

Teaching the Speaking Skill to the Tribal Children of Erode District

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Abstract: English language plays a vital role for the social and the economic development of mankind. But, the tribal children are not much exposed to English. In order to improve the speaking skill, different learning activities like Fruit Game, Hypothetical Questions, Story Board Creation and role play were given to 6-13 age group. The investigator visited various places like Neithalapuram, Geddesal, Dhottaganure, Kermalam, Palappadugai, Basuvanapuram, Thingalur, Talamalai, Theingarai and Thattakarai to collect the required data which will be useful for understanding the various factors that inhibit their learning. 12 students were taken as samples from each village. The overall assessment of the activities also indicates that the students coming from developing villages and also from the villages near by the town like Neithalapuram, Basuvanapuram, Keermalam and Thattakarai showed much response and their learning is effective. This is because of the exposure they get from the senior students and from the educated people living nearby. But the students from remote and interior villages like Talamalai, Theingarai and Pallapadugai showed less response and inhibition to learn things.

Key Words: Speaking Skill, Activities, Tribes, Erode District, Learning Outcome

I. Introduction

Communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the message is completely understood by both parties. Among the four skills (LSRW) speaking skill is considered by the Public as more needed skill. Speaking is an active and productive skill, it is called an encoding skill. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves.

Importance of speaking skill:

- It improves the comprehensive ability of the students.
- They are able to develop the skill of speaking
- It lays the foundation of good speech
- It helps them to acquire fluency in spoken language
- It removes hesitation and shyness of the speakers.
- It induces confidence and also encouragement in the speaker

Activities Carried Out For Speaking Skill

Name of the Activity: I- Fruit Game

Procedure:

- The investigator kept some fruits in a tray
- The students were asked to close their eyes and select a fruit
- They should touch, feel and find the fruit and give details about the fruit in English.

Name of the Activity: II- Hypothetical Questions

Procedure:

- The investigator asked some questions like "What would you ask if God appears in front of you?" to the students to create interest in speaking
- To encourage their participation in speaking, they were permitted to give answers in phrases.

Name of the Activity: III- Story Board Creation

Procedure:

- The students were given different interesting story –boards with pictures
- Then they were asked to give dialogues relevant to the context

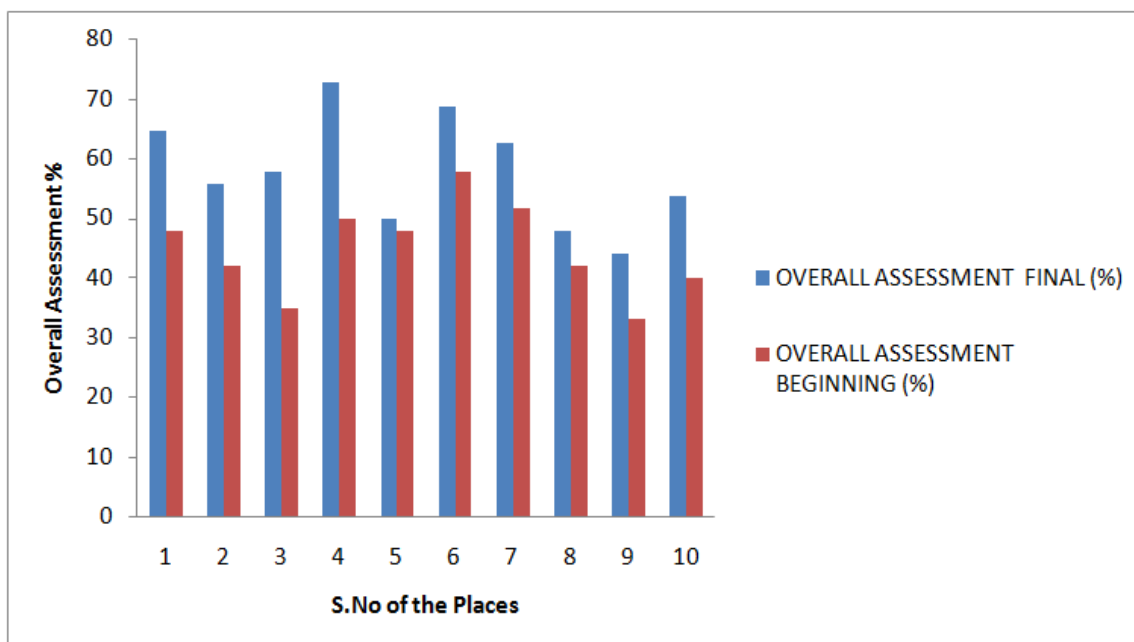
Name of the Activity: IV- Role Play

Procedure:

- They were given freedom to select their roles
- Relevant and related key words were supplied to them
- They were encouraged with positive reinforcements
- Mistakes were noted down and corrected after the role play

II. Result And Discussion

I have selected samples from the places which I have taken for my research. I have selected the Speaking skill. In the beginning of my research, I have given the same type of activities to test and understand their level of knowledge. Then I have planned my learning modules. At the end of the research, the same types of activities were given and the results were tabulated as follows.



1. Neithalapuram, 2.Geddesal, 3.Dhottagajanure 4.Kermalam 5. Pallappadugai 6.Basuvanapuram, 7.Thingalur
8. Talamalai 9. Theiginarai 10. Thattakarai

The chart clearly indicates the existed status and the present status. When compared, I found that the listening and the reading skills were easily adopted by the children with enthusiasm. But speaking and writing skills were not easily understood or learnt by the tribal children, the students who responded well to the activities came from the developing villages and also from the villages where they have high schools.

III. Conclusion

The results of my research and the experiences which I have gained during my project work leads me to the conclusion that the skills when they are taught with interest and intensity could bring some notable progress in the tribal children, generally, children show much of interest in the learning process. But the environment, the economic condition and the lack of awareness and encouragement make the school drop-outs.

I have analysed the result of the speaking skill which I have gathered from different locations in Erode district. When compared, the listening and the reading skills were acquired by the tribal children easily, whereas the remaining two skills were found to be difficult by the students. This may be due to various reasons like mother tongue influence, lack of oral communication, locality, lack of facilities and learning environment.

The overall assessment of the activities also indicate that the students coming from developing villages and also from the villages near by the town like Neithalapuram, Basuvanapuram, Keermalam and Thattakarai showed much of response and the effective learning took place. This is because of the exposure they get from the elder students and from the people living nearby. But the students form remote and interior villages like Talamalai, Theiginarai and Pallapadugai showed less of response and the inhibition to learn things. Finally, I conclude with the suggestion that every child has the ability to learn when provided with necessary opportunities.

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