



## THE PROBLEMS IN LEARNING ENGLISH LANGUAGE BY TRIBAL AND NON-TRIBAL CHILDREN IN SATHYAMANGALAM TIGER RESERVE - A LINGUISTIC STUDY

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### INTRODUCTION

Sathyamangalam Tiger Reserve is situated in connection with the Western Ghats of Nilgiri Hills. It is a protected area and Tiger Reserve in the Indian state of Tamilnadu. The forest range of this area is a significant wildlife corridor in the Nilgiri Biosphere Reserve between the Western Ghats and the rest of the Ghats. There is a genetic link between the four other protected areas including the Billigiriranga Swamy Temple Wildlife Sanctuary, Sigur Plateau, Mudumalai National Park and Bandipur National Park.

It was first declared as Tiger Reserve in 2008 and enlarged in 2011; which covers a forest area of 1,411.6 km (545.0 sq km) and is the largest wildlife sanctuary in Tamil Nadu. In 2013, it became the fourth Tiger Reserve as a part of Project Tiger in the state of Tamil Nadu. The 1408.04 sq km reserve will have a 793.4 sq km core zone and 614.9 sq km buffer zone. While the core area has seven tribal settlements, the buffer area has two settlements and there are 900 families of **Oorali** and **Soliga tribes** living in the reserve.

### TRIBAL POPULATION

Forests are home to indigenous tribal people belonging largely to the Irula tribe (also known as the Urali) and, Soliga communities. In late 2011, Forest Department officials were studying the cattle and human population in the area. There are seven forest settlements and 12 revenue settlements inside the area. In 2012, Data collection is nearly complete and officials will soon conduct a project stakeholders meeting with the participation of residents from these settlements.

The forests were also the home of the legendary Indian bandit leader, kidnapper and murderer Koose Muniswamy Veerapan, who made a living poaching ivory and sandalwood from the forests and selling them on the black market. Veerapan was killed by police in October 2004. After Veerapan, people reported paranormal activities occurring in the forest such as screaming in the middle of the night and unattended lanterns seen deep in the forest. The forest of Sathyamangalam is also known for its ghost sightings and is referred to as "*The most haunted place in Tamil Nadu*".

### STATEMENT OF THE PROBLEM

The name of the tribe lives in Sathyamangalam Tiger Reserve is '**Soliga**'. No research has been done on the particular area and the tribe. On account of Veerappan's threat and animal's trouble no research was taken place earlier. In this region, there are number of Government Tribal Residential Tamil Medium Schools run by Adi-Dravidar Welfare Department.

The tribes mostly speak Tamil and Kannada languages though their mother tongue is a tribal language. The students get enrolled in G.T.R Schools are instructed in Tamil language. Most of the students study in these schools is economically very weak. The children have no educational advantages like Tuition Centres, Coaching classes, Spoken English Courses and Home Tutorials. After completion of schooling many of the students switch over to agricultural sector, due to lack of educational guidance, illiteracy, fear to mingle with urban people. Students satisfy themselves by doing traditional profession of grazing cows, honey gathering, basket weaving. Self Esteem, shy to meet with the students of the cities, inability to compete with the urban children, poor economic conditions of parents, unaware of merits of education prepare the tribal children refrain from the rest of the modern world.



## OBJECTIVES OF THE STUDY

- To find the effectiveness of English Language Learning of Govt Tribal Residential High School IX Std children of Sathyamangalam Tiger Reserve Region.
- To know the gender variables of 'Soliga' tribal children's performance and attitude in learning language skills and content of the lessons given in the text and syllabus.
- To assess the attitude and performance of teachers with a minimum of ten years' experience in the teaching field.
- To study the process of English Language Acquisition at IX Std level students, based on Activity Implementation.
- A diagnostic test to evaluate the linguistic and non-linguistic factors of GTR School children.
- To know the suitability of Teaching Methods of High School English Teachers of the region.
- To analyze and compare the learning capacity in content level on par with the non-tribal children.
- To examine 9<sup>th</sup> Std curriculum and syllabus.
- To design a Self-Learning Material for Tribal children to enhance their talent in learning language skills and content of the given text.
- To frame new English text book for the slow learners.
- To create awareness to 'Soliga' community tribal children on advantages of education needed to lead the present life.
- To make the tribal children have diligence on learning English faster and smarter compared to the non-tribal children of the same block.

## METHODOLOGY OF THE STUDY

1. The Survey method
2. Testing Method

### Aim of the study

The study aims at measuring the English language Acquisition of 9<sup>th</sup> Std 'Soliga' tribe children on par with the Non-Tribal children.

## RESEARCH QUESTIONS

1. Why was previous research work not taken in the particular region?
2. What made the researcher to undertake research in this area?
3. Are there any available sources to carry on the work here?
4. Which are the main languages spoken by the tribes?

## LIMITATIONS OF THE STUDY

- The study is confined to Sathyamangalam Tiger Reserve only.
- The research is limited to a sample of 60 children.
- It is a comparative study on Tribal and Non-Tribal children.
- The investigation pertains to IX Std Tamil and English medium children.
- The examination is conducted on Summative Evaluation system.

## REVIEW OF LITERATURE

**M. Ashitha Varghese (2013)** in her Ph.D. dissertation entitled "Direct Instruction Method to Enhance Reading Skill of Tribal Children in Attapady", submitted to Bharathiar University, points out that the lack of proficiency in English language is identified as a major obstacle to the education of Scheduled Tribe learners. Inappropriate syllabus and teaching methods of English develops a negative attitude in learners towards learning. The fear of learning a foreign language is one of the factors which slow down their learning. It is clear that tribal learners are not motivated well. They have adjustment problems with school curriculum and teaching of English language. Though the Central and State Governments provide grants and scholarships for the betterment of the learners, responsibility of their educational development are ultimately in the hands of the teachers.



The syllabus and materials prescribed for the informants have been studied by **P.K. Rangasamy (1998)** in his dissertation entitled “A Linguistic Study of the Techniques of Teaching English at the Higher Secondary Levels in Tamil Nadu”. The merits and demerits of language teaching methods have been discussed in this study. The errors both in speaking and writing committed by the students have been analyzed. With the help of questionnaire all the techniques of teaching have been analyzed in the dissertation.

### POPULATION OF THE STUDY

Population for the study is 60 consisting of one tribal school and one non-tribal school. Each school contains 30 students of 15 boys and 15 girls. The class taken for the study is 9<sup>th</sup> Std. Schools come under the jurisdiction of Erode District of Tamil Nadu. The investigation aims at comparing English comprehension, gender variables between tribal and non-tribal children in Sathyamangalam Tiger Reserve. The research held in the month of December 2013. The schools undertaken for the study is an aided Christian Missionary school and a Government Tribal Residential school in Thalavadi Block.

### METHODOLOGY ADOPTED TO COLLECT DATA

Two schools were taken for the present study. One is Government Tribal Residential High School – Asanur and St, Joseph’s High School – Soosaipuram. In order to test the performance level of 9<sup>th</sup> Std tribal and non-tribal children in the area of Sathyamangalam Tiger Reserve. A questionnaire was framed according to present question method of the government. A test was conducted for 60 marks on the current syllabus in a particular unit. The test was divided into two parts.

First Paper contains synonyms, antonyms, idioms and phrases fill in the blanks, abbreviations, and brief answer questions for 15 marks.

Second Paper contains grammar parts such as gerunds and infinitives, reported speech, degrees of comparison, translation, filling the hospital form for 15 marks. Based on the performance level of the students in the test the consolidation mark and grade list is prepared.

### DATA ANALYSIS

**Table 1.1, Consolidated Mark Statement of GTR School-Hasanur  
STD -IX  
SUBJECT - ENGLISH**

Sl.No	Name of the Student (Hasanur GTR School) (Boys)	I-Paper (30)	II-Paper (30)	Total (S.A) (60)	Grand Total (100)	Result	Grade
1.	S. Kannan	6	10	16	27	F	E1
2.	M. Karthik	8.5	7	15.5	26	F	E1
3.	S. Rajkumar	9	15.5	24.5	41	p	C2
4.	J. Ramesh	1	6.5	7.5	13	F	E2
5.	G. Vinoth Kumar	6	13.5	19.5	33	F	D
6.	N. Jagadeesh	7	13	20	33	F	D
7.	M. Govinda raj	7.5	13	20.5	34	F	D
8.	S. Manoj	4	10.5	14.5	24	F	E1
9.	K. Narayanan	6	4.5	10.5	17	F	E2
10.	P. Manikandan	4	3.5	7.5	13	F	E2
11.	N. Sasikumar	5	9	14	23	F	E1
12.	N. Rajkumar	3	2	5	8	F	E2
13.	M.Vijay	4	10.5	14.5	24	F	E1
14.	M. Vinoth kumar	8	4.5	12.5	20	F	E2



15.	K. Raja	14	15.5	29.5	49	p	C2
	<b>(Girls)</b>						
16.	S. Ambika	8	8.5	16.5	28	F	E1
17.	M. Chitra	10	4	14	23	F	E1
18.	S. Manimegalai	9	15	24	40	p	D
19.	J. Priya	9.5	6	15.5	26	F	E1
20.	R. Prema	10	9.5	19.5	33	F	D
21.	J. Sasikala	7.5	9	16.5	28	F	E1
22.	N. Malathi	7	7.5	14.5	24	F	E1
23.	M. Jayanthi	10	16	26	43	p	C2
24.	N. Geetha	12.5	16.5	29	48	p	C2
25.	M. Poornima	10	8.5	18.5	31	F	D
26.	K. Usha	13	18	31	52	p	C1
27.	R. Srivani	10	18	28	47	p	C2
28.	R. Rathika	5	8	13	22	F	E1
29.	S. Sasikala	9	0.5	9.5	16	F	E2
30.	R. Vasukidevi	17	21	38	63	p	B2

The Tabular Column represents marks and grade of Government Tribal Residential High School children – (Hasanur) in the test.

**Table 1.2, Consolidated Mark Statement of St Joseph's High School – Soosaipuram  
STD -IX  
SUBJECT - ENGLISH**

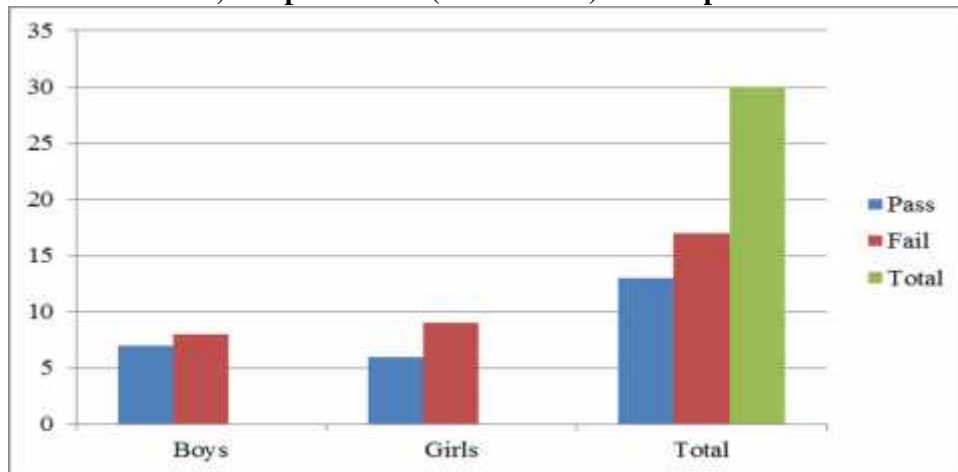
	(St, Joseph's High School) (Boys)	I-Paper (30)	II-Paper (30)	Total (S.A) (60)	Grand Total (100)	Result	Grade
1.	K. Muthuraj	9.5	14	23.5	39	p	D
2.	G. Rajesh	5	8.5	13.5	23	F	E1
3.	C. Madesh	6	15	21	35	p	D
4.	T. Ramasamy	8	14	22	36	p	D
5.	M. Dinesh	6	7.5	13.5	23	F	E1
6.	A. Abdul Sumer	20	7	27	45	p	C2
7.	S. Purusothaman	2.5	11	13.5	23	F	E1
8.	S. Praveen kumar	16.5	7	23.5	39	p	D
9.	Z. Asifulla	3	12	15	25	F	E1
10.	M. Nagaraj	3	9	12	20	F	E2
11.	R. Nandha kumar	2	8	10	17	F	E2
12.	V. Manikandan	2	19	21	35	p	D
13.	S. Abdul Athik	4	10.5	14.5	24	F	E1
14.	A. Abdul kalam	4	11	15	25	F	E1
15.	K. Mohan	6	16	22	37	p	D
	<b>(Girls)</b>						
16.	C. Geetha	4	8.5	12.5	21	F	E1
17.	A. Asha	4	2	6	10	F	E2
18.	J. Jenifer	5	3	8	13	F	E2
19.	N. Bangaramma	20	13	23	38	p	D
20.	G. Boomika	6	6	12	20	F	E2
21.	K. Chinnamma	4	11	15	25	F	E1



22.	M. Anjali	5	7	12	20	F	E2
23.	J. Januja banu	10	11	21	35	p	D
24.	R. Nandhini	5	8	13	21	F	E1
25.	N. Jothi	7	1.5	8.5	14	F	E2
26.	A. Deepamary	6	8	14	23	F	E2
27.	N. Ayyamma	12	16	28	47	p	C2
28.	D. Angel mary	13	14.5	27.5	45	p	C2
29.	P. Divya Ramammal	12	14	26	43	p	C2

This Tabular Column represents marks and grade of St Joseph’s High School children – (Soosaipuram) in the test.

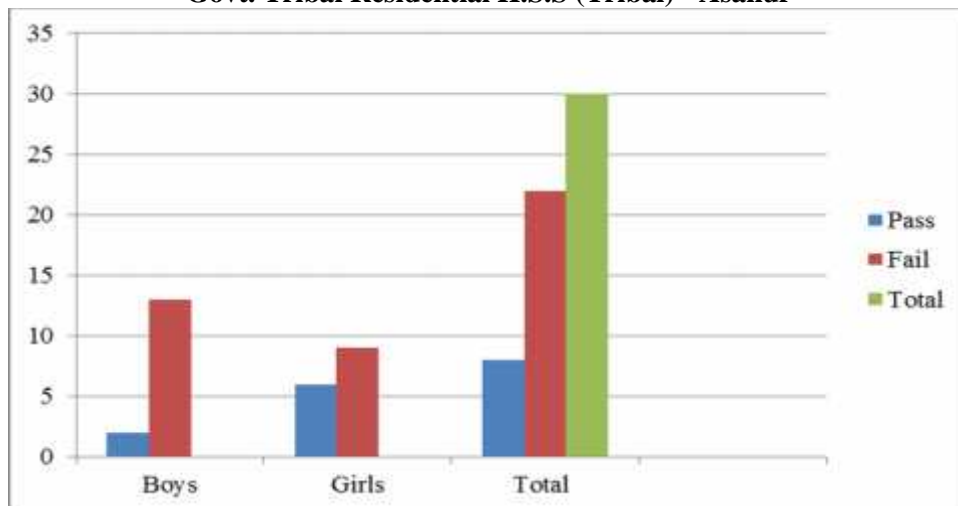
**GRAPHICAL REPRESENTATION OF PROGRESS LEVEL IN PRIVATE SCHOOL**  
**St, Joseph’s H.S.S. (Non- Tribal) - Soosaipuram**



(Graph 1.1)

The above figure represents the progress level of children in the test held based on given content in the syllabus. The test includes paper I and II and contains 30 marks each. The marks scored by the children were converted to hundred. At the end grade system was prepared. The population taken from St, Joseph’s High School is 30.

**GRAPHICAL REPRESENTATION OF PROGRESS LEVEL IN GOVT TRIBAL SCHOOL.**  
**Govt. Tribal Residential H.S.S (Tribal) - Asanur**

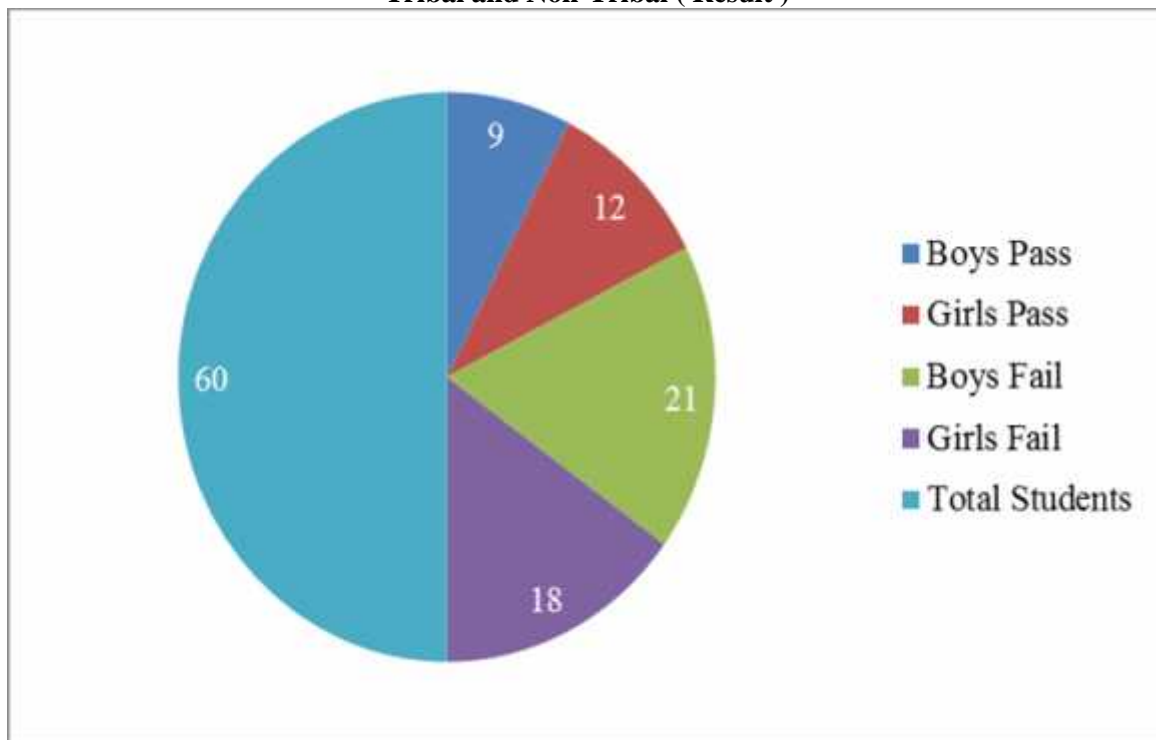


(Graph 1.2)



The above figure represents the progress level of children in the test held based on given content in the syllabus. Including first and second paper marks for sixty marks. The marks scored by the children were converted to hundred marks. Then the grade system was prepared. The population taken from Government Tribal Residential School is 30.

**The following pie diagram shows the result of Tribal and Non-Tribal School children's performance level in English language Acquisition from 9<sup>th</sup> Std English text book.**  
**Tribal and Non-Tribal ( Result )**



(Diagram 1.1)

The figure represents the progress level of 9<sup>th</sup> Std St, Joseph's High School-(Soosaipuram) and Government Tribal Residential High School – (Asanur) children in understanding the given lessons in the syllabus. Hence it displays the result of the two school children's performance in the conducted test based on summative assessment exist in the current curriculum. The total sample taken for the present study is 60 boys and girls are 30 each.

#### **FINDINGS OF THE STUDY**

- The research study finds that Non-Tribal children are better in learning English when compared to Tribal children.
- Apart from linguistic factors nonlinguistic factors prevent the tribal children's learning in the schools.
- Summative Assessment is difficult for learning and it leads children for memorization of the lessons.
- Formative Assessment can be used and utilized in more meaningful ways by Continuous and Comprehensive Evaluation system.
- Adequate activities are not executed in classroom teaching.
- Based on the performance of children in Summative Assessment marks; Formative Assessment marks are blindly allotted to children.



### SUGGESTIONS FOR FUTURE STUDY

- More marks can be allotted to Formative Assessment as Summative Assessment is a burden of learning.
- Intra-School learning activities can be conducted with tribal schools.
- Special programmes might be held to prepare tribal school children to get rid of self -esteem.
- Tribal children required extra classes apart from normal classes.
- Text book and syllabus can be separately framed for tribal children's understanding level.
- The analysis proves that common syllabus is a complicated one, so efforts can be taken on tribal children.
- Awareness programmes can be held on education especially in tribal areas.
- More care can be taken on male children as they are poor in studies when compared to girls.

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