

Morphological Errors of Tribal School Children in Coimbatore District

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ABSTRACT

Scheduled Tribes, the most disadvantaged groups in India, were enlisted in Article 341 and 342 of the constitution. Traditionally referred to as adivasis, tribes, or tribals, scheduled tribes (STs) constitute about 9% of India's population. The 'aadhivasi baasha' was the mother tongue of scheduled tribes without script. The major tribes in Tamilnadu are Paniya, Toda, kurumba, Kani, Malayali, Irular, Palliyan, Sholagar, Kadar, Kattunayakkan, and Veddar. Most of the tribal communities are small in size and the exceptions are Malaiali and Irular tribes. The majority of the tribal population in Tamil Nadu lives in hilly ranges (western ghats and eastern ghats). The realization of the need to mainstream tribal areas was based on the link between lack of education and under-development of tribal areas. (A. M. Tiwari, Secretary, Tribal Development Affairs, Gujarat). In Coimbatore district tribes are scattered from uliyoor of Mettupalayam to Thirumoorthyhills of Udumalpet taluk, Valparai at Coimbatore district. They were more than six tribal communities in Coimbatore schools have been set up for their further uplift.

Keywords: Scheduled Tribes, Paniya, Toda, kurumba, Kani, Malayali, Irular, Palliyan and Sholagar.

1. INTRODUCTION

Morphology is defined as the scientific study of the forms and structure of words in a language. August Schleicher, the German linguist is named for the first time in 1859 as morphology, the term for the study of form words. Writing is one of the best ways of making an exchange idea to others. The power of writing in different forms is a great way of expressing the views and ideas. The experience and knowledge are the key factor of good writing skills. Writing is a careful way of representing language in seeing or touch-based form. Lado (1971: 222) points out that "Writing is graphic representation of language. Pictures or symbols do not constitute writing unless they form a system representing the units of language and those patterns can be grasped by the reader". Errors are real indicators of the problem encountered by the learners. It is generally regarded that the students commit errors in all levels of language, namely

1. Graphological level
2. Morphological level
3. Grammatical level

2. AIM AND OBJECTIVES

1. Identify and describe the educational problems are being faced by the tribal children who study in government tribal residential school.
2. To bring to light those errors that occurs due to the impact of the English language teaching for tribal children.
3. To make the process of education and learning easier and natural.
4. To identify the influence of learning and teaching second language in middle-schools atmosphere.
5. Lack of teaching materials, scientific approach to teach the English language in the tribal context, poor learning conditions, inadequate supply of teaching materials and a

host of other things have contributed for the existing state of affairs.

6. Suggestions for the improvement of the teaching second language strategies to be followed in teaching English for the tribal students in future.

3. METHODOLOGY OF THE STUDY

The present studies follows a micro level examination of the developmental sequences and the skills among the tribal students of GTR schools of Western Ghats, Coimbatore district, Tamil Nadu in order to give a full-fledged primary analysis. For this study 300 students have been selected for sample from five GTR schools located in Coimbatore district, namely Valparai, Palamalai, Anaikatti, Muttathuvayul, Mavuthampathy. The test materials have been constructed and the data have been collected mainly in written mode and recordings. The methods are i) students profile sheet ii) questionnaire method iii) interview method iv) observation method.

4. FINDINGS OF MORPHOLOGICAL LEVEL

The findings of writing dictation are that the students have done spelling errors, comprehension errors and also grammatical errors. In spelling errors, they fall into different categories such as skipping of double consonants, for example the words 'kill' and 'full' is responded by 'kil' and 'ful'. They skipped the double consonants while writing dictation. Next category is the omission of non-pronounced consonant letters. For instance, the words 'dirty' and 'cart'. When these words pronounced, the consonant letter 'r' is silent. The students have replied as 'dity' and 'cot' etc. It's clear that the students omit the non-pronounced consonant letter.

Another interesting error is the replacing of the consonant letter by another letter in the initial position of the words. The words like 'see' and 'king' is replied by the student by 'cee' and 'hing' etc. Here the initial consonant

letter 's' and 'k' is misrepresented as 'c' and 'h'. This type of error is most common among the students of tribal school.

Interchange of the vowel letter 'e' to consonant 'y' at the end position is the next spelling error by them. For example, the word 'agree' is responded as 'agry', that is the vowel 'e' is changed into consonant 'y' in the end position. The next type of error is identified as the influence on spoken form on spelling.

For instance the words 'friend' and 'god' is responded as 'frien' and 'cod'. This type of error is due to the influence of spoken form on spelling of the tribal school children. And also is identified as mother tongue inference on spelling.

The addition of vowels letters and also consonant letters in the middle position of the words. In the words, 'black', 'carom', 'second' and 'daily' is written as 'blacik', 'carrom', 'secound', and 'dailly'. Here the vowel letters 'i', 'u' and the consonant letters 'r', 'l' is added in the middle position. This is the second highest type of error occurred in the tribal school children. In the second place they have committed the comprehension errors while writing dictation. The words 'bought' and 'air' are misrepresented by 'bat' and 'are'. The spelling errors occur due to the omission of vowel letters in the middle position. For instance, the words 'communicate' and 'goat' is replied by 'communcate' and 'got'. Here the vowel letters 'i' and 'a' are omitted and it causes spelling error. These types of errors are identified in writing dictation by tribal school children.

The errors occur due to incorrect usage of prefixes, that is while attempting to form a new word or to make antonyms of particular words. The words 'able', 'agree', 'possible' are attached to the prefixes 'un', 'dis', 'im' to form 'unable', 'disagree', 'impossible' and it is the expected reply from the students. The errors identified here is the incorrect use of prefix as 'inable', 'misagree' and 'dispossible'. This type of error is occurred due to the similar use of morphemes. There are certain prefixes which has the negative meaning, for example 'un', 'dis', 'im', 'mis' etc. The students do not know the meaning of the prefixes to use correctly.

In some case, the root words like 'able', 'possible' are affixed to the prefixes 'un', 'im', to form 'unable' and 'impossible' but the students responded incorrectly as 'imabled' and 'unpossibled'. Here, the two different errors are identified. First response is by incorrect use of prefix and the second they have attached 'ed' of the past tense at end of the word. This is due to lack of vocabulary in English language.

Next type of error is incorrect use of suffixes by the tribal school students. In the root words 'after' and 'kind', the suffixes like 'noon' and 'ness' are joined at the end to form 'afternoon' and 'kindness'. The reply of the students is 'afterness' and 'kindnoon' which makes error in their writing process. This is due to unfamiliar of suffixes including their meanings.

Another peculiar error discovered is that the use prefixes in the place of suffixes and the use of suffixes in the place of prefixes. For example, words like 'unnatural', 'differently'

are changed to 'naturalful' and 'undifferent' and vice-versa to give no meaning. These are the errors occurred in writing prefix and suffix.

The poor quality or condition of word play is may be because of the lack of vocabulary in English language leads to inability of understanding the words to form. And also they have the confusion in using the vowel sounds as well as letters. The word 'dream' is changed to 'draem', 'teacher' changes to 'taechor', 'poem' changes to 'peom', 'team' changes to 'taem', 'lion' changes to 'loin', 'couple' changes to 'cuople' etc. are few examples of this category.

They could not know to identify the correct letter(s) to form a correct word. It clearly shows the students lack in vocabulary. This leads to difficult to attain or improve knowledge. Errors in spelling while writing a word or sentence of the given picture's name. They have observed the picture correctly but some have made spelling error while writing the name of the picture.

It is identified that the students have committed errors in countable nouns where the (s) is left out. For instance in the words 'coin', 'bottle' and 'pencil' is changed into plurals by adding 's' in the end of the words, that is 'coins', 'bottles' and 'pencils'. But the students have committed errors by omitting 's' in the end. And also the students have committed errors like 'coines', 'coiness', 'bottlces', 'bottless', 'pencilies', 'pencilless'. This is due to the students could not understand the plural nouns and the reason may be to the lack of practicing or training, or the quality of the rules such errors may take place.

Next the students have committed errors like combination of countable and uncountable nouns. For example the words like 'child', 'deer' and 'sheep' is changed into plural as 'children', 'deer' and 'sheep'. The word 'child' is singular and is changed into plural as 'children' and the students have committed errors as 'childs', 'childrens'. The words 'deer' and 'sheep' are same as in singular and plural. The students have committed errors such as 'deers', 'deeres', 'sheeps', 'sheepes' etc.

The students have realized that when 's' is added to the end of a words and it can be changed into plurals. But they are confused of the rules to change th words into plurals. The students have a tendency to remain in the certain state or position that the irregular plural as singular when it is plural form. This may be due to the students make an effort to over generalize the rules that plural is formed by adding 's'.

When nouns end in s, z, sh, ch, x like 'box', 'watch' and 'bus' can be changed into plurals by adding 'es' in the end of a word. That the words are changed as 'boxes', 'watches' and 'buses'. The students have committed errors like 'boxs', 'boxces', 'boxis', 'watches', 'watchces', 'buss', 'busces' etc. This sorry state of affairs is due to the students are not well known about the rules and the usage of singular and plural nouns. Again the students added simply 's' and also 'ces' to form plural nouns. The nouns ending with vowels like 'o' or 'y' do not have exact rule. For example the words like 'potato' and 'baby' is changed into plural as 'potatoes' and

'babies'. We know that the nouns which are ending in 'y' can be replaced by 'ies' to form its plural form. But in the word 'toy' it could not be changed as 'toyies' as its plural. And the word 'baby' is changed into plural as 'babies' but the students have committed errors like 'babys', 'babyses' etc. As in the word 'potato' is ending with vowel 'o' and it is changed plural form as 'potatoes'. But we could not say that nouns ending with 'o' is converted to plural by adding 'oes'. The students have committed errors such as 'potatos', 'potatoies' to form plurals.

Some nouns have different plural form such as in the words 'woman' as 'women', 'man' as 'men', 'tooth' as 'teeth' and 'foot' as 'feet'. But again the students have committed errors by simply adding 's' in the end of a word to form its plural as 'womans', 'mans', 'tooths', 'foots'. This may be due to the lack of vocabulary, confusion to understand the rules about singular and plural nouns and lack in regular practicing of grammar part.

The poor situation of the student's error in find out the missing word is due to lack of understanding the proper noun. They cannot identify the proper noun where to be placed in the passage. The students assume that the proper noun simply connect the sentences and words. They are not well-known with the grammatical functions of proper noun. For example, the proper nouns like 'Hellen', "Bhagirathibai", 'Manu', 'Ramanaya', they are wrongly used by the students to fill the gap in the given passage. They have confusion to use proper noun whether it is a name of the person, place or thing.

And also the students have difficulty to use the main verbs, adjectives, adverbs and objects in the passage. They could not understand the action of the main verbs. So they have confused to use the main verbs like 'Eat', 'Play' 'Share'. This may be due to the lack in basic grammar of the tribal students to make a proper sentence using nouns, verbs, adjectives and adverbs.

5. SUGGESTIONS FOR IMPROVING WRITING SKILL OF THE STUDENTS

1. The students of GTR School should lay stress to improve their writing skills which can boost them up to enhance their studies.
2. The concerned should think always to develop the ability of tribal students in writing which will help the students to improve.
3. The practice should be given in well planned manner to teach them, so that they may obtain maximum training in writing.
4. The students should be provided better training instead of instructions.
5. They should be given proper training on correct use of grammatical rules, spellings and syntax which are more essential for writing.
6. The text books containing many simple vocabularies should be given to them and it should be classified on the

basis of action verbs, body parts, necessary verbs, nouns, adjectives etc.

7. Students should be practiced to write stories and it should be marked by the teachers and then the reasons for the errors should be pointed to the students.

8. To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules should be trained and reinforced.

9. The association between the words should be trained to avoid agreemental problem and if the problem are due to L1 structure, the relationship and variation between words of L1 and L2 in sentences should be pointed to the students.

10. A variety of sentence types of both L1 and L2 should be differentiated and distinguished and that should be marked to the students. It will help the students to know about the sentence types of both languages and to eliminate the errors in syntax.

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