could not be determined as teacher recruitment at the secondary school level is not subject specific. Rather, teachers are recruited as general teachers making it difficult to obtain a precise data of Mizo subject teachers which constitutes a limitation of the study.

6.5. Conclusion

Language plays a vital role in shaping a child's thinking, learning, and overall development. Using the mother tongue as the medium of instruction strengthens comprehension, encourages active participation, and supports better learning outcomes across all subjects. The study shows that Mizo language competency supports achievement in other subjects and helps students build a firm educational foundation. The findings of this study also highlight the need for well-trained teachers, improved teaching materials, regular language-focused training, and curriculum reforms that prioritize linguistic accuracy and skill development.

Strengthening Mizo language competency among students requires collective efforts from teachers, schools, textbook writers, parents, and the community. Ensuring adequate resources, promoting correct language usage, and creating meaningful learning opportunities will help students develop strong language skills and enhance their academic achievement. Therefore, supporting mother-tongue education not only preserves cultural identity but also builds a strong foundation for students' cognitive and academic growth.

APPENDICES

APPENDIX-1

PROFILE OF MIZO SUBJECT TEACHERS AT SECONDARY SCHOOLS IN MIZORAM

1. Gender:	Male/Female
2. Name of School:	
3. Name of District:	
4. Type of School Management:	Government/Private
5. Board of Examination:	MBSE/CBSE
6. Qualification:	Graduate/Post Graduate
7. Major/Honors in Graduation:	Mizo/English/Other Subjects
8. Master Subject in Post-Graduation:	Mizo/English/Other Subjects
9. Professional Qualification:	Trained/ Untrained
10. Teaching Experience:	Less than 10 years/More than 10 years
11. Have you opted Mizo as your pedagogy paper during your B.Ed. training:	Yes/No
12. Do you have any other training in the teaching of languages:	Yes/No

APPENDIX-2

PEDAGOGICAL APPROACHES PRACTICED BY MIZO SUBJECT TEACHERS

A) Teaching methods: Tick the most frequently used method for teaching prose, poetry and grammar

1. For teaching prose, I use

Types of Methods	
Explanation Method	
Constructivist Method	
Skill-based Teaching Method	
Communicative Teaching Method	
Task-based Teaching Method	
Deductive Method	
Inductive Method	

2. For teaching poetry, I use

Types of Methods	
Explanation Method	
Constructivist Method	
Skill-based Teaching Method	
Communicative Teaching Method	
Task-based Teaching Method	
Deductive Method	
Inductive Method	

3. For teaching Grammar, I use

Types of Methods	
Explanation Method	
Constructivist Method	
Skill-based Teaching Method	
Communicative Teaching Method	
Task-based Teaching Method	
Deductive Method	
Inductive Method	

B. Techniques and Strategies used in transaction of teaching Mizo subject

This section consists of the techniques and strategies or the styles used in the transaction of teaching Mizo subject and each question has different options. Tick the most favourable option related to your teaching.

4. I prepare lesson plans before starting a lesson. (Lesson Plan)
 - a) Regularly
 - b) Rarely
 - c) Never
5. I use appropriate teaching learning materials and other resources to facilitate learning. (Teaching Learning Material)
 - a) Regularly
 - b) Rarely
 - c) Never
6. I use examples to make my teaching clearer

Types of Examples	
by giving relevant examples from other texts.	
by giving relevant examples from real life events and experiences	
by giving examples focusing for application of language rules	
All of the above	

None of the above	

7. I teach Mizo subject

Styles of teaching transaction	
by giving notes based on examination questions and patterns rather than concentrating on the skills. (Examination based)	
based on the explanation of the content or text book based.	
based on the development of language skills (LSRW)	

8. I take remedial class in Mizo subject for the poor performing students.(Remedial class)

- a) Regularly
- b) Rarely
- c) Never

C. Teaching practice and Assessment for development of Listening Skill

This section deals with different questions related to teaching practice and assessment for the development of students' listening skill. Tick the most favourable to your teaching and assessment.

9. For types of content to develop listening skill, I use

Types of content	
Authentic material-Use of speech recorded in real situation (sermon, speech made by political leader, speech in school function etc.)	
Recorded material- specially scripted listening input design for use in language classroom.	
live listening material- speech in real situation such as teacher's lecture and explanation on class, announcement made to students during assembly.	
All of the above	
None of the above	

10. For target sub skill, I give more importance to

Types of target sub skill	
development of listening for sound perception (stress, pronunciation, intonation) than listening for comprehension.	
comprehension than development of listening for sound perception (stress, pronunciation, intonation).	

11. For exercises to develop listening skill, I use

Types of exercises	
Debate	
Discussion	
Dramatization	
Note taking while listening to authentic, recorded or live listening material	
Summarizing teachers explanation to test listening comprehension	
All of the above	
None of the above	

12. I assess students' listening skill by observing their engagement during reading of text, explanation of lesson and discussion

- a) Regularly
- b) Rarely
- c) Never

13. I assess students' listening skill through their ability in following oral instruction given by teachers

- a) Regularly
- b) Rarely
- c) Never

14. I assess through active participation of students by asking for any kind of clarification in the classroom

- a) Regularly
- b) Rarely
- c) Never

15. I assess students' listening skill through their comprehension of lesson such as retention of information, understanding of main ideas and arguments, summarizing of lesson

- a) Regularly
- b) Rarely
- c) Never

D. Teaching practice and Assessment for development of Speaking Skill

This section deals with different questions related to teaching practice and assessment for the development of students' speaking skill. Tick the most favourable to your teaching and assessment.

16. To develop speaking skill, I act as a model by

Types of practice	
using appropriate linguistic device (tone ,stress ,pronunciation, introduction)	
using appropriate vocabulary and expression (Idioms & Phrases)	
adjusting my communication style based on topic and audience	
All of the above	
None of the above	

17. I give the following exercises for development of speaking skill to students

Types of speaking exercises	
Explanation of given topics	
Presentation on selected topics	
Response to teachers question	
Discussion	

Debate	
Dramatization	
Summarization of lesson(oral)	
Narration	
Story-telling	
Compare and contrast	
All of the above	
None of the above	

18. Types of feedback provided for the development of speaking skill

Types of feedback	
I provide feedback to students based on their responses to the exercises given for practice of speaking skill	
I asked student to give feedback to their peers based on their responses	
Both a and b	
None of the above	

19. I assess students' speaking skill through their correct pronunciation, stress, tone and speed of reading.

- a) Regularly
- b) Rarely
- c) Never

20. I assess students' speaking skill through correct use of words and expression while speaking

- a) Regularly
- b) Rarely
- c) Never

21. I assess students' speaking skill during presentation on their ability of organizing their ideas and expression of thoughts
- a) Regularly
 - b) Rarely
 - c) Never
22. I assess students' speaking skill through their ability on adaptation of communication style to different situations and audiences.
- a) Regularly
 - b) Rarely
 - c) Never

E. Teaching Practice and Assessment for the development of Reading Skill

This section deals with different questions related to teaching practice and assessment for the development of students' reading skill. Tick the most favourable to your teaching and assessment.

23. While teaching, I first execute model reading so that the students will know how to read correctly. (Model reading)
- a) Regularly
 - b) Rarely
 - c) Never
24. I give loud reading exercise to the students for development of fluency (reading smoothly and accurately with correct pronunciation ,intonation ,stress and speed)
- a) Regularly
 - b) Rarely
 - c) Never

25. I give the following reading excises for development of comprehension

Types of reading exercises	
Reading and explanation of text	
Reading and summarization of text	
Reading and discussion	
Reading of supplement text	
Silent Reading to grasp the idea of the text	
Intensive reading to get the aesthetic value and literary value of the text	
All of the above	
None of the above	

26. I assess students' reading skill based on their fluency such as pronunciation, tone, intonation, stress and speed.

- a) Regularly
- b) Rarely
- c) Never

27. I assess the students' reading skill based on their comprehension of text at literal level such as understanding the information stated directly in the text

- a) Regularly
- b) Rarely
- c) Never

28. I assess the students' reading skill based on their understanding at interpretive level such as reading between the lines to recognize the ideas and information not stated directly

- a) Regularly
- b) Rarely
- c) Never

29. I assess the students' reading skill based on their understanding at critical level such as reading to make judgements with regard to a text

- a) Regularly
- b) Rarely
- c) Never

F. Teaching Practice and assessment for the Development of Writing Skill

This section deals with different questions related to teaching practice and assessment for the development of students' writing skill. Tick the most favourable to your teaching and assessment.

30. While teaching for the development of writing skill, I stress/ give importance on the sub skills of

Sub skills	
Grammar and vocabulary	
Organisation of text (Introduction, body and conclusion)	
Building and expression of ideas and argument (Clarity and content)	
All of the above	
None of the above	

31. For strategy of teaching writing, I

Strategy	
Explain and instruct correct format based on different types of writing activities	
Provide variety of texts to students to acquaint them with different writing style	
Teach students on how to prepare drafts and edit written works before finalisation of writing task	
Introduce different types of exercises for practise in the classroom	
All of the above	
None of the above	

32. For development of writing skill, I ask student to do exercises such as

Types of writing exercises	
Summarize lessons (written)	
Prepare their own notes	
Write assignment on given topics (essay, articles, critical analysis)	
Write assignment for development of creative writing skill (story writing, poetry writing, paragraph writing)	
All of the above	
None of the above	

33. I assess students' writing skill by looking at the correctness of grammar such as punctuation in their written activities

- a) Regularly
- b) Rarely
- c) Never

34. I assess students' writing skill by looking at the use of appropriate vocabulary and language register (use of language depending on situation and audience)

- a) Regularly
- b) Rarely
- c) Never

35. I assess students' writing skill on how well they organize overall structure of written assignment such as introduction, body and conclusion

- a) Regularly
- b) Rarely
- c) Never

36. I assess students' writing skill on the reliability of content and clarity of expression

- a) Regularly
- b) Rarely
- c) Never

G. Grammar and Vocabulary

This section consists of questions related to teaching of grammar and vocabulary. Tick the most favourable to your teaching.

37. I give a presentation and explain the correct use of grammar and vocabulary with examples

- a) Regularly
- b) Rarely
- c) Never

38. I make the students practice only from questions given in the textbook

- a) Regularly
- b) Rarely
- c) Never

39. I provide additional exercises which are not given in the textbook

- a) Regularly
- b) Rarely
- c) Never

40. I explain idioms and phrases that are presented in the textbook with clear examples

- a) Regularly
- b) Rarely
- c) Never

41. I tell the students to make meaningful sentence using idioms and phrases so as to test their understanding level

- a) Regularly
- b) Rarely
- c) Never

42. I correct the sentence made by the students if it does not reveal the meaning properly

- a) Regularly
- b) Rarely
- c) Never

H. Teaching Learning Material (TLM) used for teaching Mizo subject

In this section, you have to choose different types of teaching learning materials that you used for your classroom teaching in Mizo subject.

43. Types of TLM that I used in teaching

Types of TLM	<i>Frequently</i>	<i>Rarely</i>	<i>Never</i>
Radio			
Television/Smart board			
Computer/Laptop/ Projector			
Tape Recorder			
Models/Real object			
Picture Card/Charts			
Flash cards			
Mobile Phones			
Flipcharts			
Mounted picture			
Flannel board			
Black/white board			
Prescribed textbooks only			
Supplementary reading material such as newspaper, Bible, Magazines, Articles, Journal, Story			

APPENDIX-3

CHALLENGES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING MIZO SUBJECT

Types of Challenges	<i>To a great extent</i>	<i>To some extent</i>	<i>Not at all</i>
Insufficient teaching aids/learning materials such as teacher made TLM. Readymade TLM.			
Fewer periods for Mizo subject in time table			
Vast syllabus of Mizo subject			
Less time for conducting diverse learning activities in the classroom if the syllabus was to be fully completed			
Lack for remedial class			
Lack of competency for using TLM			
Lack of proficiency in integrating ICT in teaching Mizo subject			
Difficult to focus on language skills since the education system is heavily examination-oriented			
Lack of interest in teaching the subject			
Lack of knowledge in designing exercises to be given for developing four language skills			
Lack of interest towards learning of Mizo language by students			
Lack of parental support and language modelling at home			
Content quality of Mizo textbook.			
Influence of students' knowledge of English on their learning of Mizo language			

Influence of incorrect Mizo language used in online/digital/social media			
Dialectal variation among the students			
Lack of sufficient Mizo subject teachers			
Lack of subject mastery			
Others: Specify other challenges that are not provided in the list			

APPENDIX-4

LEARNING PRACTICES OF SECONDARY SCHOOL STUDENTS OF MIZORAM IN MIZO LANGUAGE

Name_____Class_____

Name of School_____Sex:

Male/Female Type of School: Government/Private Board
of School: MBSE/CBSE

S/N	Listening Skill	Regularly	Rarely	Never
1	I learn Mizo language by listening to Mizo songs.			
2	I learn Mizo language by watching and listening to programmes in Mizo on local TV and Youtube channels.			
3	If I cannot understand what somebody is saying, I ask him/her to slow down or say it again.			
4	I write down all the important points said by the teachers during class.			
5	I summarize what I have heard in the class to confirm my understanding.			
	Speaking Skill			
6	I share my ideas to improve my speaking skill in times of discussion in the classroom.			
7	I ask somebody to correct me when I make			

	a mistake in my speech.			
8	I record my speech to evaluate myself again later.			
9	I use selected topics to practice my speaking skill.			
10	I practice presentation orally at home to speak fluently in times of my presentation.			
	Reading Skill			
11	I practice the stress, intonation and correct pronunciation while reading aloud.			
12	I learn Mizo language by reading books or magazines.			
13	I read the lessons silently to have an in depth knowledge of the concept.			
14	I correct my mistakes by re-reading the text.			
15	While reading, I pick out new words and list down in my notes.			
16	While reading poem, I use to analyze the lines and stanzas in my own understanding.			
	Writing Skill			
17	I do my assignment by copying from the textbook.			
18	I choose a topic on essay/article/short story for practice to improve my writing			

	skill.			
19	I review and revise my written work and correct the mistakes.			
20	I ask my teachers to correct my writing and provide feedback.			
21	I use to make notes from my own understanding of the lessons.			
22	I use to write down Bible verses to practice and improve my writing skill.			
	Grammar and Vocabulary			
23	I practice construction of sentences by using new words.			
24	I try to find out the synonyms of the new words we have learned.			
25	I try to find out the antonyms of the new words we have learned.			
26	I just memorize vocabularies given in the textbook without knowing the usage.			
27	I just memorize idioms and phrases given in the textbook without knowing the usage.			
28	I use rote learning method for learning Mizo grammar without comprehending its usage.			

APPENDIX-5

FOCUS GROUP DISCUSSION FOR SECONDARY SCHOOL STUDENTS OF MIZORAM IN TEACHING OF MIZO SUBJECT

1. What type of teaching methods does your teacher mostly use?
2. Does your teacher use TLM in the classroom? If yes, what type of TLM he/she mostly used.
3. What kind of activity does your teacher mostly conduct in the class?
4. In what way your teacher taught you to improve your listening skill.
5. In what way your teacher taught you to improve your speaking skill.
6. In what way your teacher taught you to improve your reading skill.
7. In what way your teacher taught you to improve your writing skill.
8. In what way your teacher taught you to improve your grammar and vocabulary.
9. Does your teacher take remedial class for the poor performing students?
10. Give any suggestions for the improvement of teaching and learning of Mizo subject.

APPENDIX-6

MIZO LANGUAGE COMPETENCY TEST FOR SECONDARY SCHOOL STUDENTS IN MIZORAM

A hnuaia mi hi fill up rawh:

Name _____

Name of School _____ **Class** _____ **Section** _____ **Roll**

No _____ **Date** _____ / _____ /2025 **Mark**

Score in Science _____ **Maths** _____ **English** _____

1. Reading Comprehension

A hnuaia thu hi ngun takin chhiar la, thuziak behchhanin a hnuaia zawhnate hi chhang ang che.

Mihring hi nung ho tur, inmamawha inphungbawm tlang tura siam kan ni a, hei hi ramsate nen kan danglamna tak pawh a ni. Mahni maia kan awm theih loh avangin chhungkua kan insiam a, chhungkaw khat mai pawh chu amahin a awm thei lo va, khua kan siam a, chuta tang chuan ram a lo puitling thin a ni. Mihring tua mah hi mi dang mamawh lo leh mi dang tel lo va khawsa thei an awm lo. Chuvangin mihring kan lo pianchhuah phat hian tihtur(duty) kan nei vek a, chu kan tihtur chu kan mihringpuite chungah leh khawtlang leh ram tana thil tha kan tih theih ang tawk tih ve hi a ni. Chumi tih nachang hre lo chuan Pathian thilsiam ropui ber a nihna lai tak a hloh va, ramsa aia chung awrh chauh a ni. Ama tawkah intifing hle mah se, chu chu a nihna a ni tho tho.

a) A chung a thu zia k mil tur thupui thlang chhuak rawh.

- i) Hlemhlethna ii) Mawhpurhna iii) Inpumkhatna iv) Nun kawng

b) ‘*chung awrh*’ tih thu milpui(synonym) hi thlang chhuak rawh.

- i) Hnuai chiah ii) dawt chiah iii) hnunung zawk iv) hmasa zawk

c) ‘*intifing*’ tih thu a tang hian thuhmabet (prefix) thlang chhuak rawh.

- i) in ii) inti iii) ti iv) tifing

d) ‘*hloh*’ tih thu ep(antonym) hi thlang chhuak rawh.

- i) hlep ii) hlawk iii) chan iv) tibo

e) ‘*mihringpuite*’ tih thu a tang hian thuhnungbet (suffix) thlang chhuak rawh.

- i) pui ii) te iii) puite iv) hringpuite

f) ‘*inphungbawm*’ tih awmzia chu

- i) in tanpui ii) in zahtawn iii) in mamawh iv) inpumkhat

g) ‘*danglamna*’ tih chu

- i) Noun ii) Verb iii) Adjective iv) Adverb

h) He thu zia ktuin “*ramsa aia chung awrh chauh a ni*” a tih chu

- i) mihring ii) Pathian thilsiamte iii) thil tha tih nachang hre lo iv) khawtlang

i) Engtik hunah nge mihringte hian tihtur kan neih?

- i) kum tlin hnuah ii) pian chhuah phat aṭangin
iii) dam chhungin iv) nupui/pasal neih hnuah

j) “*chuta ṭang chuan ram a lo puitling ṭhin a ni*” tih thua ‘puitling’ tih hi

- i) Common gender ii) Adjective iii) Adverb iv) Pronoun

k) i) Lala chu a intifing hle; mahse, a fṅing lo.

ii) Lala chu intifing hle mah se, a fṅing lo.

iii) Lala chu a intifing hle: mah se, a fṅing lo.

iv) Lala chu intifing hle mahse a fṅing lo.

A chungā thu changkim (sentence) atang khian Mizo ṭawng ziaḱ dan dik ber chu

- i) i leh ii ii) i chauh iii) a vaiin iv) i leh iii

2. Ṭawng Upa

a) ‘Zawng fian phel ang’ tih awmzia chu

- i) Thil inang ii) Intiat lo iii) Inngeih lo iv) Inkawmngeih lutuk
sawina

b) A hnuāia kar awlah hian ṭawng upa hman tur dik ber dah rawh.

c) Ṭhiante _____ tak sawi thiam a ṭha.

- i) lei kuai zawng ii) chem kalna iii) ha hawlh zawng iv) zāng na
damna

**3. A hnuaia thute aṭang hian Mizo ṭawng ziah dan dik
zawnah tick rawh. (Prefix (thuhmabet) leh
Suffix(Thuhnungbet)**

- a) Pathian hmangaihnaah chuan chawlhna a awm. ☐
Pathian hmangaihna-ah chuan chawlh na a awm. ☐
- b) Damdawi inah damlo an awm. ☐
Damdawiinah dam lo an awm. ☐
- c) Mi thil kan hawhin tihchhiatsak loh tur. ☐
Mi thil kan hawhin tih chhiat sak loh tur. ☐
- d) Inneihnaah kan unauin min zaitir. ☐
Inneihna ah kan unau in min zaitir. ☐
- e) Ka nau chuan thil tihbo a ching hle. ☐
Ka nau chuan thil tih bo a ching hle. ☐
- f) Intih zahawm hun hriat a ṭha. ☐
Intihzahawm hun hriat a ṭha. ☐

**4. A hnuaia thute hi en la, chhinchhiahna (punctuation) hman tur dik
thlang chhuak rawh.**

- a) Mawia: Miss Thani'n a ko che.

Colon(:) aia hman tur chu

- i) comma (,) ii) semi colon (;) iii) makna(!) iv)
hyphen(-)

b) Thu sawi hlawm hnih inzawm, a titu (subject) hrang si daidan nana kan hman thin chu

- i) semi colon (;) ii) colon (:) iii) hyphen (-) iv) oblique (/)

c) Ka nuin, mei zu reng reng suh, a ti.

Mei zu reng reng suh tih thua khian eng chhinchhiahna nge hman tur.

- i) Khungna te (‘ ’) ii) khungna (“ ”) iii) apostrophe (‘) iv) kualkhungna ()

d) A hnuaia thua hian a dik zawnah tick rawh.

i) Tuin nge hrilh che sawi rawh. ☐

ii) Tuin nge hrilh che sawi rawh? ☐

5. A hnuaia sentence tar lana thu mal thur chhuahte hi parts of speech-a a nihna hming dik thlang la, a dik zawnah tick rawh.

“Kawtchhuah se riah khawmna hmun an va thlen kim chuan sakei hnu thar tak leh a sehna thi te chu an hmu ta a.”

Kawtchhuah : Noun ☐

Pronoun ☐

Postposition ☐

Thlen : Verb ☐

Adverb ☐

Adjective ☐

Hmu	: Verb	☐
	Adverb	☐
	Noun	☐
Se	: Noun	☐
	Pronoun	☐
	Conjunction	☐
An	: Noun	☐
	Pronoun	☐
	Adverb	☐
Chuan	: Postposition	☐
	Conjunction	☐
	Adverb	☐
Thar	: Adverb	☐
	Verb	☐
	Adjective	☐
Kim	:	☐
	Adverb	☐
	Verb	☐
	Adjective	☐

6. A hnuaia thu tarlanah hian a mood a lo danglama hman tur zawnah tick rawh.

- a) Keng: Zirlai tan lehkhabu ken loh hi a tha lo va, chuvangin ka keng ngei ngei a ngai. ☐

Zirlai tan lehkhabu ken loh hi a tha lo va, chuvangin ka ken ngei ngei a ngai. ☐

- b) Ring: Rova au ringzia chu! ☐

Rova au rinzia chu! ☐

- c) Bual: Ka bual loh chuan a mu tui lo ang. ☐

Ka bawlh loh chuan a mu tui lo ang. ☐

- d) Leng: I lo len hunah kan sawi tha dawn nia. ☐

I lo leng hunah kan sawi tha dawn nia. ☐

- e) Ringhlel: Min ringhlel reng a, ringhlelnain ka khat vek tawh. ☐

Min ringhlel reng a, ringhlelnain ka khat vek tawh. ☐

- f) Dang: A mood a dang pawn engmah thlak a ngai lo. ☐

A mood a dan pawn engmah thlak a ngai lo. ☐

7. A hnuaia thu hi chhiar la, ziah dan tur dik zawk thlang rawh.

- a) Kan Principal a lo kal dawn in tia mi? ☐
- Kan Principal a lo kal dawn in ti em ni? ☐
- b) Ka mu phawt anga, chuan kalo leng ang. ☐
- Ka mu phawt ang a, chuan ka lo leng ang. ☐
- c) Enge nizan i inkhawm loh chhan? ☐
- Eng nge nizan i inkhawm loh chhan? ☐
- d) I hauh vak vak chuan engmah a ti duh tawh lo a nge. ☐
- I hauh vak vak chuan engmah a ti duh tawh lo ang e. ☐
- d) Kristiante chu kan tawngtai thin a ni. ☐
- e) Kristiante chu kan tawngtai thin ani. ☐

8. Heng zawhnate hi chhang rawh

- a) Ram dang atanga kan chawh luh ni lo, Mizoram leilung chhuak pangpar kan neihte chu
- i) Rose, Derhken, Anthurium ii) Nuaithang, Ara-tukkhuan, Rimenhaw
- iii) Lily, Chuailo, Dingdi iv) Anthurium, Chuailo, Derhken

b) Mizote chuan September thla hi hetiang hian an vuah

i) Vawkhniahzawn Thla

ii) Sahmulphah Thla

iii) Tomir Thla

iv) Mim Kut Thla

c) Hmeichhiain an pasalte zan khat mitchhin an tawh palha khuhna tur puan an chhawm thin hming chu

i) Pawnpu

ii) Zawlkenpuan/Pawndum

iii) Puanhlap

iv) Ngotekherh

d) Sawn man chu cheng 40 a ni a, fa phir a lo pai chuan a man chu cheng

i) 80

ii) 40

iii) 120

iv) 100

e) Mipa zawkin hmeichhia nupui atana a luhchilh chuan hetiang hian an sawi thin

i) Fan
kai

ii) Luhkhung

iii) Hringkir

iv) Zen/khumpui

9. A hnuaia thute hi a thu milpui (synonyms) thlang chhuak rawh

a) Huamhap

i) Duhâm

ii) Kawlh

iii) Zak thei lo

iv) Thawveng

b) Dâwn

i) Tum

ii) Tui paihna

iii) Phuahchawp

iv) Ngaihtuah

c) Phanchang

i) Upa

ii) Chak

iii) Inthazo

iv) Luhul

10. A hnuaia thute hi a thu ep (antonyms) thlang chhuak rawh

a) Beitham

i) Tam

ii) Tlem

iii) Pawnlawi

iv) Rethei

b) Themthiam

i) Tidik lo

ii) Derdêp

iii) Kutchawl

iv) Themtlaw

c) Phuisui

i) Tlabal

ii) Puithu

iii) Pawnlawi

iv) Hausa

d) Ngelnghet

i) Hnufum

ii) Pawhlah

iii) Derthâwng

iv) Rinduap

11. A hnuaia hla thu awmzia atang hian a dik ber thlang rawh.

a) Mausam

i) Duthusam

ii) Hnawl

iii) Huan sam

iv) Mau chi khat sawina

b) Senmei

i) ramsa mei sawina

ii) kalsan

iii) mei alh

iv) hnim hnah sawina

c) Sâwmfâng

i) buh

iii)buh fang sawm sawina

ii)sawm satliah

iv)ram hming sawina

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ABSTRACT

**TEACHING-LEARNING PRACTICES OF MIZO SUBJECT AT
SECONDARY SCHOOLS IN MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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**TEACHING-LEARNING PRACTICES OF MIZO SUBJECT AT
SECONDARY SCHOOLS IN MIZORAM**

**By
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**Submitted
In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl.**

Introduction

The word ‘language’ is derived from the Latin word ‘lingua’ which means ‘tongue’. French word ‘langue’ and ‘parole’ is also related to language with ‘langue’ refers to the underlying structure of the language and ‘parole’ refers to the actual speech or text that is produced. ‘Langue’ is a specific form of speech which is conventional and belongs to a particular community. For example, in India, we have languages like Punjabi, Bengali, Rajasthani etc. ‘Parole’, also means speech but it denotes the ‘individual’ side of language i.e. how a person expresses his/ her feelings, emotions and desires while living in a society (Rai, n.d., pp. 1-2).

Language plays a vital role in various cognitive functions and is an important tool to help us think and learn about the world around us. It allows the mind to questions information gathered from the external world and transforms simple thoughts into complex and creative ideas. Language is a system that we rely on for both interpersonal and intrapersonal communication. It is also one of the core elements of any culture or human civilization (Hungtington, 1966; as cited in Pae, 2020). Language consists of rules and principles by which arbitrary linguistic components are combined into words and sentences.

Some of the most widely accepted definitions of language given by the experts in the field of linguistics (as cited in Alshami, 2019) are given below:

Edward Sapir defines language as “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” According to Hall, language is “the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols”. In the words of Noam Chomsky, language is “a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements”. Chomsky focuses on the structural features of language. He showed how language can be investigated by analyzing it into its constituent

elements (pp. 2.)

Therefore, we can say that language is the means we use to convey ideas from one mind to another, and the acquisition of language remains one of the most fascinating aspects of human development. From the first monosyllabic utterances to the use of complex, nuanced and context-specific structures, both the rate of progress and the stages of language acquisition have been the focus of innumerable research studies in developmental psychology, linguistics and pedagogy (Castello, 2015). A language shows a vital part in the life of a human being. The language facilitates a comprehension of surrounding, learning of concepts and achieving of several skills and a language skill helps them to express themselves and developing their thinking capacity. Additionally, this language cultivates confidence and essence of self-worth to a child in learning other things.

Language Education

Language education is the process of learning a language, as well as the teaching process of the said language. It may refer to either learning a native language for the first time, or learning a second language. The term “language education” more commonly refers to learning a second or additional language beyond one’s native language; for this reason, it is commonly used as an academic term (Miller, 2022).

The process of language education and language acquisition can differ greatly depending on the teaching style used, the age of the students learning the language, and whether the students are developing more in-depth skills with their first language or are attempting to learn a second language. It is common for language educators to begin with vocabulary words and verb conjugation principles, because these form the basis of most second language education practices. Some teachers will use an immersion style of teaching a language, where students are encouraged to speak the new language as much as possible; this can be quite challenging for introductory students, but for more advanced learners, it is a very effective method of language acquisition.

The manifestation of the potential of education is only possible with the aid of a language. Language is the mass instrument of education, the tool of impartment,

the way of bringing about equity and a means for global rich. Language is the polestar that aids each individual to attain the fruits of learning. Whichever the subject area, the learners absorb new concepts when they listen, speak, read and write about what they are learning. National Curriculum Frame Work (2005) and the committee recommended that the four linguistic skills such as listening, speaking, reading and writing should be the basis for curriculum planning as they contribute to the progress of an individual in all curricular areas (John & Kothari, 2019).

Mother Tongue Education

Mother tongue education refers to education that uses language which children are most familiar with, the language they feel comfortable with, speak confidently and the language they understand easier in learning or we can say adding up first or native language as a school subject in schooling. Every year on 21 February, the world celebrates International Mother Language Day, which was established at the initiative of Bangladesh by United Nation Educational, Scientific and Cultural Organization's (UNESCO) General Conference in 1999. The Day is an essential platform to promote the importance of cultural and linguistic diversity, and multilingualism for peaceful and sustainable societies (UNESCO, 2022). UNESCO has been leading the way and advocating for multilingual education based on the mother tongue from the earliest years of schooling. Research shows that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance.

Mother tongue is the first language one learns as a baby, the language one grows up knowing, which is also known as the native language. A child first comprehends what is around them through the language they hear from their mother communicating in from before they are born throughout their lives. Mother tongue is appreciated due to numerous reasons as it is a central in framing the thinking and emotion of individuals. Learning in school highlights with the use of mother tongue as well as it is an influential tool in advancing the learning of people.

Research done by Awopetu in 2016 found that the students experiencing the medium of communication and instructions mostly done by mother tongue performed better than their counterparts who communicated mostly in English. However, the analysis of male and female participants showed a significant gain in

their learning outcomes after being taught in their mother tongue. This clearly shows that mother tongue plays a significant role in learning and comprehending the concept of what have been taught since the elementary level which also determines that fluency in mother tongue can pave a way in their learning process which may further results in their academic success.

First language or mother tongue is so important for child education because many experts argue that foreign language education is not always the best. If the child is taught in a language that the child doesn't understand, then comprehension doesn't occur and results in rote memorization. Therefore, it is a healthy approach for the child to learn in their mother-tongue rather than second language as they have a better chance to express their thought and feelings. Early schooling in a child's mother tongue or L1 has been recommended by National Education Policy in 2020, hoping to improve learning, increase student participation and reduce the number of dropouts. Furthermore, children with a high proficiency in their mother tongue are found to be better in picking up a second language and develop their literacy skills in the language.

Language, especially the mother tongue, helps the child stay rooted to their culture and also provide a strong foundation for learning. Research shows that children learn better when their learning is taught in their mother tongue and that a child's cognitive development as well as their intellectual development is comparatively faster to those who learn in their mother tongue. Moreover, literacy learning is easiest when educators provide initial literacy instruction in a child's first language. Such instruction is consistent with strong building on children's understanding strengths and with connecting unfamiliar vocabulary as well learning material to the familiar to maximize learning efficiency. Children who are fluent in their own mother tongue are able to utilize their cognition for critical thinking and higher-order thinking skills which in turn are useful for their formal education so as to interpret and understand teaching and learning in a second language (Bidyapati, 2021).

Teaching-learning of Mizo subject

Majority of the schools learned Mizo subject from Class-I both at government

and private schools in which the curriculum of Mizo subject is developed by State Council of Educational Research and Training (SCERT) at the elementary level and the curriculum of Secondary and Higher Secondary Mizo subject is developed by Mizoram Board of School Education (MBSE). Moreover, it is also introduced from Class-I to Class- XII in some of the schools under the Central Board of Secondary Education (CBSE) where the curriculum is developed by CBSE itself. In Mizoram, Mizo subject is the only tool that we have for imparting first language education in schooling. The status and condition of teaching and learning this subject or first language is needed to be addressed as teaching and learning of the second language i.e., English has gained popularity amongst various stakeholders. However, educationists and psychologists have constantly reiterated that laying solid foundation of linguistic skills and power in the first language is very important and teaching it as a subject in schools should be given a lot of importance as it will continue in assisting further development of linguistic skills that will empower the students to exercise their linguistic, academic and social skills even after the completion of formal schooling. Working knowledge of first language will be valuable asset for all students and reasonable proficiency in the language will be necessary for having an effective learning.

Students' level of competency in Mizo language/subject plays a significant role for both the teachers and the students in the teaching learning processes. Educationists and psychologists have stressed on the significant contribution of first language in the cognitive development and overall learning of students. It has also been found that in learning of different school subjects, instruction given in first language provides the best comprehension for the learners as they learn through the language that they are most familiar in, as opposed to when instructions are given in another language where students have to translate the lesson into their mother tongue (mentally) in order to fully comprehend what they are being taught. Thus, the development of the student's competency in their own mother tongue is to be addressed by the school curriculum where the students are given formal education on the different systems of the language such as the phonetics, phonology, morphemes, syntax, semantics and the graphical representation and also their interdependence in learning of other school subjects. The meaningfulness of learning depends on learner

but the success of learner depends on his/her communicative skills and the basis of communicative skills lies in the language proficiency or achievement (Malav, 2000), especially the first language/ mother tongue. Thus, it is extremely important to note the role of the mother tongue for the student's cognitive development and academic achievement and its significance in as a subject in the school curriculum.

Rationale of the Study:

The National Education Policy, 2020 has advocated, that “wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language” for both public and private schools (NEP, 2020, p. 13).

Despite this national direction, the importance of first language education, though widely acknowledged, requires deeper investigation in the context of Mizoram. A review of related literature shows that there has been no systematic research on the teaching and learning practices of the Mizo subject at the secondary school level. The importance of mother tongue or first language as a school subject cannot be overemphasized as mother tongue plays a vital role for the holistic development of the child or the learners. According to the National Council of Educational Research and Training (NCERT) Position Paper: National Focus Group on Teaching of English (NCERT, 2006),

“Language in education would ideally and ordinarily build on the naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic knowledge. We can then speak of a ‘cognitive academic linguistic proficiency’ (Cummins 1979) as language and thinking skills that build on the basis of a child’s spontaneous knowledge of language. This is the goal of language education, and education through language” (p. 4).

In this context, one of the main reasons for learning the mother tongue or first language as a school subject is to enable learners to gain proficiency and competency in their native language by introducing new words and vocabularies and developing the four fundamental language skills: listening, speaking, reading, and writing. The ability to read, write, and speak is not only enough to have an expertise as well as for the eloquent conversation and transmission of our language; rather, a child needs to

learn when and how to speak, write, and read meaningfully and precisely, as well as to accept and value others' ideas, skills that are nurtured through listening. According to Jim Cummin (2001; as cited in Teemant & Pinnegar, 2019), there are two major aspects of language proficiency that must be acquired by language learners: Basic Interpersonal Communicative Skills (BICS), or conversational proficiency, and Cognitive Academic Language Proficiency (CALP), or academic proficiency. Therefore, studying the first language as a school subject is extremely crucial for students to develop not only BICS but also CALP as identified by Jim Cummins.

Furthermore, the Mizoram Board of School Education (MBSE, 2008) and Central Board of Secondary Education (CBSE, 2020) have laid down separate objectives for teaching the Mizo subject at the secondary level. The teaching objectives of CBSE aim to develop learners' ability for independent reflection and enquiry while promoting and preserving Mizo language and literature. It also seeks to build confidence and proficiency in both spoken and written communication, encouraging the use of appropriate Mizo in various social settings. Moreover, it aims to foster creativity and self-learning through extensive reading, helping students become independent and lifelong learners. However, MBSE aims to develop students' listening, speaking, reading, and writing skills in the Mizo language. Learners are expected to understand spoken messages, communicate fluently and appropriately, read prose and poetry with comprehension and appreciation, and write clearly using correct grammar and punctuation. The objectives also include building a strong vocabulary and understanding of grammar for effective use of the language in different contexts.

In light of these objectives, it is crucial to identify the teaching practices of teachers teaching the Mizo subject at the secondary level. The attainment of learning objectives is highly dependent on how teachers teach and the efforts they take to help students achieve these objectives. Moreover, the methods, techniques, and strategies used for teaching the mother tongue are not clearly known, as there is no specific method identified or prescribed by any government body for academic administration. Hence, this study attempts to find out the methods used by the teachers teaching Mizo subject, which can contribute to realizing the goals and

objectives laid down by MBSE and CBSE and determining the efficiency and effectiveness of first language teaching at the secondary level.

At the same time, it is important to look into the educational and professional qualifications of teachers teaching Mizo at the secondary level. The recruitment rule for High School teachers under the State government does not specify specialization in Mizo Subject (i.e., BA or MA in Mizo). The professional qualification of teachers plays a crucial role in the methods and strategies applied while teaching the subject. When teachers with no specialization or professional training are assigned to teach Mizo, there is a great possibility that they may focus more on content than on the development of fundamental language skills.

This study therefore focuses on the secondary level, as it represents a crucial stage in which students are expected to have fully developed language skills. However, this aspect has not been adequately explored or understood. The importance of learning and teaching the first language at the secondary school level cannot be neglected since the development of skills in the mother tongue continues to influence students' cognitive, personal, social, and cultural growth. Students with a strong foundation in their first language have a greater advantage in expressing themselves, which in turn helps them perform better in scholastic activities.

But, there is still a lack of clear data on the Mizo language competency of secondary school students. The general lack of emphasis on Mizo as a subject of study as well as a language for communication is felt all across the State of Mizoram. A new generation of Mizos, well versed in other languages especially English but lacking command over Mizo both in speaking and writing, is emerging and will continue to rise without proper intervention. In line with the national vision of NEP 2020, it becomes essential to understand how first language education contributes to broader learning outcomes. A strong foundation in the first language is central to meaningful learning across the curriculum because language underpins comprehension, thinking, and expression in all subject areas. The National Curriculum Framework for School Education (NCFSE) 2023 emphasizes that literacy should first be acquired in the language most familiar to the learner, typically the mother tongue or a frequently used local language, and that this language should ideally serve as the medium of instruction for other subjects until literacy in another

language is attained. This position reinforces the principle that language learning is not only a goal but also a means to effective learning in every discipline. The framework also highlights multilingual proficiency as an educational goal, aiming for students to develop academic communication abilities in multiple languages by the age of 15 (NCFSE, 2023). Given this policy emphasis, investigating the relationship between first language competency and achievement in Science, Mathematics, and English can provide empirical insights into how well students' language foundations are supporting learning in these subjects and help inform improvements in teaching methods, curricular materials, and language learning strategies.

In view of these concerns, a study on the teaching practices of Mizo subject teachers is an effort to pave the way for introducing best practices in Mizo language instruction. Identifying students' learning practices and competency in the Mizo language will reflect the effectiveness of these teaching practices. The present study also aims to focus on the challenges faced by teachers in teaching Mizo in order to highlight areas where improvements could be made and to encourage relevant authorities to take appropriate action. The findings of this study are expected to assist teachers in enhancing their teaching strategies, while administrators and textbook developers can use the results to improve the curriculum and learning materials based on current practices and challenges. It is also expected that the study will help students strengthen their language skills and bring a paradigm shift in the teaching and learning of Mizo as a subject.

Finally, reviewing literature related to the present study reveals that very limited research has been conducted on the teaching and learning practices of first languages in schools. It is also noted that no such study has previously been undertaken for Mizo language teaching and learning. Thus, it is believed that the findings will have significant implications for improving Mizo language education. Therefore, keeping in view the above-mentioned factors, the investigator finds it necessary to conduct this study to highlight the teaching-learning practices of Mizo subject at the secondary schools in Mizoram.

Research Questions

1. What are the profiles of Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination?
2. What are the pedagogical approaches practiced by Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination?
3. What are the challenges faced by secondary school teachers in Mizoram in teaching Mizo subject with respect to type of school management and board of examination?
4. What are the learning practices of secondary school students of Mizoram in Mizo language?
5. What is the level of Mizo language competency of secondary school students in Mizoram?
6. Is there any significant difference in the Mizo language competency of male and female secondary school students in Mizoram?
7. Is there any significant difference in the Mizo language competency of government and private secondary school students in Mizoram?
8. Is there any significant difference in the Mizo language competency of MBSE and CBSE students in Mizoram?
9. Is there any relationship between Mizo language competency of secondary school students and their achievement in Science subject?
10. Is there any relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject?
11. Is there any relationship between Mizo language competency of secondary school students and their achievement in English subject?

Statement of the Problem

The problem of the study is entitled as '*Teaching-Learning Practices of Mizo Subject at Secondary Schools in Mizoram*'.

Operational Definitions of Key Terms

The key terms used in the present study are operationally defined as follows:

1. Teaching Practices: It refers to the way of imparting and communicating Mizo subject, concept, skills, methods, techniques and strategies used by the teachers in the classroom at the secondary school level.
2. Learning Practices: It is the acquisition of knowledge on various aspects such as skills, vocabularies, antonyms, synonyms, grammar etc. in learning Mizo subject by the secondary school students.
3. Mizo Subject: It refers to Mizo language subject which is being taught at the secondary schools.
4. Secondary Schools: For the present study, it means one of the levels of schooling which comprises of classes IX and X i.e. high school offering Mizo subject. Hence, the word secondary and high school are used simultaneously in the present study.
5. Government Schools: In the present study, government schools refer to schools which are fully run and manage by state or central government.
6. Private Schools: Private school in the present study refers to school manage and run by private organization receiving no fund or aid from the state government.

Objectives of the Study

The objectives for the present study are as follows:

1. To identify the profile of Mizo subject teachers at secondary schools in Mizoram with respect to type of school management and board of examination.
2. To analyse and compare the pedagogical approaches practiced by Mizo subject teachers of secondary schools in Mizoram with respect to type of management and board of examination.
3. To analyse the challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management and board of examination.
4. To find out the learning practices of secondary school students of Mizoram in Mizo language.

5. To construct and standardize Mizo Language Competency Test for Secondary school Students in Mizoram.
6. To find out the level of Mizo language competency of secondary school students in Mizoram.
7. To compare the Mizo language competency of secondary school students in Mizoram with respect to gender.
8. To compare the Mizo language competency of secondary school students in Mizoram with respect to type of school management.
9. To compare the Mizo language competency of secondary school students in Mizoram with respect to board of examination.
10. To find out the relationship between Mizo language competency of secondary school students and their achievement in Science subject.
11. To find out the relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.
12. To find out the relationship between Mizo language competency of secondary school students and their achievement in English subject.

Null Hypotheses of the Study

The null hypotheses for the present study are as follows:

1. There is no significant difference in the Mizo language competency of male and female secondary school students in Mizoram.
2. There exists no significant difference in the Mizo language competency of government and private secondary school students in Mizoram.
3. There is no significant difference in the Mizo language competency of MBSE and CBSE students in Mizoram.
4. There is no significant relationship between Mizo language competency of secondary school students and their achievement in Science subject.
5. There exists no significant relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.
6. There is no significant relationship between Mizo language competency of secondary school students and their achievement in English subject.

Delimitation of the Study

The study is delimited to government and private secondary schools under MBSE and CBSE offering Mizo subjects.

Review of Related Literature:

The investigator has reviewed different literatures related to the present study in which a total number of the studies being reviewed are 125 from different sources such as journals, articles, unpublished dissertation and doctoral thesis. Various studies reviewed are collected within a span of years of 1967- 2024 i.e. 57 years. The literature reviews related to the teaching methods consists of 44 studies within a span of years of 1967-2024, whereas the reviews of literature related to the challenges faced by teachers in teaching language consists of 40 within a span of years of 1972-2024. Moreover, reviews related to the language competency has 32 studies in total within a span of years of 1987-2023, reviews related to learning practices of students has 9 literature reviews within a span of years of 2012-2024.

Despite the large number of studies reviewed over several decades, research specifically focusing on first language learning remains very limited. In the context of the Mizo language, only two (2) relevant studies were identified, however; their goals, approaches, and objectives were found to differ from those of the present research. As such, the present study is expected to contribute meaningfully by offering insights that may support the enhancement of teaching methods and student learning practices. Additionally, the findings may assist curriculum planners and board members in reviewing and updating the Mizo language syllabus to align more closely with the intended goals of the subject as in need, while also guiding other necessary educational improvements.

Method of Study

For the present study, mixed method approach was employed. For quantitative approach, descriptive survey method was used as it seeks to depict the characteristics of a phenomenon or subject under investigation such as the profile of teachers, pedagogical approaches of teachers, challenges faced by teachers in

teaching Mizo subject, learning styles of students, Mizo language competency of students and relationship of Mizo language competency and the academic achievement of students in English, Science and Mathematics subjects. Under the qualitative approach, the content (thematic) analysis was used wherein the answer received from open ended questions and Focus Group Discussion (FGD) were analysed.

Population of the Study

Population refers to the entire group of individuals, items, or elements that the researcher is interested in understanding or describing. Thus the population of this study comprises of:

- i. All teachers teaching Mizo subject at the secondary schools in Mizoram - Based on Statistics of School Education 2022-23 records, there were 434 secondary schools in Mizoram, details of which is given in Table No. 3.1. All teachers teaching Mizo subject in these schools are taken as the population for the present study.

Table 1
Total Number of Schools

Name of District	No of Schools		Total
	MBSE	CBSE	
Aizawl	150	3	153
Lunglei	51	3	54
Serchhip	24	3	27
Champhai	28	1	29
Kolasib	20	1	21
Mamit	27	1	28
Hnahthial	12	-	12
Khawzawl	17	1	18
Lawngtlai	39	3	42
Saitual	26	1	27
Siaha	22	1	23
Total	416	18	434

Source: Statistics of School Education 2022-23

- ii. All secondary school students in Mizoram from schools affiliated to MBSE and CBSE.

Table 2
Total Number of Students

Name of District	No of Students		Total
	MBSE	CBSE	
Aizawl	10,443	306	10,749
Lunglei	2280	243	2,523
Serchhip	1,228	250	1,478
Champhai	1,640	18	1,658
Kolasib	1,234	70	1,304
Mamit	1,286	16	1,302
Hnahthial	788	-	788
Khawzawl	893	54	947
Lawngtlai	2,658	244	2,902
Saitual	1,058	118	1,176
Siaha	1,021	45	1,066
Total	24,529	1,364	25,893

Source: Statistics of School Education 2022-23

Sample of the Study

In the present study, there were two sets of samples viz-teachers and students. Schools were taken as unit for selecting the samples. The method employed for selection of samples was Simple Random Technique and samples were selected at two stages viz. district and school.

Therefore, Two Stage Cluster Random Sampling was adopted in the present study (Johnson and Christensen, 2014).

- **First stage** - 6 districts were selected using simple random sampling.
- **Second stage** – Using the secondary schools as the sampling unit, out of a total of 310 schools from 6 districts, 70 schools were selected using simple random sampling. Out of the 70 schools identified, 62 schools affiliated to MBSE (29 government and 33 private schools) were selected proportionately while 8 schools affiliated to CBSE were collected through census.

Table 3
Number of Schools in Selected Districts

District	State Gov't	Private	CBSE	Total
Aizawl	52	98	3	153
Lunglei	24	27	3	54
Serchhip	15	9	3	27
Champhai	16	12	1	29
Kolasib	13	7	1	21
Mamit	19	6	1	26
Total	139	159	12	310

Source: Statistics of School Education 2022-23

Table 4
Distribution of Sample Schools

District	State Gov't	Private	CBSE	Total
Aizawl	12	21	1	34
Lunglei	5	6	2	13
Serchhip	3	2	3	8
Champhai	3	2	0	5
Kolasib	3	1	1	5
Mamit	3	1	1	5
Total	29	33	8	70

- **Third Stage** - Out of the 70 schools identified, one teacher teaching Mizo as a subject were selected for this study. So, in total, 70 Mizo subject teachers constitute the sample for the present study.
- **Fourth Stage** - Out of a total of 8,195 students from the selected schools within the 6 districts, 500 students were selected randomly to form the sample size. After applying proportionate technique, students were then selected randomly from MBSE and CBSE. The total number of students and the distributed sample of students from the selected schools are presented in Table 3.5 and Table 3.6. For Focus Group Discussion, four (4) students each were purposively selected from government schools affiliated to MBSE, private schools affiliated to MBSE and schools under CBSE with a total of twelve (12) students.

Table 5
Total Number of Students in Selected Schools

District	State Gov't	Private	CBSE	Total
Aizawl	2280	2751	80	5,111
Champhai	300	267	-	567
Kolasib	344	92	70	506
Lunglei	548	342	199	1,089
Mamit	223	95	16	334
Serchhip	146	192	250	588
Total	3841	3739	615	8,195

Source: Statistics of School Education 2022-23

Table 6
Distribution of Sample of Students from Selected Schools

District	State Gov't	Private	CBSE	Total
Aizawl	140	170	5	315
Champhai	19	16	-	35
Kolasib	20	6	4	30
Lunglei	33	20	12	65
Mamit	13	6	1	20
Serchhip	9	11	15	35
Total	234	229	37	500

The total sample size for the present study is therefore, 570 i.e., 70 teachers and 500 students.

Tools Used for Data Collection

The researcher used seven tools for data collection which are as follows:

1. Teacher profile form to acquire the profile of Mizo subject teachers at secondary schools in Mizoram prepared by the researcher.
2. Questionnaire on pedagogical approaches of Mizo subject teachers at secondary schools in Mizoram prepared by the researcher.

3. Semi-structured questionnaire on challenges faced by Mizo subject teachers in teaching Mizo subject at secondary schools in Mizoram developed by the researcher.
4. Questionnaire on learning practices in Mizo language of secondary school students in Mizoram made by the researcher.
5. Mizo Language Competency Test of Secondary School Students in Mizoram developed and standardized by the researcher.
6. The previous year's final examination marks of the students in Science, Mathematics and English subjects to test the relationship of their achievement in these subjects with their Mizo language competency.
7. Discussion guide for Focus Group Discussion (FGD) of Secondary School Students.

Teacher Profile Form on the profile of Mizo subject teachers at secondary level in Mizoram.

The researcher constructed a teacher profile form to acquire the profile of teachers teaching Mizo subject at secondary level in Mizoram. The questionnaire consisted of 8 questions combining personal and academic profile and professional qualifications. For this, content validity was done by sending out the questionnaire to 11 experts in the field of this study where all the experts confirmed its validity "to a great extent".

Questionnaire on the pedagogical approaches of Mizo subject teachers at secondary level in Mizoram.

A questionnaire on the pedagogical approaches for Mizo subject teachers at secondary level was developed by the researcher. The questionnaire consisted of 57 items which was divided into 8 dimensions that includes 8 items on teaching methods, 8 items on techniques and strategies used in transaction of teaching Mizo subject, 7 items on teaching practice and assessment for the development of listening skill, 7 items on teaching practice and assessment for the development of speaking skill, 7 items on teaching practice and assessment for the development of reading skill, 7 items on teaching practice and assessment for the development of writing skill, 12 items on grammar and vocabulary, and 1 item on teaching learning material

(TLM) consisting of different types of TLMs used for teaching Mizo subject.

The questionnaire was given out for content validity to a panel of 11 experts from the Department of Education, Mizoram University and Institute of Advanced Studies in Education (IASE). The experts reviewed each question thoroughly and gave suggestions with regard to content accuracy, clarity and alignment with the objectives. Then, the final questionnaire was made consisting of 43 items by changing and rectifying some items based on the suggestions given by experts.

Semi-structured questionnaire on the challenges faced by Mizo subject teachers in teaching Mizo subject at secondary schools in Mizoram.

For identifying the challenges faced by Mizo subject teachers at secondary schools, semi-structured questionnaire was developed by the researchers consisting of 15 close ended questions and 1 open-ended question wherein 3 options i.e. “to a great extent”, “to some extent” and “not at all” were provided for the respondents. The questionnaire was given to a panel of 11 experts from the Department of Education, Mizoram University and IASE for content validity. After receiving suggestions and recommendations from different experts, some questions were added and reconstructed and the final questionnaire included 18 close-ended and 1 open-ended questions.

Questionnaire on learning practices of secondary school students of Mizoram in Mizo language.

The questionnaire to assess the learning practices of secondary school students in Mizo language was prepared by the researcher consisting of 50 questions which was divided into 6 dimensions such as learning practice on listening skill which consists of 10 items, 7 items on speaking skill, 10 items on reading skill, 6 items on writing skill, 10 items on grammar and vocabulary and 7 items on learning style. The questionnaire was given to 11 experts from the Department of Education, Mizoram University and IASE for content validation. Based on the suggestions and recommendations received from the experts, the final questionnaire was developed which included 28 questions with 5 dimensions namely learning practices on listening skill, speaking skill, reading skill, writing skill and grammar and vocabulary.

Mizo Language Competency Test

The investigator developed Mizo Language Competency Test for Secondary School Students in Mizoram for measuring students' competency in Mizo language. The test consisted of 57 items distributed across 11 dimensions as follows: 11 items for reading comprehension, 2 items for idioms and phrases, 6 items for prefixes and suffixes, 4 items for punctuation, 8 items for parts of speech, 6 items for mood forms, 5 items for writing comprehension, 5 items for knowledge of Mizo history, 3 items for synonyms, 4 items for antonyms, and 3 items for glossary of poems. The scoring of each item in all of the 11 sections was 1 each.

The reliability of the scale was done through the test-retest method, resulting in a high reliability coefficient of 0.72, reflecting a high degree of reliability and demonstrating statistical significance at the 0.01 level. Content validity was confirmed through expert evaluation by eight (8) professionals with specialization in the Mizo language. Additionally, the draft was forwarded to the Mizo Language Development Board and the Mizo Grammar Society for comprehensive appraisal.

The norms and interpretation of the scale was calculated by using stanine on a sample of 500 students. The raw scores obtained were converted into stanine scores. Scores that come between ranges of 13-28 indicates low in Mizo language competency. Scores ranging from 29-39 indicates average in Mizo language competency. Scores that fall between ranges of 40-57 indicates high in Mizo language competency.

Normality

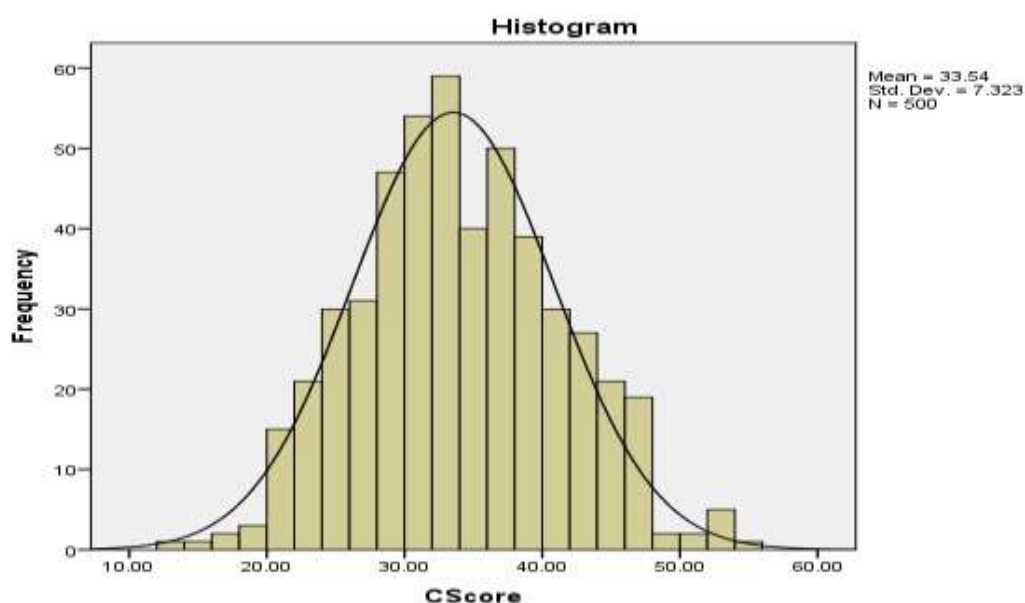
The distribution of sample students must be normal in order to use parametric test. Thus, normality of the data was verified using both analytical and graphical methods. The analytical test involved examining skewness and kurtosis, while the graphical test used a histogram with a curve illustrating the data distribution. The data showed a skewness value of 0.146 and a kurtosis value of -0.320, confirming that the normality assumptions were satisfied and the data followed a normal distribution (Orcan, 2020). A bell-shaped normal distribution curve was also plotted to visually demonstrate this pattern. Since normality was established, further

analyses were conducted using parametric tests.

Figure 1 confirms the normality of the data through a bell-shaped curve. The mean of the dataset is 33.54, the median is 33, and the mode is 33. The standard error of the mean is 0.33, while the standard deviation is 7.32. The peak of the curve corresponds to the mean value, representing the average student score with the highest concentration of data points. The lowest score observed is 13, and the highest is 55.

Figure 1

Bell curve showing normal distribution of data for the present study



Discussion guide for Focus Group Discussion (FGD) of Students

Items or points for discussion with the students on the teaching practices of their teachers were prepared consisting of 10 items. The questions were sent out to 11 experts from the Department of Education, Mizoram University and IASE for content validation which was then finalized and used for conducting FGD.

Procedure of Data Collection

The teachers taking Mizo subject from the selected schools were contacted and informed them of the importance of the research. After building a rapport and

telling them that their response will be strictly kept confidential and will be used for the research purpose only, the investigator distributed the questionnaires related to profile of teachers, pedagogical approaches and challenges faced in teaching Mizo through dual mode, which is to be responded either through offline and online mode as per the convenience of the teachers. The responses were then received from 62 teachers from MBSE and 8 teachers from CBSE with a total of 70 responses.

For collecting data from the students, the investigator firstly approached the Principals and Headmasters of the schools and took permission by telling them the aims, objectives and importance of the research. After seeking permission, the investigator distributed the questionnaire related to learning practice and also conducted language competency test to the selected students. The students were informed that their responses will be strictly kept confidential and used for the research purpose only.

For FGD, consent was taken from each student and after that, questions were clarified. The discussion was then conducted through telephonic conference as some students selected were in hostel which required the usage of wardens' mobile phone. After obtaining permission from each student to record their response, FGD was conducted separately and analysed based on the statement given by the students.

Table 7
Duration of FGD Conducted

School	Duration	Date	Time
Government	1hour 20 minutes	30 th June, 2025	11AM-12:20PM
Private	1 hour 10minutes	30 th June, 2025	1PM-2:10PM
CBSE	1 hour 25 minutes	30 th June, 2025	5PM-6:25PM

Statistical Techniques Used

For analyzing the data obtained in the present study, both quantitative and qualitative analyses were employed. The following statistical techniques were used to analyse the data based on the objectives of the study:

Descriptive Statistics:

Percentage was used to assess and analyse the profile of teachers, pedagogical approaches of teachers, challenges faced by teachers, learning practices of students in Mizo language and level of Mizo language competency of secondary schools students.

Mean, standard deviation and Stanine scores were also used in order to find out the nature of score distribution and for the classification of respondents in different categories.

Inferential Statistics:

For comparing the mean scores of different groups such as gender, type of management and board of examination in Mizo language competency of secondary school students, t-test was employed to test the significant difference.

The Pearson Product Moment Correlation was applied to calculate the correlation between the achievement scores of students in different subjects such as Science, Mathematics and English on Mizo language competency among secondary school students.

Qualitative analysis

Descriptive qualitative analysis was used to interpret the other challenges beyond the options provided mentioned by Mizo subject teachers of secondary school.

For analyzing FGD, thematic qualitative analysis was used to gather the information collected and done interpretation.

Major findings and discussions related to the profile of teachers teaching Mizo subject at secondary schools in Mizoram with respect to type of school management and board of examination. (Objective 1)

- i. Majority of the teachers teaching Mizo subject in government schools were female (72.2%) while private schools had more male Mizo subject teachers (51.5%). On the other hand, there were more female teachers teaching Mizo subject in schools affiliated to both CBSE (75%) as well as MBSE (59.6%)
- ii. Majority of the teachers teaching Mizo subject in government

schools were post graduate degree holders (56.7%) while private schools had more graduate degree holders (54.5%). On the other hand, majority of the teachers (87.5%) teaching Mizo subject in schools affiliated to CBSE were postgraduates while majority of the teachers in MBSE schools (53.2%) hold graduate degrees.

iii. Only few of the Mizo subject from both government and private schools opted for Mizo/English as their major subject while majority i.e. 62.1 percent from government schools and 54.5 percent from private schools opted for other subjects at the undergraduate level. Similarly, majority of the teachers from MBSE schools (64.5%) also majored in other subjects (not Mizo or English) at the undergraduate level. Contrary to this, majority i.e. 87.5 percent of the teachers teaching Mizo subject in schools affiliated to CBSE opted for Mizo or English at the undergraduate level

iv. Only few of the Mizo subject from both government and private pursued the study of Mizo subject while majority i.e. 67.5 percent from government schools and 66.6 percent from private schools pursued other subjects at the postgraduate level. Similarly, majority of the teachers from MBSE schools (72.5%) also pursued other subjects at the postgraduate level whereas majority of the Mizo subject teachers from schools affiliated to CBSE (75%) opted for Mizo in their postgraduate studies.

v. All the Mizo subject teachers from government schools were trained teachers whereas majority of the teachers from private schools (81.8%) were untrained. With regard to Mizo subject teachers from CBSE and MBSE schools, majority of the teachers from MBSE schools (54.8%) and all the teachers from CBSE schools had undergone professional training.

vi. In terms of experience in teaching, majority of the teachers from both government (54.05%) and private (66.6%) schools were found to have less than 10 years of teaching experience. All the teachers from CBSE schools

were also found to have less than 10 years of teaching experience. On the other hand, majority of the teachers from MBSE schools (53.2%) were found to have more than 10 years of teaching experience.

vii. It was found that majority of the Mizo subject teachers from both government (51.3%) and private (87.8%) schools did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. It was also found that majority of the Mizo subject teachers from MBSE (69.3%) schools did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. Contrary to this, majority of the Mizo subject teachers from CBSE schools (87.5%) were found to have opted for teaching of Mizo as their pedagogy paper in their B.Ed. studies.

viii. Majority of the teachers from government schools (62.1%) have undergone training on language teaching programmes in at least one of the languages i.e. Mizo, English, or Hindi, while majority of the teachers from private schools (66.6%) were deprived of such experience. With regard to teachers from MBSE schools, 50 percent of the teachers underwent language teaching training while the other 50 percent have not gone through such training programmes. On the other hand, majority of the teachers from CBSE schools (62.5%) have not attended any training programme on language teaching courses.

Discussion:

There were more female Mizo subject teachers in government schools as well as in both CBSE and MBSE schools, most likely due to the job security, stable benefits, and a convenient work schedule offered by the profession especially for the women folk. On the other hand, private schools showed a more balanced gender ratio with slightly more male teachers, possibly reflecting recruitment preferences or cultural beliefs that favour men in roles connected to authority and discipline.

Subject specialization also differed significantly. CBSE schools had more teachers who majored in Mizo or English and higher number of post-graduate Mizo

subject teachers. This could be due to the late introduction of CBSE schools in Mizoram wherein many candidates qualified and majored in Mizo subject were found during the recruitment of teachers. In contrast, MBSE schools had fewer teachers with qualification in language subjects most possibly due to the recruitment rules that does not require subject specialization and many of them were recruited long time back when candidates with specialization in Mizo subject were not as many as today. In terms of government and private schools, government schools too, had fewer language-specialized teachers because they were recruited under a general teacher category from Arts stream, unlike private schools that can appoint teachers based on demand and where teachers having qualification in language studies can be selected. Regarding professional training, all CBSE teachers were trained and mostly chose Mizo as pedagogy, while fewer MBSE teachers were trained and only a small percentage selected Mizo as pedagogy which could be due to many private school teachers under MBSE were have not undergone any professional training.

Results regarding teaching experience revealed that many teachers from MBSE schools and all CBSE teachers had less than ten years of experience. This suggests that most of the Mizo subject teachers possess relatively limited teaching experience. Nevertheless, it may also reflect that the teaching workforce comprises individuals who are still in their active professional years and therefore have greater potential for continued development and capacity building.

In language training, government school teachers received more opportunities that could be due to initiatives taken by the government on regular basis, while private school teachers had fewer chances, possibly due to limited funds and accessibility. Across the boards, about half of MBSE teachers underwent language training, reflecting efforts to support teachers without a language background, while fewer CBSE teachers attended such training. This could be due to the fact that majority of the CBSE teachers had a UG or PG degree in language discipline and all teachers were already professionally trained. Another reason could be that in-service teachers' training for language teachers were rarely organized by the authorities.

Major findings on pedagogical approaches practiced by Mizo subject teachers of secondary school in Mizoram with respect to type of management and board of examination (Objective 2)

a) Teaching Methods

i. Methods for teaching prose lessons:

- Explanation method was the method used by majority of the teachers from government, private, MBSE and CBSE schools for teaching prose lessons.
- The method used the least was task-based teaching method among government school teachers and communicative teaching method among private school teachers.
- The method used the least was task-based teaching method among MBSE school teachers while constructivist method, skill-based teaching method and deductive method were used equally i.e. by 12.5 percent of the teachers from CBSE schools.
- Inductive method was not used by any of the teachers from government, private, MBSE and CBSE schools.

ii. Methods for teaching poetry lessons:

- Explanation method was the method used by majority of the teachers from government, private, MBSE and CBSE schools for teaching poetry lessons.
- The method used the least was inductive method among government school teachers and task-based teaching method among private school teachers.
- The method used the least was inductive method among MBSE school teachers while skill-based teaching method, communicative teaching method, task-based teaching method, deductive method and inductive method were used by equal number of teachers i.e. 12.5 percent each by teachers from

CBSE schools.

- Communicative teaching method was not used by any of the teachers from private schools and constructivist method was not used by any of the teachers from CBSE schools.

iii. Methods for teaching grammar lessons:

- Explanation method was the method used by majority of the teachers from government, private, MBSE and CBSE schools for teaching grammar lessons.
- The method used the least was inductive method among government school teachers while constructivist method and task-based teaching method were least used among private school teachers.
- The method used the least was inductive method among MBSE school teachers while deductive and inductive methods were the least used methods by teachers from CBSE schools.
- Communicative teaching method was not used by any of the teachers from government, private, MBSE and CBSE schools

b) Techniques and Strategies used in transaction of teaching Mizo subject

- Majority of the teachers from government, private, CBSE and MBSE schools were found to “regularly” prepare lesson plans before starting a lesson.
- Majority of the teachers from private schools and CBSE schools “regularly” used teaching-learning materials while most of the teachers from government schools i.e. 48.64 percent and 48.38 percent teachers from MBSE schools “rarely” used teaching-learning materials while teaching Mizo subject.
- With regard to the types of examples used to support teaching,

most of the teachers from government schools (45.48 %), teachers as many as 48.48 percent from private schools and 48.38 percent of the teachers from MBSE schools were found to use all types of examples i.e. examples from other texts, from real life events and experiences and examples focusing on application of language rules. On the other hand, majority of the teachers from CBSE schools were found to use examples from real life events and experiences.

- Majority of the teachers from government, private and MBSE schools teach the lessons based on explanation of content in the textbooks (text book based teaching) while majority of the teachers from CBSE schools focus their teaching on the development of language skills (Skill based teaching).
- With regard to frequency of conducting remedial class, majority of the teachers from government, private and MBSE schools “rarely” take remedial class while majority of the teachers from CBSE schools “frequently” take remedial class for the poor performing students

c) Teaching practice and assessment for development of listening skill

- Majority of the teachers from government schools, 45.16 percent of the teachers from MBSE schools and 37.5 percent of the teachers from CBSE schools were found to use live listening materials (e.g., lectures, explanations, announcements, etc.) whereas, as many as 39.39 percent teachers from private schools used all types of materials i.e. live listening material, authentic and recorded material to develop the students’ listening skill.
- Majority of the teachers from government, private and MBSE schools gave importance to listening for sound perception (stress, pronunciation, intonation) while majority of the teachers

from CBSE schools focused on listening for comprehension

- With regard to types of exercises, most of the teachers i.e. 43.24 percent of teachers from government schools and 37.09 percent of teachers from MBSE schools used summarization of teacher's explanation. On the other hand, 45.45 percent of the teachers from private schools and 50 percent of the teachers from CBSE schools used discussion as the most used exercise for development of the students' listening skill.
- Majority of the teachers from government, private, CBSE and MBSE schools were found to "regularly" assess students' listening skill by observing their engagement during reading of text, explanation of lesson and discussion sessions.
- Majority of the teachers from government, private, CBSE and MBSE schools were found to "regularly" assess students' listening skill by observing their ability to follow oral instructions given by the teachers.
- Majority of the teachers from government, private, CBSE and MBSE schools were found to "regularly" assess students' listening skill by observing their participation when asked for any kind of clarification in the classroom.
- Majority of the teachers from private, CBSE and MBSE schools and as many as 48.64 percent of teachers from government schools were found to "regularly" assess students' listening skill by observing their comprehension of lesson such as retention of information, understanding of main ideas and arguments, summarizing of lesson.

d) Teaching practice and assessment for development of speaking skill

- With regard to the teaching strategy applied for development of speaking skill, as many as 32.43 percent teachers from government schools, 54.54 percent teachers from private

schools, 43.54 percent teachers from MBSE schools and 37.5 percent of teachers from CBSE schools responded that they used all the strategies given in the list i.e. appropriate linguistic device, using appropriate vocabulary and expression and adjusting of communication style based on topic and audience.

- For the types of exercises given to develop students' speaking skills, 29.72 percent teachers from government schools, 45.45 percent teachers from private schools and 40.32 percent teachers from MBSE schools mentioned that they gave all of the exercises mentioned in the option i.e. explanation of given topics, presentation on selected topics, response to teachers question, discussion, debate, dramatization, summarization of lesson (oral), narration, story-telling and compare and contrast. The exercise with the highest response by teachers from CBSE schools were presentation on selected topics and discussion with 25 percent of the teachers selecting each of these two exercises.
- Majority of the teachers from private, MBSE and CBSE schools and 45.94 percent teachers from government schools were found to provide both teacher feedback as well as peer feedback to their students based on their responses to the exercises given for practice of speaking skill.
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' speaking skill through observation of students' correct pronunciation, stress, tone and speed of reading.
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' speaking skill through observation of students' correct use of words and expression while speaking
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' speaking skill through

observation of students' ability of organizing their ideas and expression of thoughts during presentation.

- Majority of teachers from private and CBSE schools “regularly” assess students’ speaking skill through observation of students’ ability to adapt their communication style to different situations and audiences. On the other hand, majority of teachers from government and MBSE schools “rarely” assess students’ speaking skill through observation of students’ ability to adapt their communication style to different situations and audiences.

e) Teaching Practice and Assessment for the development of Reading Skill.

- Majority of the teachers from government, private and MBSE schools and all teachers from CBSE schools “regularly” executed model reading for their students.
- Majority of the teachers from government, private and MBSE schools and all teachers from CBSE schools “regularly” gave loud reading exercises for development of the students’ reading skill.
- Reading and explanation of text was the type of exercise that was most popularly used by the teachers for the development of reading comprehension i.e. 37.83 percent teachers from government schools, 45.45 percent teachers from private schools, 41.93 percent of teachers from MBSE schools and 37.5 percent of teachers from CBSE schools.
- Majority of teachers from government, private, CBSE and MBSE schools “regularly” assess students’ reading skill based on fluency in pronunciation, tone, intonation, stress, and speed.
- Majority of teachers from government, private, CBSE and MBSE schools “regularly” assess students’ reading skill based on their comprehension of text at the literal level.
- A large numbers of teachers from government schools (48.64%)

as well as majority of teachers from private schools “regularly” assess their students’ reading skill based on their comprehension at the interpretive level. It was also found that equal percentage of teachers from MBSE schools i.e. 48.38 percent “regularly” and 48.38 percent “rarely” assess the students’ reading skill based on their understanding at interpretive level. With regard to teachers from CBSE schools, it was also found that 50 percent each “regularly” and “rarely” assessed their students’ reading skill based on their comprehension at the interpretive level.

- Majority of teachers from government, private, CBSE and MBSE schools “regularly” assess students’ reading skill based on observation of students’ comprehension at the critical level.

f) Teaching Practice and assessment for the development of writing skill

- With regard to the sub-skills of writing targeted by the teacher, majority of the teachers from private, MBSE and CBSE schools and as many as 45.95 percent teachers from government schools responded that they gave importance to all the sub skills provided in the list i.e. grammar and vocabulary, organization of text and building and expression of ideas and argument.
- The most preferred strategy for development of writing skill for majority of teachers from government and MBSE schools as well as a substantial amount of teachers from CBSE schools (37.5%) was providing explanation and instruction of the correct format based on different types of writing activities. On the other hand, as high as 39.39 percent teachers from private schools responded that they applied all of the mentioned strategies i.e. explain and instruct correct format based on different types of writing activities, provide variety of texts to students to acquaint them with different writing style, teach

students on how to prepare drafts and edit written works before finalization of writing task and introduce different types of exercises for practice in the classroom for the development of the students' writing skill.

- Majority of teachers from government, private and MBSE schools and a large number of teachers from CBSE schools (48.38%) responded that they provide all of the exercises in the list for the development of writing skill of students i.e. summarize lessons in written, prepare their own notes, write assignment on given topics such as essay, articles, critical analysis and write assignment for development of creative writing skill such as story writing, poetry writing, paragraph writing.
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' writing skill by checking correctness of grammar.
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' writing skill by checking their use of appropriate vocabulary and language register.
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' writing skill by checking the overall organization and structure of their written texts
- Majority of teachers from government, private, CBSE and MBSE schools "regularly" assess students' writing skill based on reliability of content and clarity of expression.

g) Grammar and Vocabulary

- Majority of teachers from government, private, CBSE and MBSE schools "regularly" gave a presentation and explain correct use of grammar and vocabulary.
- A significant number of teachers i.e. 40.54 percent of teachers

from government schools, 48.48 percent teachers from private schools, 43.54 percent of teachers from MBSE schools and 50 percent of teachers from CBSE schools “regularly” use textbook questions for practice of grammar and vocabulary lessons

- Majority of teachers from government, private, CBSE and MBSE schools “regularly” provided additional grammar and vocabulary exercises to their students.
- Majority of teachers from government, private, CBSE and MBSE schools “regularly” explained idioms and phrases with clear examples.
- Majority of teachers from government, private, CBSE and MBSE schools “regularly” assess the students’ understanding of idioms and phrases using sentence construction exercises
- Majority of teachers from government, private, CBSE and MBSE schools “regularly” correct the errors in sentences constructed by students.

h) Teaching Learning Material (TLM) used for teaching Mizo subject

- To check the use of TLMs by teachers, the investigator identified fourteen types of TLMs namely - Radio, Television/Smart board, Computer/Laptop/Projector, Tape Recorder, Models/Real object, Picture Card/Charts, Flash cards, Mobile Phones, Flipcharts, Mounted picture, Flannel board, Black/white board, Prescribed textbooks (only) and Supplementary reading materials.
- Out of all the TLMs identified, Black/White Board was the only TLM reported to be “regularly” used by majority of the government school teachers (86.48%), private school teachers (78.78%) and MBSE school teachers (80.64%). On the other hand, majority of the teachers from CBSE responded that they regularly used all the TLMs identified by the investigator for

teaching Mizo subject.

- With regard to the types of TLMs that were “rarely” used, majority of the government school teachers reported that they rarely used models/real object (62.16%), picture card/charts (59.45%), mobile phones (62.16%) and supplementary reading materials (67.56%). Teachers from private schools responded that they rarely used picture card/charts (51.51%), mobile phones (54.54%) and supplementary reading materials (60.60%). Tape recorder and flipcharts were the rarely used TLM for majority of teachers from CBSE (50% each) while radio (83.87%), models/real object (62.90%), picture card/charts (62.90%), mobile phones (66.12%) and supplementary reading material (72.58%) were rarely used by majority of the teachers from MBSE schools.
- Among the fourteen TLMs identified, the following TLMs were never used by majority of the teachers from government schools - computer/laptop/projector (51.35%), tape recorder (81.08%), flash cards (59.45%), flipcharts (67.56%), mounted picture (56.75%) and flannel board (64.86%). Majority of the teachers from private schools responded that they never used the following TLMs – radio (69.69%), tape recorder (69.69%), flash cards (54.54%), flipcharts (54.54%) and flannel board (57.57%). Majority of the teachers from MBSE schools reported that they never used computer/laptop/projector (50%), tape recorder (85.48%), flash cards (64.51%), flipcharts (69.35%), mounted picture (58.06%) and flannel board (69.35%). Interestingly, CBSE school teachers were found to use all the types of TLMs and none of the teachers responded to have never used any of the identified TLMs.

i) Major findings from FGD with students

- Explanation method was the most popular method used for teaching Mizo subject among teachers from government and private (MBSE) and CBSE.
- TLMs were only rarely used by Mizo subject teachers from government and private (MBSE) and CBSE.
- Group discussion was the most popular activity utilized by the teachers from government and private (MBSE) and CBSE for the development of the students' language skills.
- Live listening material was the most used among Mizo subject teachers from government and private (MBSE) while teachers from CBSE used live listening material and recorded material for the development of listening skill.
- Discussion, explanation or summarization of selected passages were the common activity given by government and private (MBSE) and CBSE Mizo subject teachers for the development of speaking skill.
- Model reading and loud reading were done to develop reading skill by government and private (MBSE) and CBSE Mizo subject teachers.
- Writing exercises were given by some of the teachers whereas some never assigned any of it from government and private (MBSE) while CBSE teachers assigned rarely for the development of writing skill.
- Government teachers (MBSE) explain new words, idioms, and phrases, regularly ask students to make sentences, teach synonyms and antonyms, and emphasize punctuation. Private teachers (MBSE) explain new words and idioms, but sentence-making is less frequent, idioms are mostly memorized, synonyms and antonyms are taught occasionally, and gave importance to punctuation. In CBSE schools, teachers explain vocabulary and

idioms, rarely given sentence-making, teach synonyms and antonyms inconsistently, and focus strongly on punctuation and grammar.

- Remedial class for the poor performing students in Mizo subject was never done by any of the teachers from government and private (MBSE) and CBSE.
- Students shared different suggestions to improve the teaching of Mizo. Those from government schools (MBSE) recommended giving more attention to the origin of songs/poems and allowing students to explain lessons in class to strengthen their understanding and speaking abilities. A student from a private school suggested using teaching-learning materials more often to make the lessons clearer. Another student proposed creating a WhatsApp group to share new words through voice recordings, while one student suggested reviewing idioms and phrases in later lessons because there are too many to memorize at one time.

Discussion:

The way Mizo subject is taught is very important for development of the language skill. The study found that many of the teachers used explanation method for teaching prose, poetry and grammar which similar to the finding of Pachau (2023) who also found that 71.56 percent of secondary school teachers in Mizoram occasionally use lecture or explanation method. Possible reason for this could be that the explanation is seen as the easiest and most convenient method, allowing teachers to finish the syllabus quickly while requiring minimal participation from the students. Another reason could be that many of the teachers were not familiar with other teaching methods. With regard to teachers from private schools, the fact that majority were untrained could be the reason for preference of explanation method over other teaching methods. It has to be noted that there is no single “best” method for teaching Mizo and the approach and methods used for teaching should change depending on learners’ needs. Thus, it highlights the need for workshops for all the teachers teaching Mizo subject in the state. Students in government and private

schools as well as MBSE and CBSE schools confirmed this by saying that their teachers mostly explained prose, poetry, and grammar lessons just as the teachers themselves reported.

With regard to the techniques and strategies used in transaction of teaching, most of the government and private school teachers as well as teachers from MBSE taught focusing on content while teachers from CBSE schools gave importance to the development of the four language skills. The fact that most of the teachers from MBSE primarily taught through explanation of the content or text book based suggests that the four language skills were not strongly emphasized, possibly due to time constraints for syllabus completion, reliance on traditional teaching methods, or lack of clarity about the subject's objectives. Moreover, MBSE teachers are mostly senior educators, many of whom completed their training long ago, whereas CBSE teachers most being recent graduates with B.Ed. degrees tend to focus more on skill development and align their teaching with the aims of Mizo subject teaching.

It was observed that majority of the teachers from government and private schools as well as teachers from MBSE reported using black/ white board regularly while students also noted that apart from picture charts and the occasional use of smart board, TLM use was minimal. This limited use may be due to a shortage of resources, lack of interest among teachers, or insufficient understanding of how to integrate TLMs effectively. Meanwhile, CBSE teachers reported regularly using a wide range of teaching-learning materials (TLMs) to aid instruction. However, focus group discussions revealed contrasting student perspectives: one student mentioned that their teacher never used TLMs, while three others stated that their teacher rarely used the smart board and did not incorporate any other aids. As suggested by one of the students in FGD, the teachers from government, private, MBSE and CBSE are therefore suggested to make use of different TLMs so as to have effective teaching and learning in future.

The findings also show clear differences between government and private, MBSE and CBSE school Mizo teachers in how they develop students' listening skills. These differences seem to be shaped by factors such as institutional support, teaching practices, and availability of resources. Government school teachers, MBSE and CBSE teachers mostly relied on live listening materials, such as lectures and

announcements. This matches students' input in focus group discussions which could be due to the ease of use in terms of no additional requirement of extra resources like recording devices, electricity, or financial support. Their limited use of authentic and recorded materials likely reflects both infrastructural challenges and limited training in using technology-based resources. Private school teachers, on the other hand, used a more balanced mix of listening materials such as live listening, authentic and recorded, which could probably due to better access to resources, smaller class sizes, and institutional support for diverse teaching methods.

The finding that many government and private school teachers and MBSE teachers selected all of the strategies listed for development of speaking skill instead of choosing individual practices can be interpreted in different ways. First, it might be due to the fact that teachers understand how language skills such as speaking, listening, and vocabulary are connected and cannot be taught separately. By choosing all strategies, teachers also demonstrated an emphasis on speaking skills to help students build communicative competence. At the same time, this choice may reflect teachers' professional identity and confidence, as selecting all of the listed strategies allow them to present themselves as balanced educators who cover all key areas of language teaching. However, focus group discussions with students revealed a different perspective. Students said that discussions and debates were rarely conducted, and some reported that teachers never organized any activities. The reasons for this mismatch are unclear. It may reflect teachers' lack of motivation, feelings of incompetence, or limited skills. On the other hand, it may also be from the students' side as the focus group discussion included only four students each from government, private, and CBSE schools, it is possible that these students were absent when such activities were conducted. Therefore, it cannot be firmly concluded that either the teachers or the students gave inaccurate responses.

Reading is also one of the most important skills among the four fundamental language skills. Most of the government and private school teachers, teachers from MBSE and CBSE practiced model reading and even conduct loud reading among the students which are in line with the response from the FGD wherein the students also gave the same statement. Apart from this, a good practice was observed from FGD in which the students were mentioning that their teachers made corrections when they

read incorrectly with respect to stress, pronunciation etc. Especially for Mizo, reading skill is crucial for the students as it is a tonal language where homophones play an important role. However, it was also discovered that there was a lack in emphasizing reading for comprehension and that the teachers need more focus to this as it is also one of the parameters for the students to grasp the concept and idea of the lessons being taught.

The results demonstrated that majority of teachers from government, private and MBSE schools and a large number of teachers from CBSE schools (48.38%) responded that they provide all of the exercises in the list for the development of writing skill of students i.e. summarize lessons in written, prepare their own notes, write assignment on given topics such as essay, articles, critical analysis and write assignment for development of creative writing skill such as story writing, poetry writing, paragraph writing. However, from the FGD, two (2) students each from government and private schools said that their teacher never gave any of the writing exercises while another two (2) students each from the same management claimed that their teachers gave different writing activities. For assignments, government schools focused mainly on summaries, note preparation, and essays, while giving less attention to creative writing. Private schools, on the other hand, provided more variety, with many teachers encouraging both academic and creative tasks. These differences suggest that factors such as institutional support, teacher training, and exam expectations shape classroom practices. Still, the fact that many teachers in both groups selected “all of the above” showed a shared awareness of the need to integrate several elements to strengthen students’ writing skills. Meanwhile, the findings from MBSE and CBSE was also confirmed by students in the FGD, mentioning that they taught the correct format for different types of writing, and gave students a range of exercises such as summarizing, note-making, essay writing, and creative tasks to provide sufficient practice.

Moreover, grammar was taught effectively by the teachers from government and private, MBSE and CBSE schools thereby explaining idioms and phrases with different examples and even let the students to construct meaningful sentences and made corrections from their mistakes as per the response of teachers. However, from FGD, most of the students said that they were mostly passive learners with respect to

idioms and phrases where the teachers just explained it. The difference in responses may be because teachers often believed that giving examples or correcting mistakes already counts as asking students to construct sentences, while students may only recognize it when they are directly told to create their own sentences. Time pressure and large class sizes may also lead teachers to explain more and give fewer opportunities for practice, which students then interpret as not being asked at all. In some cases, teachers may have reported their intended teaching practices rather than what actually happens in class. Hence, the limited frequency might have led students to perceive grammar lessons as largely explanation-based. Since grammar forms the foundation of learning language, teachers must prioritize it to strengthen overall language skills.

Major findings on challenges faced by secondary school teachers of Mizoram in teaching Mizo subject with respect to type of school management and board of examination (Objective 3)

To understand the challenges faced by secondary school teachers of Mizoram in teaching Mizo subject, the investigator identified eighteen challenges listed below

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- i. Insufficient teaching aids/learning materials
- ii. Fewer periods for Mizo subject in the time table
- iii. Vast syllabus of Mizo subject
- iv. Less time for conducting diverse learning activities in the classroom if the syllabus was to be fully completed
- v. Lack of remedial class
- vi. Lack of competency for using TLM,
- vii. Lack of proficiency in integrating ICT in teaching Mizo subject
- viii. Difficult to focus on language skills since the education system is heavily examination-oriented
- ix. Lack of interest in teaching the subject.
- x. Lack of knowledge in designing exercises to be given for

developing four language skills

- xi. Lack of interest towards learning of Mizo language by students
- xii. Lack of parental support and language modelling at home
- xiii. Content quality of Mizo textbook
- xiv. Influence of students' knowledge of English on their learning of Mizo language
- xv. Influence of incorrect use of Mizo language in online/digital/social media
- xvi. Dialectal variation among the students
- xvii. Lack of sufficient Mizo subject teachers
- xviii. Lack of subject mastery.
 - Out of all the challenges identified, majority of government school teachers (70.27%), private school teachers (57.57%), teachers from CBSE schools (75%), and teachers from MBSE schools (62.90%) indicated that the influence of incorrect use of Mizo language in online/digital/social media posed a challenge “to a great extent”. Additionally, 50 percent of teachers from CBSE schools reported that the vast syllabus of Mizo subject and less time for conducting diverse learning activities in the classroom were also challenges “to a great extent”.
 - Majority of the teachers from government schools reported that the students’ lack of interest towards learning of Mizo language (56.75%) and dialectal variation among the students (59.45%) posed as a challenge “to some extent”.
 - Across all categories of challenges, majority of the teachers from private schools indicated the following as challenges “to some extent” - insufficient teaching aids/learning materials (57.57%), vast syllabus of Mizo subject (57.57%) and less time for conducting diverse learning activities in the classroom (57.57%), fewer periods

for Mizo subject in the time table (54.54%), lack of remedial class (63.63%), difficulty to focus on language skills since the education system is heavily examination-oriented (69.69%), lack of parental support and language modelling at home (51.51%) and dialectal variation among the students (51.51%).

- Among majority of teachers from CBSE schools, the following issues were reported as challenges “to some extent” - lack of knowledge in designing exercises to be given for developing four language skills (50%), lack of interest towards learning of Mizo language by students (75%), influence of students' knowledge of English on their learning of Mizo language (50%), dialectal variation among the students (50%), lack of subject mastery (50%), lack of sufficient Mizo subject teachers (62.5%).
- Majority of teachers from MBSE schools reported several categories to have posed as challenges “to some extent” including - insufficient teaching aids/learning materials (59.67%), fewer periods for Mizo subject in the time table (50%), vast syllabus of Mizo subject (53.22%), less time for conducting diverse learning activities in the classroom (54.83%), lack for remedial class (56.45%), difficult to focus on language skills since the education system is heavily examination-oriented (54.83%), lack of parental support and language modelling at home (51.61%), content quality of Mizo textbook (50%), and dialectal variation among the students (56.45%)
- Cases that were “not at all” considered a challenge by majority of the government school teachers were lack of interest in teaching the subject (75.67%) and lack of knowledge in designing exercises to be given for developing four language skills (56.75 %).
- Majority of the teachers from CBSE schools mentioned the following as cases that are “not at all” a challenge for them in teaching Mizo subject - insufficient teaching aids/learning materials (100%), fewer periods for Mizo subject in the time table (50%), lack

for remedial class (62.5%), lack of competency for using TLM (50%), lack of proficiency in integrating ICT in teaching Mizo subject (62.5%), difficult to focus on language skills since the education system is heavily examination-oriented (50%), lack of interest in teaching the subject (50%).

- Out of all the challenges identified, lack of interest in teaching the subject was the only case that was “not at all” considered a challenge for majority of the private school teachers (57.57%) while lack of knowledge in designing exercises to be given for developing four language skills was the only case reported as “not at all” a challenge in teaching Mizo subject by majority of the teachers from MBSE schools (51.61%).

Other challenges:

In addition to the close ended questions, open-ended questions were also included in the questionnaire, allowing teachers to describe other challenges they have encountered while teaching the Mizo subject which are mentioned below:

- i. Teachers from schools where many of the students are Chakmas, face a challenge in teaching the language with the objective of developing of the four language skills since the students do not speak Mizo language. Teaching becomes very examination - oriented where teachers as well as students often resort to rote memorisation of readymade notes from guidebooks as well as notes provided by the teachers.
- ii. The correctness of written texts (words and sentences) in terms of joining/separation of word/s are always a subject of debate in the class among teachers and students. Different regulatory bodies in the field of Mizo language and their differences in terms of correctness in written forms of the language creates a challenge in selection of the most appropriate and correct form to be studied in the class.
- iii. Grammatical errors in sentences/words and spelling mistakes in the

textbooks was another challenge mentioned by the teachers.

- iv. An education system that is extremely examination and result-oriented makes it difficult for teachers to focus on the development of the four language skills. Instead, they have to teach with the aim of getting good results in the annual/board examination and therefore resort to mere explanation of lessons and provision of notes to their students.
- v. Teachers, especially from private schools, are sometimes compelled to teach Mizo subject in English i.e. explain the meanings of words and passages in English, as the students find it difficult to understand when taught solely in Mizo language.
- vi. Another challenge mentioned was that the contents of the textbooks are out- dated for the learners of this generation. The teachers mentioned the need for revision of the textbooks.
- vii. Lack of teaching learning materials, supplementary textbooks and other online sources based on Mizo syllabus was another challenge mentioned.

Discussion:

Out of all the challenges identified, majority of government school teachers, private school teachers, teachers from CBSE schools and teachers from MBSE schools indicated that the influence of incorrect use of Mizo language in online/digital/social media posed a challenge “to a great extent”. These findings suggest that the challenges are not only about the teachers alone or resources but also included structural, cultural, and pedagogical issues, requiring solutions through better curriculum design, teacher training, parental involvement, and policy support.

Teachers from government schools and CBSE schools reported that the students’ lack of interest towards learning of Mizo language posed as a challenge “to some extent”. The reason behind this finding could be due to the dominance of second language while many of the students admire English over their own mother tongue or first language, or they may not see Mizo as a subject that offers direct academic or career advantages compared to other subjects, which can reduce their interest. Moreover, dialectal variation among the students is also a challenge “to

some extent” for government, private, MBSE and CBSE school teachers. Possible reason for this could be that students in these schools often come from different regions across the state hence with different dialectical backgrounds, and for few of the students, Mizo may not be their mother tongue. This might make it difficult for teachers to ensure uniform understanding and may affect students’ motivation to learn the standard form of the Mizo language.

Insufficient TLM is also reported as a challenge by a large amount of teachers from MBSE. A plausible reason for this finding could be that many MBSE schools, especially those in rural or resource-limited areas, may not receive adequate funding or timely supply of TLM. Government schools often rely on state-provided materials, which may be delayed, limited in quantity, or not aligned with the specific needs of Mizo language teaching. Further, Mizo subject requires specialized resources such as storybooks, audio materials, and culturally relevant texts which may not be readily available or regularly updated. Some schools may also lack supportive infrastructure, such as libraries or language lab, further limiting access to TLMs. This shortage could make it harder for teachers to use different materials, leading many MBSE teachers to report insufficient TLM as a challenge. The finding is in line with the research done by Durias (2024) who also found that scarcity of books written in the mother tongue was also a challenge faced by teachers in implementing mother tongue instruction within multilingual classrooms.

Difficulty to focus on language skills since the education system is heavily examination-oriented is also a challenge for MBSE school teachers. Examination-oriented education system can be a contributing factor that places greater emphasis on memorization, textbook content based teaching, and preparing students to score well in written tests rather than developing their language skills. When schools and teachers are pressured to perform well in examination, they tend to focus more on completing the syllabus and practising exam questions instead of engaging students in activities that develop listening, speaking, reading, and writing abilities. Hence, it leads teachers to feel that it is difficult to prioritise development of language skills within a system that values examination performance over skill development.

Lack of knowledge in designing exercises to be given for developing four language skills is also a challenge for CBSE teachers. The reason behind this finding

could be that many CBSE teachers may not have received adequate training or exposure specifically in designing skill-based language exercises, especially for a regional language like Mizo. It is also confirmed from the profile that only fewer teachers from CBSE attended language training. However, limited availability of model materials or teacher handbooks for Mizo language under CBSE can also make it difficult for teachers to create effective exercises.

Major findings on the learning practices of secondary school students of Mizoram in Mizo language. (Objective 4)

- a. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of listening skill in Mizo language were –
 - Majority of the students i.e. 58.8 percent responded that they “rarely” practice listening to Mizo songs to improve their listening skill.
 - As many as 44.4 percent mentioned they “rarely” utilized social media (local TV/YouTube) for learning Mizo language.
 - A large portion of the students (46.2%) reported that they “rarely” ask the speaker to slow down or repeat themselves when what is said is not clear for them.
 - Majority of the students i.e. 59.6 percent mentioned they “rarely” noted important points during classroom teaching.
 - A large portion of the students i.e. 49.6 percent “rarely” summarize what is heard in the class.
- b. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of speaking skill in Mizo language were –
 - Majority of the students i.e. 53.2 percent “never” spoke during group discussions in class for practice of speaking skill.
 - As many as 44.2percent of students reported that they “never” approach others for correction.

- Majority of the students i.e. 79.4 percent “never” practiced self-evaluation using audio recordings.
 - Most of the students i.e. 51.2 percent “rarely” prepare on selected topics for improving speaking skills.
 - Majority of the students i.e. 55 percent “regularly” practice at home for oral presentations in school.
- c. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of reading skill in Mizo language were –
- Majority of students i.e. 66.8 percent “regularly” practiced stress, intonation, and correct pronunciation while reading aloud.
 - As many as 49.8 percent “rarely” utilized books and magazines for development of reading skill.
 - A large portion of the students i.e. 46.8 percent “rarely” read lessons silently to understand concepts.
 - As many as 51.4 percent “rarely” re-read texts for self-evaluation and error correction.
 - Less number of students i.e. 43.8 percent “never” took initiative to pick out new words to improve vocabulary through reading.
 - A total of 43.8 percent of the students “rarely” analysed lines and stanzas of poems based on their own understanding of given texts.
- d. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of writing skill in Mizo language were –
- Majority of the students i.e. 59.6 percent responded that they “rarely” work on their assignments by copying from textbooks.
 - As many as 49 percent of the students “never” practiced writing essays, articles, and short stories.
 - Many of the students i.e. 55.4 percent “regularly” review and revise their written works to make corrections.

- A total of 46.6 percent students “never” ask their teachers for correction and feedback.
 - Fewer numbers of students i.e. 44.6 percent “rarely” prepare notes from their own understanding.
 - Many of the students i.e. 52 percent “never” write Bible verses to practice and improve their writing skill.
- e. The responses of the largest proportion of the students in relation to the different learning practices identified for the development of grammar and vocabulary in Mizo language were –
- As many as 44.8 percent of the students “rarely” practice construction of sentences using new words.
 - A total of. 45.4 percent students “rarely” try to find out the synonyms of the new words learned.
 - A large portion of the students i.e. 45.6 percent “rarely” checked antonyms of new words learned.
 - As many as 42.8 percent of the students mentioned they “rarely” just memorize vocabularies given in the textbook without knowing the usage
 - Majority of the students i.e. 56 percent responded they “never” just memorize idioms and phrases without understanding the usage.

Discussion:

The findings showed that listening skills in Mizo was rarely practiced. This could be due to lack of understanding regarding the importance of practicing the skill, weak learning habits, and influence of other cultures. Many students give high regard to ability to speak English, Korean or other languages and rarely engage themselves in listening to Mizo songs or contents in Mizo on social/digital media. Students often hesitate to ask questions that could be because of shyness or fear of mistakes. Moreover, their limited use of note-taking and summarizing could be due to a dependence on rote learning rather than active listening.

In speaking skills, many students were found to join group discussions occasionally which could be due to lack of confidence, fear of making mistakes, or insufficient teacher support. The less use of audio recording for self-assessment reflected limited awareness, poor access to devices, or lack of teacher guidance. Students also rarely prepared topics for speaking practice which shows a reliance on teacher-led instruction; however, they prepared well when tasks were formally assigned by teachers, indicating that assigned activities motivate them more than self-practice.

In reading skill, the findings showed that students frequently practiced stress, intonation, and pronunciation, which reflected the classroom focus on oral reading and accuracy as shown from the response of teachers as well as students from FGD. However, limited use of printed materials such as books and magazines could be due to a lack of resources or a preference for digital media. Only few students engaged in silent reading for understanding, which may be influenced by exam-oriented systems that prioritize memorization. The finding of many of the students never take initiative for vocabulary building could be due to low emphasis on vocabulary in classrooms.

The finding related to writing skill practices among learners showed that creative writing tasks were rarely practiced. The plausible reason for this could be due to lack of confidence or teachers' preference for textbook-based exercises. However, many students regularly revised their written work which could be due to the strict teacher monitoring as seen from the FGD. It was observed that large number of students never ask for feedback, which could be due to shyness or fear of criticism or due to the good performance of students. Learning practices related to grammar and vocabulary showed that some students learned idioms and phrases in meaningful ways, probable due to teacher guidance or specific language activities. However, most of the students rarely search for the antonyms or synonyms to enrich their vocabulary as it was also found from FGD that the teacher also stressed less on it, this shows that vocabulary is less emphasized when it comes to teaching and learning of Mizo language.

Major findings on Construction and standardization on Mizo Language Competency Test for Secondary school students in Mizoram. (Objective 5)

Mizo Language Competency Test for High School Students in Mizoram was constructed using close ended questions comprising of multiple choice question and true or false. Reliability was evaluated through test-retest with a coefficient of 0.72 respectively. Validity was established using the evaluation of 8 experts in Mizo language as well as Mizo Language Board and the Mizo Grammar Society wherein all the evaluators assigned the highest rating of 5, reflecting a strong endorsement of the instrument. Norms were established using stanine scores by clubbing into three levels which are low competency, average competency and high competency.

Major findings on the level of Mizo language competency of secondary school students in Mizoram. (Objective 6)

Out of 500 students, majority of the students i.e. 54.4 percent students were found to have average competency, followed by 24.2 percent students having low competency and 21.4 percent students having high competency in Mizo language.

Discussion:

The findings showed that majority of the students have average competency in Mizo language which is similar to the findings of Ramhlupui et al. (2023) in which she conducted the study on higher secondary school students. The fact that both secondary and higher secondary school students have average competency in Mizo language is a cause for concern as it is ideal for one to have high level of competency in one's mother tongue. The reasons for this result are not clearly known, but several factors may contribute. These include the teaching methods used by teachers, the limited time allocated for Mizo in the school timetable, and the fact that English is the main medium of instruction in high schools, leaving Mizo as the only subject where students can develop their mother-tongue skills. Students' own learning styles and interest level toward Mizo may also play a role, as many adolescents today place greater value on English, which can lead to neglect of their native language. Family environment is another possible factor, since many parents now prefer to use a second language at home, reducing opportunities for children to practice Mizo and thereby weakening their competency.

Major findings on the comparison of Mizo language competency of secondary school students in Mizoram with respect to gender. (Objective 7)

- Out of 231 male students and 269 female students, majority i.e. 53.7 percent male and 55.01 percent of female fall under average competency.
- There is a significant difference on the Mizo language competency of male and female secondary school students in Mizoram.
- From the mean score, it was found that female students have higher level of Mizo language competency.

Discussion:

The finding that female students performed better in Mizo language competency test than male students contradicts with the findings of Ramhlupuii et al. (2023) who found that there is no significant difference between the two among higher secondary school students. However, the reason behind the present finding can be understood through social, psychological, and educational factors. Girls are often seen as more disciplined, attentive, and hardworking in schools, which supports better outcomes in subjects like language that require practice, memorization, and focus. They may also be more engaged in reading, writing, and expressive activities, which are important for building strong language skills. In Mizoram, cultural expectations may give girls more opportunities to use Mizo at home and in the community, while boys may spend more time in outdoor or non-academic activities. Motivation may also play a role, as female students often showed greater interest in excelling in all subjects, including Mizo, while male students may give more importance to subjects like English, Mathematics, or Science, which are linked to careers. The school setting may also contribute, as girls tend to be more collaborative in the classroom and participate actively in discussions and question-and-answer sessions, which helped strengthen their language skills.

Major findings on the comparison of Mizo language competency of secondary school students in Mizoram with respect to type of school management. (Objective 8)

- It was found that out of 271 government and 229 private school students, majority i.e. 58.3 percent from government and large amount of private students i.e. 49.8 percent possessed average language competency.
- There is a significant difference between the Mizo language competency of government and private secondary school students in Mizoram.
- From the mean score, it was found that private school students have higher level of Mizo language competency.

Discussion:

The finding of the present study is contrast with the finding of Ramhlupui et al. (2023) where government school students have higher competency in her research. The finding of the present research, the higher Mizo language competency among private school students compared to government school students can be contributed by several factors. Private schools are run and managed by individual where they can have opportunities to often provide better facilities, have smaller class sizes, and provide more teaching materials, which in turn allowed teachers to give individual attention and deliver more effective instruction. Teachers in private schools may also have better training or face greater accountability because of higher expectations from parents and school management. On the other hand, government schools, though more widespread, may often struggle with over-crowded classrooms, limited resources, and less monitoring, which weaken the quality of Mizo subject teaching. The fact that the recruitment rules of government school teachers do not specify appointment of teachers based on subject specialization can also be a contributing factor where senior teachers prefer to teach Mizo subject considering it a subject that is easy to teach and which does not demand much effort and input from the teachers. Socio-economic background is also another important factor, as many private school students mainly come from families that can offer support at home through access to books, tutoring, and a suitable study environment. Parents of private school students may also place greater value on education and encourage the proper use of Mizo, reinforcing what is taught in class. In addition, private schools

are more likely to use interactive methods such as discussions and presentations, which strengthen language skills, while government schools appear to be dependent on rote learning due to exam pressure and resource shortages. Thus, these factors can be the conditions why private school students generally performed better in Mizo language competency than government school students.

Major findings on the comparison of Mizo language competency of secondary school students in Mizoram with respect to board of examination. (Objective 9)

- Out of 463 MBSE school students, majority i.e. 56.4 percent scored average language competency while out of 37 total students from CBSE schools, majority i.e. 62.2 percent fall under low language competency.
- There is a significant difference between the Mizo language competency of MBSE and CBSE secondary school students in Mizoram.
- From the mean score, it was found that MBSE students have higher level of Mizo language competency.

Discussion:

It was observed that students from MBSE exhibit higher competency than students from CBSE. The reason behind this finding can be explained by differences in curriculum focus, exposure, and language environment. MBSE, as the state board of Mizoram, likely placed stronger emphasis on Mizo by making it a compulsory subject and integrating it more deeply into the curriculum. In contrast, CBSE, as a national-level board, may give more importance to subjects like English, Hindi, Mathematics, and Science, while regional languages received less attention. Thus, this can be resulted in less classroom time, fewer resources, and weaker assessment practices for Mizo, which reduces students' motivation to study the subject. It can also be due to the finding where many of the teachers lacked of knowledge in designing exercises to be given for developing four language skills.

Schools affiliated to MBSE, especially those in rural and semi-urban areas, are situated in environments where Mizo is widely spoken; giving students more

chances to practice the language outside the classroom. On the other hand, CBSE schools are located in urban areas, where English dominates daily communication, reducing students' use of Mizo and weakening their proficiency over time. Furthermore, although teachers from both boards are trained, differences in teaching experience and curriculum delivery may also contribute to lower competency levels among CBSE students.

Another observation is that although there can be many disadvantages in Mizo subject being taken up by senior teachers, on the other hand, it can also be an advantage as they have so many experiences in teaching which results in the outcome of the students' learning.

From the challenges faced by CBSE, lack of subject mastery and lack of sufficient Mizo subject teachers were highlighted „to some extent“. Therefore, curricular, cultural, and institutional differences could be contributing factors on why MBSE students demonstrated higher Mizo language competency than their CBSE counterparts.

Major findings on the relationship between Mizo language competency of secondary school students and their achievement in science subject. (Objective 10)

There is a weak positive relationship between Mizo language competency of secondary school students and their achievement in science subject.

Discussion:

The positive relationship between Mizo language competency and students' performance in Science can be understood through the role of language specifically mother tongue as the base for learning across subjects. Even though Science is usually taught in English, students with stronger Mizo language skills often show better overall language abilities such as comprehension, reasoning, and expression, which can help them understand scientific ideas. Better competency in Mizo can also make it easier for students to follow lessons when teachers use Mizo for clarification, especially in private schools where bilingual teaching is common. In addition, students who are strong in their mother tongue or first language often perform better in conceptual thinking and problem-solving, which are important in learning abstract

subjects like Science. The government of Mizoram also introduced bilingual textbooks in Science subject for classes 9 and 10 so as to help the teachers and students in learning Science and understand the concept better.

Major findings on the relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject. (Objective 11)

There is a moderate positive relationship between Mizo language competency of secondary school students and their achievement in Mathematic subject.

Discussion:

The moderate positive relationship between Mizo language competency and students' performance in Mathematics can be explained by the important role of mother tongue in understanding mathematical concepts, instructions, and problem-solving. Mathematics is not only about numbers and formulas but also about interpreting word problems, understanding explanations, and following steps, all of which require good language skills. Students who are more competent in Mizo seem to develop stronger reasoning, sequencing, and interpretation skills, which help them in learning Mathematics. As also mentioned in NCFSE 2023 (pp 215), "Language additionally serves as an indispensable tool for the acquiring, accumulating, and advancing of knowledge". In Mizoram, many teachers use both English and Mizo when teaching Mathematics, often using Mizo to explain difficult ideas more clearly; therefore, students with stronger Mizo language skills are belief to understand lessons better. Mizoram government has also taken an initiative and introduced bilingual textbooks for Classes 9 and 10 in the said subject marking it as the first state in India to adopt this approach which clearly shows that Mizo language is important in learning Mathematics for the learners. However, the relationship is only moderate because Mathematics also depends greatly on abstract reasoning and symbols, which are less connected to language compared to subjects like English or Social Science. This means that while Mizo language competency supports understanding and clarity, factors such as numerical ability, regular practice, and

knowledge of mathematical symbols are also important in determining overall achievement.

Major findings on the relationship between Mizo language competency of secondary school students and their achievement in English subject. (Objective 12)

There is a moderate positive relationship between Mizo language competency of secondary school students and their achievement in English subject.

Discussion:

It was also observed that there was a moderate positive relation between Mizo language competency and students' achievement in English subject. This finding is also backed up by the finding of Noor (2007) who found that higher proficiency in Arabic positively influenced students' overall performance in English writing. Madriñan (2014) in his research, use of first language in the second-language classroom: a support for second language acquisition also found that students benefit from the use of their native language in the classroom, as it helps them transfer concepts from their first language to the new one. Moreover, Solhi and Büyükyazı (2011) also discovered that students' first language can serve as a valuable asset in the L2 learning process. Eslit (2019) also observed that there was a slight correlation between the students' linguistic competence and the influence of their first language in research "First Languages and its impact on the (English) language competency of students: A statistical analysis".

However, the finding of the present study on the moderate positive correlation between the two can be explained by the interdependence of language skills, where strength in one language supports learning another. Students who are proficient in Mizo often develop strong basic skills in reading, writing, listening, and speaking, which can be transferred to English. This reflected that comprehension, vocabulary growth, and grammar awareness in the first language creates a foundation for learning a second language. It is also mentioned in NCF 2005 (pp 38), "It is also now well established that higher-level proficiency skills easily transfer from one

language to another”. Teachers might also frequently use Mizo to explain English grammar, vocabulary, and texts, allowing students with higher Mizo skills to learn English more effectively. However, the link is only moderate because learning English also requires separate exposure, consistent practice and cultural understanding, which are not fully connected to Mizo. Thus, while strong Mizo competency provides a valuable base, success in English also depends on factors such as access to English media, quality teaching, and opportunities for practice.

Recommendations

The following recommendations are given below from the observations and findings with respect to administrative bodies, textbook makers, teachers/schools, students and parents.

Recommendation for Administrative Bodies

- It was found that there was less number of teachers who opted for Mizo as their major subject at the UG level or have completed their Master’s Degree in Mizo discipline. Therefore, it is recommended to have revision of recruitment rules to ensure Mizo subject teachers have relevant specialization at undergraduate or postgraduate levels.
- It was found that majority of the Mizo subject teachers did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. Clear eligibility criteria requiring the candidates to opt for teaching of Mizo as a pedagogy paper in their B.Ed. studies may be made for teachers handling the subject.
- It was also found that large amount of private teachers were untrained, it is thus recommended to ensure hiring of trained teachers in private schools.
- It was also observed that large amount of teachers did not undergo any training course in language teaching. Regular training programmes, refresher courses and workshops may be conducted for

teachers to keep themselves updated on the latest language teaching methods. A training management system may also be developed to ensure that all teachers have equal access to these programmes and that they attend them at regular intervals.

- The study found that majority of the teachers used black/white board for teaching learning material. Thus, it is recommended to provide funding and resources to all the schools for TLM and ICT tools to enhance the teaching- learning process.
- In light of the challenges reported by teachers regarding the heavy syllabus load and the exam-oriented education system, curriculum reform along with syllabus and textbook revision is recommended to ensure greater emphasis on development of language skills rather than merely concentrating on content coverage.
- Teachers from schools where many of the students are Chakmas reported that teaching Mizo subject to the students was a great challenge as students do not speak Mizo language. Therefore, provisions may be made for setting up of language clubs, libraries and language laboratories for such schools to assist in teaching and learning of Mizo language.
- Based on the challenges reported by the teachers with regard to lack of positive attitude of the students towards learning Mizo subject, lack of parental support, influence of knowledge of English language and incorrect use in social/online and digital media, it is recommended that programs emphasizing the importance of Mizo language and promoting its proper use be organized both in schools and within the community.
- Majority of the students were found to have average level of competency in Mizo language. In this regard, the government may consider establishing a language competency benchmark to assess students' language skills, set learning objectives and guide curriculum development.

- Based on the findings that reveal a positive relationship between Mizo language competency and students' achievement in other school subjects such as Science, Mathematics and English, use of Mizo language by students and provision of instructions in Mizo language may be encouraged when teaching other school subjects.
- The teaching-learning process in every school must be strictly monitored as some teachers were found using English to teach Mizo subject. Such practice will diminish the value of Mizo both as a subject and as a mother tongue, and may hinder rather than enhance the development of students' language skills.

Recommendations for Textbook Writers

- Textbook writers should ensure a balanced proportion of content, incorporating texts and exercises designed for the development of the fundamental language skills.
- Contents for the textbook should be carefully selected to ensure that it is up- to-date while maintaining its quality as a language textbook.
- More activities for practice of language skills may be included in the textbooks to reduce rote-learning or over reliance on teacher's explanation.
- The contents of the textbook may be checked for grammatical errors in sentence/words and spelling mistakes before publishing as this was one of the challenges highlighted by the teachers.
- Online sources based on Mizo syllabus and supplementary resource packs such as charts, audio scripts and digital aids may be prepared for teachers to use in diverse classroom settings. This is recommended because some teachers found it difficult to transact teaching effectively due to lack of printed and online teaching materials.
- The extensive syllabus was reported as a significant challenge by

majority of teachers. Therefore, content and exercises in the textbooks should be carefully designed to ensure that teachers and students have adequate time to practice and develop language skills, thereby preventing overload that could lead to rote learning.

Recommendation for Teachers/Schools

- Teachers without any degree in language studies or professional education in language teaching may attend training programmes related to teaching of language subjects to enhance their teaching competencies.
- It was observed that the most regularly used TLM was black/white board. Teachers may also develop their own TLMs such as charts, flashcards and digital content to make teaching and learning more effective.
- As incorrect use of Mizo in social/online/digital media was one of the challenges identified by majority of the teachers, it is therefore recommended that schools organize language workshops led by resource persons who are expert in Mizo language to help both teachers and students improve their Mizo language competency.
- Since limited number of periods in the time table was reported as one of the challenges faced by the teachers, it is recommended that sufficient time may be allocated for Mizo subject in the time table.
- Majority of the students were found to have average language competency in Mizo. Therefore, additional activities such as establishing Mizo language clubs and dedicating library periods for reading books Mizo is recommended where students can engage in various exercises to enhance their language competency.
- Teachers may provide additional exercises focusing on sentence construction, idioms and phrases, synonyms and antonyms to enrich the competency and vocabulary of the students. This is

recommended since both the teachers and students indicated that apart from explanation, only few exercises on these areas were conducted in the class.

- Parent-Teacher Meetings should be organized at regular intervals to review the strengths and weaknesses of each student in the Mizo language and to encourage parents to promote and model its correct usage at home.
- Competitions such as debate, articles, essays or other writing activities may be organized at the school or inter-school level to encourage and promote the use of Mizo language among students.
- It was found that most of the students never participate in the classroom activity such as discussion; therefore, teachers may use various methods and techniques to motivate and encourage students to participate in the classroom activity and strengthen their LSRW skills.
- It is recommended that schools and teachers encourage students to explore Mizo media content such as songs, drama, TV/Radio programs to strengthen usage in real context and improve language competency. This is much needed as it was observed that large number of students did not utilize programmes in Mizo on local TV and YouTube channels for learning Mizo language.

Educational Implications of the Study

- i. Majority of the teachers from private schools were found to have no professional training. Considering that professional training enhances both teaching effectiveness and student learning, this finding provides valuable insight into the current status of Mizo subject teachers in Mizoram and implies that necessary measures may be taken to ensure that all Mizo subject teachers from both government and private schools are professionally trained.

- ii. It was found that only few Mizo subject teachers opted for Mizo as their major subject at the UG level or have completed their Master's Degree in Mizo discipline and majority of the Mizo subject teachers did not opt for teaching of Mizo as their pedagogy paper in their B.Ed. studies. This finding indicates the pressing need revise the recruitment policies prioritizing candidates who specialize in Mizo as their major or pedagogy subject to improve subject expertise.
- iii. A study of the teachers' participation in language teaching training programs (such as Mizo, English, or Hindi) revealed that majority of the teachers had not attended any training programme aimed at enhancing language teaching skills. This finding highlights the urgent need to organise training programmes and workshops for in-service teacher focusing teaching pedagogy, ICT integration, and use of Teaching-Learning Materials (TLMs) in teaching of Mizo subject.
- iv. Majority of the teachers reported challenges related to grammatical errors, out-dated content, inaccuracies in written texts particularly in joining and separation of words and sentences in the Mizo textbooks currently in use. This indicates the pressing need to review and revise the existing Mizo language textbooks.
- v. Since the period allotted for Mizo subject was found to be insufficient by most teachers, principals, headmasters and teachers may ensure allotment of equal instructional time for Mizo as other core subjects in school timetables for more effective teaching.
- vi. Shortage of resources for language teaching was reported as one of the challenges for teachers. This implies the need for development of more digital and printed teaching-learning materials, including multimedia resources.
- vii. The incorrect use of Mizo language on online/digital/social media and its negative impact on the students' language skill highlights the need for parents, teachers and the community to take an active role in monitoring and guiding language use on these platforms.

- viii. The positive correlation between the students' Mizo language competency and their achievement in Science, Mathematics, and English suggest that students who are proficient in their mother tongue tend to have better understanding of concepts and perform more efficiently in other school subjects. This implies the need to develop the students' Mizo language competency for better academic achievement.

Suggestion for Further Studies

- i. Experimental research on the impact of different language teaching methods on teaching and learning of Mizo subject can be taken up as there is currently no evidence identifying which method is most effective for teaching and learning the Mizo subject. The findings could provide valuable insights that benefit both teachers and students.
- ii. A study to examine how teacher training and professional development impact classroom practices and learning outcome of the students in Mizo subject may be conducted.
- iii. An evaluative study of Mizo textbooks from elementary to college levels can be conducted to determine whether they provide a good balance between content and skill development.
- iv. Research can also be carried out on how parental involvement and home language practices influence students' development in the Mizo language.
- v. Classroom observations using Flander's Interaction Analysis can be conducted to identify the teaching styles and classroom interactions of Mizo subject teachers under MBSE and CBSE board. The results of such a study could guide the development of training programs for Mizo subject teachers across the state and help improve teacher education in the Mizo pedagogy component of B.Ed. programs.

Limitation of the study

In the present study, the exact number of teachers taking Mizo subject at the secondary school level in Mizoram could not be determined as teacher recruitment at the secondary school level is not subject specific. Rather, teachers are recruited as general teachers making it difficult to obtain a precise data of Mizo subject teachers which constitutes a limitation of the study.

Conclusion

Language plays a vital role in shaping a child's thinking, learning, and overall development. Using the mother tongue as the medium of instruction strengthens comprehension, encourages active participation, and supports better learning outcomes across all subjects. The study shows that Mizo language competency supports achievement in other subjects and helps students build a firm educational foundation. The findings of this study also highlight the need for well-trained teachers, improved teaching materials, regular language-focused training, and curriculum reforms that prioritize linguistic accuracy and skill development. Strengthening Mizo language competency among students requires collective efforts from teachers, schools, textbook writers, parents, and the community. Ensuring adequate resources, promoting correct language usage, and creating meaningful learning opportunities will help students develop strong language skills and enhance their academic achievement. Therefore, supporting mother-tongue education not only preserves cultural identity but also builds a strong foundation for students' cognitive and academic growth.

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