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English Language Acquisition of Tribal Pupils

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The tribes are found in various places in all states as well as union territories in Indian country. They are mass in one place of great density in the North eastern states of Arunachal Pradesh, Meghalaya, Mizoram and Nagaland. However they constitute a small percentage of total tribal population in India. Traditionally described to tribes a past concerning 9% of population in spite of their varieties of language, society and relationship with other people of Indian country fairly accurate of 87 millions falls under tribal population among the state population. Government of Tamil Nadu identified some of Tribal vulnerable tribes names Irula, Todas, Kotas, Paniyas, Kurumbas, Kattunakayas. Government Tribal residential schools and Ekalavya model residential school. The constitution of India Article 275 [1] of funds provided as economic development and tribal schools Infrastructural development programmes. English language Teaching depends on receptive and productive skills, the speaking and writing skills are included as a necessary part in the action of language learners in other respects of listening and reading provide the information of language learners.

Objectives

- To compare English Acquisition of Tribal and Non-Tribal learners
- To evaluate the English Acquisition of Tribal and Non-Tribal learners

Hypothesis

There is no significant difference between Tribes and Non-Tribes with respect to English Competency.

Limitations

- Students under study come from various Tribal groups as Irulas, kurumbas, Todas and Non-Tribal.
- Delimitations of variables :

Dependent variables and Independent variables

Review of Relevant Literature

SSA and Ministry of Tribal Affairs identified 74 districts with high tribal concentration and 52 districts were being targeted for Tribal Girls Education infrastructure of schools SSA is one of the most important programmes of our country to achieve Universal Elementary Education (UEE) in partnership with states to bridge social and gender gaps in education outcomes and monitored different social groups like Tribal's, Tribal girls, children with special needs. This programme completed five years of implementation, partnership with The World Bank and other Agencies along with improvement in Attendance rate, learning levels, increase in enrollment of each social groups and socio Economics, cultural context of Tribal.

Irulas of Nilgiri District Tamil Nadu, A Tribal Cultural Documentation by Dr. JakkaParthasarathy. [Sep2003]reports on one particular Tribe Irulas of Nilgiris district and the study of humankind including the comparative study of societies, cultures, the sciences of human zoology, evolution and lives in the southern reign of our Indian country Tamil Nadu, Karnataka, Kerala. Irulas dialects in the Nilgiri district a member of Dravidian families of Hunters, gathers and cultivators. The 'Irula' is derived from the Tamil word 'Irul' which means darkness or it also refers dark jungles around primitive dwelling place Irulas follow custom of marrying only within Irula community divides in twelve clan, unique in nature especially ceremonies like, marriage, naming ceremony, disposal of dead, along with those ceremonies rich in oral literature consisting of riddles, tales and songs, dance with music to please gods and goddesses, especially invite well wishers of cultural and religious festivals.

"Tribal Education in India" (2011) Tribal students Educational status as well as their problems of family and out of their family among these problem some of the important factors affecting Tribal Education like social factors, suitable Teachers, Environment of family, Economic Factors, lack of facilities, numbers of teachers, Attitude of other students, lack of interest in formal education, cooperation from stoke holders so that our Indian constitution also stress about promotion of Tribal

students with special care in the Educational as well as Economic establishment. Tribal students and their families that their ignorant and superstitions are main barriers of their development of life balanced with other family.

Research procedure

The Research procedure is adapted here is Descriptive Research. A descriptive Research has been organized in order to identify the research findings.

Coherent of English Content

Some students are able to use related meaning form words of the given title. The following words, which are used by the students, reveal that tribal students are relatively better in the vocabulary for their position of competency. Organization is a feature of writing which helps to order a thought in a sequential order. A good writing has a unity of thoughts and paragraphs. Quality in writing can be implemented through appropriate organization. However, it has been observed that the students in this study are not having knowledge of organization. Some of the students have written the essay in the form of Transliterate. Mother tongue plays a critical role in the stages of English learning. Students in this study have tongue influence.

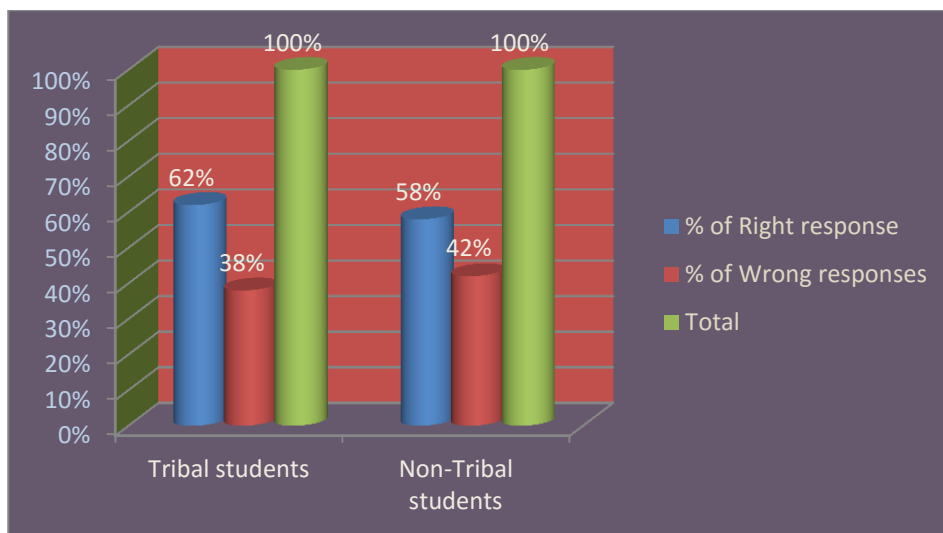
Quantative analysis

Correlative of Coherent of English content with the percentages of Right and Wrong responses of Tribal and Non-tribal students

Students	% of Right response	% of wrong response	Total
Tribal students	62%	38%	100% (31students)
Non-Tribal students	58%	42%	100% (48students)

The above table shows that when the performance of the students of the two different categories of people is considered separately, 62% of the students from tribal and 58% of the students from non-tribal students performed at the right answers. When the same is considered of tribal and non-tribal gave at wrong answers respectively 38% and 42% at coherent of content

Correlative of Coherent of content with the percentages of Right and Wrong responses of Tribal and Non-tribal students



Inferential Analysis

In this interpretation skill, the Tribal students have higher responses of coherent of English content when compared to the Non-Tribal students in Nilgiri region.

Conclusion

- Tribal students are not able to write simple and complete sentences in English competency also they do not have the adequate understanding skills in English.
- Lack of opportunity to use of English oriented activities like Language laboratory and social network abilities.
- In tribal higher secondary schools tribal students were able to learn and acquired English aspects.

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