



Mizo Language Dwindling and Inpopularity

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The Mizo language, also known as Mizo *tawng* or *Duhlian tawng*, is a living language spoken by over a million people primarily in the northeastern part of India. 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 (Fanai 52).

Analysis of Errors in Language:

Analysis of error is very significant in the teaching of language pedagogy. Because it helps the teachers to identify the sources of errors/mistakes and also discover the pedagogical precautions. Thus, the analysis of errors among the students language is significant. This study explores some of the common errors of the secondary school level students in making their writing. Also, it gives an attempt to analyze so as to give necessary measures by the teachers. A number of words in English language cause problem for speakers as well as the writers, as those words are very similar and extremely confusing in pronunciation, or spelling with another word. Example- Accept / Except, Affect / Effect Allusion / Illusion, Ascent / Assent, and the like. Likewise, in Mizo language as well, there are a number of confusing words with regards to emphatic words that many of the students (as well as teachers) commit mistakes due to negligence, carelessness, disregard etc. The Mizo language has been impaired immensely. Many scholars are deeply concerned and wants to patch up, but have no time. And many of us did not know how (Phillips *Mizo v*).

In acquisition of language, pronunciation of words and sentences are very essential. Children, who acquire language basic have difficulty in pronunciation. Correct pronunciation can be learnt and practice is very much important. Teachers must teach students the correct pronunciation of words and sentences and also how to use intonation and stress and modification of words (Ralte *Mizo* 49). In Mizo grammar, there is an emphatic adverb. Emphatic adverbs are those words/phrases that modifies adjective, verb, or even an adverb itself that express a relation of place, time, circumstance, manner, and the like. The adverb that those words expressing with emphasize are said to be an emphatic adverb. The followings are some of the emphatic adverbs collected by the researcher.

Errors in Writing and Speaking in Mizo Language

Emphatic Adverbs:

Incorrect	Correct Meaning	English
<i>Ben buan</i>	<i>Bian buan</i>	Rough/Slovenly
<i>Beng buang</i>	<i>Biang buang</i>	Chubby
<i>Chei chuai</i>	<i>Chiai chuai</i>	Seems like foginess
<i>Der duar</i>	<i>Diar duar</i>	Repulsive
<i>Del dual</i>	<i>Dial dual</i>	Do something Together
<i>Heng huang</i>	<i>Hiang huang</i>	Man spreadingly

As indicated in the above table, there are some of the emphatic adverbs used and sometimes act as an important vocabulary to exaggerate or overstatement of some value. An emphatic is the expression that is said to be emphasis and stress to specify importance. Forming an emphatic expression involves the adding

of an adverb intensifier to the existing sentence or communication to make the feelings stronger. In an emphatic phrase the adverb intensifier is added before the verb.

There is quite a lot of emphatic adverbs in Mizo language. The above table indicates some of the common mistake committed by the secondary schools' students. It is true to say that, in an emphatic adverb, Mizo language is one of the richest even in comparison with other languages, even English Language. But it seems like most of the students commit mistakes in speaking and in writing as well. Besides the secondary school students, even the college students commit these mistakes. The above is a case of simplification of diphthongs into a vowel sound. Perhaps this could be a case of the English language or ignorance of Mizo diphthongs.

Besides these, there are adjectival adverb and double adverb. The words are not errors made by the students. However, they can be termed as confusing words which are commonly used in daily conversation to lay emphasis on the things that are needed to be stressed on. The words were as follows:

Adj. Adv.	Meaning	Doub Adv.	Meaning
<i>Bual bual</i>	Act abnormally	<i>Em em</i>	Exceedingly
<i>Buan buan</i>	Rain Heavily	<i>Tak tak</i>	Really
<i>Char char</i>	Continuously	<i>Ngei ngei</i>	Definitely
<i>Chiah chiah</i>	To rain steadily	<i>Mai mai</i>	Merely
<i>Pur pur</i>	Move rapidly	<i>Nghek nghek</i>	In large quantity

The above table indicates the adjectival adverbs and double adverbs that are very similar in meaning. Even the language teachers seem confused in using and interpreting with the words.

To identify the mistakes, it is first necessary to clarify the meaning of adjectival adverbs and double adverbs which is very similar in many respects.

Adjectival adverbs are those words or phrases that describe the characteristics of a person or an object and the manners in which the actions are performed.

Double adverbs are those words that are repeated to add emphasis to the expression. These words when use alone or when repeated offers the same meaning to the sentence, but are repeated to exaggerate the intent of the word.

Therefore, in Mizo language, there are single word used as an adjectival adverbs like-*teuh*, *nghek*, etc. and adverbs which the words doubled like- *em em*, *tak tak*, *ngai ngei*, *mai mai*, are not very much confusing. But there are some words like- *dup dup*, *buan buan*, and the like, which sounds double but those words or phrases describe the characteristics of a person or an object and the manners in which the actions are performed. In this case, as the words are doubled and also seem like double adverb, there is much confusion among the students in its practical usage. The above adjectival adverbs are also like a case of simplification of diphthongs into a vowel sound. Possibly this could be a case of the English language or unawareness of Mizo diphthongs which is not properly used and make as a habit by the native people.

Errors in Writing and Speaking in Mizo Language (Correct and Incorrect words)

Incorrect words	Correct words	Meaning
<i>A bathla</i>	<i>A bathlau</i>	On credit
<i>A mi?</i>	<i>Em ni?</i>	Is it?
<i>Chhe ropui</i>	<i>Chhe lutuk</i>	Very Bad
<i>Chaw chhun</i>	<i>Chhun chaw</i>	Lunch
<i>Hlahh</i>	<i>Hloh</i>	Missing
<i>Lipse</i>	<i>Lepse</i>	To turn inside out

The above table indicates some of the common mistakes committed by Secondary Schools students. There are some positive words like *mawi* (beauty/good looks), *tha* (good/high-quality), which is followed by negative adjectival word like *rapthlak* (terrible/horrible). In literature (poetry), we have oxymoron that can be used as a beautiful diction depending on the situation. educate

But some words like- *tha rapthlak*, *mawi rapthlak*, *chhe ropui*, are in-correct language. Besides these, there are very common mistakes like- *mei mei* (*mai mai*), *re re*, (*reng reng*) *nopang* (*naupang*), *note* (*naute*),

a mi? (*em ni?*), *sipei* (*sipai*), etc., which are unconsciously used as daily conversation but have to be treated as serious common mistakes. Teachers have high responsibilities towards teaching and giving information on use of correct and standard language. These mistakes appear from the influence of the society. As the Mizo society neglect and ignore the mistakes mostly while speaking. Even the church leaders commit these kinds of mistakes while announcing the important information in the churches.

Errors in Writing and Speaking in Mizo Language: Negative Words:

Incorrect	Meaning	Correct	Meaning
<i>Chiangkuang</i>	Certain	<i>Chiangkuanglo</i>	Uncertain
<i>Chakvak</i>	Tough	<i>Chakvaklo</i>	Frail
<i>Duai</i>	Worthy	<i>Duailo</i>	Noteworthy
<i>Dukdak</i>	Worth while	<i>Dukdaklo</i>	Worthless
<i>Fumfe</i>	Properly	<i>Fumfelo</i>	Improperly

The above words are in Mizo language; they should be used only in a negative form and are never to be used in a positive way. These can be happened for the reason that only the elders know the correct usage of Mizo language without inculcating it to the young ones. As a result, students use these words in a positive way without putting much thought or unconsciously of the indication of the term. Therefore, the incorrect words should not be used in a positive way in such a manner that the correct words would lose their way of describing something unworthy which showed the uniqueness of Mizo language.

The following example shows the in correct way of using the words:

1. *A hmel saw a tha chiangkuang a nia* Incorrect
= She has such a beautiful face
2. *Mizote hi tlawmngaihna kawngah kan va duai ta em!* Incorrect
= We the Mizo's have not lived up to the concept of *tlawmngaihna* anymore.

Many people may not know that the word '*chiangkuang*' or '*duai*' should never be used for description of the value or worthy. '*Chiangkuang*' or '*duai*' alone does not have any specific meaning in Mizo language and therefore '*lo*' should always be added to these words to make meaningful specifications.

Conclusion:

It is inevitable that most of the secondary school learners make mistakes and commit errors in the process of learning not only a second (L2) or a foreign language but also even the first language (L1) or mother tongue. However, what is questioned by language teachers is why students go on making the same mistakes even when the concerned rules have been repeatedly taught to them through formal classroom instruction. Yet not all mistakes are the same; sometimes they seem to be deeply in built which are called errors, but at other times students correct their problems with ease which are termed as mistakes. Thus, it is realized that the mistakes a person makes in the process of constructing a new system of language needs to be analyzed carefully as they may help understand thoroughly in first language acquisition.

Mizo as a subject is taught very mechanically without much thought and that has led to the situation where the students do not develop a love so much for Mizo language. Or they do not show the initiative in the writing or expressing in proper Mizo language.

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