



A Study On The Problems Faced By Tribal Students In Learning English As A Second Language

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Abstract:

English has long been a language of modernity which allows growth, power, position, etc. It has been a medium with which parents craze their children to educate so that their children can be on par with the world. It has also been taught as a second language in schools, colleges, and universities. The learners due to their cultural variations, long-kept habit and attitude towards learning English have failed to be the apt users of it and the result is the final loss they have to bear in the jobs which they wish to opt from the market with high perks. The diversity of the students' socio-cultural background, motivation and interests, learning styles, differing personalities and behaviour patterns. Tribals face many problems while learning English the face acute problem as they have their own language too for communication. This study has focused on the problem of tribal students in learning English as a second language. The attempt has been made to find out the obvious reasons for the failure in the learning of English. The purposive random sample technique was used in the present study to select the sample of 300 students from different Schools drawn purposively from Mahabubnagar district of Telangana state. In this sample 150 tribal boys and 150 tribal Girls were selected from Government, Private schools. The researchers has followed Descriptive survey method to conduct the study and taken the help of research tool like questionnaire, to collect information from the subjects. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test The results show that the tribal students face innumerable problems in learning English.

KEYWORDS : Tribal students, Problems of learning English, second language, Location, and Management

Introduction:

Education is one of the most important and powerful instrument invented by mankind to shape and mold human beings in a desirable manner. The history of world proves that education has been the root cause for any change, which takes place in the social, cultural, spiritual, political and economic aspects of the human life. India is a country with diverse culture, languages and beliefs which make it multicultural. All the communities of India are not developed equally. There is marked difference in context of education, economic growth, and social structure between some of these communities and general population at large. Adivasi or tribal community is one of them, constituting of 8.6% of Indian population (Statistical profile of Scheduled Tribes in India, 2022). The Adivasi or tribal community is considered to be socially and educationally backward class in India. The constitution of India has made provisions for upliftment of tribal communities but still there are many obstacles. Since independence various schemes and programs have been implemented for development of education which has resulted in improvement of literacy rate but yet equality among all communities is a distant dream. Scheduled Tribes are geographically, socially isolated and economically marginalized communities. Therefore, they are lacking in development in comparison to other communities. Societal changes or reforms come through collective transformation of individuals and these individuals can be the educated children belonging to Scheduled Tribes and Scheduled Caste (Punnaiah, 2018). Literacy and educational attainment can bring social and economic development among all the backward groups in our country. Currently, the Scheduled Tribes not only lag behind the general population but they also lag behind Scheduled Caste people.

National Education Policy 2020 focus on mother tongue in the National Education Policy 2020 has been widely discussed and welcomed too. Home language/mother tongue or the local language will remain the medium of instruction for students up to Grade 5 wherever possible, preferably beyond it till Grade 8 and even going forward, and the policy says that it may continue to be taught as a language after that too.

language as a non-instinctive and completely human way of transmitting thoughts, feelings, and desires through a system of consciously constructed symbols while Santoso (1990) defines it as a set of sounds created by a conscious human being. Language, according to Wibowo (2001), is a system of meaningful symbols and sounds (produced by the said tool) that is arbitrary and conventional, and that is utilized by a group of human beings to give birth to feelings and thoughts. Almost identical to Wibowo's viewpoint, Walija (1996) defines the language of communication as the most comprehensive and effective means of communicating ideas, messages, intentions, feelings, and opinions to others. According to Owen (2006), language can be defined as a socially acceptable code or conventional method for communicating concepts through the use of symbols. Windsor, R.J. (2021) described the effectiveness of a virtual learning environment (VLE) as a grammar learning resource for first year students at a university in southern China over two academic years. The resource, named the Independent Grammar Study Scheme (IGSS), offered short grammar exercises that were completed over a 14-week period by two cohorts of year one students. The results of this study suggest that IGSS was successful in

raising the grammar test scores of participants in both 2018 and 2019; that IGSS was more beneficial to students with lower English proficiency in 2018 but not in 2019; and that the VLE has been of great benefit to the university and to around one thousand students thus far.

Statement of the Problem

The title of the study is “A Study on the Problems Faced by Tribal Students in Learning English as a Second Language”

Objectives of the Study

The following objectives were framed in the present study

1. To study the English Language Learning problems (Speaking, Reading, Writing) with respect to gender
2. To study the English Language Learning problems (Speaking, Reading, Writing) with respect to management of the school.
3. To study the English Language Learning problems (Speaking, Reading, Writing) with respect to location of the school.

Hypothesis of the Study

The following hypotheses were framed in the present study

1. There is no significant difference between boys and girls tribal students with respect to English Learning Problems (Speaking, Reading, Writing).
2. There is no significant difference between Government and Private schools tribal students with respect to English Learning Problems (Speaking, Reading, Writing).
3. There is no significant difference between Rural and Urban schools tribal students with respect to English Learning Problems (Speaking, Reading, Writing).

Method of the Study

This is a quantitative study which explores Problems Faced by Tribal Students in Learning English as a Second Language. The present study employed a descriptive survey method to collect the data. It is stated that survey is a process of collecting representative data from a large population with the intention of generalizing the results to the population of interest. Thus survey method was chosen as it is a good way to gather data from large and small samples especially in order to draw conclusions from the information given by the respondent.

Sample of the Study

The sample is the representation of a population. The appropriate sampling technique helps to draw representation of a population. The sample was selected from the population of 8th, class tribal students studying in schools following the required sample for the present study was drawn using purposive stratified random sampling technique. The purposive random sample technique was used in the present study to select the sample of 300 students from different Schools drawn purposively from Mahabubnagar district of Telangana state. In this sample 150 tribal boys and 150 tribal Girls were selected from Government, Private schools.

Tools for the Present Study

1. **English learning problems as a second language scale (2018)** English learning problems as a second language scale was constructed and developed by Dr. Siddaraj.

Statistical techniques for the study

- Arithmetic Mean and Standard Deviation were used to assess the level of dependant and independent variables.
- t test for independent and large sample was to be used to find out the significance of differences between two means.

Analysis and interpretation of data

Hypothesis 1: There is no significant difference between boys and girls tribal students with respect to English Learning Problems (Speaking, Reading, Writing).

Table 1: Results of 't' Test between Boys and Girls tribal Students with respect to English Learning Problems and Its Components

Variable	Gender	Mean	SD	SE	t-value	P-value	Signi.
Learning Problems	Boys	67.32	6.89	0.44	5.0135	<0.05	S
	Girls	64.28	6.70	0.42			
English Speaking Problem	Boys	25.68	2.04	0.13	4.8509	<0.05	S
	Girls	24.55	3.07	0.19			
English Reading Problem	Boys	25.02	2.91	0.18	5.5809	<0.05	S
	Girls	23.77	2.01	0.13			
English Writing Problem	Boys	16.62	2.16	0.14	3.6008	<0.05	S
	Girls	15.95	1.99	0.13			

From the results of the above table, it can be seen that, A significant difference is observed between boys and girls tribal students with respect to learning Problems in English language ($t=5.0135$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girls tribal students have lesser learning Problems in English language as compared to boys tribal students.

A significant difference is observed between boys and girls tribal students with respect to component of learning Problems i.e. English speaking Problem in English language ($t=4.8509$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girls tribal students have lesser English speaking Problem as compared to boys tribal students.

A significant difference is observed between boys and girls tribal students with respect to component of learning Problems i.e. English reading Problem in English language ($t=5.5809$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girls tribal students have lesser English reading Problem as compared to boys tribal students.

A significant difference is observed between boys and girls tribal students with respect to component of learning Problems i.e. English writing Problem in English language ($t=3.6008$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girls tribal students have lesser English writing Problem as compared to tribal boys students.

Hypothesis 2: There is no significant difference between Government and Private schools tribal students with respect to English Learning Problems (Speaking, Reading, Writing).

Table 2: Results of 't' Test between tribal Students of Government and Private Schools with respect to English Learning Problems and Its Components

Variable	Management	Mean	SD	SE	t-value	P-value	Signi.
Learning Problems	Government	68.30	7.70	0.51	5.0968	<0.05	S
	Private	63.93	5.51	0.39			
English Speaking Problem	Government	25.85	2.74	0.20	3.4611	<0.05	S
	Private	24.69	2.17	0.14			
English Reading Problem	Government	25.53	3.02	0.18	6.7369	<0.05	S
	Private	23.54	1.85	0.12			
English Writing Problem	Government	16.92	2.28	0.13	4.4302	<0.05	S
	Private	15.69	1.82	0.13			

From the results of the above table, it can be seen that, A significant difference is observed between tribal students of Government and Private schools with respect to learning Problems in English language ($t=5.0968$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Private tribal students have lesser learning Problems in English language as compared to Government tribal students.

A significant difference is observed between tribal students of Government and Private schools with respect to component of learning Problems i.e. English speaking Problem in English language ($t=3.4611$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Private tribal students have lesser English speaking Problem as compared to Government tribal students.

A significant difference is observed between tribal students of Government and Private schools with respect to component of learning Problems i.e. English reading Problem in English language ($t=6.7369$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Private tribal students have lesser English reading Problem as compared to Government tribal students.

A significant difference is observed between tribal students of Government and Private schools with respect to component of learning Problems i.e. English writing Problem in English language ($t=4.4302$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Private tribal students have lesser English writing Problem as compared to Government students.

Hypothesis 3: There is no significant difference between Rural and Urban schools tribal students with respect to English Learning Problems (Speaking, Reading, Writing).

Table 4.33: Results of ‘t’ Test between tribal Students of Rural and Urban Schools with respect to English Learning Problems and Its Components

Variable	Location	Mean	SD	SE	t-value	P-value	Signi.
Learning Problems	Rural	67.35	7.64	0.48	5.0965	<0.05	S
	Urban	64.25	5.82	0.37			
English Speaking Problem	Rural	25.52	3.06	0.19	3.3711	<0.05	S
	Urban	24.72	2.13	0.13			
English Reading Problem	Rural	25.12	2.82	0.18	6.5465	<0.05	S
	Urban	23.67	2.06	0.13			
English Writing Problem	Rural	16.71	2.17	0.14	4.6306	<0.05	S
	Urban	15.86	1.94	0.12			

From the results of the above table, it can be seen that, A significant difference is observed between tribal students of rural and urban schools with respect to learning Problems in English language ($t=5.0965$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban tribal students have lesser learning Problems in English language as compared to rural students.

A significant difference is observed between tribal students of rural and urban schools with respect to component of learning Problems i.e. English speaking Problem in English language ($t=3.3711$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban tribal students have lesser English speaking Problem as compared to rural tribal students.

A significant difference is observed between tribal students of rural and urban schools with respect to component of learning Problems i.e. English reading Problem in English language ($t=6.5465$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban tribal students have lesser English reading Problem as compared to rural tribal students.

A significant difference is observed between tribal students of rural and urban schools with respect to component of learning Problems i.e. English writing Problem in English language ($t=4.6306$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban tribal students have lesser English writing Problem as compared to rural students.

Conclusion

The findings of this investigation indicate that a significant proportion of students belonging to tribal communities exhibited the girls tribal students, urban tribal students and the Private tribal students have lesser English writing Problem as compared to tribal boys students, rural tribal students and Government tribal students.

Educational implications

The findings of the present study can be beneficial for tribal students, teachers, administrators, parents, counselors, social worker, media personnel, policy makers and other professional working for the education of children. The use fullness of the present study lies in.

1. Early identification of the errors of children by same diagnosing testing. The teachers can make use of the findings of the present study to diagnose the errors of children and make use of the self-instructional material as has been found effective in the present study.
2. Generating Insight in authorities in the field of education of the children to organize workshops seminars, field visits, lectures, exhibitions, camps, motivational talks, conferences and activities for improving the academic and creative profit of the children.
3. Parents have a great role to play in the education and development of the children. Parental acceptance, encouragement and a healthy reflect the effect on the child.
4. Tribal Students must develop their writing skills by writing summary paragraph letters and report writing.
5. Helping the tribal students to understand and develop skill in writing, reading and speaking English language.
6. Helping the tribal student to understand both the mechanics and methods of effective study. It is useful in helping the students to develop positive attitude towards English language.

Suggestions for further research

1. A similar study be conducted for identifying the learning disabilities in other languages and other school subjects at primary education, senior secondary education level and college level.
2. The study may be conducted for identifying the causes for learning disabilities in different school subjects.
3. Preparation of programmes for improving English language in respect of speaking, writing and reading skill and their experimental evaluation study may be taken up.
4. The study may be conducted for the students of slow learners, underachievers, high achievers in respect of their learning disabilities in English language.

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