DIFFICULTIES EXPERIENCED BY TRIBAL STUDENTS OF STD IX IN WAYANAD DISTRICT IN MECHANICS

OF WRITING IN ENGLISH

RAJULA V. V.

###### *Dissertation*

# Submitted to the University of Calicut

# In partial fulfillment of the requirements for the Degree of

###### **MASTER OF EDUCATION**

###### 

FAROOK TRAINING COLLEGE

**UNIVERSITY OF CALICUT**

**KERALA**

**2005**

DECLARATION

I, Rajula. V. V., do hereby declare that this dissertation, **DIFFICULTIES** **EXPERIENCED BY TRIBAL STUDENTS OF STD IX IN WAYANAD DISTRICT IN MECHANICS** **WRITING IN ENGLISH** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

###### Farook Training College **RAJULA V. V.**

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M. Sc., M. Ed., Ph. D.

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**CERTIFICATE**

This is to certify that this dissertation entitled **D**IF**FICULTIES EXPERIENCED BY TRIBAL STUDENTS OF STD IX IN WAYANAD DISTRICT, IN MECHANICS OF WRITING IN** **ENGLISH** is a bonafide research carried out by RAJULA V.V. under my supervision.

###### Farook Training College **Dr. S. Nirmala Devi**

###### .07.2005 (Supervising Teacher)

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The investigator wishes to acknowledge her deep sense of gratitude to her Supervising Teacher **Dr. S. Nirmala Devi**, Selection Grade Lecturer in Education, Farook Training College for her valuable guidance and supervision in conducting the present study.

The investigator is also obliged to **Dr. M. Jesa**, Farook Training College for providing all the necessary help to complete this work.

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The investigator expresses her gratitude to Head Masters and Teachers of the secondary schools of Wayanad Revenue District, for their cooperation in collecting the data for the study.

The investigator is also obliged to the Principal and the Teaching Staff of Farook Training College for providing necessary help to complete her study.

Farook Training College P.O. **Rajula. V.V.**

.07.2005

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INTRODUCTION

Introduction of a new set of behavioral patterns and inculcation of the required set of values and attitudes can help a lot in modernizing a traditional society like ours. To bring about this social change is the responsibility of Education. “Education is needed… to take advantage of the progress of science and technology in improving their standard of living.” (Margaret Mead, 1953)

Emphasizing the importance of education for social change, the education commission (1966) has observed … “ If this change on a grand scale has to be achieved without violent revolution (and even then it would still be necessary), there is one instrument only that can be used: EDUCATION.” Thus education has become the sheet anchor for any programme geared to social change for so long as any class or section of the community remains educationally backward, it cannot be brought on a par with the rest of the community in the social or economic field.

Education for the tribal people, as far as any one else in India, has today become a matter of great importance. Ever since India gained independence, a considerable amount of money and resources have been spent so that the unprivileged, undeveloped and neglected tribal people could get a far deal. It has been generally recognized that India being a welfare state cannot afford to leave a particular section of the population behind the field of education, as indeed in any other field.

Laws enacted willy-nilly and schemes implemented half heartedly to end the exploitation of tribals and uplift them have not so far yielded worthwhile results. Though the tribals were the original inhabitants, for centuries they were treated as second-class citizens and relegated from the main stream of national life. The large-scale changes witnessed in the country completely bypassed the tribals they continued to suffer and are being alienated from their land. They obviously have a background of illiteracy and ignorance because of oppression and servitude.

The preamble to the constitution of India envisages the establishment of a social order on the foundation of liberty, equality and fraternity. The constitution ensures to all the citizens, equality before law and equality of opportunity in all fields including education. Equalization of educational opportunities indicates equal chances for every citizen to get education. There are several causes for the inequality of educational opportunity in India. Unequal distribution of educational institutions, poverty of a large section of people, difference in standards of schools and colleges and difference in home environment are some of them. Besides two other forms of educational inequalities particular to the Indian situation are, “ the wide disparity between the education of boys and girls of all stages in all sections of education and the wider disparity of educational development between the advanced classes and the backward ones.” The education of the backward classes in general and of tribal people in particular is a major programme of equalization and of social integration. Article 16, 29(2), 46, 335etc. are good instances for the constitutional provisions made for the welfare of the scheduled castes and scheduled tribes.

The government had tried to uplift the scheduled castes and tribes by launching special tribal development programmes, by allocating separate funds etc. Even then, there exists inter variations in the levels of living and the distribution of assets, income and household expenditure. It is believed that only through education they could catch up with the general population of the country. Hence a number of schemes have been launched for their educational benefit of these communities. Educational schemes are very important from the point of view of the various changes they bring in the life of the community.

**Tribal Students**

Scheduled tribe students come from a far poorer socio-economic background in comparison to the general population. Most of them live in remote rural areas and they study in comparatively poor atmosphere lacking competent teachers, physical facilities, better school environment etc. The National Commission for Education (1964-66) observes, ‘it is necessary to pay special attention to the education of children from the backward classes which include the scheduled castes and scheduled tribes.

In spite of the various concessions and facilities offered by the central and State Governments, the level of educational attainments of the scheduled tribe students is still considerably below than that of the non-ST students. The rate of literacy of the SC and ST students in Kerala is 40.2% in 1971 and 46% in 1981 as against 60.42% and 69% respectively for general population. According to 1991 census only 57.22% scheduled tribe students are literates.

Wayanad is one of the important tribal belts of Kerala. It is also one of the most neglected and most backward districts of Kerala though it has very great economic potentialities. Out of 6, 72, 128 of Wayanad, 1, 14, 969 are tribals and they form 35.82% of the total tribal population of the state.

**Importance of English in India**

India is a vast country with many different cultures, races, and languages. There are 18official languages and perhaps hundreds of dialects used in different parts of the country. Because of the multiplicity of languages, English is used as a common language for inter- state communication. Along with Hindi, English is also the official language of the central government. So English occupies a unique status in the administration and educational set up of the country. It is the language of administration, law and judiciary, and medium of instruction in higher education. It is increasingly being used for technical, scientific and business communications and specially for international contacts. Education today is also undoubtedly the most important and widespread world language and it is fast gaining importance over other languages as can be seen from the present scenario in China and Japan, where English has now been introduced in the school curriculum. Thus it is becoming more and more the medium of international communication. Not only this, English is the language of Information Technology. Thus English serves as our ‘window on the world’- as the language in which the latest accretions to different fields of knowledge are available. So it is not surprising that a common educated person in India considers English as pre-requisite for a good job and better prospects in life.

The key to the importance of English lies in its practical utility as a useful communication aid in the globally competitive modern world. Hence it is imperative for us to try to identify the challenges and seek their solutions in the field of English language teaching, particularly in respect of the tribal students so that they may also share the opportunities rising out of the liberalization of economy taking place round the globe.

**The Problem**

Language is considered as an index of man’s personality. But socially disadvantaged child’s one of the most crucial handicaps remains in language. This may be the result of one or all, or any combination of the following factors.

* A different linguistic environment.
* A different language- acquisition device.
* A different set of psycholinguistic abilities.
* Economic, educational and place of residence variables.
* Poor and uneducated families.

This is true in the case of tribal pupils as well.

Tribal students lack an adequate knowledge of any proper language at all, not even of their mother tongue. It is the local dialect heavily loaded with slang words and expressions that they use through out their discourse. So in learning a foreign language like English, their poor development of linguistic abilities causes comparatively more difficulties. The main problem with the English learners in tribal areas is that of not getting enough exposure to English language and because of which they find English language so alien to their sensibility. The academic and cultural environment of cities proves supportive rather than prohibitive in the effective learning of English. This difference presents a great challenge for the teacher of English working in rural or semi-urban conditions.

A large majority of tribal students don’t have an inclination towards or interest in learning English. Majority of them are first generation learners. So they need teachers of English who can create and sustain the interest in English. Unfortunately untrained and grossly incompetent teachers impose English upon them and the result is the destruction of the natural potential of the learner. Learners should feel motivated enough to make strenuous efforts that would be needed to learn a language completely foreign to his cultural tastes and temperament.

**1.1. NEED AND SIGNIFICANCE OF THE STUDY**

Child is more susceptible and responsive to learning experience during his early years of childhood. Basic traits in the area of motor, sensory, emotional, social, cognitive and physical development are formed, which provide a foundation for all subsequent learning. All areas of development are so closely inter- related in childhood that the disabilities in one area could disrupt development in other performance domain. Failure to remediate one handicap can result in ‘spill over’ of difficulties into the learning of other skills.

The primary need of learners of the school and college level today appears to be a skill in using English language effectively both for the pursuit of academic studies and for success in future careers. Most of the children acquire the language naturally in a sequence of listening, speaking, reading and writing. Each skill is built on the preceding one, with ‘experience’ being the fundamental base or foundation on which the structure of language is erected. The curriculum has been designed with the objective of enabling the learners to acquire these communication skills.

Writing is a curriculum area that poses great difficulty for learning disabled students. Without direct intervention, most of the learning disabled students may not be able to develop writing skills that are necessary to communicate effectively through language. Written expression requires the judicious use of skills in the areas of handwriting, spelling and composition. Writing an expressive skill, involves the integration of eye-hand coordination, linguistic and conceptual abilities; because of its complexity, it is considered as one of the highest expressive forms of communication. Hence it is mastered last.

Any interaction in the society involves written communication. If a person wants to complete a job application or attempt an examination or even express his feelings in the form of a letter or a complaint, he has to rely on his writing skill. Even in the new learning strategy, written examination is a major technique based on which evaluation takes place. As documentation in any area requires writing, it has become an essential skill to be mastered. Experience shows that the average school and college classrooms are full of under achievers, low achievers and the slow learners whose achievement in a foreign language like English is much below their potential. It is clear that a very large number of such learners come from socially and educationally backward classes, including tribal pupils. Tribal pupils are socially isolated group and have almost lost their self-respect. They experience strong inhibitions in coming into the forefront of the social life. They find school ‘alien’ places which are radically different from their homes and other common places. In their case there is a difference between the language spoken at home and at school. So they due to lack of access to civilization and congenial environmental stimulations may be very poor in the scholastic achievement

The scheduled tribe population of the state is mainly concentrated in Wayanad, Idukki, Palakkad and Kasaragod districts. 35.82 percentage of the total tribal population of the state lives in Wayanad, which forms 17.11 percentage of the total population of that district.

Many of the schools in Wayanad district stand below the state average in the S.S.L.C. results. It is very pathetic to see that majority of the tribal pupil fall under the failed section. It has been observed that, to these students learning English is a burden when compared to other subjects.

Attempts at official levels in the past for the uplift of the tribal peoples have often failed to achieve desired results, since the schemes and projects devised for these classes dealt with only the symptoms and not the real causes of their chronic ailments. Unless they are enabled to play their natural role in social life, and avail themselves of a reasonable share of employment opportunities, their social status will not improve to any significant level. To attain this status, even if gradually, it is imperative that ability to use English, which still plays a key role in national and international life, be improved keeping their social psychological and linguistic background in mind.

All these factors leads to a prominent point that tribal students being one of the socially disadvantaged group, need more care and attention from the part of the teachers and the other responsible people. In these the proposed study topic envisages to research into the areas of difficulties faced by tribal students in mechanics of writing in the areas concerned.

**1.2. STATEMENT OF THE PROBLEM**

The problem is entitled as **DIFFICULTIES EXPERIENCED BY TRIBAL STUDENTS OF STD IX IN WAYANAD DISTRICT IN MECHANICS OF WRITING IN ENGLISH**.

**1.3. OPERATIONAL DEFINITION OF KEY TERMS**

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By the term ‘difficulties’ it is meant the difficulties encountered in the mechanics of writing in English.

**Tribal Students**

This term is used to mean the students from scheduled tribes recognized by the government of India and government of Kerala.

**Wayanad District**

Wayanad district means the total areas covered by the revenue district of Wayanad, which was formed in 1981.

**Mechanics of Writing**

The ability to use correctly the conventions peculiar to written language: spelling, punctuation and handwriting.

**1.4. OBJECTIVES OF THE STUDY**

The objectives of the present study were

1. To find out the difficulties experienced by the tribal students in mechanics of writing in English on the basis of
   1. Total sample
   2. Sex
2. To suggest remedial measures to improve the mechanics of writing in English among the tribal students.

**1.5. METHODOLOGY**

The present study is mainly intended to locale the areas of difficulties in mechanics of writing in English, experienced by tribal students of standard IX in Wayanad district.

**Sample**

A sample of 275 tribal students was initially selected from twelve secondary schools of Wayanad district, using simple random sampling technique. Rejecting incomplete response sheets the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex.

**Tool Used**

A test on difficulties in the mechanics of writing in English constructed and developed by the investigator was administrated to the subjects selected to collect the data of errors. It has two sections. Part 1 of the test included questions covering the areas of spelling, punctuation and handwriting. Part 2 of the test is intended to collect the general data.

**Statistical Techniques Used**

1. Estimation of the percentage.

**1.5. SCOPE AND LIMITATION OF THE STUDY**

The present study is to identify the areas of difficulties of tribal students in mechanics of writing in English. For this study, the investigator with the help of experts in the field conducted a tool. The study was conducted on a sample of 250 tribal students of standard 9 from 12 secondary schools of Wayanad district. In selecting the sample due representation was given to sex, it is hoped that the findings would be generalaisible.

Even though much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of these are:

1. The study was not conducted on wide sample. The study is confined only to Wayanad district
2. Limitations of time and other supports were mainly responsible for selecting such a sample.

With these limitations the investigator hopes that the findings of the study will give fruitful results. This will be of use to student, teachers, parents and others concerned in the field of education and sociology.

**1.6. ORGANAISATION OF THE REPORT**

This research report contains 5 chapters

Chapter I presents a brief introduction of the problem, Need and significant of the study, Statement of the problem, Definition of key terms, Objectives of these study, Methodology and Scope and limitations of the study.

In Chapter II a Theoretical overview of mechanics of writing in English and a Review of the literature related to the study are attempted.

Chapter III deals with the methodology adopted. Details regarding the sample, the Tools and the techniques of analysis employed are discusses in detail.

The details of analysis of data as per objectives of the study are given in chapter IV.

Chapter V presents a Summary of the study, Major finding, Suggestions for remediation, Implication of the study and Suggestions for further research.

## CHAPTER I

### Introduction

* + - * + *Need and significance of the study*
        + *Statement of the problem*
        + *Operational definition of key terms*
        + *Objectives of the study*
        + *Methodology*
        + *Scope and Limitations of the study*
        + *Organisation of the report*

## CHAPTER II

#### Review of Related Literature

* + - * + *Theoretical Overview*
        + *Review of Related Studies*
        + *Conclusion*

## CHAPTER III

Methodology

* + - * + *Objectives*
        + *Tool used for collection of data*
        + *Sample selected for the study*
        + *Data collection procedure, scoring and consolidation of data*
        + *Statistical techniques used for analysis of data*

## CHAPTER IV

### Analysis and Interpretation of Data

## CHAPTER V

### Summary Conclusions and Suggestions

* + - * + *Restatement of the problem*
        + *Objectives of the Study*
        + *Sample selected for the study*
        + *Tools used for the study*
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        + *Major Findings*
        + *Suggestion for Remediation*
        + *Educational Implications*
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Chapter V presents a Summary of the study, Major finding, Suggestions for remediation, Implication of the study and Suggestions for further research.

REVIEW OF RELATED LITERATURE

Review of related literature is an important component of any research. It has a vital role in planning a research study. Hence an investigator has to review carefully the research journals, dissertations, theses and other sources of information on the problem. “A survey of related literature implies locating, reading and evaluating reports of casual observations and opinions that are related to the planned research project (Best and Khan, 1998)

The review of literature provides some insight regarding strong points and limitations of the previous studies. It enables him to improve his own investigation and conduct the research study very effectively. With this view the investigator surveyed a number of books, dissertations, journals and research reports related to the problem.

The reviewed literature are classified and presented under the following heads:

* THEORETICAL OVERVIEW OF MECHANICS OF WRITING IN ENGLISH
* REVIEW OF RELATED STUDIES.

**2.1. THEORETICAL OVERVIEW**

“ Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of the writing, copying ‘read’ texts, transcribing, composition and literature”

(Robert Lado, 1971)

The purposes of writing English at elementary level as started by Jane Willis are as follows:

1. To learn the motor skills of handwriting;
2. To develop neatness, clarity and speed.
3. To learn spelling and punctuation etc.
4. To reinforce vocabulary and structures already mastered orally.
5. To keep written records of what has been learnt and achieved.
6. To practice for end of term achievement tests

There are two main language skills, namely productive skills and receptive skills. Like speaking writing is called ‘productive skills’ because while using the skills a learn or user is not only active but also produces symbols in writing (just as sounds in speaking). Like reading writing is called graphic motor skill’ because it involve the visual and the psychomotor organs. Readings and writing go hand in hand.

Sub skills involved in writing:

According to T.C. Baruah, (1985) some of the components of the writing skill are given below.

1. Writing the letters of the alphabet at a reasonable speed;
2. Spelling the word correctly;
3. Recalling appropriate words and putting them in sentences;
4. Using appropriate punctuation makes;
5. Linking sentences with appropriate sentence-connections and sequence signals (e.g. pronouns, defimate articles etc.);
6. Organizing thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences;
7. Evaluating the significance of a word or a sentence in the overall content of the written passage;
8. Using the form and register appropriate for the subject matter and the audience.

Writing is transmitting thoughts on to paper. It is a very important skill, particularly during the school years. As the child progresses through school, writing changes from an academic target to a skill that the students are required to possess. In later school years, the students are expected in ever increasing quantity and quality. It is their ability to communicate in writing that serves as a proof of their learning advanced subjects school lay much emphasis on written communication and it remains an important component of success.

In view of the common objective standards of correctness for written forms, writing serves as a mental discipline requiring meticulous attention to detail. The writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements. As Hughes (1955) said, “writing requires keepings an idea in mind…..the ordering of ideas in some sequence of relationship……some planning and design for the correct placement of the word or idea on paper. Then it requires the selection and utilization of acceptable forms for each letter in proper combination for the word”

Writing also requires the acquisition of skills in a certain logical sequence. When a child enters school, there is a distinct hierarchy of writing tasks he is likely to encounter. The following is a list of the nature of this sequence and it is recommended that teachers become acquainted with it before they set writing tasks for children.

i. Scribbling

ii. Tracing

* + - 1. Connected letters or figures
      2. Disconnected letters or figures

iii. Copying

(a) From a model

(b) From memory

* + - 1. Symbolic and non-symbolic

iv. Completion tasks

1. Figure
2. Word completion – supply missing letters
   * Multiple choice
   * Recall

v. Writing from dictation

1. Writing from letters as they are spoken
2. Writing words and sentences
3. Supply missing word
4. Supply missing sentence

vi. Prepositional writing

Since the advantages of face-to-face communication are not available in writing, other devices have to be used. Some of the more obvious devices are: punctuation marks, paragraphing, use of capital or bold letters, underlining etc. It is therefore apparent that in order to communicate through writing one has to learn these conventions besides acquiring the ability to write letters of the alphabet and spell the words.

Further, writing does not come under the everyday use of language. Except professional people like writers, journalists, lawyers, teachers, etc. others have very few occasions to resort to this mode of communication. It is because of these reasons that writing is regarded as the most difficult language skill to acquire.

Besides being a different mode of communication, writing also serves another pedagogic purpose in second language teaching: it can be used to fix he structures and vocabulary already taught. Writing has its own particular importance as a means of reinforcing what has been learnt through oral and reading methods. Since the development of communicative competence in writing is a slow and arduous process, at the initial stages, writing should be viewed primarily as a means of fixing the material taught orally.

The process of writing is usually divided into three stages: ‘manipulation’, ‘structuring’ and ‘communication’, which roughly correspond to ‘recognition’, ‘structuring’ and ‘interpretation’ in reading. Manipulation consists in the psychomotor ability to form the letters of the alphabet. This is the most rudimentary stage in writing and for second language learners, it should not pose much of a problem for by the time they come to learn English, they will have developed sufficient muscle control by writing in their mother tongue. In the next stage, structuring, the learner is required to organize the letters into words, and the words into phrases and sentences. The ultimate goal is the stage of communication, the higher stage. Development of the skill of writing should proceed progressively through all the above three stages ultimately leading to the art of self expression.

There are three major areas of written language. They are handwriting, spelling and written expression. These three abilities have their distinct features. They are as follows:

* + - 1. Handwriting: It is considered as the ability to perform physically the graphic marks that are essential to produce legible compositions or messages.
      2. Spelling: It is the ability to use letters to make words according to the accepted usage.
      3. Composition: It is the ability to generate ideas and express them in the correct grammatical and specific way. Its three components are cognitive component, linguistic component, and stylistic component.

Cognitive component is the ability to produce a written piece in a very logical, coherent and sequential manner. The apt use of syntactic and semantic structures is the linguistic component. Stylistic component refers to the accepted styles or rules established for punctuation and capitalization.

Since the early work of Strauss and Lehtinen (1947) and the later efforts of Johnson and Mykle Bust (1967) these three major areas of written language have been recognized as areas of potential disability. Nearly all the disabilities authorities recognize the potential for difficulties in handwriting and spelling and written expression problems are a natural outgrowth of these problems and the cumulative effect of problems with syntax, general vocabulary development, and difficulties in conceptualization. Usually the problems of handwriting, spelling and concept and other technical aspects associated with written expression are interlinked problems and it is expected that a child having difficulties in any of these areas will experience a spill-over in the others too.

Johnson and Mykle Bust(1967) spoke of three main types of difficulties in written language. They are:

i) Disorder in Visual Motor Integration (hand writing difficulties.)

ii) Disorders in revisualization (spelling disorders.)

iii) Deficiencies in formulation and syntax (written expression.)

When a student is unable to transfuse visual information to the motor system, disorders in visual motor integration (handwriting difficulties) occur. These students have great difficulty in writing or copying letters, words and numbers. This condition was often called DYSGRAPHIA. Disorders in revisualization (spelling disorders) occur in such students who can speak, read and copy with a fair degree of competence but who have visual memory problems. There are degrees of revisualization difficulties, ranging from total inability to revisualise to partial inability. The degree of disability is important for deciding the type of remedial activities. Disorders or deficiencies in formulation and syntax (written expression) can be seen only after the students have developed some elementary level of reading and spelling skills. It is quite possible to find students who can both read and copy the printed word effectively but have serious difficulties in written formulation.

Jordan identified six key characteristics and behaviours associated with dysgraphia:

1. Difficulty with alphabet symbols.
2. Confusion and Directionality.
3. Sentence structure.
4. Difficulty in copying simple shapes.
5. Tendency to telescope.
6. Tendency to perseverate.

Poor handwriting, inconsistent spellings and problems regarding punctuation are complaints that teachers make about almost every school-going child. These are the three important areas of mechanics of writing where more attention is to be paid in the earlier stage.

**1. HANDWRITING**

Handwriting is a sensitive personal matter. After formal education, each person seems to impose a personal style on his or her writing(Polloway and Smith ,1982). Handwriting is so sufficiently individual in nature that handwriting expert’s analysis of the unique aspects of an individual’s handwriting may be decisive factor in works of law. Graceful handwriting has great social value and exerts a powerful disciplining influence on the mind of the writer. The three factors which make handwriting graceful to look at are:

1. Uniformity of the size of the individual letters.

2. Uniformity of the spaces between the letters, words and lines.

4. Uniformity of the direction and the angle of the slant of the letter.

There is considerable variation in the style of handwriting, both cursive and manuscript and handwriting can still be classified as “poor”, “acceptable” and “good” handwriting. The major criteria to decide the quality of handwriting are legibility, speed and accuracy. The main objective of instruction in handwriting is legibility.

The development of legible handwriting involves a certain number of specific skills. (Johnson and Mykle bust, 1967; Mercer, 1979; Polloway and Smith, 1982; Smith, 1981; and Towle, 1978).Fine motor co-ordination is a very essential pre-requisite for writing understanding of spatial concept such as up, down, top, bottom are important for correct letter formation and spacing of words. The ability to copy shapes correctly is required for the child to be able to write fluently. There are several factors that contribute to handwriting difficulties like motor problems, faulty visual perception of letters and words, poor visual memory, poor instruction and poor motivation.

Fine motor problems like having difficulty in writing in the pace with the class, will also lead to poor handwriting and innumerous spelling errors.

In recent years, Kaminskey and Powers (1981,p.21) identified fire problems that may lead to poor writing.

1. Disorder of visual perception- the inability to recall how a letter look.
2. Failer top integrate the visual images of a letter with the correct motor response.
3. Poor efficiency and control of the intrinsic muscles in the hand.
4. Faulty motor memory related to the storage of motor information in the brain.
5. Difficulty in perceiving the spatial requirements of a task.

G. Wallace and S. C. Larsen have listed some common handwriting errors:

|  |  |  |
| --- | --- | --- |
| Defect | | **Causes** |
| 1 | Too much slant | 1. Writing arm too near body. 2. Thump too stiff. 3. Point of nib too far from finger. 4. Paper in wrong direction. |
| 2 | `Writing too straight | 1. Arm too far from body. 2. Fingers too near nib. 3. Index finger alone guiding pen. 4. Incorrect position of paper |
| 3 | Writing too heavy | 1. Pressing index finger too heavily. 2. Using wrong type of pen. 3. Pen holder too small in diameter. |
| 4 | Writing too height | 1. Pen hold too obliquely or too straight. 2. Eye let of pen turned to side. 3. Pen holder too large diameter |
| 5 | Writing too angular | 1. Thump too stiff 2. Pen holder too highly held 3. Movement too slow |
| 6 | Writing too irregular | 1. Movement lacks freedom. 2. Movement of hand too slow. 3. Pen gripping. 4. Incorrect or uncomfortable position. |
| 7 | Spacing too wide | 1. Pen progress too fast to write. 2. Excessive, sweeping lateral movement. |

The different areas were the problem of hand writing is evident are as follows

a) Slowness

b) Incorrect directionality of letters and numbers

1. Too much or too little slant.
2. Spacing difficulties.
3. Messiness.
4. Inability to stay on a horizontal line.
5. Eligible letters.
6. Too much or too little pencil pressure.
7. Mirror writing

The following categories of hand writing will be helpful to analyze hand writing of secondary school students.

1) Slant:

In hand writing, three different but acceptable slants are recognized- forward, vertical and backhand. In script style writing, the most common of the three is the forward slant. It is also the one which is generally prescribed by or considered preferable in modern handwriting systems.

Faults in writing slant are of three types.

* + - * 1. Extreme backhand or extreme forward slant.
        2. Mixed slant which evidences no uniformity of slant in adjacent letters or digits.
        3. Changing slant, which is characterized by a gradual transition from one type of slant to another or from a moderate slant to an extreme slant written lime, or part of line of writing.

2) Size of letters:

Size of letters should not be too larger or too small.

3) Spacing:

There is no general rule governing the spacing of words or of letters. Keeping appropriate distance between letters, words, lines and paragraph is important to improve he quality of handwriting. Faulty spacing leads to poor hand writing faults in spacing are as the following.

1. Making the spaces between letters or words who wide or too narrow
2. Mixing wide and narrow spacing with no consistency

There is no mechanical aid for measuring spaces between letters, words etc. however, certain other arbitrary measurements may serve as introductory guides to correct spacing. Think of each letters as occupying a measured interval along the base line, and spaces between the letters in script as the distance needed to make direct connection to adjacent letters. Each letters and above half of the connecting strokes between it and the letters adjacent to it occupy an area of a certain size. For all but three of the short letters this area is one unit high and about 1 ¼ units wide, the unit being the height of these letters. The exceptions are ‘n’ and ‘w’, which are above 1¾ units wide, and ‘m’ which is about 2 ½ units wide. Capital, as a rule, required a width of about 2 ½ units, and the spaces between words are also 2 to 2 ½ units wide.

4) Total appearance:

Total appearance is mainly influenced by margins. All margins should be 1 ½ inches- top, bottom, left and write.

5) Speed of writing:

Speed, in itself, is a habit. Excessive writing speed is a major factor in the distraction of good writing habits and in the formation and continuance of bad habits. It is measured in terms of the number of letters written per minute. In general, writing may be excellent at a rate in excess of 110 letters per minutes. A rate of 70 or less letters per minutes may be concerned a fault, not only as regards efficiency, but also as a cause of poor quality.

As a better quality of writing is attained, the speed may be gradually increased; however care should be taken to see that writing quality is not sacrificed for speed

Many poor spellers develop good enough penmanship to win praise for their handwriting, yet, they never master basic rules of spelling. On the other hand, it is not uncommon to find good spellers who cannot write legibly. The struggle to write clearly (dysgraphia) often marks s adequate spelling ability which emerges when the poor writer uses a word processor. The struggle to spell accurately with a pencil or a pen (dysorphographia) is not always related to poor penmanship.

**2. SPELLING**

The area of spelling is the most frequently cited problem for those with a learning disability. Spelling requires more auditory and visual discrimination, memory sequentialisation analysis and synthesis and integration simultaneously than perhaps any other skill (Gonson and Makle bust, 1967.) In other words spelling is most complex ability that requires compination of skills and ability that are not fully under stood by most of the teachers who are responcible forteaching spelling.

A knowledge of correct spelling is required for easy reading and writing. Wrong spelling often leads to confusion and mis understanding. This results some times, in serious consequences. A person’s entire education itself is judged by his ability to spell correctly. Hence teaching of spelling warrants greater attentions from the beginning itself. English spelling has it’s own peculiarities difficulties and illogicalities. There is just one correct way to spell a word. But the inconsistent relationship between phonemes and graphemes in English language creates problem for the speller

Gentry (1982) presented the 5 stages of spelling:

1. pre communicative writing
2. semi phonetic spelling.
3. Phonetic spelling.
4. Transitional spelling.
5. Correct spelling.

Some students present an ability to read well. But when asked to spell, they find the process very difficult. Poor spellers are found having in difficulty with *phonological processing skills*. This may include the following aspects;

* 1. Poor sequencing of sounds.
  2. Omission of sounds.
  3. Addition of sounds.
  4. Confusion with phonemes having similarly sounds
  5. Limited knowledge of spelling rules.

The *orthographic processing* difficulties are noticed as

1. Poor sequencing of non-phonetic patterns.
2. Confusion with graphemes that look similar.
3. Transposition of letters.
4. Over generalization of rules.
5. Over reliance on auditory features.

Some poor spellers lack phonetic word attack skills. Some students who make mistakes in reading are seen making similar mistakes in spelling too. When the students are not aware of the spelling rules or when they get confused they are proved to make spelling mistakes. Thus it is assumed that spelling difficulty is because of the problems in

1. Visual memory
2. Auditory memory
3. Auditory and visual discrimination
4. Attention deficit or
5. Motor skills.

Some general reasons why pupils make spelling mistakes in English are:

* 1. Faulty pronunciation
  2. Insufficient practice in writing
  3. Insufficient visual presentation in words
  4. A general in differences to correct spelling on the part of the teacher
  5. Ignorance or some of the consistent rule of spelling

Learning disabled students experience many difficulties. Some of them are listed below:

* 1. Words with different spelling but similar pronunciation (for example, ‘here’ and ‘hear’)
  2. Words with two pronunciation (for example, conduct- (v) and conduct (n))
  3. Words in which some letters are silent (for example, ‘balm’)
  4. Words which have illogical pronunciation (for example, ‘colonel’, lieutenant)
  5. Words which have same ending sound but different spellings (for example, mission, station)

The diagnostic test on spelling difficulties provided by Brueckner and Bond (1955) given below will be helpful for teachers to identify major areas of difficulties in spelling.

1. ‘ie’ and ‘ei’ difficulties

2. ’y’ to ‘I’ when suffix is added

1. ‘y’ to ‘I’ in plurals and tenses
2. ‘o’s and ‘oes’
3. Dropping final ‘e’ when suffix is added
4. Keeping final ‘e’
5. Effect of final ‘e’
6. Doubling final consonant
7. ‘u’ follows ‘q’
8. Possessive forms
9. Contractions
10. ‘ful’ as an ending

**3. PUNCTUATION**

Punctuation is a device that seeks to remove some of the deficiencies of the written language by indicating the speech patterns with visual symbols. But the punctuation as used in ordinary writing is hardly adequate to represent the intricate features of tone, juncture, stress etc., which play a vital role in the transmission of various shades of tone, juncture, stress etc., which play a vital role in the transmission of various shades of meaning by speech. At best punctuation can be regarded as a means of ‘ making grammar graphic’. Even in this function modern punctuation does not seem to be very consistent, being more a matter of personal taste than of any ‘rules’. Individual writers often adhere to their own idiosyncratic manner of punctuation, while some well established printing houses have their own ‘house conventions’ in the matter.

However, it is possible to group the functions of the major Punctuation marks (also called ‘stops’) into three broad categories. They are:

* + 1. Linking punctuation
    2. Separating punctuation
    3. Enclosing punctuation

It should be remembered that the same stop may be used for different functions; but each function contrasts with all other functions in the same way as a word used with on meaning contrasts with all its other meanings.

**1. Linking Punctuation**

The semi colon (;), the colon(:) and the dash( \_ ) can function as linking punctuation, in that they can join words or word-groups without a conjunction. Therefore they are sometimes called ‘symbolic conjunctions’. The other stop that that can function as linking punctuation is the ‘ hyphen’(-), but it differs from the others in one important respects: while others can join words or sentences, the hyphen can join only parts of words or compounds.

1. **Separating Punctuation**

The full stop(.), the question mark(?) and the exclamation mark(!) usually separate sentences, while the comma(,) separates parts of sentences. The capital letter marks the beginning of a sentence and classifies a noun as proper nouns.

1. **Enclosing Punctuation**

The paired commas (,…,), the dashes(\_…\_), brackets ((…)) and the single or double quotation marks (‘…’ or “…”) are used to enclose words or word-groups in larger constructions. The most important characteristic shared by all of them is that the parts enclosed by them are usually not essential to the grammatical structure of the larger construction. The enclosed items are usually added by way of examples, explanation, additional information, digression or interpolation.

**2.2. REVIEW OF RELATED STUDIES**

The survey of related literature exposed a number of studies pertaining to the difficulties in learning English.

Saha(1963) concluded after a study of errors in English paper II of higher secondary examination in Delhi, that the errors of grammatical structures are predominantly pronounced in their writing with spelling errors which coming in frequency.

John Panakkal (1968) conducted a study of common mistakes in English composition of S.S.L.C. pupils. It revealed that mistakes in structure have preponderance over lexical errors and errors of punctuation.

Luria (1970) points out that copying written or printed materials checks the level of visual motor competency in writing.

Sethi. A. S. in ‘A study of a programmed in English spelling in relation top visual and auditory presentation’ shows that the auditory mode was more effective in regard to attainment on programmed materials and effectiveness of the mode of presentation varied according to the time of testing

Mohammed (1977) conducted a study with a view to identify and classify structural error committed by pupils of standard X. It was seen that English medium pupils and girls of the total sample have a lower incidence of errors compared to Malayalam medium pupils and boys.

Whiting and Jarrico (1980) in their study ‘Spelling patterns of normal students’ verified that normal students spell with an accuracy more than 70%.

Studies conducted by Hammill and Nutt (1981) show that writing skills like spelling, punctuation, capitalization, studying, making sound letter correspondences, knowing the alphabets and distinguishing one letter from another, exhibits a strong relationship with reading. Handwriting problems can be due to fine motor problems. His would also effect copying from the board. Other handwriting problems are slowness, incorrect directionality of letters and numbers, too much or too little slant, spacing difficulty, messiness, inability to stay on a horizontal line, illegible letters, too much or too little pencil pressure and mirror writing.

Polloway, Patton and Cohen (1981) placed writing within a personal and social context. In their model of written language, they called the cognitive, linguistic and stylistic elements as mechanics.

Animal (1982), in her study A diagnostic study of the difficult in Hindi spelling of high School pupils of Kerala spelling of Finding was spelling and pronunciation errors were related.

Balu and Loveless (1982) developed multisensory method called specific Hemispheric Ronting TAK/V to teach spelling to dyslexic students. They propose that if visual perception is the disturbing element for dyslexia and for other individuals with spelling problems, then the visual modality should be placed at last and used as little as possible.

Carpenter D and Miller L T (1982) in their study spelling ability of reading disabled, learning disabled students and able readers concluded that on comparison with normal group of students, learning disabled students spell fever words.

In 1983 Mohammad T.K has conducted a diagnostic study of errors in written English of pre-degree students. It was revealed that institutional variables, Socio-economic status and personal variables have a significant influence on the incidence of errors.

Joshi, A.N. (1984) made a study regarding the ‘factors influencing English language abilities in a sample of 720 subjects. One the major finding of his study was the scheduled caste (sc) students were found to attain average growth level in each one of the six English language ability were as students of the non. Sc were found to be slightly higher than average in these abilities.

Nes, V.F.L. (1984) studied about writing errors by adults and by children. He defines writing errors as occasional derivations from a person’s normal handwriting and as differing from spelling mistakes. Analysis showed that 40 percentage of the spontaneous writing errors by adults consisted of anticipation. Writing errors also occurred among children where they had writing problems, the errors were relatively numerous.

Joshi, V.G. (1985) in his ‘Scrutiny of errors in written English and remedial programmed’ points out that the number and quality of errors were reduced after the introduction of the remedial programmed which included correction of spelling, syntax, written expression and drilling. He selected the sample from the pupils belonged to the middle class group of the society. He reveals that some pupils had to help their parents in their occupations. Some of the pupils were first generation learners.

Baskaran, Herbert.S. (1989) in the study ‘the impact of the remedial teaching programmes on the common errors committed by the students of standard XII in written English shows that the students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pretest.

Evans and Smith (1989) assessed the relationship of process and product to identify developmental trends in spelling, by examining the unconventional spelling that occurred in 200 short essays written by students in grades 1, 4, 8 and 10 and college freshmen. The unconventional spellings were categorized by strategy employed and errors types. Analysis of strategy and error type by grade level suggested that (a) categories employed could be used to reliably analyzes spelling behavior, (b)there was notable developmental trend in both strategy and error type.

Kelu, P.(1990) made a study on ‘some socio-familial correlate of basic language skills in the mother tongue of secondary school pupils of Kerala. The following are the major findings of his study:

* + 1. Parental income, occupation and education, socio-economic status, family acceptance of education, and socio-familial status were positively correlated with listening comprehension, handwriting speed , vocabulary and total language skills in Malayalam in the total sample.
    2. Parental educational level and family cultural level were the socio-familial variables facilitating handwriting speed.

Ramamani ( 1990) in ‘home language, school language and educational performance-an empirical study of scheduled caste children of different ‘social classes’ concludes that scheduled caste dialect is a cohesive linguistic system with all the necessary linguistic constituents. The dialect shares many features with the other two standard varieties and thus forms a continuum with them at all linguistic levels.

Bisnagiri, and Usman, A. (1992) made an independent study regarding improvement of Gujarati handwriting. There was a significant difference between the mean scores of pupils of the walled city and those who lived beyond the river area in different combination in the post- tests. A good number of suggestions were offered as remedial measures to improve the handwriting .

Ramamoorthy,V.(1992),conducted a study of common spelling errors in English committed by standard VI students of matriculation schools and remedial teaching programmed. It revealed that matriculation students improved in their learning of spelling after the remedial teaching programme. A remedial teaching programmed involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatization, correlation, mimicry, pictures and flash cards and phonetic methods, was found effective in teaching of commonly misspelt words.

Graham, S. and Harris, K. (1993) in their study, ‘teaching writing strategies to students with learning disabilities : issues and recommendations support the view that one of the written language problems is the inability to organize thoughts into the proper form for written communication.

Herbert, Baskaran, S.(1995) concluded after developing a remedial instructional package to reduce the errors in sentence structure committed by the students in written English at the higher secondary level, that the remedial instructional package was very effective in decreasing the percentage errors and increasingly the mean scores of the experimental group. The study also revealed that the boys and the girls, on the whole, differed in their error percentages in all the five basic sentence patterns in English. The boys committed more percentage of errors than girls.

Raju. S, Raj.H.S, Samsandanda and Thulasidhararan T.V.(1993) made a study on the academic achievement of scheduled tribes students. It was found that the scheduled tribe and non-scheduled tribe subjects differed significantly on their academic achievement in favor of non-scheduled tribe children .

In the study made by Thakor, Manju (1995), regarding the ‘Effect of immediate feedback group, delayed feedback group and no feedback group at the post- test level differed significantly.

Gyanani, T.C.(1996),in the study ‘Promotion of spellings and peer tutoring, Shows that spelling performances, during peer tutoring were found to be better than independent study .

Devinder Kaur Bains studied the impact of different remedial strategies to improve the spellings of dyslexic children. It was revealed that mean scores in spelling improved significantly by providing different remedial strategies to different experimental groups. But there was no significant difference in pre and post -test mean scores of controlled group which was provided with no intervention.

Thus it is clear that various remedial strategies employed in the present study were effective in improving spellings of dyslexic primary school children.

Firester(2004) suggests that teaching kinesthetically requires the motion of hands and the needs of some students can be served by copying from the board, which is both visual and kinesthetic .

Fedele (2004) points out that students need fine motor control for eye muscles to focus and distinguish letters, crossing midline, and tracking, which are essential skills for reading and writing. They also need eye-hand control to develop good hand writing skills so that they can express themselves in written form.

**CONCLUSION**

The above review of studies gave a wide perspective of the present problem under study. More over, by reviewing related studies the investigator could identify the problematic areas of students in writing English. The areas so identified are Handwriting, Spelling, Punctuation, Grammar and Structure. Most of the studies have been conducted among non tribal students. Since the investigator is more interested to identify the problem of tribals, the present study is undertaken.

METHODOLOGY

This chapter deals with the methodology employed in order to achieve different objectives. The details of the sample selected, tool developed, data collection procedure and statistical techniques used are presented in the following sections.

The present study is mainly intended to locate the areas of difficulties in mechanics of writing in English experienced by tribal students of std. IX in Wayanad district. The methodology of the study is presented in the following sections.

* Objectives
* Tool used for collection of data
* Sample selected for the study
* Data collection procedure, scoring and consolidation of data
* Statistical techniques used for data

The details of each of the above is given below

* 1. **OBJECTIVE**

The objectives of the present study were the following.

1. To find out the difficulties faced by tribal students in the mechanics of writing in English on the basis of
2. total sample
3. sex
4. To suggest remedial measures to improve the mechanics of writing in English among the tribal students.
   1. **TOOLS USED FOR THE STUDY**

The proposed study was to find out the areas of difficulties in mechanics of writing of the IX std tribal students. In order to identify the areas the investigator developed test on the difficulties in mechanics of writing in English which has two sections. Part 1 of the test included questions covering the areas of spelling punctuations and handwriting. Part 2 of the test was intended to collect the general data.

For preparing this test, the investigator examined the English syllabi for secondary school classes, especially for classes up to IX std and English text books prescribed for that level. Besides these, a number of question papers in English for class VIII and IX and a few books of English language, and of tribal education were also referred to, and some experts and teachers of English and Tribal education were consulted.

On the basis of this, the investigator has selected 27 categories of items (11 in spelling, 11 in punctuation and 5 in handwriting), giving special attention to the items where pupil may frequently commit errors. The investigator made 27 questions covering all the items.

The selected categories and sub-categories of items in the three parts in mechanics of writing for the test are:

# I. Spelling

* ‘i.e.’ and ‘ei’ difficulties
* ‘y’ to ‘i’ when suffix is added.
* ‘y’ to ‘i’ in plurals and tenses.
* ‘Os’ and ‘es’.
* Dropping final ‘e’.
* Keeping final ‘e’.
* Effect of final ‘e’.
* Doubling final consonant.
* ‘U’ follows ‘q’.
* ‘Ful’ as an ending.
* Words often misspelt.

***II. Punctuation***

* Full stop
* Comma
* Colon
* Quotation mark
* Question mark
* Exclamatory mark
* Capital letter
* Apostrophe
* Hyphen
* Numbers as symbol
* Star mark

***III. Handwriting***

* Slant

1. back hand
2. vertical
3. forward
4. extreme back hand or extreme forward
5. too many different slants

* Size of letters

1. proportionate
2. too large
3. too small
4. varying in size

* Spacing

1. within a word
2. in between words
3. in between lines
4. in between paragraphs
5. indentation

* Total appearance

1. left margin
2. right margin
3. top margin
4. bottom margin

* Speed of writing

To test each category, more than one item were included in the question. Thus the test consisted of 52 specific items – 24 spelling and 28 in punctuation – apart from the paragraphs given to copy down in part III (handwriting). Spaces for writing answers were provided in test itself. Directions for test administration and scoring scheme were developed in consultation with the experts. No time limit was given. A format for scoring the test was also prepared to identify the areas of difficulties in the mechanics writing in English.

**3.3. SAMPLE OF THE STUDY**

The study was restricted to Wayanad District in Kerala. So the sample was selected from tribal students of standard IX, of 12 schools in Wayanad District. A sample of 275 subjects was initially selected using simple random sampling technique. Rejecting in complete responses, the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex. As the number of boys and girls among the tribal students was almost equal, the investigator proposed to take a 1:1 proportions for boys and girls.

Details of the final sample is given in table 1

###### TABLE 1

## Details of the Final Sample

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl No | **Name of the school** | **Number of boys** | **Number of girls** | **Total number** |
| 1 | G.H.S.S Moolankavu | 17 | 18 | 35 |
| 2 | G.V.H.S.S Mananthavady | 8 | 11 | 19 |
| 3 | G.H.S.S Kaniyambetta | 14 | 5 | 19 |
| 4 | G.H.S.S Panamaram | 15 | 17 | 32 |
| 5 | G.H.S Perikkalloor | 2 | 8 | 10 |
| 6 | G.H.S.S Vellamunda | 15 | 15 | 30 |
| 7 | G.H.S.S Padinharathara | 11 | 11 | 22 |
| 8 | G.H.S.S Meenangadi | 7 | 7 | 14 |
| 9 | S.K.N.J.H.S.S Kalpatta | 2 | 3 | 5 |
| 10 | Vijaya H.S.S Pulpally | 13 | 8 | 21 |
| 11 | G.H.S.S Thalapuzha | 9 | 10 | 19 |
| 12 | G.H.S Arattuthara | 12 | 12 | 24 |
|  | **Total** | **125** | **125** | **250** |

**3.4. DATA COLLECTION PROCEDURE**

After deciding the schools from were sample was to be drawn, the investigator reached there in time, contacted the heads and necessary arrangements were made. The investigator herself administered the tool in the class rooms. The test was conducted in February 2005.

The investigator took all the care to see that the pupil did not feel any pressure and anxiety. The pupils were informed that the tests were conducted for the research purpose and have nothing to do with their class room examination. All relevant instructions were given and made them seated comfortably. Incidentals doubts were cleared by the investigator. This was done because the students were found not able to understand the instructions in the written form properly. Care was taken to see that all students were motivated to attempt their level best in performance in the test. The investigator was able to secure the full support of the students.

The answers to the test were got written in the spaces provided in the test itself. The investigator collected the test material and separated them in to two based on the sex. The scores obtained were consolidated and tabulated for further analysis.

* 1. **STATISTICAL TECHNIQUES USED FOR ANALYSIS**

As one of the objectives of the study was to identify the difficulties experienced by tribal students in mechanics of writing in English, qualitative analysis was done.

The objectives of the study required the following statistical technique for analyses of data

Estimation of percentage of errors for each category, for total sample and the sub-sample based on sex.

Also the categories were ranked and arranged in the descending order of their percentage values. The level of seriousness of errors was also found. Table 2 reveals the details of the level of seriousness

## TABLE 2

**Details Regarding Level of Seriousness**

|  |  |  |
| --- | --- | --- |
| Category | **Percentage** | **Level of seriousness** |
| A | 80-100 | Extreme seriousness |
| B | 60-79 | Above average |
| C | 40-59 | Average |
| D | 20-39 | Below average |
| E | 0-19 | Negative |

Speed of writing is classified as excellent, above average, average, below average and poor according to the number of letters per minute.

## TABLE 3

## Classification of Speed of Writing

|  |  |  |
| --- | --- | --- |
| A | 110 or more letters per minute | Excellent |
| B | 97 to 109 letters per minute | Above average |
| C | 84 to 96 letters per minute | Average |
| D | 71 to 83 letters per minute | Below average |
| E | 70 or less letters per minute | Poor |

ANALYSIS AND

INTERPRETATION OF DATA

The present study has been undertaken to test the following objectives.

1. To find out the difficulties experienced by tribal students in mechanics of writing in English on the basis of mechanics of writing in English on the basis of
   1. total sample
   2. sex
2. To suggest remedial measures to improve the mechanics of writing in English among the tribal students of std IX, in Wayanad district.

The data of 250 students in the test on difficulties in mechanics of writing in English for standard Ix Tribal students was collected as mentioned in Chapter III. The data was analyzed as following, as per objectives of the study.

#### ESTIMATION OF THE INCIDENCE OF ERRORS

The percentage of incidence of errors in the areas of spelling and punctuation calculated for the total sample and the sub sample based on sex are presented. The analysis of the five categories in the area handwriting calculated for the total sample and for the sub sample based on sex are also presented.

The two areas in mechanics of writing English- spelling and punctuation were ranked on the basis of the percentage of the incidence of errors obtained for them for the different samples separately. The rank order of the areas and their verbal description of seriousness based on the percentage of errors for the total sample, for boys and for the girls are presented. The analysis of five categories in the third area, handwriting, and the verbal description for the total sample, for the boys and for the girls are presented.

##### TABLE 4

**Percentage of Errors in the**

**Usage of Spelling Committed by the**

**Total Sample and the Sub sample based on Sex**

| Sl **No.** | *Categories* | **Percentage of errors committed**  **by the students** | | |
| --- | --- | --- | --- | --- |
| **Total** | **Boys** | **Girls** |
| 1 | Ie and ei difficulties | 54.4 | 50.4 | 58.4 |
| 2 | Y to I when suffix is added | 94.8 | 96 | 93.6 |
| 3 | Y to I in plurals and tenses | 83.6 | 84 | 83.2 |
| 4 | Os and es | 22.4 | 17.6 | 27.2 |
| 5 | Dropping final e | 70.4 | 68 | 72.8 |
| 6 | Keeping final e | 66.4 | 64 | 68.8 |
| 7 | Effect of final e | 65.6 | 64.8 | 66.4 |
| 8 | Doubling final consonant | 65.6 | 65.6 | 65.6 |
| 9 | U follows q | 64.8 | 63.2 | 66.4 |
| 10 | Ful as an ending | 76.8 | 75.2 | 78.4 |
| 11 | Words often misspelt | 73.2 | 77.6 | 68.8 |

Table 4 shows that the most difficult area in spelling for the total sample as well as for boys and girls are the usage of ‘y’ to ‘i’ when suffix is added and the least difficult area is that of the usage of ‘os’ and ‘es’.

### TABLE 5

**Percentage of Errors in the Usage of Punctuation**

**Committed by the Total Sample and Sub sample based on Sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl **NO.** | **Categories** | **Percentage of errors committed by the students** | | |
| **Total** | **Boys** | **Girls** |
| 1 | Full stop | 39.6 | 42.4 | 36.8 |
| 2 | Comma | 8 | 9.6 | 6.4 |
| 3 | Colon | 75.6 | 71.2 | 80 |
| 4 | Quotation mark | 74.8 | 76.8 | 72.8 |
| 5 | Question mark | 39.2 | 45.6 | 32.8 |
| 6 | Exclamatory mark | 77.6 | 81.6 | 73.6 |
| 7 | Capital letter | 8.8 | 8 | 9.6 |
| 8 | Apostrophe | 22 | 18.4 | 25.6 |
| 9 | Hyphen | 100 | 100 | 100 |
| 10 | Numbers | 11.6 | 12.8 | 9.6 |
| 11 | Star mark | 44 | 39.2 | 48.8 |

Table 5 shows that the most difficult area in punctuation for the total sample, for the boys and girls is the same-hyphen. The percentage of errors committed is 100. The least difficult area for the total sample as well as for the girls is comma, where as for boys, it is capital letter.

### TABLE 6

**Analysis of Slant in Handwriting for the**

**Total Sample and Sub Sample based on Sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | **Sub categories** | **Percentage** | | |
| **Total** | **Boys** | **Girls** |
| Slant | Backhand | 6.4 | 3.2 | 8 |
| Vertical | 36 | 32 | 40 |
| Forward | 10.8 | 11.2 | 10.4 |
| Extreme backhand or extreme forward | 2 | 1.6 | 4.8 |
| Too many different slants | 44.8 | 52.8 | 36.8 |

##### TABLE 7

**Analysis of Size of Letters in Handwriting for**

**the Total Sample and the Sub sample based on Sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | **Sub categories** | **Percentage** | | |
| **Total** | **Boys** | **Girls** |
| Size of letters | Proportionate | 30.4 | 24 | 34.4 |
| Too large | 14.4 | 8 | 20.8 |
| Too small | 6 | 4 | 8.8 |
| Varying in size | 49.2 | 64 | 36 |

**TABLE 8**

**Analysis of Spacing in Handwriting for the**

**Total Sample and the Sub sample based on Sex**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | | | | | | | |
| **Total** | | | **Boys** | | | **Girls** | | |
| **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** |
| Spacing | Within a word | 34.8 | 23.6 | 42 | 34.4 | 18.4 | 47.2 | 36 | 28.8 | 35.2 |
| In between words | 36 | 18.4 | 45.6 | 31.2 | 16 | 52.8 | 40.8 | 20.8 | 38.4 |
| In between lines | 43.6 | 21.6 | 34.8 | 43.2 | 22.4 | 34.4 | 44 | 20.8 | 35.2 |
| In between paragraphs | 18.4 | 12.8 | 68.8 | 20 | 12 | 68 | 18.4 | 12 | 69.6 |
| Indentation | 10 | 15.2 | 74.8 | 11.2 | 16.8 | 72 | 12.8 | 13.6 | 73.6 |

**TABLE 9**

**Analysis of Total Appearance in Handwriting**

**for the Total Sample and the Sub sample based on Sex**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | | | | | | | |
| **Total** | | | **Boys** | | | **Girls** | | |
| **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** |
| Total  appearance | Left margin | 15.6 | 24.4 | 60 | 11.2 | 24.8 | 64 | 20 | 21.6 | 58.4 |
| Right margin | 4.8 | 16 | 79.2 | 4 | 12 | 84 | 8 | 17.6 | 74.4 |
| Top margin | 49.6 | 25.6 | 24.4 | 51.2 | 24.8 | 24 | 51.2 | 26.4 | 22.4 |
| Bottom margin | 66.8 | 14 | 19.2 | 66.4 | 13.6 | 20 | 67.2 | 7.2 | 18.4 |

**TABLE 10**

**Analysis of Speed of Writing for**

**the Total Sample and the Sub sample based on Sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Total** | **Boys** | **Girls** |
| Speed of writing | Excellent | - | - | - |
| Above average | 5.2 | 8 | 2.4 |
| Average | 7.6 | 8 | 7.2 |
| Below average | 9.2 | 8.8 | 9.6 |
| Poor | 78 | 75.2 | 80.8 |

**1. Rank and seriousness of errors for the total sample**

Rank and seriousness of errors in the categories of the areas spelling and punctuation for the total sample arranged in descending order of the percentages are presented in Tables 11 and 12.

**TABLE 11**

**Rank and Seriousness of Errors in**

**the Usage of Spelling in English for the Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | ‘y t’ ‘i’ when suffix is added | 94.8 | Extreme |
| 2 | ‘y’to ‘i’ in plurals and tenses | 83.6 | Above average |
| 3 | ‘ful’ as an ending | 76.8 | Above average |
| 4 | Words often misspelt | 73.2 | Average |
| 5 | Dropping final ‘e’ | 70.4 | Average |
| 6 | Keeping final ‘e’ | 66.4 | Average |
| 7 | Doubling final consonant | 65.6 | Average |
| 8 | Effect of final’e | 65.6 | Average |
| 9 | ‘u’follows ‘q’ | 64.8 | Average |
| 10 | ‘ie’and ‘ei’ difficulties | 54.4 | Average |
| 11 | ‘os’ and ‘es’ | 22.4 | Below average |

Table 11 shows that the percentage of errors in the usage of spelling for total sample ranges from 94.8 to 22.4. The percentage of errors in the usage of ‘y’ to ‘i’ when suffix is added is found to be the highest and in the usage of ‘os’ and ‘es’, the lowest. This reveals that the usage of ‘y’ to ‘i’ when suffix is added is the most difficult area and that os ‘os’ and ‘es’ is the least difficult area. The level of seriousness of errors in the usage of ‘y’ to ‘i’ when suffix is added and of ‘y’ to ‘i’ in plurals and tenses are found to be extreme.

**TABLE 12**

**Rank and Seriousness of Errors,**

**in the Usage of Punctuation in English for the Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | Hyphen | 100 | Extreme |
| 2 | Exclamatory mark | 76.6 | Above average |
| 3 | Colon | 75.6 | Above average |
| 4 | Quotation mark | 74.8 | Above average |
| 5 | Star mark | 44 | Average |
| 6 | Full stop | 39.6 | Average |
| 7 | Question mark | 39.2 | Average |
| 8 | Apostrophe | 22 | Below average |
| 9 | Numbers | 11.6 | Negligible |
| 10 | Capital letter | 8.8 | Negligible |
| 11 | Comma | 8 | Negligible |

Table 12 shows that the percentage of errors in the usage of punctuation for total sample ranges from 100 to 8. The usage of hyphen is found to be the highest and its level of seriousness of errors is extreme. Percentage of errors in the usage of comma is the lowest one. It reveals that the most difficult area is in the usage of hyphen and the least difficult area is in the usage of comma. The categories exclamatory mark, colon, and quotation mark are found to have above average level of seriousness of errors. The level of seriousness of errors in the usage of star mark, full stop and question mark are found to be average.

**2. Rank and seriousness of errors for boys**

Rank and seriousness of errors in the categories of the areas spelling and punctuation for boys arranged in descending order of the percentages are presented in Tables 13 and 14.

**TABLE 13**

**Rank and Seriousness of Errors,**

**in the Usage of Spelling in English for boys**

| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| --- | --- | --- | --- |
| 1. | ‘y t’ ‘i’ when suffix is added | 96 | Extreme |
| 2 | ‘y’to ‘i’ in plurals and tenses | 84 | Extreme |
| 3 | Words often misspelt | 77.6 | Above average |
| 4 | ‘ful’ as an ending | 75.2 | Above average |
| 5 | Dropping final ‘e’ | 68 | Above average |
| 6 | Doubling final consonant | 65.6 | Above average |
| 7 | Effect of final ‘e’ | 64.8 | Above average |
| 8 | Keeping final’e | 64 | Above average |
| 9 | ‘u’follows ‘q’ | 63.2 | Above average |
| 10 | ‘ie’and ‘ei’ difficulties | 50.4 | Average |
| 11 | ‘os’ and ‘es’ | 17.6 | Negligible |

Table 13 shows that the most and the difficult areas in spelling for the boys are not different from those of the total sample. The percentage of errors for boys ranges from 96 to 17.6. The categories ‘y’ to ‘i’ when suffix is added and ‘y’ to ‘i’ in plurals and tenses have got extreme level of seriousness of error.

**TABLE 14**

**Rank and Seriousness of Errors,**

**in the Usage of Punctuation in English for Boys**

| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| --- | --- | --- | --- |
| 1. | Hyphen | 100 | Extreme |
| 2 | Exclamatory mark | 81.6 | Above average |
| 3 | Quotation mark | 76.8 | Above average |
| 4 | Colon | 71.2 | Average |
| 5 | Question mark | 45.6 | Average |
| 6 | Full stop | 42.4 | Average |
| 7 | Star mark | 39.2 | Below average |
| 8 | Apostrophe | 18.4 | Negligible |
| 9 | Numbers | 12.8 | Negligible |
| 10 | Comma | 9.6 | Negligible |
| 11 | Capital letter | 8 | Negligible |

Table 14 shows that the percentage of errors in the usage of punctuation for boys also ranges from 100 to 8. Just as in the case of total sample, the percentage of errors in the usage of hyphen is found to be the highest with extreme level of seriousness of errors. Percentage of errors in the usage of capital letter is the lowest one. Percentage of errors in the usage of exclamatory marks is second in the descending order of difficulty and it also comes under extreme level of seriousness of errors.

**3. Rank and seriousness of errors for girls**

Rank and seriousness of errors in the categories of the areas spelling and punctuation for girls arranged in descending order of the percentages are presented in Tables 15 and 16.

**TABLE 15**

**Rank and Seriousness of Errors, in**

**the Usage of Spelling in English for girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | ‘y t’ ‘i’ when suffix is added | 93.6 | Extreme |
| 2 | ‘y’to ‘i’ in plurals and tenses | 83.2 | Extreme |
| 3 | ‘ful’ as an ending | 78.4 | Above average |
| 4 | Dropping final ‘e’ | 72.8 | Above average |
| 5 | Keeping final’e | 68.8 | Above average |
| 5 | Words often misspelt | 68.8 | Above average |
| 6 | Effect of final ‘e’ | 66.4 | Above average |
| 6 | ‘u’follows ‘q’ | 66.4 | Above average |
| 7 | Doubling final consonant | 65.6 | Above average |
| 8 | ‘ie’and ‘ei’ difficulties | 58.4 | Average |
| 9 | ‘os’ and ‘es’ | 27.2 | Negligible |

Table 15 reveals that the most and the least difficult areas in spelling for girls are the same as in the case of total sample and boys. That is the category ‘y’ to ‘i’ when suffix is added possesses the highest level of seriousness of errors, i.e., 93.6 percentage and the category ‘os’ and ‘es’, the lowest, i.e., 27.2.

**TABLE 16**

**Rank and Seriousness of errors,**

**in the Usage of Punctuation in English for Girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | Hyphen | 100 | Extreme |
| 2 | Colon | 80 | Above average |
| 3 | Exclamatory mark | 73.6 | Above average |
| 4 | Quotation mark | 72.8 | Average |
| 5 | Star mark | 48.8 | Average |
| 6 | Full stop | 36.8 | Below average |
| 7 | Question mark | 32.8 | Below average |
| 8 | Apostrophe | 25.6 | Below average |
| 9 | Capital letter | 9.6 | Negligible |
| 10 | Numbers | 9.6 | Negligible |
| 11 | Comma | 9.4 | Negligible |

Table 16 shows that the percentage of errors in the usage of punctuation for girls ranges from 100 to 6.4. The most difficult area in punctuation for girls is not different from that of the total sample and the boys. As for the total sample, the least difficult area in punctuation for girls is comma. The level of seriousness of errors in the usage of hyphen and colon are extreme, Where as that of exclamatory mark and quotation are above average. The category star mark has average level of seriousness of errors

**4. Analysis of handwriting for total sample.**

Analysis of five categories of handwriting for the total sample is presented in tables 17 to 21.

**TABLE 17**

**Analysis of Slant for the Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Slant | Backhand | 6.4 | 53.2 |
| Vertical | 36 |
| Forward | 10.8 |
| Extreme backhand or  extreme forward | 2 | 46.8 |
| Too many different  Slants | 44.8 |

Table 17 shows that 6.4 percentage of the total sample has got backhand slant, 36 percentage of the total sample has got vertical slant and 10.8 percentage has got forward slant, while they write. These are the three different but acceptable slants. Two percentage of the total sample showed extreme backhand or extreme forward slant. 44.8 percentage of the total sample wrote in too many different slants. These two types are not acceptable. This reveals that 46.8 percentage of the total sample has got unacceptable slant. In other words, 53.2 percentage of the total sample has got acceptable slant.

**TABLE 18**

**Analysis of Size of Letters**

**in Handwriting for the Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Size of letters | Proportionate | 30.4 | 30.4 |
| Too large | 14.4 | 69.6 |
| Too small | 6 |
| Varying in size | 49.2 |

Table 18 reveals that 30.4 percentage of the total sample has proportionate size of letters but 69.6 percentage of the total sample face difficulty in size of letters. Out of 69.6 percentage of the total sample, 14.4 percentage has too large size of letters, 6 percentages has too small size of letters and 49.2 percentage of them has seen varying in size of letters.

**TABLE 19**

**Analysis of spacing in handwriting for the total sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| **Total** | | |
| **Good** | **Fair** | **Bad** |
| Spacing | Within a word | 34.8 | 23.6 | 42 |
| In between words | 36 | 18.4 | 45.6 |
| In between lines | 43.6 | 21.6 | 34.8 |
| In between paragraphs | 18.4 | 12.8 | 68.8 |
| Indentation | 10 | 15.2 | 74.8 |

Table 19 shows that the sub – category ‘indentation’ has got the highest percentage under ‘bad’ (74.8%) and the lowest percentage under ‘good’ (10%). Spacing ‘in between lines’ has got the highest percentage under ‘good’ (43.6%), and the lowest percentage under ‘bad’ (34.8%). This reveals that the most difficult area in spacing is indentation. ‘Spacing in between paragraphs’ and ‘spacing in between words are second and third respectively.

**TABLE 20**

**Analysis of total**

**appearance in handwriting for the total sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| **Total** | | |
| **Good** | **Fair** | **Bad** |
| Total  appearance | Left margin | 15.6 | 24.4 | 60 |
| Right margin | 4.8 | 16 | 79.2 |
| Top margin | 49.6 | 25.6 | 24.4 |
| Bottom margin | 66.8 | 14 | 19.2 |

Table 20 shows that right margin has the highest percentage under ‘bad’ (79.2%), the lowest percentage under ‘good’ (4.8%). Bottom margin has the lowest percentage under ‘bad’ (19.2%) and the highest percentage under ‘good’ (66.8%). This reveals that right margin is the most difficult area in total appearance and left margin is next to it.

**TABLE 21**

**Analysis of speed of writing for the total sample**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** |
| Speed of writing | Excellent | - |
| Above average | 5.2 |
| Average | 7.6 |
| Below average | 9.2 |
| Poor | 78 |

The table 21 shows that in speed of writing 78% of the total sample comes under the category ‘poor’. This reveals that the highest percentage of the total sample face difficulty in speed of writing.

**5. Analysis of hand writing for boys**

Analysis of the five categories of handwriting for boys are presented in tables 22 to 28

**TABLE 22**

**Analysis of the Slant of Writing for Boys**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Slant | Backhand | 3.2 | 46.4 |
| Vertical | 32 |
| Forward | 11.2 |
| Extreme backhand or  Extreme forward | 1.6 | 54.4 |
| Too many different  slants | 52.8 |

Table 22 shows that 46.4 % of the boys has got acceptable slant, in which 3.2% has got backhand, 32% has got vertical and 11.2% has got forward slants. 54.4% of the boys face difficulty in slant where 1.6% of them has got extreme backhand or extreme forward slant and 52.8% has got too many different slants. These two types are not acceptable.

**TABLE 23**

**Analysis of size of letters in handwriting for boys**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Size of letters | Proportionate | 24 | 2.4 |
| Too large | 8 | 76.6 |
| Too small | 4 |
| Varying in size | 64 |

Table 23 reveals that 24% of the boys has proportionate size of letters. 76% of the boys face difficulty in size of letters where 8% of them has got too large size of letters, 4% of them has got too small size of letters and 64% of them has seen varying in size of letters.

**TABLE 24**

**Analysis of spacing in handwriting for boys**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| Good | Fair | Bad |
| Spacing | Within a word | 34.4 | 18.4 | 47.2 |
| In between words | 31.2 | 16 | 52.8 |
| In between lines | 43.2 | 22.4 | 34.4 |
| In between paragraphs | 20 | 12 | 68 |
| Indentation | 11.2 | 16.8 | 72 |

Table 24 shows that just like for the total sample ‘indentation’ has got the highest percentage under ‘bad’ (72%) and the lowest percentage under ‘good’ (11.2%) reveals that, for boys the most difficult area in spelling is in indentation. The spacing in between paragraphs and in between words is second and third respectively.

**TABLE 25**

**Analysis of total appearance in handwriting for boys**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| **Good** | **Fair** | **Bad** |
| Total  appearance | Left margin | 11.2 | 24.8 | 64 |
| Right margin | 4 | 12 | 84 |
| Top margin | 51.2 | 24.8 | 24 |
| Bottom margin | 66.4 | 13.6 | 20 |

Table 25 shows that right margin has the highest percentage under ‘bad’ (84%) and this is the most difficult area in total appearance. It has the lowest percentage under ‘good’ (4%). Left margin is next to it(64%). Bottom margin has the highest percentage under ‘good’ (66.4%) and the lowest percentage under ‘bad’ (20%).

**TABLE 26**

**Analysis of speed of writing for boys**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** |
| Speed of writing | Excellent | - |
| Above average | 8 |
| Average | 8 |
| Below average | 8.8 |
| Poor | 75.2 |

Table 26 shows that in speed of writing 75.2% of the boys come under the sub-category ‘poor’. This reveals that the highest percentage of the boys face difficulty in speed of writing.

**6. Analysis of hand writing for girls**

Analysis of the five categories of handwriting for girls are presented in tables 27 to 31

**TABLE 27**

**Analysis of Slant of Letters in Handwriting for Girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Slant | Backhand | 8 | 58.4 |
| Vertical | 40 |
| Forward | 10.4 |
| Extreme backhand or  extreme forward | 4.8 | 41.6 |
| Too many different  slants | 36.8 |

Table 27 shows that 58.4 % of the boys has got acceptable slant, in which 8% has got backhand, 40% has got vertical and 10.4% has got forward slants. 41.6% of the girls showed unacceptable types of slants- 4.8 % of extreme backhand or extreme forward slant and 36.8 % of too many different slants.

**TABLE 28**

**Analysis of size of letters in handwriting for girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Size of letters | Proportionate | 34.4 | 34.4 |
| Too large | 20.8 | 65.6 |
| Too small | 8.8 |
| Varying in size | 36 |

Table 28 reveals that 34.4% of the girls has proportionate size of letters. 65.6% of the boys face difficulty in size of letters where 20.8% of them has got too large size of letters, 8.8% of them have got too small size of letters and 36% of them has seen varying in size of letters.

**TABLE 29**

**Analysis of spacing in handwriting for girls**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| Good | Fair | Bad |
| Spacing | Within a word | 36 | 28.8 | 35.2 |
| In between words | 40.8 | 20.8 | 38.4 |
| In between lines | 44 | 20.8 | 35.2 |
| In between paragraphs | 18.4 | 12 | 69.6 |
| Indentation | 12.8 | 13.6 | 73.6 |

Table 29 shows that just like for the total sample ‘indentation’ has got the highest percentage under ‘bad’ (73.6%) and it is the most difficult area in spacing. It has got the lowest percentage under ‘good’ (12.8%). It reveals that, for girls the most difficult area in spelling is in indentation. The spacing in between lines has got the highest percentage under ‘good’ (44%).

**TABLE 30**

**Analysis of total appearance in handwriting for girls**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| Good | Fair | Bad |
| Total  appearance | Left margin | 20 | 21.6 | 58.4 |
| Right margin | 8 | 17.6 | 74.4 |
| Top margin | 51.2 | 26.4 | 22.4 |
| Bottom margin | 67.2 | 7.2 | 18.4 |

Table 30 shows that right margin has the highest percentage under ‘bad’ (74.4%) and this is the most difficult area in total appearance for girls.

**TABLE 31**

**Analysis of speed of writing for girls**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** |
| Speed of writing | Excellent | - |
| Above average | 2.4 |
| Average | 7.2 |
| Below average | 9.6 |
| Poor | 80.8 |

Table 31 shows that in speed of writing 80.8% of the girls come under the sub-category ‘poor’. This reveals that the highest percentage of the girls face difficulty in speed of writing. When compared to the total sample and boys, girls have the highest percentage under the sub-category ‘poor’.

SUMMARY

Introduction of a new set of behavioral patterns and inculcation of the required set of values and attitudes can help a lot in modernizing a traditional society like ours.

Education for the tribal people, as far as any one else in India, has today become a matter of great importance. Ever since India gained independence, a considerable amount of money and resources have been spent so that the unprivileged, undeveloped and neglected tribal people could get a far deal. It has been generally recognized that India being a welfare state cannot afford to leave a particular section of the population behind the field of education, as indeed in any other field.

The government had tried to uplift the scheduled castes and tribes by launching special tribal development programmes, by allocating separate funds etc. Even then, there exists inter variations in the levels of living and the distribution of assets, income and household expenditure. It is believed that only through education they could catch up with the general population of the country. Hence a number of schemes have been launched for their educational benefit of these communities. Educational schemes are very important from the point of view of the various changes they bring in the life of the community.

**Tribal Students**

Scheduled tribe students come from a far poorer socio-economic background in comparison to the general population. Most of them live in remote rural areas and they study in comparatively poor atmosphere lacking competent teachers, physical facilities, better school environment etc. The National Commission for Education (1964-66) observes, ‘it is necessary to pay special attention to the education of children from the backward classes which include the scheduled castes and scheduled tribes.

In spite of the various concessions and facilities offered by the central and State Governments, the level of educational attainments of the scheduled tribe students is still considerably below than that of the non-ST students. The rate of literacy of the SC and ST students in Kerala is 40.2% in 1971 and 46% in 1981 as against 60.42% and 69% respectively for general population. According to 1991 census only 57.22% scheduled tribe students are literates.

Wayanad is one of the important tribal belts of Kerala. It is also one of the most neglected and most backward districts of Kerala though it has very great economic potentialities. Out of 6, 72, 128 of Wayanad, 1, 14, 969 are tribals and they form 35.82% of the total tribal population of the state.

**Importance of English in India**

The key to the importance of English lies in its practical utility as a useful communication aid in the globally competitive modern world. Hence it is imperative for us to try to identify the challenges and seek their solutions in the field of English language teaching, particularly in respect of the tribal students so that they may also share the opportunities rising out of the liberalization of economy taking place round the globe.

**The Problem**

Language is considered as an index of man’s personality. But socially disadvantaged child’s one of the most crucial handicaps remains in language. This may be the result of one or all, or any combination of the following factors.

* A different linguistic environment.
* A different language- acquisition device.
* A different set of psycholinguistic abilities.
* Economic, educational and place of residence variables.
* Poor and uneducated families.

This is true in the case of tribal pupils as well.

Tribal students lack an adequate knowledge of any proper language at all, not even of their mother tongue. It is the local dialect heavily loaded with slang words and expressions that they use through out their discourse. So in learning a foreign language like English, their poor development of linguistic abilities causes comparatively more difficulties. The main problem with the English learners in tribal areas is that of not getting enough exposure to English language and because of which they find English language so alien to their sensibility. The academic and cultural environment of cities proves supportive rather than prohibitive in the effective learning of English. This difference presents a great challenge for the teacher of English working in rural or semi-urban conditions.

A large majority of tribal students don’t have an inclination towards or interest in learning English. Majority of them are first generation learners. So they need teachers of English who can create and sustain the interest in English. Unfortunately untrained and grossly incompetent teachers impose English upon them and the result is the destruction of the natural potential of the learner. Learners should feel motivated enough to make strenuous efforts that would be needed to learn a language completely foreign to his cultural tastes and temperament.

# NEED AND SIGNIFICANCE OF THE STUDY

Child is more susceptible and responsive to learning experience during his early years of childhood. Basic traits in the area of motor, sensory, emotional, social, cognitive and physical development are formed, which provide a foundation for all subsequent learning. All areas of development are so closely inter- related in childhood that the disabilities in one area could disrupt development in other performance domain. Failure to remediate one handicap can result in ‘spill over’ of difficulties into the learning of other skills.

The primary need of learners of the school and college level today appears to be a skill in using English language effectively both for the pursuit of academic studies and for success in future careers. Most of the children acquire the language naturally in a sequence of listening, speaking, reading and writing. Each skill is built on the preceding one, with ‘experience’ being the fundamental base or foundation on which the structure of language is erected. The curriculum has been designed with the objective of enabling the learners to acquire these communication skills.

Writing is a curriculum area that poses great difficulty for learning disabled students. Without direct intervention, most of the learning disabled students may not be able to develop writing skills that are necessary to communicate effectively through language. Written expression requires the judicious use of skills in the areas of handwriting, spelling and composition. Writing an expressive skill, involves the integration of eye-hand coordination, linguistic and conceptual abilities; because of its complexity, it is considered as one of the highest expressive forms of communication. Hence it is mastered last.

Any interaction in the society involves written communication. If a person wants to complete a job application or attempt an examination or even express his feelings in the form of a letter or a complaint, he has to rely on his writing skill. Even in the new learning strategy, written examination is a major technique based on which evaluation takes place. As documentation in any area requires writing, it has become an essential skill to be mastered. Experience shows that the average school and college classrooms are full of under achievers, low achievers and the slow learners whose achievement in a foreign language like English is much below their potential. It is clear that a very large number of such learners come from socially and educationally backward classes, including tribal pupils. Tribal pupils are socially isolated group and have almost lost their self-respect. They experience strong inhibitions in coming into the forefront of the social life. They find school ‘alien’ places which are radically different from their homes and other common places. In their case there is a difference between the language spoken at home and at school. So they due to lack of access to civilization and congenial environmental stimulations may be very poor in the scholastic achievement

The scheduled tribe population of the state is mainly concentrated in Wayanad, Idukki, Palakkad and Kasaragod districts. 35.82 percentage of the total tribal population of the state lives in Wayanad, which forms 17.11 percentage of the total population of that district.

Many of the schools in Wayanad district stand below the state average in the S.S.L.C. results. It is very pathetic to see that majority of the tribal pupil fall under the failed section. It has been observed that, to these students learning English is a burden when compared to other subjects.

Attempts at official levels in the past for the uplift of the tribal peoples have often failed to achieve desired results, since the schemes and projects devised for these classes dealt with only the symptoms and not the real causes of their chronic ailments. Unless they are enabled to play their natural role in social life, and avail themselves of a reasonable share of employment opportunities, their social status will not improve to any significant level. To attain this status, even if gradually, it is imperative that ability to use English, which still plays a key role in national and international life, be improved keeping their social psychological and linguistic background in mind.

All these factors leads to a prominent point that tribal students being one of the socially disadvantaged group, need more care and attention from the part of the teachers and the other responsible people. In these the proposed study topic envisages to research into the areas of difficulties faced by tribal students in mechanics of writing in the areas concerned.

**STATEMENT OF THE PROBLEM**

The problem is entitled as **DIFFICULTIES EXPERIENCED BY TRIBAL STUDENTS OF STD IX IN WAYANAD DISTRICT IN MECHANICS OF WRITING IN ENGLISH**.

**OPERATIONAL DEFINITION OF KEY TERMS**

The key terms used in the study had been defined to attain greater precision and clarity.

**Difficulties**

By the term ‘difficulties’ it is meant the difficulties encountered in the mechanics of writing in English.

**Tribal Students**

This term is used to mean the students from scheduled tribes recognized by the government of India and government of Kerala.

**Wayanad District**

Wayanad district means the total areas covered by the revenue district of Wayanad, which was formed in 1981.

**Mechanics of Writing**

The ability to use correctly the conventions peculiar to written language: spelling, punctuation and handwriting.

**OBJECTIVES OF THE STUDY**

The objectives of the present study were

1. To find out the difficulties experienced by the tribal students in mechanics of writing in English on the basis of
   1. Total sample
   2. Sex
2. To suggest remedial measures to improve the mechanics of writing in English among the tribal students.

**METHODOLOGY**

The present study is mainly intended to locale the areas of difficulties in mechanics of writing in English, experienced by tribal students of standard IX in Wayanad district.

**Sample**

A sample of 275 tribal students was initially selected from twelve secondary schools of Wayanad district, using simple random sampling technique. Rejecting incomplete response sheets the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex.

**Tool Used**

A test on difficulties in the mechanics of writing in English constructed and developed by the investigator was administrated to the subjects selected to collect the data of errors. It has two sections. Part 1 of the test included questions covering the areas of spelling, punctuation and handwriting. Part 2 of the test is intended to collect the general data.

**Statistical Techniques Used**

1. Estimation of the percentage.

**SCOPE AND LIMITATION OF THE STUDY**

The present study is to identify the areas of difficulties of tribal students in mechanics of writing in English. For this study, the investigator with the help of experts in the field conducted a tool. The study was conducted on a sample of 250 tribal students of standard 9 from 12 secondary schools of Wayanad district. In selecting the sample due representation was given to sex, it is hoped that the findings would be generalaisible.

Even though much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of these are:

1. The study was not conducted on wide sample. The study is confined only to Wayanad district
2. Limitations of time and other supports were mainly responsible for selecting such a sample.

With these limitations the investigator hopes that the findings of the study will give fruitful results. This will be of use to student, teachers, parents and others concerned in the field of education and sociology.

# MAJOR FINDINGS

The important findings of the study are given briefly in this section. The incidence of errors was found with respect to all categories of the three areas viz. spelling, punctuation and handwriting for the total sample and the sub sample based on sex.

1. The percentage of errors in the usage of spelling for the total sample ranges from 94.8 to 22.4. The percentage of errors in the category ‘y ‘ to ‘i’ when suffix is added is found to be the highest , and ‘os’ and ‘es’ the lowest. Percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ‘ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
2. The percentage of errors in the usage of punctuation for the total sample ranges from 100 to 8. The percentage of errors in the category ‘hyphen is found to be the highest and ‘comma’ the lowest. Percentage of errors in ‘exclamatory mark’, ‘colon’ are second and third respectively.
3. The .percentage of errors in the usage of spelling for the boys ranges from 96 to 17.6. As in the case of total sample, the percentage of errors in the category ‘y’ to ‘i’ when suffix is added is found to be the highest and ‘os’ and ‘es’ the lowest.The percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ‘ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
4. The percentage of errors in the usage of punctuation for boys ranges from 100 to 8. The percentage of errors in the category ‘hyphen’ is found to be the highest and ‘capital letter’ the lowest. The percentage of errors in ‘exclamatory marks’ and ‘quotation mark’ are second and third respectively. The usage of ‘comma was second from below in its incidence of errors.
5. The percentage of errors in the usage of spelling for girls ranges from 93.6 to 27.2. The percentage of errors in the category ‘y’ to ‘i’ when suffix is added is found to be the highest and ‘os’ and ‘es’ the lowest. The percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ’ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
6. The percentage of errors in the usage of punctuation for girls ranges from 100 to 6.4. The percentage of errors in the usage of ‘hyphen’ is found to be the highest and ‘comma’ the lowest. The percentage of errors in ‘colon’, ‘exclamatory mark’ are second and third respectively. The usage of ‘comma’ was second from below in its incidence of errors
7. 46.8 Percentage of the total sample don’t have acceptable slant. 53.2 percentage of the total sample have got acceptable slant.
8. Of the total sample 30.4 percentage has proportionate size of letters and 69.6 percentage has defective size of letters.
9. The most difficult area of spacing in handwriting is indentation. Spacing in between paragraphs and spacing in between words are second and third respectively.
10. The most difficult area for the totals sample in the category total appearance is right margin.
11. Of the total sample 78 percentage have poor speed of writing.
12. 54.8 percentage of the boys don’t have acceptable slant.
13. 76 percentage of the boys have defective size of letters .
14. For boys, the most difficult area of spacing in handwriting is indentation. Spacing in between paragraphs comes next to it.
15. ‘Right margin’ is the most difficult area for boys in the category ‘total appearance’.
16. 75.2 percentage of the boys has poor speed of writing.
17. 41.6 percentage of the girls don’t have acceptable slant.
18. 65.6 percentage of the girls don’t have proportionate size of letters.
19. For girls, indentation is the most difficult area of spacing in handwriting.
20. The most difficult area for girls in the category ‘total appearance’ is ‘right margin’.
21. 80.8 percentage of the girls have poor speed of writing

**SUGGESTION FOR REMEDIATION**

Assessment and remediation procedures are very much required for improving students’ motivation, teaching the mechanics of writing, increasing written productivity and improving students’ composition of specific text structures. Based on findings of the study the investigator has suggested some remedies to improve the mechanics of writing in English.

**Spelling**

The following devices will be found useful for fixing the spellings of troublesome words.

1. ***Spelling games***

* Give a list of correctly spelt and incorrectly spelt words. Ask the students to identify and copy the correctly spelt words from it.
* Blank filling activities: Give words from certain areas which pose problems, for example, a word from the area ‘doubling final consonant’-‘stopped, ‘planning’ etc.
* Give jumbled words and ask to make correct words.
* Spelling bee

***2. Spelling rules***

* The letter ‘q’ always followed by ‘u’ in common English words.
* Syllabification- dividing a word into its syllables, for example, ‘tar’+ ‘get’ =’target’.
* A rationalization of certain spellings is possible, for example, if the mistake lies in ‘emerging’ (dropping final ‘e’) other such combinations can be taught-like ‘dancing’ ‘writing’ etc.
* Classify problematic words according to distinct spelling criteria before presenting them. For instance, homophones like plane/ plain, mane/main, pane/ pain, right/ write etc. (Regular practice along these lines can result in dissociating spelling from pronunciation, a particularly desirable objective in a spelling remediation context).

***3. Activity***

* Spelling chart, spelling notebook
* Key board writing will help in the improvement of spelling.
* Magic pot

e

r c i

t p

***4. Dictation***

* + Dictation of sentence
  + Dictation of passage
  + Write the correct spellings on the blackboard, let the pupils read them individually and in groups; rub out some word at random and then dictate it. Do the same with rest of words.

***5. Fun and Humour***

* Highlighting certain regularities and generalizations about English spelling and pronunciations with the use of jingles. For example, The generalization that when ‘c’ comes before ‘i’, ‘e’ or ‘y’, it is pronounced /s/, and before ‘a’, ‘o’,’u’, it is pronounced /k/ canbe remembered through the jingle:

‘Cop cuts cat in the

City cycle cell.’

Use of ‘ie’ and ‘ei’ is remembered through:

“Write I before E

Except after C

Or when sounded like ‘A’

As in ‘neighbour’ or ‘weigh’.

* Bubbles and balloons

Quiet

qu.---

Now the sea is very , not

* Picture puzzle

**6. Mnemonics**

* Use of mnemonics or devices which help us to remember something, such as ‘city’ is ‘it’ with ‘c’ and ‘y’, ‘ the MANE is a permanent part of lion.

**7. Practice**

* Focusing the trouble spots by underlining or with letters in capitals or with coloured chalk piece on the blackboard.
* To teach words often confusing or misspelt, teachers should develop the habit of presenting the spoken from simultaneously with the visual form. It enables the students to establish the relationship between the word and its spelling, which in turn enables them to consciously and sub-consciously soak up the English system of writing and spelling.

**Punctuation**

1. First give single sentences and ask to supply punctuation marks such as capitals, and stops. For example, sentences like’ Neena is dancing’, ’where are you going’ etc.
2. Later give more than one sentence or a short paragraph with the number of punctuation marks required. For example, ’Mohan went to bed early he had to lave for Chennai the next day’ (three capitals letters, and two full stops).
3. Dialogues can be given and asked to supply punctuation marks.
4. Drill work, is to provided
5. Complete units of discourse can be given and learners can be given punctuation marks required, for example , to make a paragraph. The teacher can provide boxes where the punctuation marks are to be inserted to help the learners.
6. Make the learners listen a piece of sentence. Ask them to write it with minimum errors. Give the same piece in written form for self correction.
7. Bring the learners’ attention to punctuation marks which they face difficulty whenever it is possible, for example, while reading the Reader, or while correcting notebooks or composition etc.
8. To improve the use of apostrophes, teacher can give paraphrases and ask pupils to give the required version. For example, ‘a school for girls only’- girl’s school etc.
9. Hyphen another most important difficult area. So more concentration should be given in that area.
10. Use of Electronic media is required

**Handwriting**

Remedial teaching of handwriting should be done on an individual basis. Left handed individuals may need a special attention and supervision in order to overcome their difficulties. The following devices will help the learners to improve their handwriting.

1. Handwriting should be highly motivated. Before the teacher begins the remedial work, careful analysis of writing habits is to be made. Attention should be given to his posture, writing equipment, coordination, drive, rhythm, visual control, slant, size of writing, spacing, alignment and letter formation so as to diagnose the area of difficulty.
2. Help the learners to place their arm in such a way that letters are formed and joined correctly.
3. The teacher must make sure that students can see well enough to do written work before assuming that dysgraphia is the cause of poor penmanship. The reason is that, certain characteristics of letter formation, irregular spacing, ragged left margins, telescoping, loss of place and poor placement of writing on the page often signal with eyesight.
4. One reason the handwriting why learning disabled students’ is neither legible nor proficient is because of tension. Some students try too hard. By helping these students to relax, both legibility and speed of writing can be improved.
5. Instruction in corporate components such as modelling, copying, feedback, rewriting of errors and rewards are helpful to improve handwriting.
6. The different up and down strokes: letter and word, spaces, height of capital and small letters, hand movements etc. are some of the aspects which are taught to help students to write legibly and fluently. Bring the pupil’s attention in these areas whenever possible.
7. Legibility can be achieved by controlling the movement of the hand and through word processing skills. The word must be written with appropriate pauses between them so that they can be read clearly. Even within words there has to be some control, so that the letters that are made of are written in proper shape, size, space etc.
8. Use of four line copies will help to improve line quality, alignment, size and shape of letters.
9. To correct the reversal of individual letters, kinesthetic training is useful. The student had to close his eyes when writing so that he could attend to the motor patterns without vision. Strokes should be practiced on the palm of the hand, to give kinesthetic feedback to the learner.
10. Verbal rehearsal strategies are also helpful to reduce the problem of reversals. The child should be encouraged to verbalize the movements as he/she writes. For example, reversals of ‘d’ and ‘b’ are overcome by verbal rehearsal of “c comes before d”.
11. Modelling is an effective technique to remediate several student’s number and letter reversal tendencies.
12. Use a transparent overlay containing the model letters which allow the learner to self- check his writing.
13. In correcting all faults and in building new writing habits, one should deliberately slow his writing rate. As correct concepts are formed and skill in executing them is developed, one may write more and more letters rapidly.
14. The following is an exercise to help the child to regulate the writing speed in order to produce the best quality writing. Find out how many a’s or any other letter, the child would normally write in fifteen seconds. Then write the same letter again for the same length of time, but this time concentrate on eliminating from the fault or faults with which the child is concerned- whether letter form, spacing, alignment, slant, stroke or others. Now record how many of these letters the child wrote the second time. Do not be surprised, if his/her writing speed is reduced by the one half in the early trials. Continue in this way with various letters and letter combinations (such as ‘ab’) taking occasional rate tests as above and always being sure to retain new habits.

**EDUCATIONAL IMPLICATIONS**

The study was intended to diagnose the areas of difficulties of tribal students in mechanics of writing English. Spelling, punctuation and handwriting are the three important areas of mechanics of writing. The investigator has identified that tribal students in Wayanad district face considerable difficulties in the areas of spelling, punctuation and handwriting. The educational implications of the study are as follows.

1. The teachers should be made aware of the importance of teaching mechanics of writing in English.
2. More emphasis should be given in the B.Ed. curricular on regarding mechanics of writing in English.
3. Teachers of tribal students should use the devices like games etc. while teaching mechanics of writing.
4. Make the provision for student teachers to prepare spelling games etc. for their practice teaching session.

**SUGGESTIONS FOR FURTHER RESEARCH**

* + - 1. Investigation can be extended to identify the difficulties faced by tribal students in written expression and other language skills such as listening, speaking, and reading.

1. Research can be conducted on the effect of parental educational level/SES and family cultural level of tribal students on the difficulties faced in mechanics of writing in English.
2. The study can be repeated by using a statewide sample from higher secondary level.
3. Studies can be conducted to identify the tribal students having dsyrephia.

The present study can also be extended to students belonging to other backward communities like scheduled castes.

SUMMARY, CONCLUSIONS AND SUGGESTIONS

**5.1. RESTATEMENT OF THE PROBLEM**

The investigation was an attempt to find out the areas of difficulties in the mechanics of writing in English, experienced by tribal students of standard IX in Wayanad district.

**5.2. OBJECTIVES OF THE STUDY**

The objectives of the present study were

1. to find out the difficulties experienced by tribal students in mechanics of writing in English on the basis of
   1. total sample
   2. sex
2. to suggest remedial measures to improve the mechanics of writing in English among the tribal students.

**5.3. SAMPLE SELECTED FOR THE STUDY**

A sample of 275 tribal students were initially selected from twelve secondary schools of Wayanad district using simple random sampling technique. Rejecting incomplete response sheets the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex.

**5.4. TOOLS USED FOR COLLECTION OF DATA**

A test on difficulties in the mechanics of writing in English constructed and developed by the investigator was administered to the subjects selected to collect the data of errors. The test has two sections- Section A and Section B. Section A of the test included questions covering the areas of spelling (Part I), punctuation (Part II) and handwriting (Part III). Section B gave the general data.

**5.5. Statistical techniques used**

1. Estimation of percentage.

**5.6. MAJOR FINDINGS**

The important findings of the study are given briefly in this section. The incidence of errors was found with respect to all categories of the three areas viz. spelling, punctuation and handwriting for the total sample and the sub sample based on sex.

1. The percentage of errors in the usage of spelling for the total sample ranges from 94.8 to 22.4. The percentage of errors in the category ‘y ‘ to ‘i’ when suffix is added is found to be the highest , and ‘os’ and ‘es’ the lowest. Percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ‘ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
2. The percentage of errors in the usage of punctuation for the total sample ranges from 100 to 8. The percentage of errors in the category ‘hyphen is found to be the highest and ‘comma’ the lowest. Percentage of errors in ‘exclamatory mark’, ‘colon’ are second and third respectively.
3. The .percentage of errors in the usage of spelling for the boys ranges from 96 to 17.6. As in the case of total sample, the percentage of errors in the category ‘y’ to ‘i’ when suffix is added is found to be the highest and ‘os’ and ‘es’ the lowest.The percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ‘ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
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6. The percentage of errors in the usage of punctuation for girls ranges from 100 to 6.4. The percentage of errors in the usage of ‘hyphen’ is found to be the highest and ‘comma’ the lowest. The percentage of errors in ‘colon’, ‘exclamatory mark’ are second and third respectively. The usage of ‘comma’ was second from below in its incidence of errors
7. 46.8 Percentage of the total sample don’t have acceptable slant. 53.2 percentage of the total sample have got acceptable slant.
8. Of the total sample 30.4 percentage has proportionate size of letters and 69.6 percentage has defective size of letters.
9. The most difficult area of spacing in handwriting is indentation. Spacing in between paragraphs and spacing in between words are second and third respectively.
10. The most difficult area for the totals sample in the category total appearance is right margin.
11. Of the total sample 78 percentage have poor speed of writing.
12. 54.8 percentage of the boys don’t have acceptable slant.
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16. 75.2 percentage of the boys has poor speed of writing.
17. 41.6 percentage of the girls don’t have acceptable slant.
18. 65.6 percentage of the girls don’t have proportionate size of letters.
19. For girls, indentation is the most difficult area of spacing in handwriting.
20. The most difficult area for girls in the category ‘total appearance’ is ‘right margin’.
21. 80.8 percentage of the girls have poor speed of writing

**5.7. SUGGESTION FOR REMEDIATION**

Assessment and remediation procedures are very much required for improving students’ motivation, teaching the mechanics of writing, increasing written productivity and improving students’ composition of specific text structures. Based on findings of the study the investigator has suggested some remedies to improve the mechanics of writing in English.

**Spelling**

The following devices will be found useful for fixing the spellings of troublesome words.

1. ***Spelling games***

* Give a list of correctly spelt and incorrectly spelt words. Ask the students to identify and copy the correctly spelt words from it.
* Blank filling activities: Give words from certain areas which pose problems, for example, a word from the area ‘doubling final consonant’-‘stopped, ‘planning’ etc.
* Give jumbled words and ask to make correct words.
* Spelling bee

***2. Spelling rules***

* The letter ‘q’ always followed by ‘u’ in common English words.
* Syllabification- dividing a word into its syllables, for example, ‘tar’+ ‘get’ =’target’.
* A rationalization of certain spellings is possible, for example, if the mistake lies in ‘emerging’ (dropping final ‘e’) other such combinations can be taught-like ‘dancing’ ‘writing’ etc.
* Classify problematic words according to distinct spelling criteria before presenting them. For instance, homophones like plane/ plain, mane/main, pane/ pain, right/ write etc. (Regular practice along these lines can result in dissociating spelling from pronunciation, a particularly desirable objective in a spelling remediation context).

***3. Activity***

* Spelling chart, spelling notebook
* Key board writing will help in the improvement of spelling.
* Magic pot

e

r c t

t p

***4. Dictation***

* + Dictation of sentence
  + Dictation of passage
  + Write the correct spellings on the blackboard, let the pupils read them individually and in groups; rub out some word at random and then dictate it. Do the same with rest of words.

***5. Fun and Humour***

* Highlighting certain regularities and generalizations about English spelling and pronunciations with the use of jingles. For example, The generalization that when ‘c’ comes before ‘i’, ‘e’ or ‘y’, it is pronounced /s/, and before ‘a’, ‘o’,’u’, it is pronounced /k/ canbe remembered through the jingle:

‘Cop cuts cat in the

City cycle cell.’

Use of ‘ie’ and ‘ei’ is remembered through:

“Write I before E

Except after C

Or when sounded like ‘A’

As in ‘neighbour’ or ‘weigh’.

* Bubbles and balloons

Quiet

qu.---

Now the sea is very , not

* Picture puzzle

**6. Mnemonics**

* Use of mnemonics or devices which help us to remember something, such as ‘city’ is ‘it’ with ‘c’ and ‘y’, ‘ the MANE is a permanent part of lion.

**7. Practice**

* Focusing the trouble spots by underlining or with letters in capitals or with coloured chalk piece on the blackboard.
* To teach words often confusing or misspelt, teachers should develop the habit of presenting the spoken from simultaneously with the visual form. It enables the students to establish the relationship between the word and its spelling, which in turn enables them to consciously and sub-consciously soak up the English system of writing and spelling.

**8. Punctuation**

1. First give single sentences and ask to supply punctuation marks such as capitals, and stops. For example, sentences like’ Neena is dancing’, ’where are you going’ etc.
2. Later give more than one sentence or a short paragraph with the number of punctuation marks required. For example, ’Mohan went to bed early he had to lave for Chennai the next day’ (three capitals letters, and two full stops).
3. Dialogues can be given and asked to supply punctuation marks.
4. Drill work, is to provided
5. Complete units of discourse can be given and learners can be given punctuation marks required, for example , to make a paragraph. The teacher can provide boxes where the punctuation marks are to be inserted to help the learners.
6. Make the learners listen a piece of sentence. Ask them to write it with minimum errors. Give the same piece in written form for self correction.
7. Bring the learners’ attention to punctuation marks which they face difficulty whenever it is possible, for example, while reading the Reader, or while correcting notebooks or composition etc.
8. To improve the use of apostrophes, teacher can give paraphrases and ask pupils to give the required version. For example, ‘a school for girls only’- girl’s school etc.
9. Hyphen another most important difficult area. So more concentration should be given in that area.
10. Use of Electronic media is required

**Handwriting**

Remedial teaching of handwriting should be done on an individual basis. Left handed individuals may need a special attention and supervision in order to overcome their difficulties. The following devices will help the learners to improve their handwriting.

1. Handwriting should be highly motivated. Before the teacher begins the remedial work, careful analysis of writing habits is to be made. Attention should be given to his posture, writing equipment, coordination, drive, rhythm, visual control, slant, size of writing, spacing, alignment and letter formation so as to diagnose the area of difficulty.
2. Help the learners to place their arm in such a way that letters are formed and joined correctly.
3. The teacher must make sure that students can see well enough to do written work before assuming that dysgraphia is the cause of poor penmanship. The reason is that, certain characteristics of letter formation, irregular spacing, ragged left margins, telescoping, loss of place and poor placement of writing on the page often signal with eyesight.
4. One reason the handwriting why learning disabled students’ is neither legible nor proficient is because of tension. Some students try too hard. By helping these students to relax, both legibility and speed of writing can be improved.
5. Instruction in corporate components such as modelling, copying, feedback, rewriting of errors and rewards are helpful to improve handwriting.
6. The different up and down strokes: letter and word, spaces, height of capital and small letters, hand movements etc. are some of the aspects which are taught to help students to write legibly and fluently. Bring the pupil’s attention in these areas whenever possible.
7. Legibility can be achieved by controlling the movement of the hand and through word processing skills. The word must be written with appropriate pauses between them so that they can be read clearly. Even within words there has to be some control, so that the letters that are made of are written in proper shape, size, space etc.
8. Use of four line copies will help to improve line quality, alignment, size and shape of letters.
9. To correct the reversal of individual letters, kinesthetic training is useful. The student had to close his eyes when writing so that he could attend to the motor patterns without vision. Strokes should be practiced on the palm of the hand, to give kinesthetic feedback to the learner.
10. Verbal rehearsal strategies are also helpful to reduce the problem of reversals. The child should be encouraged to verbalize the movements as he/she writes. For example, reversals of ‘d’ and ‘b’ are overcome by verbal rehearsal of “c comes before d”.
11. Modelling is an effective technique to remediate several student’s number and letter reversal tendencies.
12. Use a transparent overlay containing the model letters which allow the learner to self- check his writing.
13. In correcting all faults and in building new writing habits, one should deliberately slow his writing rate. As correct concepts are formed and skill in executing them is developed, one may write more and more letters rapidly.
14. The following is an exercise to help the child to regulate the writing speed in order to produce the best quality writing. Find out how many a’s or any other letter, the child would normally write in fifteen seconds. Then write the same letter again for the same length of time, but this time concentrate on eliminating from the fault or faults with which the child is concerned- whether letter form, spacing, alignment, slant, stroke or others. Now record how many of these letters the child wrote the second time. Do not be surprised, if his/her writing speed is reduced by the one half in the early trials. Continue in this way with various letters and letter combinations (such as ‘ab’) taking occasional rate tests as above and always being sure to retain new habits.
    1. **EDUCATIONAL IMPLICATIONS**

The study was intended to diagnose the areas of difficulties of tribal students in mechanics of writing English. Spelling, punctuation and handwriting are the three important areas of mechanics of writing. The investigator has identified that tribal students in Wayanad district face considerable difficulties in the areas of spelling, punctuation and handwriting. The educational implications of the study are as follows.

1. The teachers should be made aware of the importance of teaching mechanics of writing in English.
2. More emphasis should be given in the B.Ed. curricular on regarding mechanics of writing in English.
3. Teachers of tribal students should use the devices like games etc. while teaching mechanics of writing.
4. Make the provision for student teachers to prepare spelling games etc. for their practice teaching session.

**5.9 SUGGESTIONS FOR FURTHER RESEARCH**

* + - 1. Investigation can be extended to identify the difficulties faced by tribal students in written expression and other language skills such as listening, speaking, and reading.

1. Research can be conducted on the effect of parental educational level/SES and family cultural level of tribal students on the difficulties faced in mechanics of writing in English.
2. The study can be repeated by using a statewide sample from higher secondary level.
3. Studies can be conducted to identify the tribal students having dsyrephia.
4. The present study can also be extended to students belonging to other backward communities like scheduled castes.

INTRODUCTION

Introduction of a new set of behavioral patterns and inculcation of the required set of values and attitudes can help a lot in modernizing a traditional society like ours. To bring about this social change is the responsibility of Education. “Education is needed… to take advantage of the progress of science and technology in improving their standard of living.” (Margaret Mead, 1953)

Emphasizing the importance of education for social change, the education commission (1966) has observed … “ If this change on a grand scale has to be achieved without violent revolution (and even then it would still be necessary) there is one instrument only that can be used: EDUCATION.” Thus education has become the sheet anchor for any programme geared to social change for so long as any class or section of the community remains educationally backward, it cannot be brought on a par with the rest of the community in the social or economic field.

Education for the tribal people, as far as any one else in India, has today become a matter of great importance. Ever since India gained independence, a considerable amount of money and resources have been spent so that the unprivileged, undeveloped and neglected tribal people could get a far deal. It has been generally recognized that India being a welfare state cannot afford to leave a particular section of the population behind the field of education, as indeed in any other field.

Laws enacted willy-nilly and schemes implemented half heartedly to end the exploitation of tribals and uplift them have not so far yielded worthwhile results. Though the tribals were the original inhabitants, for centuries they were treated as second-class citizens and relegated from the main stream of national life. The large-scale changes witnessed in the country completely bypassed the tribals they continued to suffer and are being alienated from their land. They obviously have a background of illiteracy and ignorance because of oppression and servitude.

The preamble to the constitution of India envisages the establishment of a social order on the foundation of liberty, equality and fraternity. The constitution ensures to all the citizens equality before law and equality of opportunity in all fields including education. Equalization of educational opportunities indicates equal chances for every citizen to get education. There are several causes for the inequality of educational opportunity in India. Unequal distribution of educational institutions, poverty of a large section of people, difference in standards of schools and colleges and difference in home environment are some of them. Besides two other forms of educational inequalities particular to the Indian situation are, “ the wide disparity between the education of boys and girls of all stages in all sections of education and as wider disparity of educational development between the advanced classes and the backward ones.” The education of the backward classes in general and of tribal people in particular is a major programme of equalization and of social integration. Article 16, 29(2), 46, 335etc. are good instances for the constitutional provisions made for the welfare of the scheduled castes and scheduled tribes.

The government had tried to uplift the scheduled by launching special tribal development programmes, by allocating separate funds etc. Even then, there exists inter variations in the levels of living and the distribution of assets, income and household expenditure. It is believed that only through education they could catch up with the general population of the country. Hence a number of schemes have been launched for their educational benefit of these communities. Educational schemes are very important from the point of view of the various changes they bring in the life of the community.

Tribal Students

Scheduled tribe students come from a far poorer socio-economic background in comparison to the general population. Most of them live in remote rural areas and they study in comparatively poor atmosphere lacking competent teachers, physical facilities, better school environment etc. The National Commission for Education (1964-66) observes, ‘it is necessary to pay special attention to the education of children from the backward classes which include the scheduled castes and scheduled tribes.

In spite of the various concessions and facilities offered by the central and State Governments, the level of educational attainments of the scheduled tribe students is still considerably below than that of the non-ST students. The rate of literacy of the SC and ST students in Kerala is 40.2% in 1971 and 46% in 1981 as against 60.42% and 69% respectively for general population. According to 1991 census only 57.22% scheduled tribe students are literates.

Wayanad is one of the important tribal belts of Kerala. It is also one of the most neglected and most backward districts of Kerala though it has very great economic potentialities. Out of 6, 72, 128 of Wayanad , 1, 14, 969 are tribals and they form 35.82% of the total tribal population of the state.

Importance of English in India

India is a vast country with many different cultures, races, and languages. There are 18official languages and perhaps hundreds of dialects used in different parts of the country. Because of the multiplicity of languages, English is used as a common language for inter- state communication. Along with Hindi, English is also the official language of the central government. So English occupies a unique status in the administration and educational set up of the country. It is the language of administration, law and judiciary, and medium of instruction in higher education. It is increasingly being used for technical, scientific and business communications and specially for international contacts. Education today is also undoubtedly the most important and widespread world language and it is fast gaining importance over other languages as can be seen from the present scenario in China and Japan, where English has now been introduced in the school curriculum. Thus it is becoming more and more the medium of international communication. Not only this, English is the language of Information Technology. Thus English serves as our ‘window on the world’- as the language in which the latest accretions to different fields of knowledge are available. So it is not surprising that a common educated person in India considers English as pre-requisite for a good job and better prospects in life.

The key to the importance of English lies in its practical utility as a useful communication aid in the globally competitive modern world. Hence it is imperative for us to try to identify the challenges and seek their solutions in the field of English language teaching, particularly in respect of the tribal students so that they may also share the opportunities rising out of the liberalization of economy taking place round the globe.

The Problem

Language is considered as an index of man’s personality. But socially disadvantaged child’s one of the most crucial handicaps remains in language. This may be the result of one or all, or any combination of the following factors.

* A different linguistic environment.
* A different language- acquisition device.
* A different set of psycholinguistic abilities.
* Economic, educational and place of residence variables.
* Poor and uneducated families.

This is true in the case of tribal pupils as well.

Tribal students lack an adequate knowledge of any proper language at all, not even of their mother tongue. It is the local dialect heavily loaded with slang words and expressions that they use through out their discourse. So in learning a foreign language like English, their poor development of linguistic abilities causes comparatively more difficulties. The main problem with the English learners in tribal areas is that of not getting enough exposure to English language and because of which they find English language so alien to their sensibility. The academic and cultural environment of cities proves supportive rather than prohibitive in the effective learning of English. This difference presents a great challenge for the teacher of English working in rural or semi-urban conditions.

A large majority of tribal students don’t have an inclination towards or interest in learning English. Majority of them are first generation learners. So they need teachers of English who can create and sustain the interest in English. Unfortunately untrained and grossly incompetent teachers impose English upon them and the result is the destruction of the natural potential of the learner. Learners should feel motivated enough to make strenuous efforts that would be needed to learn a language completely foreign to his cultural tastes and temperament.

**1.1. NEED AND SIGNIFICANCE OF THE STUDY**

Child is more susceptible and responsive to learning experience during his early years of childhood. Basic traits in the area of motor, sensory, emotional, social, cognitive and physical development are formed, which provide a foundation for all subsequent learning. All areas of development are so closely inter- related in childhood that the disabilities in one area could disrupt development in other performance domain. Failure to remediate one handicap can result in ‘spill over’ of difficulties into the learning of other skills.

The primary need of learners of the school and college level today appears to be a skill in using English language effectively both for the pursuit of academic studies and for success in future careers. Most of the children acquire the language naturally in a sequence of listening, speaking, reading and writing. Each skill is built on the preceding one, with ‘experience’ being the fundamental base or foundation on which the structure of language is erected. The curriculum has been designed with the objective of enabling the learners to acquire these communication skills.

Writing is a curriculum area that poses great difficulty for learning disabled students. Without direct intervention, most of the learning disabled students may not be able to develop writing skills that are necessary to communicate effectively through language. Written expression requires the judicious use of skills in the areas of handwriting, spelling and composition. Writing an expressive skill, involves the integration of eye-hand coordination, linguistic and conceptual abilities; because of its complexity, it is considered as one of the highest expressive forms of communication. Hence it is mastered last.

Any interaction in the society involves written communication. If a person wants to complete a job application or attempt an examination or even express his feelings in the form of a letter or a complaint, he has to rely on his writing skill. Even in the new learning strategy, written examination is a major technique based on which evaluation takes place. As documentation in any area requires writing, it has become an essential skill to be mastered. Experience shows that the average school and college classrooms are full of under achievers, low achievers and the slow learners whose achievement in a foreign language like English is much below their potential. It is clear that a very large number of such learners come from socially and educationally backward classes, including tribal pupils. Tribal pupils are socially isolated group and have almost lost their self-respect. They experience strong inhibitions in coming into the forefront of the social life. They find school ‘alien’ places which are radically different from their homes and other common places. In their case there is a difference between the language spoken at home and at school. So they due to lack of access to civilization and congenial environmental stimulations may be very poor in the scholastic achievement

The scheduled tribe population of the state is mainly concentrated in Wayanad , Idukki, Palakkad and Kasaragod districts. 35.82 percentage of the total tribal population of the state lives in Wayanad, which forms 17.11 percentage of the total population of that district.

Many of the schools in Wayanad district stand below the state average in the S.S.L.C. results. It is very pathetic to see that majority of the tribal pupil fall under the failed section. It has been observed that, to these students learning English is a burden when compared to other subjects.

Attempts at official levels in the past for the uplift of the tribal peoples have often failed to achieve desired results, since the schemes and projects devised for these classes dealt with only the symptoms and not the real causes of their chronic ailments. Unless they are enabled to play their natural role in social life, and avail themselves of a reasonable share of employment opportunities, their social status will not improve to any significant level. To attain this status, even if gradually, it is imperative that ability to use English, which still plays a key role in national and international life, be improved keeping their social psychological and linguistic background in mind.

All these factors leads to a prominent point that tribal students being one of the socially disadvantaged group, need more care and attention from the part of the teachers and the other responsible people. In these the proposed study topic envisages to research into the areas of difficulties faced by tribal students in mechanics of writing in the areas concerned.

1.2. STATEMENT OF THE PROBLEM

The problem is entitled as: ‘D**IFFICULTIES EXPERIENCED BY TRIBAL STUDENTS OF STD IX IN WAYANAD DISTRICT, IN MECHANICS OF WRITING IN ENGLISH’**.

1.3. OPERATIONAL DEFINITION OF KEY TERMS

The key terms used in the study had been defined to attain greater precision and clarity.

Difficulties

By the term ‘difficulties’ it is meant the difficulties encountered in the mechanics of writing in English.

Tribal Students

This term is used to mean the students from scheduled tribes recognized by the government of India and government of Kerala.

Wayanad District

Wayanad district means the total areas covered by the revenue district of Wayanad, which was formed in 1981.

Mechanics of Writing

The ability to use correctly the conventions peculiar to written language: spelling, punctuation and handwriting.

1.4. OBJECTIVES OF THE STUDY

The objectives of the present study were

1. To find out the difficulties experienced by the tribal students in mechanics of writing in English on the basis of
   1. Total sample
   2. Sex
2. To suggest remedial measures to improve the mechanics of writing in English among the tribal students.

1.5. METHODOLOGY

The present study is mainly intended to locale the areas of difficulties in mechanics of writing in English, experienced by tribal students of standard IX in Wayanad district.

Sample

A sample of 275 tribal students was initially selected from twelve secondary schools of Wayanad district, using simple random sampling technique. Rejecting incomplete response sheets the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex.

Tool Used

A test on difficulties in the mechanics of writing in English constructed and developed by the investigator was administrated to the subjects selected to collect the data of errors. It has two sections. Section A of the test included questions covering the areas of spelling (Part I), punctuation (Part II) and handwriting (Part III). Section B of the test is intended to collect the general data.

Statistical Techniques Used

1. Estimation of the percentage.

1.5. SCOPE AND LIMITATION OF THE STUDY

The present study is to identify the areas of difficulties of tribal students in mechanics of writing in English. For this study, the investigator with the help of experts in the field conducted a tool. The study was conducted on a sample of 250 tribal students of standard 9 from 12 secondary schools of Wayanad district. In selecting the sample due representation was given to sex, it hoped that the findings would be generalaisible.

Even though much precautions were taken to make the study as accurate as possible there are certain limitations also some of these are:

1. The study was not conducted on wide a sample. The is confined only to Wayanad district
2. Limitations of times and other supports were mainly responsible for selecting such a sample.

With these limitations the investigator hopes that the findings of the study will give fruitful results. This will be of use to student, teachers, parents and others concerned in the field of education and sociology.

1.6. ORGANAISATION OF THE REPORT

This research report contains 5 chapters the presents a brief introduction of the problem, need and significant of the study, statement of the problem, definition of key terms objectives of these study, hypothesis methodology and scope and limitations of the study `

In chapter 11 a theoretical over view of mechanics of writing in English and a review of the literature related to the study are attempted.

Chapter 111 deals with the methodology adopted. Details regarding the sample, the tools and the techniques of analysis employed are discusses in detail.

The details of analysis of data as per objectives of the study are given in chapter IV.

Chapter V presents a summary of the study, major finding, suggestions for remediation, implication of the study and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.Theoretical Overview

2.2. Review of related studies.

REVIEW OF RELATED LITERATURE

Review of related literature is an important component of any research. It has a vital role in planning a research study. Hence an investigator has to review carefully the research journals dissertations theses and other sources of information on the problem. “A survey of related literature implies locating, reading and evaluating reports of casual observations and opinions that are related to he planned research project (Best and Khan, 1998)

The review of literature provides some insight regarding strong points and limitations of the previous studies. It enables him to improve his own investigation and conduct the research study very effectively. With this view the investigator surveyed a number of books, dissertations, journals and research reports related to the problem.

The reviewed literature are classified and presented under the following heads:

* THEORETICALS OVERVIEW OF MECHANICS OF WRITING IN ENGLISH
* REVIEW OF RELATED STUDIES.

2.1. **THEORETICAL OVERVIEW**

“ Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbol of the writing , copying ‘read’ texts , transcribing, composition and literature”

(Robert Lado, 1971)

The purposes of writing English at elementary level as started by Jane Willis are as follows:

1. To learn the motor skills of handwriting;
2. To develop neatness, clarity and speed.
3. To learn spelling and punctuation etc.
4. To reinforce vocabulary and structures already mastered orally.
5. To keep written records of what has been learnt and achieved.
6. To practice for end of term achievement tests

There are two main language skills, namely productive skills and receptive skills. Like speaking writing is called ‘productive skills’ because while using the skills a learn or user is not only active but also produces symbols in writing (just as sounds in speaking) like reading writing is called graphic motor skill’ because it involve the visual and the psychomotor organs. Readings and writing go hand in hand.

Sub skills involved in writing

According to T.C.Baruah, (1985) some of the components of the writing skill are given below.

1. Writing the letters of the alphabet at a reasonable speed;
2. Spelling the word correctly;
3. Recalling appropriate words and putting them in sentences;
4. Using appropriate punctuation makes;
5. Linking sentences with appropriate sentence-connections and sequence signals (e.g. pronouns, defimate articles etc.);
6. Organizing thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences;
7. Evaluating the significance of a word or a sentence in the overall content of the written passage;
8. Using the form and register appropriate for the subject matter and the audience.

Writing is transmitting thoughts on to paper. It is a very important skill, particularly during the school years. As the child progresses through school, writing changes from an academic target to a skill that the students are required to possess. In later school years, the students are expected in ever increasing quantity and quality. It is their ability to communicate in writing that serves as a proof of their learning advanced subjects school lay much emphasis on written communication and it remains an important component of success.

In view of the common objective standards of correctness for written forms, writing serves as a mental discipline requiring meticulous attention to detail. The writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements. As Hughes (1955) “writing requires keepings an idea in mind…..the ordering of ideas in some sequence of relationship……some planning and design for the correct placement of the word or idea on paper. Then it requires the selection and utilization of acceptable forms for each latter in proper combination for the word”

Writing also requires the acquisition of skills in a certain logical sequence. When a child enters school, there is a distinct hierarchy of writing tasks he is likely to encounter. The following table lists the nature of this sequence and it is recommended that teachers become acquainted with it before they set writing tasks for children.

i. Scribbling

ii. Tracing

* + - 1. Connected letters or figures
      2. Disconnected letters or figures

iii. Copying

(a) From a model

(b) From memory

* + - 1. Symbolic and non-symbolic

iv. Completion tasks

1. Figure
2. Word completion – supply missing letters
   * Multiple choice
   * Recall

v. Writing from dictation

1. Writing from letters as they are spoken
2. Writing words and sentences
3. Supply missing word
4. Supply missing sentence

vi. Propositional writing

Since the advantages of face-to-face communication are not available in writing, other devices have to be used. Some of the more obvious devices are : punctuation marks, paragraphing, use of capital or bold letters, underlining etc. It is therefore apparent that in order to communicate through writing one has to learn these conventions besides acquiring the ability to write letters of the alphabet and spell the words.

Further, writing does not come under the everyday use of language . Except professional people like writers, journalists, lawyers, teachers, etc. others have very few occasions to resort to this mode of communication. It is because of these reasons that writing is regarded as the most difficult language skill to acquire.

Besides being a different mode of communication, writing also serves another pedagogic purpose in second language teaching: it can be used to fix he structures and vocabulary already taught. Writing has its own particular importance as a means of reinforcing what has been learnt through oral and reading methods. Since the development of communicative competence in writing is a slow and arduous process, a the initial stages, writing should be viewed primarily as a means of fixing the material taught orally.

The process of writing is usually divided into three stages: ‘manipulation’ , ‘structuring’ and ‘communication’, which roughly correspond to ‘recognition’ , ‘structuring’ and ‘interpretation’ in reading. Manipulation consists in the psychomotor ability to form the letters of the alphabet. This is the most rudimentary stage in writing and for second language learners, itshould not pose much of a problem for by the time they come to learn English, they will have developed sufficient muscle control by writing in their mother tongue. In the next stage, structuring, the learner is required to organize the letters into words, and the words into phrases and sentences. The ultimate goal is the stage of communication, the higher stage. Development of the skill of writing should proceed progressively through all the above three stages ultimately leading to the art of self expression.

There are three major areas of written language . They are handwriting, spelling and written expression. These three abilities have their distinct features. They are as follows:

* + - 1. Handwriting: It is considered as the ability to perform physically the graphic marks that are essential to produce legible compositions or messages.
      2. Spelling: It is the ability to use letters to make words according to the accepted usage.
      3. Composition: It is the ability to generate ideas and express them in the correct grammatical and specific way. Its three components are cognitive component, linguistic component, and stylistic component.

Cognitive component is the ability to produce a written piece in a very logical, coherent and sequential manner. The apt use of syntactic and semantic structures is the linguistic component. Stylistic component refers to the accepted styles or rules established for punctuation and capitalization.

Since the early work of Strauss and Lehtinen (1947) and the later efforts of Johnson and Mykle bust (1967) these three major areas of written language have been recognized as areas of potential disability. Nearly all the disabilities authorities recognize the potential for difficulties in handwriting and spelling and written expression problems are a natural outgrowth of these problems and the cumulative effect of problems with syntax, general vocabulary development, and difficulties in conceptualization. Usually the problems of handwriting, spelling and concept and other technical aspects associated with written expression are interlinked problems and it is expected that a child having difficulties in any of these areas will experience a spill-over in the others too.

Johnson and Mykle bust(1967) spoke of three main types of difficulties in written language. They are:

i) Disorder in Visual Motor Integration(hand writing difficulties.)

ii) Disorders in revisualization (spelling disorders.)

iii) Deficiencies in formulation and syntax (written expression.)

When a student is unable to transfuse visual information to the motor system, disorders in visual motor integration (handwriting difficulties) occur. These students have great difficulty in writing or copying letters, words and numbers. This condition was often called DYSGRAPHIA. Disorders in revisualization(spelling disorders) occur in such students who can speak, read and copy with a fair degree of competence but who have visual memory problems. There are degrees of revisualization difficulties, ranging from total inability to revisualise to partial inability. The degree of disability is importand for desiding the type of remedial activities.Disorders or deficiencies in formulation and syntax(written expression) can be seen only after the students have develop some elementary level of reading and spelling skills. It is quite possible to find students who can both read and copy the printed word effectively but have serious difficulties in written formulation.

Jordan identified six key characteristics and behaviours associated with dysgraphia:

1. Difficulty with alphabet symbols.
2. Confusion and Directionality.
3. Sentence structure.
4. Difficulty in copying simple shapes.
5. Tendency to telescope.
6. Tendency to perseverate.

Poor handwriting,inconsistent spellings and problems regarding punctuation are complaints that teachers make about almost every school-going child. These are the three important areas of mechanics of writing where more attention is to be paid in the earlier stage.

1.HANDWRITING

Handwriting is a sensitieve personal matter. After formal education, each person see to impose a personal style on his or her writing(Polloway and Smith ,1982). Handwriting is s o sufficiently individual ion nature that handwriting expert’s analysis of the unique aspects of an individual’s handwriting may be decisive factor in works of law. Graceful handwriting has great social value and exerts a powerful desciplininig influence on the mind of the writer. The three factors in which make handwriting graceful to look at are:

1.Uniformity of the size of the individual letters.

2.Uniformity of the spaces between the letters, words and lines.

4.Uniformity of the direction and the angle of the slant of the letter.

There is considerable variation in the style of handwriting, both cursive and manuscript and handwriting can still be classified as “poor”, “acceptable” and “good” handwriting. The major criteria to decide the quality of handwriting are legibility, speed and accuracy. The main objective of instruction in handwriting is legibility.

The development of legible handwriting involves a certain number of specific skills.(Johnson and Mykle bust, 1967;Mercer, 1979; Polloway and Smith,1982; Smith ,1981; and Towle,1978).Fine motor co-ordination is a very essential pre-requisite for writing understanding of spatial concept such as up, down, top, bottom are important for correct letter formation and spacing of words. The ability to copy shapes correctly is required for the child to be able to write fluently . There are several factors that contribute to hand writing difficulties like motor problems, foulty visual perception of lettes and words, poor visual memory, poor instruction and poor motivation.

Fine motor problems like having difficulty in writing in the pace with the class, will also lead to poor handwriting and innumerous spelling errors.

In recent years, Kaminskey and Powers (1981,p.21) identified fire problems that may lead to poor writing.

1. Disorder of visual perception- the inability to recall how a letter look.
2. Failer top integrate the visual images of a letter with the correct motor
3. response.
4. Poor efficiency and control of the intrinsic muscles in the hand.
5. Faulty motor memory related to the storage of motor information in the brain.
6. Difficulty in perceiving the spatial requirements of a task.

|  |  |  |
| --- | --- | --- |
| **Defect** | | **Causes** |
| 1 | Too much slant | 1. Writing arm too near body. 2. Thump too stiff. 3. Point of nib too far from finger. 4. Paper in wrong direction. |
| 2 | `Writing too straight | 1. Arm too far from body. 2. Fingers too near nib. 3. Index finger alone guiding pen. 4. Incorrect position of paper |
| 3 | Writing too heavy | 1. Pressing index finger too heavily. 2. Using wrong type of pen. 3. Pen holder too small in diameter. |
| 4 | Writing too hight | 1. Pen hold too obliquely or too straight. 2. Eye let of pen turned to side . 3. Pen holder too large diameter |
| 5 | Writing too angular | 1. Thump too stiff 2. Pen holder too hightly held 3. Movement too slow |
| 6 | Writing too irregular | 1. movement lacks freedom. 2. movement of hand too slow. 3. pen gripping. 4. incorrect or uncomfortable position. |
| 7 | Spacing too wide | 1. pen progress too fast to write. 2. Excessive, sweeping lateral movement. |

The different areas were the problem of hand writing is evident are as follows

a) slowness

b) Incorrect directionality of letters and numbers

1. Too much or too little slant.
2. Spacing difficulties.
3. Messiness.
4. Inability to stay on a horizontal line.
5. Eligible letters.
6. Too much or too little pencil pressure.
7. Mirror writing

The following categories of hand writing will be helpful to analyze hand writing of secondary school students.

1) sland: in hand writing, three different but acceptable lands are recognized- forward, vertical and back hand. In script stiyle writing, the mmost common of the three is the forward sland. It is also the one which is generly prescribed by or considered preferable in moderen handwriting systems.

Faults in writing sland are of three types.

* + - * 1. extreme backhand or extreme forward sland.
        2. Mioxed sland, which evidentses no uniformity of sland in adjacent letters or digits.
        3. Changing sland, which is characterized by a gradual transition from one type of sland to another or from a moderate sland to an extreme slad writton lime, or part of line of writting.

2) size of letters :

size of letters should not be too larger or too small.

3) spacing:

There is no general rule governing the spacing of words or of letters. Keeping appropriate distance between letters, words, lines and paragraph is important to improve he quality of handwriting. Faulty spacing leads to poor hand writing faults in spacing are as the following.

1. making the spaces between letters or words who wide or too narrow
2. mixing wide and narrow spacing with no consistency

There is no mechanical and for measuring spaces between letters, words etc. however, certain other arbitrary measurements may serve as introductory guides to correct spacing. Think of each letters are occupying a measured interval along the base line, and spaces between the letters in script as the distence needed to make direct connectin to adjacent letters. Each letters andabove half of the connecting strops between each and the letters of adjacent to each it occupying an area of a certain size. For all but three of the short letters this area is one unit high and about 1 ¼ units wide, the unit being the height of these letters. The exceptions are ‘n’ and ‘w’, which are above 1 ¾ units wide, and ‘m’ which is about 2 ½ units wide. Capital, as a rule, required a width of about 2 ½ units, and the spaces between words are also 2 to 2 ½ units wide.

4) Total appearance:

total appearance is mainly influence by margins. All margins should be 1 ½ inches- top bottom left and write.

5) speed of writing :

speed, in itself, is a habit. Excessive writing speed is a mager factor in the distraction of good writing habits and in the formation and continuous of bad things. It is measured in terms of the number of letters writton per minute. In general, writing may be excellent at a write in excess of 110 letters per minutes. A rate of 70 or less letters per minutes may be concered a fault, not only as regards efficiency, but also as a cause of poor quality.

As a better quality of writing is attained, the speed may be gradually increased; however care should be taken to see that writing faulty is not sacrificed for speed

Many poor spellers develop good enough pen man ship to win price for their hand writing, yet, they never master basic rules of spelling. On the other hand, it is not uncommon to find good spellers who cannot write legibly. The struggle to write clearly (dysgraphia ) open mark s adequate spelling ability emerges when the poor writer uses a word processor. The struggle to spell quarterly with a pencil or a pen (dysorphographia) is not always related to poor penmanship.

2) SPELLING

The area of spelling is the most frequently cited problem for those with a learning disability. Spelling requires more auditory and visual discrimination, memory sequentialisation analysis and synthesis and integration simultaneously than per haps any other skill (Gonson and Makle bust, 1967.) in other words spelling is most complex ability that requires compination of skills and ability that are not fully under stood by most of the teachers who are responcible forteaching spelling.

A knowledge of correct spelling is required for easy reading and writing. Wrong spelling often leads to Confucian and mis understanding. This results some times, in serious consequences. A person’s entire education itself is judged by his ability to spell correctly. Hence teaxhing of spelling warrants greater attentions from the beginning itself. English spelling has it’s own secularities difficulties and illogic ate. There is just one correct way to spell a word. But the in consisted relationship between phonemes and graphemes in English language creates problem for the speller

Gentry (1982) presented the 5 stages of spelling:

1. pre communicative writing
2. semi phonetic spelling.
3. Phonetic spelling.
4. Transitional spelling.
5. Correct spelling.

Some students present an ability to read. But when asked to spell, they find the process very difficult. Poor spellers are found have in difficulty with phonological processing skills. This may incloude the following aspects;

* 1. poor sequencing of sounds.
  2. Omission of sounds.
  3. Addition of sounds.
  4. Confusion with phonemes having similarly sounds
  5. Limited knowledge of spelling rules.

The orthographic processing difficulties are noticed as

1. poor sequencing of non-phonetic patterns.
2. Confusion with graphemes that look similar.
3. Transposition of letters.
4. Over generalization of rules.
5. Over reliance on auditory features.

Some poor spellers lack phonetic word attach skills. Some students who make mistakes in reading are seen takes similar mistakes in spelling too. When the students are not aware of the spelling rules or when they get confused they are prove to make to spelling mistake. Thus it is assumed that spelling difficulties is because of the problems in

1. visual memory
2. auditory memory
3. auditory and visual discrimination
4. attention deficit or
5. motor skills some general reasons why pupils make spelling mistakes in English are :
   1. faulty pronunciation
   2. insufficient practice in writing
   3. insufficient visual presentation in words
   4. a general in differentes to correct spelling on the part of the teacher
   5. ignorance or some of the consistent rule of spelling

learning disabled students experience many difficulties some of them are listed below:

* 1. words with different spelling but similar pronunciation (for example, here and hear )
  2. words with two pronunciation (for example, conduct- (v) and conduct (n))
  3. words in which some letters are silent (for example balm)
  4. words which have illogical pronunciation ( for example, colonel, lieutenant )
  5. words which have same ending sound but different spellings (for example, mission, station )

The diagnostic test on spelling difficulties provided by Brueckner and Bond (1955) given below will be help for teachers to identify major areas of difficulties in spelling.

1.ie and ei difficulties

2.y to I when suffix is added

1. y to I in plurals and tenses
2. os and oes
3. Dropping final e when suffix is added
4. Keeping final e
5. Effect of final e
6. Doubling final consonant
7. g follows q
8. Possessive forms
9. Contractions
10. ful as an ending

3.PUNCTUATION

Punctuation is a device that seeks to remove some of the deficiencies of the written language by indicating the speech patterns with visual symbols. But the punctuation as used in ordinary writing is hardly adequate to represent the intricate features of tone, juncture, stress etc., which play a vital role in the transmission of various shades of tone, juncture, stress etc., which play a vital role in the transmission of various shades of meaning by speech. At best punctuation can be regarded as a means of ‘ making grammar graphic’. Even in this function modern punctuation does not seem to be very consistent, being more a matter of personal taste than of any ‘rules’. Individual writers often adhere to their own idiosyncratic manner of punctuation, while some well established printing houses have their own ‘house conventions’ in the matter.

However, it is possible to group the functions of the major Punctuation marks (also called ‘stops’ ) into three broad categories. They are:

* + 1. Linking punctuation
    2. Separating punctuation
    3. Enclosing punctuation

It should be remembered that the same stop may be used for different functions; but each function contrasts with all other functions in the same way as a word used with on meaning contrasts with all its other meanings.

**1.Linking Punctuation.**

The semi colon(;), the colon(:) and the dash( \_ ) can function as linking punctuation, in that they can join words or word-groups without a conjunction. Therefore they are sometimes called ‘symbolic conjunctions’. The other stop that that can function as linking punctuation is the ‘ hyphen’(-), but it differs from the others in one important respects: while others can join words or sentences, the hyphen can join only parts of words or compounds.

1. Separating Punctuation

The full stop(.), the question mark(?) and the exclamation mark(!) usually separate sentences, while the comma(,) separates parts of sentences. The capital letter marks the beginning of a sentence and classifies a noun as proper nouns.

1. **Enclosing Punctuation**

The paired commas(,…,), the dashes(\_…\_), brackets ((…)) and the single or double quotation marks (‘…’ or “…”) are used to enclose words or word-groups in larger constructions. The most important characteristic shared by all of them is that the parts enclosed by them are usually not essential to the grammatical structure of the larger construction. The enclosed items are usually added by way of examples, explanation, additional information, digression or interpolation.

**2.2. REVIEW OF RELATED STUDIES**

The survey of related literature exposed a number of studies pertaining to the difficulties in learning English.

Saha(1963) concluded after a study of errors in English paper II of higher secondary examination in Delhi, that the errors of grammatical structures are predominantly pronounced in their writing with spellin errors which coming in frequency.

John Panakkal (1968) conducted a study of common mistakes in English composition of S.S.L.C. pupils. It revealed that mistakes in structure have preponderance over lexical errors and errors of punctuation.

Luria (1970) points out that copying written or printed materials checks the level of visual motor competency in writing.

Sethi. A. S. in ‘A study of a programmed in English spelling in relation top visual and auditory presentation’ shows that the auditory mode was more effective in regard to attainment on programmed materials and effectiveness of the mode of presentation varied according to the time of testing

Mohammed (1977) conducted a study with a view to identify and classify structural error committed by pupils of standard X. It was seen that English medium pupils and girls of the total sample have a lower incidence of errors compared to Malayalam medium pupils and boys.

Whiting and Jarrico (1980) in their study ‘Spelling patterns of normal students’ verified that normal students spell with an accuracy more than 70%.

Studies conducted by Hammill and Nutt (1981) show that writing skills like spelling , punctuation, capitalization, studying, making sound letter correspondences, knowing the alphabets and distinguishing one letter from another, exhibits a strong relationship with reading. Handwriting problems can be due to fine motor problems. His would also effect copyin from the board. Other handwriting problems are slowness, incorrect directionality of letters and numbers, too much or too little slant, spacing difficulty, messiness, inability to stay on a horizontal line, illegible letters, too much or too little pencil pressure and mirror writing.

Polloway, Patton and Cohen (1981) placed writing within a personal and social context. In their model of written language, they called the cognitive, liuguistic aand stylistic elements as mechanics.

Animal (1982), in her study A diagnostic study of the difficult in Hindi spelling of high School pupils of Kerala spelling of Finding was spelling and pronunciation errors were related.

Balu and Loveless (1982) developed multisensory method called specific Hemispheric Ronting TAK/V to teach spelling to dyslexic students. They propose that if visual perception is the disturbing element for dyslexia and for other individuals with spelling problems, then the visual modality should be placed at last and used as little as possible.

Carpenter D and Miller L T (1982) in their study spelling ability of reading disabled, learning disabled students and able readers concluded that on comparison with normal group of students, learning disabled students spell fever words.

In 1983 Mohammad T.K has conducted a diagnostic study of errors in writton Englisg of pre-degree students. It was revealed that institutional variables, Socio-economic status and personal variables have a significant influence on the incidence of errors.

Joshi, A.N. (1984) made a study regarding the ‘factors influencing English language abilities in a sample of 720 subjects. One the major finding of his study was the scheduled caste (sc) students were found to attain average growth level in each one of the six English language ability were as students of the non . Sc were found to be slightly higher than average in these abilities.

Nes, V.F.L. (1984) studied about writing errors by adults and by children. He defines writing errors as occasional derivations from a person’s normal handwriting and as differing from spelling mistakes. Analysis showed that 40 percentage of the spontaneous writing errors by adults consisted of anticipation. Writing errors also occurred among children where they had writing problems, the errors were relatively numerous.

Joshi, V.G. (1985) in his ‘Scrutiny of errors in written English and remedial programmed’ points out that the number and quality of errors were reduced after the introduction of the remedial programmed which included correction of spelling, syntax, written expression and drilling. He selected the sample from the pupils belonged to the middle class group of the society. He reveals that some pupils had to help their parents in their occupations. Some of the pupils were first generation learners.

Baskaran, Herbert.S. (1989) in the study ‘the impact of the remedial teaching programmes on the common errors committed by the students of standard XII in written English shows that the students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pretest.

Evans and Smith (1989) assessed the relationship of process and product to identify developmental trends in spelling, by examining the unconventional spelling that occurred in 200 short essays written by students in grades 1, 4, 8 and 10 and college freshmen. The unconventional spellings were categorized by strategy employed and errors types. Analysis of strategy and error type by grade level suggested that (a) categories employed could be used to reliably analyzes spelling behavior, (b)there was notable developmental trend in both strategy and error type.

Kelu, P.(1990) made a study on ‘some socio-familial correlate of basic language skills in the mother tongue of secondary school pupils of Kerala. The following are the major findings of his study:

* + 1. Parental income, occupation and education, socio-economic status, family acceptance of education, and socio-familial status were positively correlated with listening comprehension, handwriting speed , vocabulary and total language skills in Malayalam in the total sample.
    2. Parental educational level and family cultural level were the socio-familial variables facilitating handwriting speed.

Ramamani ( 1990) in ‘home language, school language and educational performance-an empirical study of scheduled caste children of different ‘social classes’ concludes that scheduled caste dialect is a cohesive linguistic system with all the necessary linguistic constituents. The dialect shares many features with the other two standard varieties and thus forms a continuum with them at all linguistic levels.

Bisnagiri, and Usman, A. (1992)made an independent study regarding improvement of Gujarati handwriting. There was a significant difference between the mean scores of pupils of the walled city and those who lived beyond the river area in different combination in the post- tests. A good number of suggestions were offered as remedial measures to improve the handwriting .

Ramamoorthy,V.(1992),conducted a study of common spelling errors in English committed by standard VI students of matriculation schools and remedial teaching programmed. It revealed that matriculation students improved in their learning of spelling after the remedial teaching programme . A remedial teaching programmed involving the techniques such as oral drill , intensive writing practice , gesticulations, dramatization ,correlation, mimicry, pictures and flash cards and phonetic methods, was found effective in teaching of commonly misspelt words.

Graham, S. and Harris, K. (1993) in their study, ‘teaching writing strategies to students with learning disabilities : issues and recommendations support the view that one of the written language problems is the inability to organize thoughts into the proper form for written communication.

Herbert, Baskaran, S.(1995) concluded after developing a remedial instructional package to reduce the errors in sentence structure committed by the students in written English at the higher secondary level, that the remedial instructional package was very effective in decreasing the percentage errors and increasingly the mean scores of the experimental group. The study also revealed that the boys and the girls, on the whole, differed in their error percentages in all the five basic sentence patterns in English. The boys committed more percentage of errors than girls.

Raju. S, Raj.H.S, Samsandanda and Thulasidhararan T.V.(1993) made a study on the academic achievement of scheduled tribes students. It was found that the scheduled tribe and non-scheduled tribe subjects differed significantly on their academic achievement in favor of non-scheduled tribe children .

In the study made by Thakor, Manju (1995), regarding the ‘Effect of immediate feedback group, delayed feedback group and no feedback group at the post- test level differed significantly.

Gyanani, T.C.(1996),in the study ‘Promotion of spellings and peer tutoring, Shows that spelling performances, during peer tutoring were found to be better than independent study .

Devinder Kaur Bains studied the impact of different remedial strategies to improve the spellings of dyslexic children. It was revealed that mean scores in spelling improved significantly by providing different remedial strategies to different experimental groups. But there was no significant difference in pre and post -test mean scores of controlled group which was provided with no intervention.

Thus it is clear that various remedial strategies employed in the present study were effective in improving spellings of dyslexic primary school children.

Firester(2004) suggests that teaching kinesthetically requires the motion of hands and the needs of some students can be served by copying from the board, which is both visual and kinesthetic .

Fedele (2004) points out that students need fine motor control for eye muscles to focus and distinguish letters, crossing midline, and tracking, which are essential skills for reading and writing. They also need eye-hand control to develop good hand writing skills so that they can express themselves in written form.

**CONCLUSION**

The above review of studies gave a wide perspective of the present problem under study. More over, by reviewing related studies the investigator could identify the problematic areas of students in writing English. The areas so identified are handwriting, Spelling, Punctuation, Grammar and structure. Most of the studies have been conducted among non-scheduled tribe students. This inspired the investigator to undertake the present study.

# **CHAPTER III**

# **METHODOLOGY**

* 1. variables of the study
  2. objectives of the study
  3. tools used for collection of data
  4. sample selected for the study
  5. data collection procedure
  6. statistical techniques used for analysis of data

**METHODOLOGY**

This chapter deals with the methodology employed inorder to achieve different objectives .The details of the sample selected, tool developed, data collection procedure and statistical techniques used are presented in the following sections.

The present study is mainly intended to locate the areas of difficulties in mechanics of writing in English experienced by tribal students of std. IX in wayanad district. The methodolgy of the study is presente in the following sections.

. Variable

. Objectives

. Tool used for collection of data

. Sample selected for the study

. Data collection procedure,scoring and consolidation of data

. Statistical techniques used for data

The details of each of the above is given below

* 1. **VARIABLES**

As the purpose of the study is to trace out the difficulties faced by the tribal students in mechnics of writing in English, the variables of this study is difficultied faced by tibal students in mechanics of writing in English.

* 1. **OBJECTIVE**

The objectives of the present study were the following.

1. To find out the difficulties faced by tribal students in the mechanics of writing in English on the basis of
2. total sample
3. sex
4. To suggest remedial measures to improve the mechanics of writing in English among the tribal students.
   1. **TOOLS USED**

The proposed study was to find out the areas of difficulties in mechanics of writing of the IX std tribal students. Inorder to identify the areas the investigator developed test on the difficulties in mechanics of writing in English which has two sections. Section A of the tstincluded questions covering the areas of spelling (Part1) punctuations (Part 2) and handwriting(Part 3).

*Section B of the test was intended to collect the general data.*

For preparing this test, the investigator examined the English syllabi for secondary school classes, especially for classes up to IX std and English text books prescribed for that level. Besides these, a number of question papers in English for class VIII and IX and a few books of English language, and of tribal education were also referred to, and some experts and teachers of English and Tribal education were consulted.

On the basis of this, the investigator has selected 27 categories of items (11in spelling, 11 in punctuation and 5 in handwriting), giving special attention to the items where pupil may frequently commit errors. The investigator made 27 questions covering all the items.

The selected categories and sub-categories of items in the three parts in mechanics of writing for the test are:

I Spelling

* ‘I.e.’ and ‘ei’ difficulties
* ‘y’ to ‘I’ when suffix is added.
* ‘y’ to ‘I’ in plurals and tenses.
* ‘Os’ and ‘Es’.
* Dropping final ‘e’.
* Keeping final ‘e’.
* Effect of final ‘e’.
* Doubling final consonant.
* ‘U’ follows ‘I’.
* ‘Ful’ as an ending.
* Words often misspelt.

II Punctuation

* Full stop
* Comma
* Colon
* Quotation mark
* Question mark
* Exclamatory mark
* Capital letter
* Apostrophe
* Hyphen
* Numbers as symbol
* Star mark

III Handwriting

* Slant

1. back hand
2. vertical
3. forward
4. extreme back hand or extreme forward
5. too many different slants

* Size of letters

1. proportionate
2. too large
3. too small
4. varying in size

* Spacing

1. within a word
2. in between words
3. in between lines
4. in between paragraphs
5. indentation

* Total appearance

1. left margin
2. right margin
3. top margin
4. bottom margin

* Speed of writing

To test each category, more than one item were included in the question. Thus the test consisted of 52 specific items – 24 in part one (spelling) and 28 in part II (punctuation) – a part from the paragraph given to copy down in part III (hand writing).Spaces for writing answers were provided in test itself. Directions for test administration and scoring scheme were developed in consultation daily experts. No time limit was given. A format for scoring the test was also prepared to identify the areas of difficulties in the mechanics writing in English.

* 1. **SAMPLE OF THE STUDY**

The study was restricted to Waynad District in Kerala. So the sample was selected from tribal students of standard IX, of 12 schools in Waynad District. A sample of 275 subjects was initially selected using simple random sampling technique. Rejecting in complete responses, the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex. As the number boys and girls among the tribal students was almost equal, the investigator proposed to take a 1:1 proportions for boys and girls.

Details of the final sample is given in table 1

###### TABLE 1

**Details of the Final Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl No | **Name of the school** | **Number of boys** | **Number of girls** | **Total number** |
| 1 | G.H.S.S Moolankavu | 17 | 18 | 35 |
| 2 | G.V.H.S.S Mananthavady | 8 | 11 | 19 |
| 3 | G.H.S.S Kaniyambetta | 14 | 5 | 19 |
| 4 | G.H.S.S Panamaram | 15 | 17 | 32 |
| 5 | G.H.S Perikkalloor | 2 | 8 | 10 |
| 6 | G.H.S.S Vellamunda | 15 | 15 | 30 |
| 7 | G.H.S.S Padinharathara | 11 | 11 | 22 |
| 8 | G.H.S.S Meenangadi | 7 | 7 | 14 |
| 9 | S.K.N.J.H.S.S Kalpatta | 2 | 3 | 5 |
| 10 | Vijaya H.S.S Pulpally | 13 | 8 | 21 |
| 11 | G.H.S.S Thalapuzha | 9 | 10 | 19 |
| 12 | G.H.S Arattuthara | 12 | 12 | 24 |
|  | **TOTAL** | **125** | **125** | **250** |

* 1. **DATA COLLECTION PROCEEDURE, SCORING AND CONSOLIDATION OF DATA**

After deciding the schools from were sample was to be drawn, the investigator reached there in time, contacted the heads and necessary arrangements were made. The investigator herself administered the tool in the class rooms. The test was conducted in February 2005.

The investigator took all the care to see that the pupil did not feel any pressure and anxiety. The pupils were informed that the tests were conducted for the research purpose and have nothing to do with their class room examination. All relevant instructions were given and made them seated comfortably. Incidentals doubts were cleared by the investigator. This was done because the students were found not able to understand the instructions in the written form properly. Care was taken to see that all students were motivated to attempt their level best in performance in the test. The investigator was able to secure the full support of the students.

The answers to the test were got written in the spaces provided in the test itself. The investigator collected the test material and separated them in to two based on the sex. The scores obtained were consolidated and tabulated for further analysis.

* 1. **STATISTICAL TECHNIQUES USED FOR ANALYSIS**

As one of the objective of the study was to identify the difficulties experienced by tribal students in mechanics of writing in English, qualitative analysis was done.

The objectives and hypothesis of the study required the following statistical technique for analyses of data

Estimation of percentage of errors for each category for total sample and the sub-sample based on sex.

Also the categories were ranked and arranged in the descending order of their percentage values. The level of seriousness of errors was also found. Table 2 reveals the details of the level of seriousness

**TABLE 2**

**Details regarding level of seriousness**

|  |  |  |
| --- | --- | --- |
| Category | Percentage | Level of seriousness |
| A | 80-100 | Extreme seriousness |
| B | 60-79 | Above average |
| C | 40-59 | Average |
| D | 20-39 | Below average |
| E | 0-19 | Negative |

Speed of writing is classified as excellent, above average, average, below average and poor according to the number of letters per minute.

**TABLE 3**

**Classification of speed of writing**

|  |  |  |
| --- | --- | --- |
| A | 110 or more letters per minute | Excellent |
| B | 97 to 109 letters per minute | Above average |
| C | 84 to 96 letters per minute | Average |
| D | 71 to 83 letters per minute | Below average |
| E | 70 or less letters per minute | Poor |

**CHAPTER IV**

# ANALYSIS

ANALYSIS

The present study has been undertaken to test the following objectives.

1. To find out the difficultiesexpeienced by tribal students in mechanics of writing in English on the basis of mechanics of writing in English on the basis of
   1. total sample
   2. sex
2. To suggest remedial measures to improve the mechanics of writing in English among the tribal students of std IX, in Wayanad district.

The data of 250 students in the test on difficulties in mechanics of writing in English for standard Ix Tribal students was collected as mentioned in Chapter III. The data was analyzed as following, as per objectives of the study.

#### ESTIMATION OF THE INCIDENCE OF ERRORS

The percentage of incidence of errors in the areas of spelling and punctuation calculated for the total sample and the sub sample based on sex are presented. The analysis of the five categories in the area handwriting calculated for the total sample and for the sub sample based on sex are also presented.

The two areas in mechanics of writing English- spelling and punctuation were ranked on the basis of the percentage of the incidence of errors obtained for them for the different samples separately. The rank order of the areas and their verbal description of seriousness based on the percentage of errors for the total sample, for boys and for the girls are presented. The analysis of five categories in the third area, handwriting, and the verbal description for the total sample, for the boys and for the girls are presented.

**TABLE 4**

**Percentage of errors in the usage of**

**spelling committed by the total sample and the sub sample based on sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl **No.** | *Categories* | **Percentage of errors committed**  **by the students** | | |
| **Total** | **Boys** | **Girls** |
| 1 | Ie and ei difficulties | 54.4 | 50.4 | 58.4 |
| 2 | Y to I when suffix is added | 94.8 | 96 | 93.6 |
| 3 | Y to I in plurals and tenses | 83.6 | 84 | 83.2 |
| 4 | Os and es | 22.4 | 17.6 | 27.2 |
| 5 | Dropping final e | 70.4 | 68 | 72.8 |
| 6 | Keeping final e | 66.4 | 64 | 68.8 |
| 7 | Effect of final e | 65.6 | 64.8 | 66.4 |
| 8 | Doubling final consonant | 65.6 | 65.6 | 65.6 |
| 9 | U follows i | 64.8 | 63.2 | 66.4 |
| 10 | Ful as an ending | 76.8 | 75.2 | 78.4 |
| 11 | Words often misspelt | 73.2 | 77.6 | 68.8 |

Table 4 shows that the most difficult area in spelling for the total sample as well as for boys and girls are the usage of ‘y’ to ‘i’ when suffix is added and the least difficult area is that of the usage of ‘os’ and ‘es’.

### TABLE 5

**Percentage of errors in the usage of punctuation**

**committed by the total sample and sub sample based on sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl **NO.** | **Categoriest** | **Percentage of errors committed by the students** | | |
| **Total** | **Boys** | **Girls** |
| 1 | Full stop | 39.6 | 42.4 | 36.8 |
| 2 | Comma | 8 | 9.6 | 6.4 |
| 3 | Colon | 75.6 | 71.2 | 80 |
| 4 | Quotation mark | 74.8 | 76.8 | 72.8 |
| 5 | Question mark | 39.2 | 45.6 | 32.8 |
| 6 | Exclamatory mark | 77.6 | 81.6 | 73.6 |
| 7 | Capital letter | 8.8 | 8 | 9.6 |
| 8 | Apostrophe | 22 | 18.4 | 25.6 |
| 9 | Hyphen | 100 | 100 | 100 |
| 10 | Numbers | 11.6 | 12.8 | 9.6 |
| 11 | Star mark | 44 | 39.2 | 48.8 |

Table 5shows that the most difficult area in punctuation for the total sample, for the boys and girls is the same-hyphen. The percentage of errors committed is 100.The least difficult area for the total sample as well as for the girls is comma, where as for boys, it is capital letter.

### TABLE 6

**Analysis of slant in handwriting for the total sample based on sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | **Sub categories** | **Percentage** | | |
| **Total** | **Boys** | **Girls** |
| Slant | backhand | 6.4 | 3.2 | 8 |
| Vertical | 36 | 32 | 40 |
| Forward | 10.8 | 11.2 | 10.4 |
| Extreme backhand or extreme forward | 2 | 1.6 | 4.8 |
| Too many different slants | 44.8 | 52.8 | 36.8 |

**Table 7**

**Analysis of size of letters in**

**handwriting for the total sample and the sub sample based on sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | **Sub categories** | **Percentage** | | |
| **Total** | **Boys** | **Girls** |
| Size of letters | Proportionate | 30.4 | 24 | 34.4 |
| Too large | 14.4 | 8 | 20.8 |
| Too small | 6 | 4 | 8.8 |
| Varying in size | 49.2 | 64 | 36 |

**Table 8**

**Analysis of spacing in handwriting for the**

**total sample and the sub sample based on sex**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | | | | | | | |
| **Total** | | | **Boys** | | | **Girls** | | |
| **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** |
| Spacing | Within a word | 34.8 | 23.6 | 42 | 34.4 | 18.4 | 47.2 | 36 | 28.8 | 35.2 |
| In between words | 36 | 18.4 | 45.6 | 31.2 | 16 | 52.8 | 40.8 | 20.8 | 38.4 |
| In between lines | 43.6 | 21.6 | 34.8 | 43.2 | 22.4 | 34.4 | 44 | 20.8 | 35.2 |
| In between paragraphs | 18.4 | 12.8 | 68.8 | 20 | 12 | 68 | 18.4 | 12 | 69.6 |
| Indentation | 10 | 15.2 | 74.8 | 11.2 | 16.8 | 72 | 12.8 | 13.6 | 73.6 |

**Table 9**

**Analysis of total appearance in handwriting**

**for the total sample and the sub sample based on sex**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | | | | | | | |
| **Total** | | | **Boys** | | | **Girls** | | |
| **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** | **Good** | **Fair** | **Bad** |
| Total  appearance | Left margin | 15.6 | 24.4 | 60 | 11.2 | 24.8 | 64 | 20 | 21.6 | 58.4 |
| Right margin | 4.8 | 16 | 79.2 | 4 | 12 | 84 | 8 | 17.6 | 74.4 |
| Top margin | 49.6 | 25.6 | 24.4 | 51.2 | 24.8 | 24 | 51.2 | 26.4 | 22.4 |
| Bottom margin | 66.8 | 14 | 19.2 | 66.4 | 13.6 | 20 | 67.2 | 7.2 | 18.4 |

**TABLE 10**

**Analysis of speed of writing for**

**the total sample and the sub sample based on sex**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Sub-categories | Total | Boys | Girls |
| Speed of writing | Excellent | - | - | - |
| Above average | 5.2 | 8 | 2.4 |
| Average | 7.6 | 8 | 7.2 |
| Below average | 9.2 | 8.8 | 9.6 |
| Poor | 78 | 75.2 | 80.8 |

1.Rank and seriousness of errors for the total sample

Rank and seriousness of errors in the categories of the areas spelling and punctuation for the total sample arranged in descending order of the percentages are presented in Tables 11 and 12.

**TABLE11**

**Rank and seriousness of errors in**

**the usage of punctuation in English for the total sample.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | ‘y t’ ‘i’ when suffix is added | 94.8 | Extreme |
| 2 | ‘y’to ‘i’ in plurals and tenses | 83.6 | Above average |
| 3 | ‘ful’ as an ending | 76.8 | Above average |
| 4 | Words often misspelt | 73.2 | Average |
| 5 | Dropping final ‘e’ | 70.4 | Average |
| 6 | Keeping final ‘e’ | 66.4 | Average |
| 7 | Doubling final consonant | 65.6 | Average |
| 8 | Effect of final’e | 65.6 | Average |
| 9 | ‘u’follows ‘i’ | 64.8 | Average |
| 10 | ‘ie’and ‘ei’ difficulties | 54.4 | Average |
| 11 | ‘os’ and ‘es’ | 22.4 | Below average |

Table 11 shows that the percentage of errors in the usage of spelling for total sample ranges from 94.8 to 22.4. The percentage of errors in the usage of ‘y’ to ‘i’ when suffix is added is found to be the highest and in the usage of ‘os’ and ‘es’, the lowest. This reveals that the usage of ‘y’ to ‘i’ when suffix is added is the most difficult area and that os ‘os’ and ‘es’ is the least difficult area. The level of seriousness of errors in the usage of ‘y’ to ‘i’ when suffix is added and of ‘y’ to ‘i’ in plurals and tenses are found to be extreme.

**Table 12**

**Rank and seriousness of errors,**

**in the usage of punctuation in English for the total sample.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | Hyphen | 100 | Extreme |
| 2 | Exclamatory mark | 76.6 | Above average |
| 3 | Colon | 75.6 | Above average |
| 4 | Quotation mark | 74.8 | Above average |
| 5 | Star mark | 44 | Average |
| 6 | Full stop | 39.6 | Average |
| 7 | Question mark | 39.2 | Average |
| 8 | Apostrophe | 22 | Below average |
| 9 | Numbers | 11.6 | Negligible |
| 10 | Capital letter | 8.8 | Negligible |
| 11 | Comma | 8 | Negligible |

Table 12 shows that the percentage of errors in the usage of punctuation for total sample ranges from 100 to 8. The usage of hyphen is found to be the highest and its level of seriousness of errors is extreme. Percentage of errors in the usage of comma is the lowest one. It reveals that the most difficult area is in the usage of hyphen and the least difficult area is in the usage of comma. The categories exclamatory mark, colon, and quotation mark are found to have above average level of seriousness of errors. The level of seriousness of errors in the usage of star mark, full stop and question mark are found to be average.

1. Rank and seriousness of errors for boys

Rank and seriousness of errors in the categories of the areas spelling and punctuation for boys arranged in descending order of the percentages are presented in Tables 13 and 14.

**TABLE13**

**Rank and seriousness of errors,**

**in the usage of punctuation in English for boys**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | ‘y t’ ‘i’ when suffix is added | 96 | Extreme |
| 2 | ‘y’to ‘i’ in plurals and tenses | 84 | Extreme |
| 3 | Words often misspelt | 77.6 | Above average |
| 4 | ‘ful’ as an ending | 75.2 | Above average |
| 5 | Dropping final ‘e’ | 68 | Above average |
| 6 | Doubling final consonant | 65.6 | Above average |
| 7 | Effect of final ‘e’ | 64.8 | Above average |
| 8 | Keeping final’e | 64 | Above average |
| 9 | ‘u’follows ‘i’ | 63.2 | Above average |
| 10 | ‘ie’and ‘ei’ difficulties | 50.4 | Average |
| 11 | ‘os’ and ‘es’ | 17.6 | Negligible |

Table 13 shows that the most and the difficult areas in spelling for the boys are not different from those of the total sample. The percentage of errors for boys ranges from 96 to 17.6. The categories ‘y’ to ‘i’ when suffix is added and ‘y’ to ‘i’ in plurals and tenses have got extreme level of seriousness of error.

**TABLE 14**

**Rank and seriousness of errors, in the usage of punctuation in English for boys**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | Hyphen | 100 | Extreme |
| 2 | Exclamatory mark | 81.6 | Above average |
| 3 | Quotation mark | 76.8 | Above average |
| 4 | Colon | 71.2 | Average |
| 5 | Question mark | 45.6 | Average |
| 6 | Full stop | 42.4 | Average |
| 7 | Star mark | 39.2 | Below average |
| 8 | Apostrophe | 18.4 | Negligible |
| 9 | Numbers | 12.8 | Negligible |
| 10 | Comma | 9.6 | Negligible |
| 11 | Capital letter | 8 | Negligible |

Table 14 shows that the percentage of errors in the usage of punctuation for boys also ranges from 100 to 8. Just as in the case of total sample, the percentage of errors in the usage of hyphen is found to be the highest with extreme level of seriousness of errors. Percentage of errors in the usage of capital letter is the lowest one. Percentage of errors in the usage of exclamatory marks is second in the descending order of difficulty and it also comes under extreme level of seriousness of errors.

1. Rank and seriousness of errors for girls

Rank and seriousness of errors in the categories of the areas spelling and punctuation for girls arranged in descending order of the percentages are presented in Tables 15and 16

**TABLE15**

**Rank and seriousness of errors, in**

**the usage of punctuation in English for girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | ‘y t’ ‘i’ when suffix is added | 93.6 | Extreme |
| 2 | ‘y’to ‘i’ in plurals and tenses | 83.2 | Extreme |
| 3 | ‘ful’ as an ending | 78.4 | Above average |
| 4 | Dropping final ‘e’ | 72.8 | Above average |
| 5 | Keeping final’e | 68.8 | Above average |
| 5 | Words often misspelt | 68.8 | Above average |
| 6 | Effect of final ‘e’ | 66.4 | Above average |
| 6 | ‘u’follows ‘i’ | 66.4 | Above average |
| 7 | Doubling final consonant | 65.6 | Above average |
| 8 | ‘ie’and ‘ei’ difficulties | 58.4 | Average |
| 9 | ‘os’ and ‘es’ | 27.2 | Negligible |

Table 15 reveals that the most and the least difficult areas in spelling for girls are the same as in the case of total sample and boys. That is the category ‘y’ to ‘i’ when suffix is added possesses the highest level of seriousness of errors, i.e., 93.6 percentage and the category ‘os’ and ‘es’, the lowest, i.e., 27.2.

**TABLE 16**

**Rank and seriousness of errors,**

**in the usage of punctuation in English for girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Categories** | **Percentage of errors** | **Level of seriousness** |
| 1. | Hyphen | 100 | Extreme |
| 2 | Colon | 80 | Above average |
| 3 | Exclamatory mark | 73.6 | Above average |
| 4 | Quotation mark | 72.8 | Average |
| 5 | Star mark | 48.8 | Average |
| 6 | Full stop | 36.8 | Below average |
| 7 | Question mark | 32.8 | Below average |
| 8 | Apostrophe | 25.6 | Below average |
| 9 | Capital letter | 9.6 | Negligible |
| 10 | Numbers | 9.6 | Negligible |
| 11 | Comma | 9.4 | Negligible |

Table 16 shows that the percentage of errors in the usage of punctuation for girls ranges from 100 to 6.4. The most difficult area in punctuation for girls is not different from that of the total sample and the boys. As for the total sample, the least difficult area in punctuation for girls is comma. The level of seriousness of errors in the usage of hyphen and colon are extreme, Where as that of exclamatory mark and quotation are above average. The category star mark has average level of seriousness of errors

.

1. Analysis of handwriting for total sample.

Analysis of five categories of handwriting for the total sample is presented in table17 to 21.

Table 17

**Analysis of slant for the total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Slant | Backhand | 6.4 | 53.2 |
| Vertical | 36 |
| Forward | 10.8 |
| Extreme backhand or  extreme forward | 2 | 46.8 |
| Too many different  Slants | 44.8 |

Table 17 shows that 6.4 percentage of the total sample has got backhand slant, 36 percentage of the total sample has got vertical slant and 10.8 percentage has got forward slant, while they write. These are the three different but acceptable slants. Two percentage of the total sample showed extreme backhand or extreme forward slant. 44.8 percentage of the total sample wrote in too many different slants. These two types are not acceptable. This reveals that 46.8 percentage of the total sample has got unacceptable slant. In other words, 53.2 percentage of the total sample has got acceptable slant.

**TABLE 18**

**Analysis of size of letters in handwriting for the total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Size of letters | Proportionate | 30.4 | 30.4 |
| Too large | 14.4 | 69.6 |
| Too small | 6 |
| Varying in size | 49.2 |

Table 18 reveals that 30.4 percentage of the total sample has proportionate size of letters but 69.6 percentage of the total sample face difficulty in size of letters. Out of 69.6 percentage of the total sample, 14.4 percentage has too large size of letters, 6 percentages has too small size of letters and 49.2 percentage of them has seen varying in size of letters.

**TABLE 19**

**Analysis of spacing in handwriting for the total sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| **Total** | | |
| **Good** | **Fair** | **Bad** |
| Spacing | Within a word | 34.8 | 23.6 | 42 |
| In between words | 36 | 18.4 | 45.6 |
| In between lines | 43.6 | 21.6 | 34.8 |
| In between paragraphs | 18.4 | 12.8 | 68.8 |
| Indentation | 10 | 15.2 | 74.8 |

Table 19 shows that the sub – category ‘indentation’ has got the highest percentage under ‘bad’ (74.8%) and the lowest percentage under ‘good’ (10%). Spacing ‘in between lines’ has got the highest percentage under ‘good’ (43.6%), and the lowest percentage under ‘bad’ (34.8%). This reveals that the most difficult area in spacing is indentation. ‘Spacing in between paragraphs’ and ‘spacing in between words are second and third respectively.

**TABLE 20**

**Analysis of total appearance in handwriting for the total sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| **Total** | | |
| **Good** | **Fair** | **Bad** |
| Total  appearance | Left margin | 15.6 | 24.4 | 60 |
| Right margin | 4.8 | 16 | 79.2 |
| Top margin | 49.6 | 25.6 | 24.4 |
| Bottom margin | 66.8 | 14 | 19.2 |

Table 20 shows that right margin has the highest percentage under ‘bad’ (79.2%), the lowest percentage under ‘good’ (4.8%). Bottom margin has the lowest percentage under ‘bad’ (19.2%) and the highest percentage under ‘good’ (66.8%). This reveals that right margin is the most difficult area in total appearance and left margin is next to it.

**TABLE 21**

**Analysis of speed of writing for the total sample**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** |
| Speed of writing | Excellent | - |
| Above average | 5.2 |
| Average | 7.6 |
| Below average | 9.2 |
| Poor | 78 |

The table 21 shows that in speed of writing 78% of the total sample comes under the category ‘poor’. This reveals that the highest percentage of the total sample face difficulty in speed of writing.

5.Analysis of hand writing for boys.

Analysis of the five categories of handwriting for boys are presented in tables 22 to 28

**TABLE 22**

**Analysis of the Slant of Writing for Boys**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Slant | Backhand | 3.2 | 46.4 |
| Vertical | 32 |
| Forward | 11.2 |
| Extreme backhand or  Extreme forward | 1.6 | 54.4 |
| Too many different  slants | 52.8 |

Table 22 shows that 46.4 % of the boys has got acceptable slant, in which 3.2% has got backhand, 32% has got vertical and 11.2% has got forward slants. 54.4% of the boys face difficulty in slant where 1.6% of them has got extreme backhand or extreme forward slant and 52.8% has got too many different slants. These two types are not acceptable.

**TABLE 23**

**Analysis of size of letters in handwriting for boys**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Size of letters | Proportionate | 24 | 2.4 |
| Too large | 8 | 76.6 |
| Too small | 4 |
| Varying in size | 64 |

Table 23 reveals that 24% of the boys has proportionate size of letters. 76% of the boys face difficulty in size of letters where 8% of them has got too large size of letters, 4% of them has got too small size of letters and 64% of them has seen varying in size of letters.

**TABLE 24**

**Analysis of spacing in handwriting for boys**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| Good | Fair | Bad |
| Spacing | Within a word | 34.4 | 18.4 | 47.2 |
| In between words | 31.2 | 16 | 52.8 |
| In between lines | 43.2 | 22.4 | 34.4 |
| In between paragraphs | 20 | 12 | 68 |
| Indentation | 11.2 | 16.8 | 72 |

Table 24 shows that just like for the total sample ‘indentation’ has got the highest percentage under ‘bad’ (72%) and the lowest percentage under ‘good’ (11.2%) reveals that, for boys the most difficult area in spelling is in indentation. The spacing in between paragraphs and in between words is second and third respectively.

**Table 25**

**Analysis of total appearance in handwriting for boys**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Sub-categories | Percentage | | |
| Good | Fair | Bad |
| Total  appearance | Left margin | 11.2 | 24.8 | 64 |
| Right margin | 4 | 12 | 84 |
| Top margin | 51.2 | 24.8 | 24 |
| Bottom margin | 66.4 | 13.6 | 20 |

Table 25 shows that right margin has the highest percentage under ‘bad’ (84%) and this is the most difficult area in total appearance. It has the lowest percentage under ‘good’ (4%). Left margin is next to it(64%). Bottom margin has the highest percentage under ‘good’ (66.4%) and the lowest percentage under ‘bad’ (20%).

**Table 26**

**Analysis of speed of writing for boys**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** |
| Speed of writing | Excellent | - |
| Above average | 8 |
| Average | 8 |
| Below average | 8.8 |
| Poor | 75.2 |

Table 26 shows that in speed of writing 75.2% of the boys come under the sub-category ‘poor’. This reveals that the highest percentage of the boys face difficulty in speed of writing.

**6.Analysis of hand writing for girls**

Analysis of the five categories of handwriting for girls are presented in tables 27 to 31

**Table 27**

**Analysis of Slant of Letters in Handwriting for Girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Slant | Backhand | 8 | 58.4 |
| Vertical | 40 |
| Forward | 10.4 |
| Extreme backhand or  extreme forward | 4.8 | 41.6 |
| Too many different  slants | 36.8 |

Table 27 shows that 58.4 % of the boys has got acceptable slant, in which 8% has got backhand, 40% has got vertical and 10.4% has got forward slants. 41.6% of the girls showed unacceptable types of slants- 4.8 % of extreme backhand or extreme forward slant and 36.8 % of too many different slants.

**Table 28**

**Analysis of size of letters in handwriting for girls**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | |
| Size of letters | Proportionate | 34.4 | 34.4 |
| Too large | 20.8 | 65.6 |
| Too small | 8.8 |
| Varying in size | 36 |

Table 28 reveals that 34.4% of the girls has proportionate size of letters. 65.6% of the boys face difficulty in size of letters where 20.8% of them has got too large size of letters, 8.8% of them have got too small size of letters and 36% of them has seen varying in size of letters.

**Table 29**

**Analysis of spacing in handwriting for girls**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| Good | Fair | Bad |
| Spacing | Within a word | 36 | 28.8 | 35.2 |
| In between words | 40.8 | 20.8 | 38.4 |
| In between lines | 44 | 20.8 | 35.2 |
| In between paragraphs | 18.4 | 12 | 69.6 |
| Indentation | 12.8 | 13.6 | 73.6 |

Table 29 shows that just like for the total sample ‘indentation’ has got the highest percentage under ‘bad’ (73.6%) and it is the most difficult area in spacing. It has got the lowest percentage under ‘good’ (12.8%). It reveals that, for girls the most difficult area in spelling is in indentation. The spacing in between lines has got the highest percentage under ‘good’ (44%).

**Table 30**

**Analysis of total appearance in handwriting for girls**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** | | |
| Good | Fair | Bad |
| Total  appearance | Left margin | 20 | 21.6 | 58.4 |
| Right margin | 8 | 17.6 | 74.4 |
| Top margin | 51.2 | 26.4 | 22.4 |
| Bottom margin | 67.2 | 7.2 | 18.4 |

Table 30 shows that right margin has the highest percentage under ‘bad’ (74.4%) and this is the most difficult area in total appearance for girls.

**Table 31**

**Analysis of speed of writing for girls**

|  |  |  |
| --- | --- | --- |
| **Category** | **Sub-categories** | **Percentage** |
| Speed of writing | Excellent | - |
| Above average | 2.4 |
| Average | 7.2 |
| Below average | 9.6 |
| Poor | 80.8 |

Table 31 shows that in speed of writing 80.8% of the girls come under the sub-category ‘poor’. This reveals that the highest percentage of the girls face difficulty in speed of writing. When compared to the total sample and boys, girls have the highest percentage under the sub-category ‘poor’.

CHAPTER V

SUMMARY, CONCLUSION AND SUGGESTIONS

* 1. Restatement of the Study
  2. Objectives of the Study
  3. Sample Selected for the Study
  4. Tools Used for the Study
  5. Statistical Techniques
  6. Major Findings
  7. Suggestions for Remediation
  8. Educational Implications
  9. Suggestions for Further Research

### SUMMARY, CONCLUSIONS AND SUGGESTIONS

**5.1. RESTATEMENT OF THE PROBLEM**

The investigation was an attempt to find out the areas of difficulties in the mechanics of writing in English, experienced by tribal students of standard IX in Wayanad district.

**5.2. OBJECTIVES OF THE STUDY**

The objectives of the present study were

1. to find out the difficulties experienced by tribal students in mechanics of writing in English on the basis of
   1. total sample
   2. sex
2. to suggest remedial measures to improve the mechanics of writing in English among the tribal students.

**5.3. SAMPLE SELECTED FOR THE STUDY**

A sample of 275 tribal students were initially selected from twelve secondary schools of Wayanad district using simple random sampling technique. Rejecting incomplete response sheets the final selection of a sample of 250 was made for the study. The sample was selected giving due representation to sex.

**5.4. TOOLS USED FOR COLLECTION OF DATA**

A test on difficulties in the mechanics of writing in English constructed and developed by the investigator was administered to the subjects selected to collect the data of errors. The test has two sections- Section A and Section B. Section A of the test included questions covering the areas of spelling (Part I), punctuation (Part II) and handwriting (Part III). Section B gave the general data.

**5.5. Statistical techniques used**

1. Estimation of percentage.

**5.6. MAJOR FINDINGS**

The important findings of the study are given briefly in this section. The incidence of errors was found with respect to all categories of the three areas viz. spelling, punctuation and handwriting for the total sample and the sub sample based on sex.

1. The percentage of errors in the usage of spelling for the total sample ranges from 94.8 to 22.4. The percentage of errors in the category ‘y ‘ to ‘i’ when suffix is added is found to be the highest , and ‘os’ and ‘es’ the lowest. Percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ‘ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
2. The percentage of errors in the usage of punctuation for the total sample ranges from 100 to 8. The percentage of errors in the category ‘hyphen is found to be the highest and ‘comma’ the lowest. Percentage of errors in ‘exclamatory mark’, ‘colon’ are second and third respectively.
3. The .percentage of errors in the usage of spelling for the boys ranges from96to 17.6. As in the case of total sample, the percentage of errors in the category ‘y’ to ‘i’ when suffix is added is found to be the highest and ‘os’ and ‘es’ the lowest.The percentage of errors in ‘y’ to ‘i’ in plurals and tenses, ‘ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
4. The percentage of errors in the usage of punctuation for boys ranges from 100 to 8. The percentage of errors in the category ‘hyphen’ is found to be the highest and ‘capital letter’ the lowest. The percentage of errors in ‘exclamatory marks’ and ‘quotation mark’ are second and third respectively. The usage of ‘comma was second from below in its incidence of errors.
5. The percentage of errors in the usage of spelling for girls ranges from 93.6 to 27.2. The percentage of errors in the category ‘y’ to ‘i’ when suffix is added is found to be the highest and ‘os’ and ‘es’ the lowest. The percentage of errors in ‘y’ to ‘i’ in plurals and tenses,’ful’ as an ending are second and third respectively. The ‘ie’ and ‘ei’ difficulties was second from below in its incidence of errors.
6. The percentage of errors in the usage of punctuation for girls ranges from 100 to 6.4. The percentage of errors in the usage of ‘hyphen’ is found to be the highest and ‘comma’ the lowest. The percentage of errors in ‘colon’, ‘exclamatory mark’ are second and third respectively. The usage of ‘comma’ was second from below in its incidence of errors
7. 46.8 Percentage of the total sample don’t have acceptable slant. 53.2 percentage of the total sample have got acceptable slant.
8. Of the total sample 30.4 percentage has proportionate size of letters and 69.6 percentage has defective size of letters.
9. The most difficult area of spacing in handwriting is indentation. Spacing in between paragraphs and spacing in between words are second and third respectively.
10. The most difficult area for the totals sample in the category total appearance is right margin.
11. Of the total sample 78 percentage has poor speed of writing.
12. 54.8 percentage of the boys don’t have acceptable slant.
13. 76 percentage of the boys has defective size of letters .
14. For boys, the most difficult area of spacing in handwriting is indentation. Spacing in between paragraphs comes next to it.
15. ‘Right margin’ is the most difficult area for boys in the category ‘total appearance’.
16. 75.2 percentage of the boys has poor speed of writing.
17. 41.6 percentage of the girls don’t have acceptable slant.
18. 65.6 percentage of the girls don’t have proportionate size of letters.
19. For girls, indentation is the most difficult area of spacing in handwriting.
20. The most difficult area for girls in the category ‘total appearance’ is ‘right margin’.
21. 80.8 percentage of the girls have poor speed of writing

**5.7. SUGGESTION FOR REMEDIATION**

Assessment and remediation procedures are very much required for improving students’ motivation, teaching the mechanics of writing, increasing written productivity and improving students’ composition of specific text structures. Based on findings of the study the investigator has suggested some remedies to improve the mechanics of writing in English.

**Spelling**

The following devices will be found useful for fixing the spellings of troublesome words.

1. Spelling games

* Give a list of correctly spelt and incorrectly spelt words.Ask the students to identify and copy the correctly spelt words from it.
* Blank filling activities: Give words from certain areas which pose problems, for example, a word from the area ‘doubling final consonant’-‘stopped, ‘planning’ etc.
* Give jumbled words and ask to make correct words.

2.Spelling rules

* The letter ‘q’ always followed by ‘u’ in common English words.
* Syllabification- dividing a word into its syllables, for example, ‘tar’+ ‘get’ =’target’.
* A rationalization of certain spellings is possible, for example, if the mistake lies in ‘emerging’ (dropping final ‘e’) other such combinations can be taught-like ‘dancing’ ‘writing’ etc.
* Classify problematic words according to distinct spelling criteria before presenting them. For instance, homophones like plane/ plain, mane/main, pane/ pain, right/ write etc. (Regular practice along these lines can result in dissociating spelling from pronunciation, a particularly desirable objective in a spelling remediation context).

3.Activity

* Key board writing will help in the improvement of spelling.
* Magic pot

4.Dictation

* + Dictation of sentence
  + Dictation of passage
  + Write the correct spellings on the blackboard, let the pupils read them individually and in groups; rub out some word at random and then dictate it. Do the same with rest of words.

5.Fun and humour

* Highlighting certain regularities and generalizations about English spelling and pronunciations with the use of jingles. For example, The generalization that when ‘c’ comes before ‘i’, ‘e’ or ‘y’, it is pronounced /s/, and before ‘a’, ‘o’,’u’, it is pronounced /k/ canbe remembered through the jingle:

‘Cop cuts cat in the

City cycle cell.’

Use of ‘ie’ and ‘ei’ is remembered through:

“Write I before E

Except after C

Or when sounded like ‘A’

As in ‘neighbor’ or ‘weigh’.

* Bubbles and balloons
* Picture puzzle

6.Mnemonics

* Use of mnemonics or devices which help us to remember something, such as ‘city’ is ‘it’ with ‘c’ and ‘y’, ‘ the MANE is a permanent part of lion.

7.Practice

* Focusing the trouble spots by underlining or with letters in capitals or with coloured chalk piece on the blackboard.
* To teach words often confusing or misspelt, teachers should develop the habit of presenting the spoken from simultaneously with the visual form. It enables the students to establish the relationship between the word and its spelling, which in turn enables them to consciously and sub-consciously soak up the English system of writing and spelling.

Punctuation

1. First give single sentences and ask to supply punctuation marks such as capitals, ans stops. For example,sentences like’ neena is dancing’, ’where are you going’.
2. Later give more than one sentence or a short paragraph with the number of punctuation marks required. For example, ’mohan went to bed early he had to lave for chennai the next day’ (three capitals letters, and two full stops).
3. Dialogues can be given and ask to supply punctuation marks.
4. Drill work.
5. Complete units of discourse can be given and learners can be given punctuation marks required, for example , to make a paragraph. The teacher can provide boxes where the punctuation marks are to be inserted to help the learners.
6. Make the learners listen a piece. Ask them to write it with minimum errors. Give the same piece in written form for self correction.
7. Bring the learners’ attention to punctuation marks which they face difficulty whenever it is possible, for example, while reading the Reader, or while correcting notebooks or composition etc.
8. To improve the use of apostrophes teacher can give paraphrases and ask pupils to give the required version. For example, ‘a school for girls only’- girl’s school etc.
9. Hyphen is found to be the most difficult area. So more concentration should be given in that area.
10. Use of Electronic media

HANDWRITING

Remedial handwriting should be taught on an individual basis. Left handed individuals may need a special attention and supervision in order to overcome their difficulties. The following devices will help the learners to improve their handwriting.

1. Handwriting instruction should be highly motivated. Before the teacher begins the remedial work, careful analysis is made of each pupil’s writing habits. Attention given to his posture, writing equipment, coordination, drive, rhythm, visual control, slant, size of writing, spacing, alignment and letter formation and identify the area of difficulty.
2. Help the learners to place their arm in such a way that letters are formed and joined correctly.
3. The teacher must make sure that students can see well enough to do written work before assuming that dysgraphia is the cause of poor penmanship. The reason is that, certain characteristics of letter formation, irregular spacing, ragged left margins, telescoping, loss of place and poor placement of writing on the page often signal with eyesight.
4. One reason why learning disabled students’ handwriting is neither legible nor proficient is tension; some students try too hard. By helping these students to relax, both legibility and speed of writing can be improved.
5. Instruction in corporate components such as modeling, copying, feedback, rewriting of errors and rewards are helpful to improve handwriting.
6. The different up and down strokes: letter and word, spaces, height of capital and small letters, hand movements etc. are some of the aspects which are taught to help students to write legibly and fluently. Bring the pupil’s attention in these areas whenever possible.
7. Legibility can be achieved by controlling the movement of the hand and through word processing skills. The word must be written with appropriate pauses between them so that they can be read clearly. Even within words there has to be some control, so that the letters that they are made of are written in proper shape, size, space etc.
8. Use of four line copies will help to improve line quality, alignment, size and shape of letters.
9. To correct the reversal of individual letters, kinesthetic training is useful. The student had to close his eyes when writing so that he could attend to the motor patterns and not use vision. Strokes should be practiced on the palm of the hand, to give kinesthetic feedback to the learner.
10. Verbal rehearsal strategies are also helpful to reduce the problem of reversals. The child should be encouraged to verbalize the movements as he/she writes. For example, reversals of ‘d’ and ‘b’ are overcome by verbal rehearsal of “c comes before d”.
11. Modeling is an effective technique to remediate several student’s number and letter reversal tendencies.
12. Using a transparent overlay containing the model letters will allow the learner to self- check his writing.
13. In correcting all faults and in building new writing habits, one should deliberately slow his writing rate. As correct concepts are formed and skill in executing them is developed, one may write more and more rapidly.
14. The following is an exercise to help the child to regulate the writing speed in order to produce the best quality writing. Find out how many a’s or any other letter, the child would normally write in fifteen seconds. Then write the same letter again for the same length of time, but this time concentrate on eliminating from the fault or faults with which the child is concerned- whether letter form, spacing, alignment, slant ,stroke or others. Now record how many of these letters the child wrote the second time. Do not be surprised , if his/her writing speed is reduced by the one half in the early trials. Continue in this way with various letters and letter combinations( such as ‘ab’) taking occasional rate tests as above and always being sure to retain new habits.
    1. **EDUCATIONAL IMPLICATIONS**

The study was intended to identify the areas of difficulties of tribal students in mechanics of writing English. Spelling, punctuation and handwriting are the three important areas of mechanics of writing. The investigator has identified that tribal students in Wayanad district face considerable difficulties in these areas, Based on the findings of the study, the following are the important educational implications of the study.

1 . The teachers should be made aware of the importance of teaching mechanics of writing in English.

2.More emphasis should be given in the B.Ed. syllabus regarding mechanics of writing in English.

3. Teachers of tribal students use the devices like games etc. while teaching mechanics of writing.

4.Make the provision for student teachers to prepare spelling games etc. for their practice teaching session.

**5.9 SUGGESTIONS FOR FURTHER RESEARCH**

* + - 1. investigation of difficulties faced by tribal students in written expression and other language skills such as listening, speaking, and reading.

1. search on the effect of parental educational level and family cultural level of tribal students in the difficulties faced in mechanics of writing in English.
2. The study can be repeated using a sample from higher secondary level on state wide sample.
3. An investigation can be conducted to identify the tribal students having dysgraphia.
4. The present study can be extended to students belonged to backward communities viz. scheduled catse.

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