



## **A CASE STUDY ON ENGLISH LANGUAGE ACQUISITION AT 9<sup>TH</sup> STD LEVEL BY NON-TRIBAL LEARNER WHO PURSUES EDUCATION IN MATRICULATION SCHOOL AT SATHYAMANGALAM TIGER RESERVE**

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### **INTRODUCTION**

#### **Case study**

Case study is one of the important research methods that involve a detailed examination of the study. In other words case study is a form of qualitative and descriptive research that to look at individuals and a small group participants. This study was conducted for the purpose of understanding the problems and difficulties faced by the tribal and non-tribal learners at Sathyamangalam Tiger Reserve forest when they are at home and at the school premises.

A case study was conducted to identify the best student in studies at 9<sup>th</sup> Std of Divine Vidyalaya Matriculation School by the researcher in the month of January, 2015. As a part of it, the investigator made a visit to the particular school and had a discussion with the principal and explained about the study, its need and the importance. As the result of it, the investigator was allowed to meet the High School language teachers and subject teachers in person. The teachers shared their ideas and observations on academic performance of the children. Then the researcher had an interaction with the students. In addition to that academically the best student was pointed out by the teachers and the researcher happened to have an interview with the particular child at the end. In order to understand the complete details of the child, the study was held by issuing a case study format. The doubts of the student were cleared by the scholar while writing. Thus the data was collected for the present study.

### **OBJECTIVES**

- To identify the best student in studies among the whole class of 9<sup>th</sup> Std; Divine Vidyalaya School.
- To implement the case study method to test the academic performance of the case.
- To find the supporting factors which enable the particular student excel in studies.
- To analyze the merits and demerits of the selected case.
- To observe the case through linguistic and non-linguistic factors.
- To assess the curricular and co-curricular activities of the learner.
- To study the attitude of the case.
- To understand parents education awareness of the student.
- To understand the selected student's personality traits.

### **RESEARCH TOOLS USED FOR THE STUDY**

- Questionnaire
- Respondent sheets
- Teachers' opinion
- Keen observation of the investigator.

### **HYPOTHESIS**

- Physical, mental, psychological, educational, environmental, socio-economic and hereditary factors play prominent role in child's learning.
- Attitude of teachers determines the character of children.
- Role of parents in providing education makes good sense.

### LIMITATION OF THE STUDY

1. The current study is limited to rural background at Thalavadi Block.
2. The study is confined to 9<sup>th</sup> standard of Divine Matriculation School.
3. The sample is chosen one among the 34 students of the same class.
4. The study is analyzed by the investigator based on the data received.

### RESEARCH QUESTIONS

- Is there any learning environment for the children at Sathamangalam Tiger Reserve forest schools?
- What are the major factors prevent their learning?
- What are the factors help them in their studies?
- Are all the tribal and non-tribal learners the same in learning?
- Are there any linguistic and non-linguistic factors very much dominating their education?
- Can the investigator do something good for the enhancement of their educational development?

### REVIEW OF RELATED LITERATURE

**Dr.A.Meenakshisundram (2010)** ‘Teaching of English for B.Ed.’ Curriculum constitutes the means through which the ends of education are achieved. The curriculum is the learning process leading to the educational goal. The curriculum is the very breath and soul of an educational institution. In a broad sense, the curriculum consists of the experiences that a child gains both inside and outside the school. Therefore, it is said that the curriculum is the main instrument to realize the educational objectives.

**S. Kothainayaki (1994)** in her Ph.D thesis entitled “Classroom Interaction and Language Use: A Case Study of English Teaching in Selected Standards (A Linguistic Study)” submitted to Bharathiar University deals with classroom interaction and says that classroom interaction is an important study for developing communication skills even outside classroom. The communication and interaction in classroom between teacher and pupils and among pupils play an important role in determining the achievement of pupils. Classroom interaction is the process of verbal interchange between the teacher and the pupil and also among the pupils themselves. It is a process through which the teaching learning task taken place. Effective teaching is said to occur when the teacher and the pupils interact among themselves.

**C.Sivakumar (1990)** in his Ph.D. thesis entitled “A Linguistic Study of the Problems in Learning Tamil by Tribal Children in the Nilgiris”, submitted to Bharathiar University, deals with the problems which affect the growth in learning Tamil language by the native tribes like Toda, Kota, Kurumba, Irula and Pania. He also points out that tribal children of the Nilgiris generally enter the school with the competence of their mother tongue when compared to non-tribal children are found to have lesser competence in Tamil. These children generally learn Tamil as a language subject and other non-language subjects through Tamil at primary level. Moreover he states that there is no chance for the tribal children to develop their language acquisition outside the school and this is due to their locale or settlements/huts which are separated from those of the Tamil groups. Even in the school situation the tribal children are found to interact only with their own groups and so they do not get more chances for the acquisition of Tamil language. In this context, the degree of language learning also considerably less, because the children do not show any interest to interact with the non-tribal teachers and any other people who are close to them.

**T. Veerapandian (2013)** in his M.Phil dissertation entitled “Problems of Teaching Writing Skill in English to the Tribal Students at Higher Secondary Level in Nilgiri District” submitted to Bharathiar University identified the following problems in writing skill in English:

- The students are not able to write simple and complete sentences in English. Further, they do not have the knowledge of writing skills, grammar, vocabulary and coherent of content.
- The tribal learners are not aware of rules in English writing. It was observed that the paragraphs produced by the students were grammatically incorrect.



- The tribal students could express the ideas through their broken sentences, transliteration and phrases.
- The students are mentally matured but linguistically poor. They do not have the habit of writing in English at home except in their classroom session.
- Lack of opportunity to use language laboratory and other technical resources like internet, email and face book.
- When compared boys were able to learn and acquire writing skill better than girls.

## **ANALYSIS OF THE CASE**

The study mainly focuses on the subject's personal details, family background, education, different curricular activities, personality components, personality traits, hereditary factors, society and environment where the subject is living. The investigation also concentrates on peer group and linguistic aspects.

The present study has been divided into the following factors with the data received.

### **I. Environmental Factors**

The home atmosphere of the selected student is desirable. Father's attitude to the student is very kind while mother is overprotective. The ambition of the student is to become a doctor and the parents' aim is also the same. The leisure time is spent by the student by watching television. The student's father is a government teacher and her mother is a homemaker. Economically, the family is wealthy and she is the only one child in the family and loved by the parents very much. The house is owned and it has got all the house hold articles like T.V (television), D.V.D (Digital Video Divider), phone, motor cycle. The student is favourable towards religious atmosphere. It is a suburban area where the family and the school situated. She has lot of friends. She is a responsible child and takes household works like sweeping, washing clothes and helping parents.

### **II. Educational Factors**

She is a good student from the primary class to present study. This observation comes from based on her academic performance throughout the year. Her favourite subject is Science and has special aptitude in Social Studies and the case has some difficulties in the same subject particularly in marking maps. Further, her attitude towards the school, friends, classmates and the teachers is good. The distance from home to school is 3 k.m and the student comes to school by the school van. Her attendance is centum percent that shows she is regular to school. The progress report displays her marks above 95% in all subjects in the previous exams and tests held in the school.

### **III. Curricular, Co-curricular and Extra-curricular Activities**

The case does a regular library visit. She takes participation acting in school drama, reciting poems, singing and dancing. Her hobby is reading books. She is good at shuttle cock and through ball. She also takes part in debate, elocution contests. In addition, she has a special interest in reading dailies, magazines, journals and composition.

### **IV. Physical and Personality Components**

The case has been physically healthy from the childhood days till present day. Purified water, nutritious food is regularly provided by her parents. Briskness, bravery, co-operation, integration and span of memory are her qualities. She has special talents such as thinking, creative work and intelligence.

### **V. Personality Traits**

The case is naturally mingles with all common people. Her emotional stability is calm and self-confident. She possesses a leadership quality. All students and teachers express good opinion on her.

### **VI. Hereditary Factors**

The case's grandfather name is S. Narayana Nayak. He is 58 years old and he has studied till 8<sup>th</sup> Std. He has been an agriculturalist and he lives at Doddagajanur. Her grandmother is N. Susheela. She is 40 years old and illiterate. She has been supporting her husband in agriculture and lives with her husband.



The case has an uncle called Siddaraj. S. He is 26 years old. He has finished Teacher Education Course and he is a school teacher in the rural school. She has an aunty her name is A. Chandrakala. She is 19 years old. She has studied upto X standard. She got married and she is a house wife and lives with her husband.

### **FINDING OF THE STUDY**

- The case has got above 95% of marks in the test conducted by the researcher.
- She has good handwriting.
- She does not make spelling mistakes but commits some grammatical errors.
- The case has got good environmental factors at home as well as in the school.
- Her parents are kind and overprotective as she is the only one child in the family.
- Her father is a government teacher so the student has a good home learning ambience and the family is economically strong so that her parents are able to afford her English education from the convent school.
- She has lot of friends; her attitude is good towards friends, classmates and teachers.
- The attitude of the teachers towards the student is positive.
- She is centum percent regular to school and has a good ambition of becoming a doctor.
- The student spends her leisure time in watching television, reading books and help parents at household work.
- The student eagerly participates in sports and she has interest acting in dramas, reciting poems, singing and dancing.
- Her hobby is reading books and she regularly visits library. She reads newspapers, magazines, journals and compositions without fail.
- She is self-confident, obedient to teachers and she does her responsibilities without delays.
- She has a leadership quality and she has been the class leader for a few years.

### **INVESTIGATOR'S OBSERVATION/ CONCLUSION**

Eager to learn, appreciation and motivation by teachers and co-students, good environmental ambience, peaceful mind, self-confidence, kind and loveable parents, regularity in attending classes, leadership quality, reading for knowledge and pleasure, lot of interest in distinguishing oneself from others, giving equal importance for co-curricular and extracurricular activities, adequate learning circumstances, better economic conditions of the parents, self-realization, learned parents and relatives, knowing the importance of education and perseverance to learn the unlearned, positive attitude of student towards herself and others, positive attitude of teachers towards the student, encouragement and diligence from nearby people all these qualities make the case excel in studies.

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