Reading Problems for Tribal Children in Learning Tamil - A Sociolinguistic Study

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ABSTRACT

The study focused mainly on developing Reading skills among the tribal children a Sociolinguistic aspect. In the past years, many linguists, psychologists, and educationalists have been involved in the area of language learning and language teaching. Still, this research study mainly concerned a sociolinguistic point of view. Different branches of sociolinguistics have had a considerable impact on language teaching. Therefore, this research explores an Error Analysis and language teaching and learning, particularly for Tribal children. Finally, this research argues that the most important role of sociolinguistics in language teaching is to provide the learners with the appropriate rules based on reading skills to raise their sociolinguistics awareness. The main problem they face is the interference of their mother tongue, secondly, more psycholinguistic problems; thirdly, the untrained teachers face challenges; fourthly, the impact of technology to electrify their learning; fifthly, after the analysis of the errors committed by them and drafting of a remedial course for them, sixthly, their socio-cultural aspects interfering in their learning. This study aims to test and evaluate the achievements in Tamil Reading skills of primary schools of the tribal in Kallakkurichi District, Namakkal District, and Salem District in Tamil Nadu, India. Government Tribal Residential schools have been covered for the present study.

Keywords

Socio-cultural aspects, Language teaching-learning process, Pronunciation, Comprehension, Remedial materials, Communication, achievements.

Introduction

The study focused mainly on developing Reading skills among the tribal children a Sociolinguistic aspect. Different branches of sociolinguistics have had a considerable impact on language teaching. Since the late 1960s sociolinguistics have mainly focused on how language is used appropriately in varying contexts. Therefore, this research explores an Error Analysis and language teaching and learning particularly for Tribal children. Finally, this research argues that the most important role of sociolinguistics in language teaching is to provide the learners with the appropriate rules based on reading skills to raise their sociolinguistics awareness. The main problem they face is the interference of their mother tongue, secondly, more psycholinguistic problems; thirdly, the untrained teachers to face the challenges; fourthly, the impact of technology to electrify their learning; fifthly, after the analysis of the errors committed by them and drafting of a remedial course for them, sixthly, their socio-cultural aspects interfering in their learning. Since the textbook is common for the mother tongue speakers and the tribal children. The aim of this study is to test and evaluate the achievements in Tamil Reading skills of primary schools of the tribal in Kallakkurichi District, Namakkal District, and Salem District in Tamil Nadu, India. Government Tribal Residential schools have been covered for the present study. To test the students' attainment of reading skills in Tamil. It is nowadays generally agreed that assessment is one of the most important parts of the educational going beyond the usual idea of formal tests and examinations. Assessment provides important feedback of each and every stage of the teaching process.

Errors and Mistakes

While writing the second language, the use of words or grammatical features showing faulty or incomplete form may occur. Incomplete knowledge is the main reason for the occurrences of such errors. The occurrences of mistakes in writing may be due to the lack of attention on the part of the learner. Mistakes are derivations due to performance factors such as memory limitations. They are typically random and are readily corrected by the learner when his attention is drawn to them. Errors, on the other hand, are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of learning.

Generally, unsystematic wrong items occurring sporadically in speaking or writing may be called a mistake and systematic wrong items occurring uniformly in all the contexts of speaking or writing may be called as errors. However, it is difficult to identify which one is an error and which one is a mistake. At this juncture, one has to work hard to identify whether it is a mistake or an error.

Stages of Error Analysis

Error Analysis is carried out in three successive stages as mentioned by Corder (1973). These are (1) Recognition. (2) Description and (3) Explanation. There are several problems, which one has to face in each of these stages.

Error Analysis is carried out in five successive stages. As mentioned by Nadaraja Pillai (1981). These are (1) Collection (2) Classification (3) Description (4) Sources of errors, and (5) Remedial course. It is not easy to carry out all these stages. Through understanding of the problems involved along with possible measures to overcome them is necessary for a proper analysis of the errors.

There are various stages involved in undertaking error analysis.

- o   Collection of data.
- o   Identification of the errors.

- o Classification of the types of errors.
- o Description of errors
- o Planning remedial measures
- o Providing remedial drills, lessons etc.

Sources of Errors

Nadaraja Pillai (1981) has given a classification of the various casual factors or sources of the errors. According to him, the Sources of the errors are the following:

- o Overgeneralization
- o Over-extension of target language rules
- o Interlanguage differences
- o Mother tongue interferences
- o Filter language Interference
- o Simplification of errors
- o Induced errors
- o Deficit learning/ Unlearning

Though researchers have undertaken various aspects of teaching and learning language certain factors affecting the process of teaching and learning have not been fully light to its value and significance. Error analysis is more important in language learning because it ultimately benefits the learners. Thus, error analysis has been beneficial in many ways in language teaching.

Tribal school students from primary schools in Class and samples taken from tribal villages also like survey preparation for in this study.

	Kallakurichi District		Salem District		Namakkal District		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
I – Standard	10	10	10	10	10	10	60
II - Standard	10	10	10	10	10	10	60
III- Standard	10	10	10	10	10	10	60
IV- Standard	10	10	10	10	10	10	60
V- Standard	10	10	10	10	10	10	60
	50	50	50	50	50	50	300

The above table shows that the district-wise population sample size total of 300 samples collected from various schools and tribal villages, among the 300 samples 100 students were in Kallakurichi district, 100 students from Salem district and 100 students in Namakkal district. Three districts were selected for the data collection. The researcher selected 60 students per class the 60 students were divided into 20 students in each district.

Coverage of Area

The present work tries to study the language proficiency of the tribal children, who are studying in Primary classes I to V standard of various schools of Kallakkurichi District, Namakkal District, and Salem District in Tamil Nadu, India. Government Tribal Residential schools have been covered for the present study. Certain important social variables have been considered for the present

study. The reason for selecting these tribal students is that there are socially, economically, and educationally backward students.

Data collection

The questionnaire has been prepared based on set class-wise for I to V standards. Question papers have been prepared based on the syllabus and the content of the Tamil textbooks. Questions have been formulated with the purpose of testing and evaluating Tamil language learning achievements among the tribal children.

Objective(s)

The specific objectives of the study are as follows:

- Developed reading skills for the tribal children
- Identified the problems encountered by the tribal children in the process of learning the language skills.
- Identified the L1 interference on the L2 reading of the students.
- Evaluated the language skills ability of the students.

Analysis of Data

The collected data from the students have been analyzed. The students' errors were classified and an error analysis was made. Statistical analysis has been done by counting the number of correct and wrong answers. Then their comprehensibility is inferred through the statistical analysis. The nature of errors and the rate of occurrence have been analyzed. Quantitative and qualitative analysis is done based on the data. SPSS 16 version was used for the statistical analysis. The analysis is explored through tables, diagrams, and interpretation. Individual and group students' language achievements are analyzed and marks are awarded based on the language skills achieved by the students.

Reading skills

Students' Achievements in Pronunciation Level

The achievement and errors in the reading of the students included in the study are dealt with in this research. The types of words of reading used in (I to V standard) study is:

The percentages of the scores achieved by the I std. students in reading at word level are given in Table below.

1 Standard	Answer	Kallakurichi District		Salem District		Namakkal District		Total	%
		Gender		Gender		Gender			
		Boys	Girls	Boys	Girls	Boys	Girls		
ōṭam	Right	8	9	6	8	3	7	41	68.3%
	Wrong	2	1	4	2	7	3	19	31.7%
Vayal	Right	5	6	8	9	8	6	42	70%

	Wrong	5	4	2	1	2	4	18	30%
mān̠	Right	10	7	5	8	7	6	43	71.7%
	Wrong	0	3	5	2	3	4	17	28.3%
kaṭikaram	Right	10	6	5	9	7	1	41	68.3%
	Wrong	0	4	5	1	3	6	19	31.7%
karaṭi	Right	2	9	8	5	6	7	37	61.7%
	Wrong	8	1	2	5	4	3	23	38.3%
aṇil	Right	9	8	7	9	6	8	47	78.4%
	Wrong	1	2	3	1	4	2	13	21.6%
mīn̠	Right	5	2	9	6	8	5	35	58.3%
	Wrong	5	8	1	4	2	5	25	41.7%
paḻam	Right	6	7	8	6	4	8	39	65%
	Wrong	4	3	2	4	6	2	21	35%
puḻu	Right	10	7	5	8	7	6	43	71.7%
	Wrong	0	3	5	2	3	4	17	28.3%
pūṭṭu	Right	8	10	1	8	5	8	40	66.7%
	Wrong	2	0	9	2	5	2	20	33.3%

The above table shows that the Reading test was conducted in Kollimalai, Salem and Namakkal districts. Here, there are 60 students for each class and some of the students were taken from tribal villages also each district has 20 students 10 boys and 10 girls.

10 words are tested for 60 students from the I standard.

"ōṭam" out of 60 students 41 students pronounced 'right' and 19 students pronounced 'wrong' than 19 students 11 students have used ō > o and 8 students have used ṭ > t

     i.   ō > o
           ōṭam > oṭam

     ii.   ṭ>t
           ōṭam >otam

"vayal" out of 60 students 42 students pronounced 'right' and 18 students pronounced 'wrong' than 18 students 11 students used a> a: and 7 students used l > ḷ

     i.   a> a:
           vayal > va:yal
     ii.   l > ḷ
           vayal > vayaḷ

"ma:n" out of 60 students 43 students pronounced 'right' and 17 students pronounced 'wrong' than 17 students have used a:> a

     i.   a:> a
           ma:n

"kaṭikaram" out of 60 students 41 students pronounced 'right' and 19 students pronounced 'wrong' among 19 students 19 students have used a:> *a*

    i.   a:> *a*
                     kaṭika:ram > kaṭikaram

"karaṭi" out of 60 students 37 students pronounced 'right' and 23 students pronounced 'wrong' among 23 students 23 students have used r > *r̲*

    i. r > *r̲*
                 karaṭi > kar̲aṭi

"aṇil" out of 60 students 47 students pronounced 'right' and 13 students pronounced 'wrong' among 13 students 13 students have used *ṇ* > n

    i. *ṇ* > n
                 aṇil > anil

"mīṉ" out of 60 students 35 students pronounced 'right' and 25 students pronounced 'wrong' among 25 students 25 students have used *ī* > *i*

    i . *ī* > *i*

                 mīṉ > min

"paḻam" out of 60 students 39 students pronounced 'right' and 21 students pronounced 'wrong' among 21 students 21 students have used *ḻ* > l

    i .   *ḻ* > i

                 paḻam > palam

"puḻu" out of 60 students 35 students pronounced 'right' and 17 students pronounced 'wrong' among 17 students used *ḻ* > l

    i . *ḻ* > l
                 puḻu > pulu

"pūṭṭu" out of 60 students 40 students pronounced 'right' and 20 students pronounced 'wrong' among 20 students 20 students have used *ṭṭ* > tt

    i . *ṭṭ* > tt

                 pūṭṭu > puttu

        And used the SPSS cross table that was applied to this result. The researcher has prepared 10 types of words for this class. The words are taken from their syllabus.

        The results drawn from the table reveal the comparisons of the achievements in overall reading tasks. In the oral reading, the girl students show better performance than the boys. At the word level girl students show better achievements are higher than boy students. The overall achievement of the I std. The percentage of students' achievement in oral reading.

The percentages of the scores achieved by the II std. students in reading words level are given.

2 Standard	Answer	Kallakurichi District		Salem District		Namakkal District		Total	%
		Gender		Gender		Gender			
		Boys	Girls	Boys	Girls	Boys	Girls		
ākasṭ	Right	5	6	6	8	5	3	33	55%
	Wrong	5	4	4	2	5	7	27	45%
kuṟiyīṭu	Right	3	5	9	6	8	5	36	60%
	Wrong	7	5	1	4	2	5	24	40%
nāṭakam	Right	4	1	6	9	7	5	32	53.3%
	Wrong	6	9	4	1	3	5	28	46.7%
niṉaivūṭṭi	Right	7	6	8	9	7	9	46	76.7%
	Wrong	3	4	2	1	3	1	14	23.3%
āṇṭu viḻā	Right	4	7	6	7	6	8	38	63.7%
	Wrong	6	3	4	3	4	2	22	36.6%
vaittēṉ	Right	5	6	8	9	5	8	41	68.3%
	Wrong	5	4	2	1	5	2	19	31.7%
vēṟupāṭu	Right	6	7	10	7	2	3	35	58.3%
	Wrong	4	3	0	3	8	7	25	41.7%
paṭṭam	Right	4	5	7	6	5	8	46	76.7%
	Wrong	6	5	3	4	5	2	14	23.3%
mīṉkaḷ	Right	9	7	8	2	9	5	40	66.6%
	Wrong	1	3	2	8	1	5	20	33.4%
varikkutirai	Right	6	10	10	5	9	9	49	81.6%
	Wrong	4	0	0	5	1	1	11	18.4%

The above table shows that the Reading test was conducted in Kollimalai, Salem, and Namakkal districts. Here, there were 60 students for each class, and some of the students were taken from tribal villages. Also, each district had 20 students, 10 boys and 10 girls.

10 words were tested for 60 students using the II standard.

*"ākasṭ" o*ut of 60 students 33 students pronounced 'right' and 27 students pronounced 'wrong' among the 27 students 15 students used *ā > a* and the remaining 12 students used *ṭ>t*

      i.   *ā > a*
             ākasṭ > akasṭ

      ii.   *ṭ>t*
             ākasṭ > akast

*"kuṟiyīṭu" o*ut of 60 students 36 students pronounced 'right' and 24 students pronounced 'wrong' among the 24 students 17 students used *ṟ>r* and 7 students used *ī > i*

    i. *r̲>r*

      ku̲riyīṭu > kuriyīṭu

    ii. *ī > i*

      ku̲riyīṭu > ku̲riyiṭu

*"nāṭakam" o*ut of 60 students 32 students pronounced 'right' and 28 students pronounced 'wrong' among the 28 students 19 students used *ā > a* and 9 students used *ṭ>t*

    i. *ā > a*

      nāṭakam > naṭakam

    ii. *ṭ>t*

      nāṭakam > nātakam

*"ni̲naivūṭṭi" o*ut of 60 students 46 students pronounced 'right' and 14 students pronounced 'wrong' 14 students have used *ū > u*

    i. *ū > u*

      ni̲naivūṭṭi > ni̲naivuṭṭi

*"āṇṭu vi̲ḻā" o*ut of 60 students 38 students pronounced 'right' and 22 students pronounced 'wrong' among 22 students 6 students have used *ṇ > n* and 7 students have used *ḻ > l* and 9 students have used *ā > a*

    i. *ṇ > n*

      āṇṭu vi̲ḻā > ānṭu vi̲ḻā

    ii. *ḻ > l*

      āṇṭu vi̲ḻā > āṇṭu vilā

    iii. *ā > a*

      āṇṭu vi̲ḻā > āṇṭu vila

*"vaittē̲n" o*ut of 60 students 41 students pronounced 'right' and 19 students pronounced 'wrong' among 19 students 19 students have used *ē > e*

    i. *ē > e*

      vaittē̲n > vaitte̲n

*"vē̲rupāṭu" o*ut of 60 students 35 students pronounced 'right' and 25 students pronounced 'wrong' among 25 students 10 students have used *ē >e and* 15 students have used *ṭ>t*

    i . *ē > e*

      vē̲rupāṭu > ve̲rupāṭu

    ii. *ṭ>t*

      vē̲rupāṭu > vē̲rupātu

*"paṭṭam" o*ut of 60 students 46 students pronounced 'right' and 14 students pronounced 'wrong' among 14 students 14 students have used *ṭṭ > tt*

    i . *ṭṭ > tt*

      paṭṭam > pattam

*"mīṉkaḷ" o*ut of 60 students 40 students pronounced 'right' and 20 students pronounced 'wrong' among 20 students 20 students have used *ḷ > l*

     i.   *ḷ > l*
            mīṉkaḷ > mīṉkal

*"varikkutirai" o*ut of 60 students 40 students pronounced 'right' and 20 students pronounced 'wrong' among 20 students 20 students have used rai > *ra*

     i . rai > *ra*

       varikkutirai > varikkutirai

And used the SPSS cross table that was applied to this result. The researcher has prepared 10 types of words for each class. The words are taken from their syllabus.

The statistical result proves that there is a significant difference in IInd   Std. average of oral reading between boys and girls from tribal students in Kallakurichi, Salem and Namakkal districts.

The percentages of the scores achieved by the III std. students in reading words level are given.

III- Standard	Answer	Kallakurichi District		Salem District		Namakkal District		Total	%
		Gender		Gender		Gender			
		Boys	Girls	Boys	Girls	Boys	Girls		
oṭṭakam	Right	10	10	10	10	10	10	60	100%
	Wrong	0	0	0	0	0	0	0	0%
paḷḷi	Right	2	7	9	7	8	8	41	68.3%
	Wrong	8	3	1	3	2	2	19	31.7%
paṉaṅkāy	Right	5	6	2	9	1	7	30	50%
	Wrong	5	4	8	1	9	3	30	50%
nūlakam	Right	8	6	4	1	7	8	34	56.6%
	Wrong	2	4	6	9	3	2	26	43.4%
vilaṅkukaḷ	Right	4	9	6	8	6	9	42	70%
	Wrong	6	1	4	2	4	1	18	30%
paṭam	Right	10	10	10	10	10	10	60	100%
	Wrong	0	0	0	0	0	0	0	0%
āparaṇaṅkaḷ	Right	9	7	6	7	2	3	34	56.6%
	Wrong	1	3	4	3	8	7	26	43.4%
puttakaṅkaḷ	Right	4	5	5	6	3	8	31	51.6%
	Wrong	6	5	5	4	7	2	29	48.4%
nāḷitaḻkaḷ	Right	9	9	8	7	8	5	46	76.6%
	Wrong	1	1	2	3	2	5	14	23.4%

Kalam	Right	10	10	10	10	10	10	60	100%
	Wrong	0	0	0	0	0	0	0	0%

The above table shows that the Reading test was conducted in Kollimalai, Salem, and Namakkal districts. Here, there were 60 students for each class, and some of the students were taken from tribal villages. Also, each district had 20 students, 10 boys and 10 girls.

10 words were tested for 60 students using the III standard.

"oṭṭakam", *"paṭam"* and *"kalam" o*ut of 60 students 60 students pronounced 'right' and 0 students pronounced 'wrong'.

*"paḷḷi" o*ut of 60 students 41 students pronounced 'right' and 19 students pronounced 'wrong' among the 19 students 19 students used *ḷḷ >ll*

> *ḷḷ >ll*

> > paḷḷi > palli

*"paṉaṅkāy" o*ut of 60 students 30 students pronounced 'right' and 30 students pronounced 'wrong' among the 30 students 30 students used the *y deletion*

> > paṉaṅkāy > paṉaṅkā

*"nūlakam" o*ut of 60 students 34 students pronounced 'right' and 26 students pronounced 'wrong' 26 students have used *ū > u*

> *i. ū > u*

> > nūlakam > nulakam

*"vilaṅkukaḷ" o*ut of 60 students 42 students pronounced 'right' and 18 students pronounced 'wrong' 18 students have used *ḷ > l*

> *ḷ > l*
> > *vilaṅkukaḷ > vilaṅkukal*

*"āparaṇaṅka" o*ut of 60 students 36 students pronounced 'right' and 24 students pronounced 'wrong' among 19 students 19 students have used *ē > e*

> *i . ē > e*

> *vaittēṉ > vaitteṉ*

*"puttakaṅkaḷ" o*ut of 60 students 31 students pronounced 'right' and 29 students pronounced 'wrong' among 25 students 10 students have used *ḷ > l*

> > *ḷ > l*
> > *puttakaṅkaḷ > puttakaṅkal*

*"nāḷitaḻkaḷ" o*ut of 60 students 46 students pronounced 'right' and 14 students pronounced 'wrong' among 14 students 14 students have used *ḷ > l*

     i.   *ḷ > l*
            nāḷitaḻkaḷ >nālitaḻkaḷ

      And used the SPSS statistical tools were applied cross table test was applied to this result. The researcher has prepared 10 types of words for each class. The reading test words are taken from their syllabus.

      The statistical result proves that there is a significant difference in III Std. average of oral reading between boys and girls from tribal students in Kallakurichi, Salem and Namakkal districts.

      The results drawn from the table reveal the comparisons of the achievements in overall tasks of reading. In the oral reading, female students show better performance than boy students.

      The overall achievement of the III std. the percentage of students' achievement in oral reading.

      The percentages of the scores achieved by the IV std. students in reading at word level given in Table below.

IV- Standard	Answer	Kallakurichi District		Salem District		Namakkal District		Total	%
		Gender		Gender		Gender			
		Boys	Girls	Boys	Girls	Boys	Girls		
nīrttuvalaikaḷ	Right	7	6	5	8	7	4	37	61.6%
	Wrong	3	4	5	2	3	6	23	38.4%
taḷaivāḻai	Right	3	7	6	7	6	3	32	53%
	Wrong	7	3	4	3	4	7	28	47%
viraintāṉ	Right	8	7	5	9	8	1	38	63.3%
	Wrong	2	3	5	1	2	9	22	36.7%
mutirnta ilai	Right	10	10	10	10	10	10	10	100%
	Wrong	0	0	0	0	0	0	0	0%
vayaliṉ varappu	Right	3	6	6	2	6	5	28	46.6%
	Wrong	7	4	4	8	4	5	32	53.4%
poti	Right	8	9	5	8	7	2	39	65.6%
	Wrong	2	1	5	2	3	9	21	36.4%
viṭiyum vēlai	Right	9	7	8	7	6	3	40	66.6%
	Wrong	1	3	2	3	4	7	20	33.4%
viṭumuṟai	Right	4	5	5	6	3	8	31	51.6%
	Wrong	6	5	5	4	7	2	29	48.4%
tolaivil uḷḷatu	Right	9	9	6	7	6	5	42	70%
	Wrong	1	1	4	3	4	5	18	30%
kallaṇai	Right	8	3	6	5	3	4	29	48.4%

	Wrong	2	7	4	5	7	6	31	51.6%

The above table shows that the Reading test was conducted in Kollimalai, Salem, and Namakkal districts. Here, there were 60 students for each class, and some of the students were taken from tribal villages. Also, each district had 20 students, 10 boys and 10 girls.

10 words were tested for 60 students using the IV standard.

"oṭṭakam", *"paṭam"* and *"kalam"* *o*ut of 60 students 60 students pronounced 'right' and 0 students pronounced 'wrong'.

"nīrttuvalaikaḷ" *o*ut of 60 students 37 students pronounced 'right' and 23 students pronounced 'wrong' among the 23 students 23 students used *ī > i*

$$\bar{\imath} > i$$

$$n\bar{\imath}rttuvalaika\ḷ \; > \; nirttuvalaika\ḷ$$

"taḷaivāḻai" *o*ut of 60 students 38 students pronounced 'right' and 22 students pronounced 'wrong' among the 22 students 22 students used the *ḻ > l and ḷ > l*

  i. *ḻ > l*
    taḷaivāḻai > taḷaivāḻai

  ii. *ḻ > l*
    taḷaivāḻai > taḷaivālai

"viraintāṉ" *o*ut of 60 students 36 students pronounced 'right' and 24 students pronounced 'wrong' 24 students have used *ā > a*

  i. *ā > a*

    viraintāṉ > viraintaṉ

"mutirnta ilai" *o*ut of 60 students 60 students pronounced 'right' and 0 students pronounced 'wrong'

"vayaliṉ varappu" *o*ut of 60 students 28 students pronounced 'right' and 32 students pronounced 'wrong' 32 students have used *iṉ missing*

    vayaliṉ varappu > vayal varappu

"poti" *o*ut of 60 students 39 students pronounced 'right' and 21 students pronounced 'wrong' among 21 students have used *o:> o*

    poti > poti

"viṭiyum vēlai" *o*ut of 60 students 40 students pronounced 'right' and 20 students pronounced 'wrong' 20 students have used *lai > la*

  lai > la
    viṭiyum vēlai > viṭiyum vēla

*"viṭumuṟai" o*ut of 60 students 31 students pronounced 'right' and 29 students pronounced 'wrong' 20 students have used *lai > la*

   ṟai > ra

    viṭumuṟai > viṭumura

*"tolaivil uḷḷatu" o*ut of 60 students 42 students pronounced 'right' and 18 students pronounced 'wrong' 18 students have used *ḷḷ > ll*

   ḷḷ > ll

    tolaivil uḷḷatu > tolaivil ullatu

*"kallaṇai" o*ut of 60 students 42 students pronounced 'right' and 18 students pronounced 'wrong' 18 students have used *ṇ > n*

   ṇ > n

    kallaṇai > kallanai

   And used the SPSS statistical tools were applied cross table test was applied to this result. The researcher has prepared 10 types of words for each class. The reading test words are taken from their syllabus.

   The statistical result proves that there is a significant difference in IV Std. average of oral reading between boys and girls from tribal students in Kallakurichi, Salem and Namakkal districts.

   The results drawn from the table reveal the comparisons of the achievements in overall tasks of reading. In the oral reading, female students show better performance than boy students.

   The overall achievement of the IV std. the percentage of students' achievement in oral reading.

   The percentages of the scores achieved by the students of V standard in word level reading are given in the Table below.

5 Standard	Answer	Kallakurichi District		Salem District		Namakkal District		Total	%
		Gender		Gender		Gender			
		Boys	Girls	Boys	Girls	Boys	Girls		
paṭṭimaṉṟam	Right	9	6	6	9	7	6	43	71.7
	Wrong	1	4	4	1	3	4	17	28.3
viṇṇappam	Right	6	7	9	6	6	7	41	68.3
	Wrong	4	3	1	4	4	3	19	31.7
naṟkavitai	Right	8	5	4	7	5	6	35	58.4
	Wrong	2	5	6	3	5	4	25	41.6

veḷiccam	Right	9	10	8	7	7	6	46	76.3
	Wrong	1	1	2	3	3	4	14	23.7
kōḻik kuñcu	Right	6	6	5	4	6	7	34	56.6
	Wrong	4	4	5	6	4	3	26	43.4
ilakkiyam	Right	10	10	10	10	10	10	10	100%
	Wrong	0	0	0	0	0	0	0	0%
centamiḻ	Right	7	7	8	7	6	3	38	50.4
	Wrong	3	3	2	3	4	7	22	36.6
uyarntavarkaḷ	Right	3	3	5	6	3	2	22	36.6
	Wrong	7	7	5	4	7	8	38	50.4
talaimaiyāciriyar	Right	9	9	8	6	6	5	43	71.7
	Wrong	1	1	2	4	4	5	17	28.3
kavitaikaḷ	Right	9	3	2	1	3	8	26	43.7
	Wrong	1	7	8	9	7	2	34	56.3

The above table shows that the Reading test was conducted in Kollimalai, Salem, and Namakkal districts. Here, there are 60 students for each class, and some of the students were taken from tribal villages. Also, each district had 20 students, 10 boys and 10 girls.

10 words were tested for 60 students using the V standard.

*"paṭṭimaṉram" o*ut of 60 students 43 students pronounced 'right' and 17 students pronounced 'wrong' students 17 students used *ṭṭ > tt and ṟ > r*

> *ṭṭ > tt*

>> *paṭṭimaṉram   >   pattimaṉram*

> *ṟ > r*

>> *paṭṭimaṉram   >   pattimaṉram*

*"viṇṇappam" o*ut of 60 students 41 students pronounced 'right' and 19 students pronounced 'wrong' students 19 students used the *ṇṇ > nn*

> i.   *ṇṇ > nn*
> *viṇṇappam > vinnappam*

*"naṟkavitai" o*ut of 60 students 35 students pronounced 'right' and 25 students pronounced 'wrong' 24 students used *ṟ > r*

> i. *ṟ > r*

>> *naṟkavitai > narkavitai*

*"veḷiccam" o*ut of 60 students 46 students pronounced 'right' and 14 students pronounced 'wrong' *ḷ > l*

> *ḷ > l*

veḷiccam > veliccam

"kōḻik kuñcu" out of 60 students 34 students pronounced 'right' and 36 students pronounced 'wrong' 36 students used *ō > o and ḻ > l*

    i.   *ō > o*
                kōḻik kuñcu > koḻik kuñcu
    ii.   *ḻ > l*
                kōḻik kuñcu > kōlik kuñcu

"ilakkiyam" out of 60 students 60 students pronounced 'right' and 0 students pronounced 'wrong'

"centamiḻ" out of 60 students 38 students pronounced 'right' and 22 students pronounced 'wrong' 22 students have used *ḻ > l*

     ḻ > l
                centamiḻ > centamil

"uyarntavarkaḷ" out of 60 students 31 students pronounced 'right' and 29 students pronounced 'wrong' 20 students have used *ḷ > l*

     ḷ > l
                uyarntavarkaḷ > uyarntavarkal

"talaimaiyāciriyar" out of 60 students 43 students pronounced 'right' and 17 students pronounced 'wrong' 17 students have used *lai > la*

     lai > la
                talaimaiyāciriyar > talamaiyāciriyar

"kavitaikaḷ" out of 60 students 50 students pronounced 'right' and 10 students pronounced 'wrong' 10 students have used *ḷ > l*

     ḷ > l

                kavitaikaḷ > kavitaikal

And used the SPSS statistical tools were applied cross table test was applied to this result. The researcher has prepared 10 types of words for each class. The reading test words are taken from their syllabus.

The statistical result proves that there is a significant difference in V Std. average of oral reading between boys and girls from tribal students in Kallakurichi, Salem and Namakkal districts.

The results drawn from the table reveal the comparisons of the achievements in overall tasks of reading. In the oral reading, girl students show better performance than boy students.

Like this, the students have made errors because of their fast-reading habits, wrong pronunciation and unfamiliarity with some new words.

Findings:

The study has shown the various areas where the students commit errors. Among them, certain errors stand out as very significant. The major findings are listed below. They confused the secondary symbols for the long and short vowels. The result is the shortening of the long vowels and lengthening of the short vowels. In this process, more number of errors are committed by the students when compared to other methods. In the process of n, ṇ, n̲ most of the students have reading problems. They have difficulty in the choice of the sounds l, ḷ and l̲.   More errors are committed by students who are from hill areas. Girls committed less number of errors than boys and comparatively the errors are less in vowel sounds than in consonant sounds.

Conclusion

 In conclusion, it may be stated that the main cause for difficulties in the process of learning Tamil as a second language is the influence of spoken Tamil. For error correction, we have to correlate first the spoken and written forms. Second, the written forms are represented in reading. There is also another type of difficulty, which aggravates the former difficulty. This is true of the factor connected with the use of the secondary symbols of the vowels and the close similarity of the sounds. The lack of reading practice while learning the symbols is one of the major causes of these errors.

The teacher himself, in many instances, is not able to pronounce the Tamil forms properly which is also a reason for the errors committed. This has a great negative effect on the students. Notwithstanding all these factors, the study has revealed that the errors committed by the students go down considerably from I to V students. The problems identified in this study in the performance of the reading level.

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