CHAPTER - I
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INTRODUCTION AND AIM AND SCOPE

1.0 Introduction:

It is accepted that English has already become a world language. "Surveys of range of use carried out by UNESCO and other world organisations reinforce the general statistical impression. English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is either dominant or well established in all six continents". (David Crystal, 1987: 358). In the course of past 200 years English has been learned in different portions of the globe by different communities under different circumstances of history. There is a continuity on the time scale for the British speakers of English who inherit it as a native speech through European migrations to the American hemisphere, Australia and the Pacific (also to Southern Africa). English is no longer confined exclusively to transmitting the norms and values of the British Society. But it, no doubt, is associated with a broad canvas of the Western heritage, whereas English in many Asian countries, particularly in the Indian sub-continent, Singapore and the Philippines, and in the African countries has been inherited from the colonial past. After the World War II English has been making inroads in many developed and developing countries through the spread of technology and mass media to the extent that in many countries of the developing world, English is being cherished as a vehicle of secondary modernisation. The increasing proportion of the non-native English speaking population on the global scene, in comparison to its native speakers, is likely to have a significant bearing on the 'content' of English, its diction, and the 'ethos' of its use in the national and
international form as such. In this regard some agencies have been making efforts to develop English as an international auxiliary language (Smith, 1981).

In accordance with the systems adopted by the Indian Union every section of the country continues their education.

In Manipur, school education continues for 12 years. As per curricula and syllabi published by the State Council of Educational Research and Training (SCERT), Manipur, English is taught in addition to Manipuri/some tribal dialects/one of the Major Indian Languages which is introduced in Class II and continued till Class VIII, as is done in high school level (IX, X) by the Board of Secondary Education (BSE), Manipur. English and Manipuri are retained as subjects and media of instruction both in Government and Government-aided schools. But in most privately run schools, English is used as the medium of instruction while Manipuri is continued as a major subject only.

At the level of Higher Secondary Education (XI, XII), Manipuri is discontinued as the medium of instruction due to practical reasons e.g. dearth of text books and reference books, etc. With the result, that English is used as the medium of instruction and Manipuri remained to be taught as a major subject only.

For the higher level of education, English is retained as the medium of instruction except in the Manipuri Literature Department.

Even though the aim of Government was the replacement of English by an Indian language (mother tongue) as the medium of instruction there exists a lot of
practical difficulties in doing so. In this regard, we can have a comment on English language. Another problem the researcher faces is language. Nowadays most of the students at the Post Graduate level prefer the vernacularisation of education system under 10+2+3 scheme made them pay little attention to acquiring sufficient knowledge of the English language. Research studies are to be scaled at international standards and English is the only major language of communication and determination of facts in research studies.

The objectives of learning English in Manipur/India have to be formulated in the light of what we perceive of our needs for English to be in a multilingual setting, at both National/State and individual levels.

At the National/State level, English continues to serve as our window to the world; it will continue to provide an access to the growing fund of knowledge in science, technology, social sciences and humanities and thereby function as the language of development and upward social mobility. Our scientists, technologists, engineers, doctors, economists and other researchers must be able not only to have access to professional literature in English but also be able to contribute to it, and to communicate with their counterparts in other parts of the world. The continuation of English seems important if our science and technology, trade and commerce are to be truly global. As an international link-language (restricted at the movement to educated bilinguals) English is a promoter of interstate mobility contributing in some measures to national unity and integration. As the Associate Official language, as the official link between the Central Government and the Government of the non-Hindi speaking States, an international link language, the language favoured by all India institutions, all India Conferences/Seminars, the legal and banking systems, trade and commerce and defence, English has important
functions to serve internally, in addition to its function as our window to the World.

At the individual level (the level of educated individuals), English continues to be the language of opportunity, the language of upward social mobility and the language used in transactional interactions. Any individual seeking socio-economic advancement at the national/international level will find proficiency in English as an asset.

1.1 Aim and Scope:

The Manipuris, by virtue of their schooling and educational systems are bilinguals. They use two languages in different situations depending upon the context. Most of them learn a second language or English straight from their schooling stage and they could be called school made bilinguals. Even then, errors in English learning are sustained due to the interference from the learner's mother tongue. The importance of a good bilingual dictionary as an aid to over-come the gravitational pull of the mother tongue cannot be exaggerated. Dictionary provides the norms for language use. Bilingual dictionaries are building blocks of bridges of understanding between the languages involved in. A.M. Al-Kasimi speaks in his preface to “Linguistics and Bilingual Dictionaries”:

"As a result of the flourishing increase in international interaction and cooperation, more and more of us are coming to realize that bilingual dictionaries have become a necessary part of our daily economic, intellectual and cultural activities. Bilingual Dictionaries in current use have grown out of practice and tradition rather than scientific research and can no longer meet our needs".
As a matter of fact, the lexicographical art in Manipur is in its primal stages and Manipuri Dictionaries which can match the high standards of bilingual dictionaries available in developed languages, are still a long way off. English-Manipuri dictionaries have mostly been compiled and edited by non-English speaking people as well as un-trained lexicographers. Unfortunately, trained compilers are of very limited numbers in Manipur. So, the qualitative values of English-Manipuri dictionaries are very poor.

This is why the main objective of this work is to cast the lexicographical knowledge either to the individual or teams who are interested in compiling good bilingual dictionaries — English to Manipuri, specially for Manipuri speaking people learning English.

The available lexicographical works of Manipuri have been collected and all the English-Manipuri dictionaries/glossaries have been studied carefully and their technical features examined thoroughly. The main complications that confront the lexicographers have been detected and solutions have also been sought in modern linguistic approach, extensively. In this thesis distinctive efforts have been made to produce workable and possible solutions which will effect in great improvements in lexicographical works. Attention has been put on important systems which are promptly affiliated to the compilation of English-Manipuri dictionary.

Chapter 2 displays all the collected dictionaries involving Manipuri either as source or target language. It is a survey of the development of lexicographical works in the State involving Manipuri, so as to acquaint with the history of Manipuri lexicography. In this chapter, all the dictionaries are chronologically arranged and it is followed by a brief information about the dictionaries.
Chapter 3 deals with the evaluation of Bilingual Dictionaries involving Manipuri in which only the English-Manipuri dictionaries are discussed at length since the purpose of the dictionary is concentrated on English-Mamipuri Dictionary.

Chapter 4 is devoted to the problems in making English to Manipuri dictionaries for Manipuri speakers. The chapter is divided into three major sections:

(a) Phonological.
(b) Grammatical, and
(c) Semantic.

Chapter 5 presents the suggestions for the improvement of English-Manipuri Dictionary.

Chapter 6 deals with the requirements of English-Manipuri dictionaries. In this chapter, the thesis discusses different kinds of dictionaries required for Manipuri speakers — administrative and legal, scientific and technical, academic, etc.