



A Review On Enhancing Intellectual Abilities In Learning English Among Tribal Students In Dharmapuri District

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ABSTRACT

This paper aims to discuss and analyze how English has served as the main language in providing opportunities for communication and cooperation with people globally and improving job prospects, and it is vital for both success and personal development. The present study is undertaken in the Dharmapuri district of Tamil Nadu to enhance intellectual abilities in learning English with special reference to tribal students. In this study, the investigator provides a measurement of the difference in gender on enhancing intellectual abilities in learning English. The method used in this study is a Descriptive survey method. The data were collected from 80 tribal students studying in tribal schools in the Dharmapuri district of Tamilnadu. The sampling technique used in this study is a simple random sampling method. The investigator prepares a self-made tool. Data was analyzed by using a t-test and correlation analysis. The result found that the intellectual abilities and the dimensions of tribal students are positively correlated.

Keywords: Tribal students, Enhancement, Intellectual abilities, Learning English, Knowledge

Introduction

The English language is a global phenomenon that serves as a means of communication for people from different backgrounds. It is a West Germanic language originating in England and today spoken by millions of people around the world. English has become the lingua franca of the modern world and significantly impacted various aspects of life, including education, business, travel, and culture. The importance of language is underlined by its role in cultural bridging and effective communication, while the importance of studying English cannot be overstated in today's interconnected world, providing individuals with access to a wealth of information, opportunities, and global conversations. Studying English involves various aspects including grammar, vocabulary, pronunciation, reading, writing, and listening including literature exploration, linguistic analysis, and cultural understanding. English language studies provide a comprehensive understanding of the structure, use, and evolution of the language. The scope of English language studies extends beyond the confines of traditional classroom teaching. With technological advances and globalization, online platforms and language centers have become valuable resources for language learning. These platforms provide interactive learning experiences, allowing individuals to develop their English skills at their own pace.

The geographical area of the state of Tamil Nadu is 1,30,058 km². There are 36 tribal sub-groups in the state. The combined Scheduled Tribe population of the state as per the 2011 census is 7.94 lakh which constitutes 1.10% of the total population of the state (which is 721 lakh). In 7.94 lakh tribals, 50.50% consist of males and 49.50% females. Tribal pockets are categorized into Integrated Tribal Development Program (ITDP), Modified Area Development Approach (MADA), and Clusters, however, Tamil Nadu has only ITDP areas. Integrated Tribal Development Program (ITDP), which are generally contiguous areas of the size of one or more blocks in which the ST population is 50% or more of the total population. According to the 2011 census, the literacy rate of scheduled tribes of Dharmapuri district is 57.09%.

In essence, education socializes children into society by instilling cultural values and norms, equipping them with the skills to become productive members of society. By doing so, it stimulates economic growth and raises awareness of local and global issues. Organized institutions play an important role in education. For example,

governments set educational policies to determine class schedules, curriculum, and attendance requirements. International organizations, such as UNESCO, have played an important role in promoting primary education for all children. Psychological factors include motivation, intelligence, and personality. Social factors, such as socioeconomic status, ethnicity, and gender, are often associated with discrimination. Other factors include access to educational technologies, teacher quality, and parent involvement. Looking at the nature of education, its objectives, influences, and methods of improvement. Educational studies include various subfields, including philosophy, psychology, sociology, and the economics of education. In addition, they explore comparative education, pedagogy, and the history of education.

Review of the literature

Devan (2014) opined in his study that the existing curricula should be related to the socio-economic and culture of the tribals. The study suggested by providing better communication facilities, sanitary programs, teaching materials, and methods the government can hope to bring about an attitudinal change in the tribal population towards education.

Kumari (2014) mentioned that both boys and girls faced some kind of barriers while pursuing education at the primary level. The main grounds for dropout among tribal children at the primary level are the location of schools, language and curriculum, lack of proper facilities, parents' negligence, and socio-economic and cultural practices.

August, D. et al., (2005), article discusses the importance of vocabulary development and outlines several methods that may be effective in improving the vocabulary of young ESL students who are typically disadvantaged when it comes to English vocabulary. The article encourages teachers to make use of the child's first language such as drawing on cognates to ensure that the child is aware of the meaning of basic vocabulary items before moving on, and to constantly review vocabulary items that have been previously covered. The difficulties in encouraging the development of English vocabulary in ESL students are then discussed.

Mohan, B. et al., (2001). English as a second language in the mainstream: Teaching, learning, and identity. New York, NY: Longman. This text takes a broad look at the history and development of language teaching in Australia, Canada, and England as a changing and evolving practice. Content-based instruction and second language learners in the mainstream are shown to be the latest evolution. Many effective strategies are identified by the authors including cooperative learning, learning strategies, integration of content and language objectives, use of comprehensible input, and scaffolded learning. Common strategies that emerge through all methods examined are the use of graphics and other visuals to support learning. Many positive practices are identified, with a major caution that with the integration of language and content, it is all too easy to lose the language in the mix.

Chamot, A et al., (1999). The learning strategies handbook. White Plains, NY: Longman. Learning strategies provide the foundational underpinnings of this work and the authors advocate that they should form a significant part of any language learning lesson. Learning strategies, particularly metacognitive strategies such as goal setting, self-evaluation, selective attention, and organization, are seen as the gateway to the successful integration of language learners into mainstream classrooms. While it is acknowledged that there are many learning strategies, the activation of background knowledge, cooperative learning, deductive reasoning, the grouping of like information, inferencing, prediction, imagery, note-taking, self-talk, and summarizing are singled out as key. The use of graphic organizers is integrated into all the various strategies that are mentioned. Although not a focus of the work, the use of portfolios is suggested to best assess learner needs and progress. The authors advocate for a learner-centered approach.

Importance of the Study

The importance of English in our lives cannot be overstated in today's interconnected world. English is the second most spoken language in the world, making it a gateway language that connects people from different cultures. Fluency in English enables individuals to communicate effectively with people from different backgrounds, promoting international understanding and cooperation. English is the main language of instruction in many prestigious universities and educational institutions around the world. Acquiring strong English skills opens doors to educational opportunities at leading universities, scholarships, and research programs. English language skills are highly valued by employers in various sectors. English fluency improves employability and opens doors to a wider range of job opportunities, both locally and internationally. Many well-paid jobs require a good knowledge of the English language, especially in fields such as international business, tourism, journalism, and academia.

English is not just a language; it is also a door to literature, art, and culture. By learning English, individuals have access to a vast collection of literary masterpieces, films, music, and other forms of creative expression. This exhibition broadens cultural horizons and provides a deeper understanding of the world. We should teach tribal students about the importance of education and also the uses of the English language in the present world and we should help them in easy learning of English.

Statement of the Problem

The problem of the study under investigation is “A Review on Enhancing Intellectual Abilities in Learning English among tribal students in Dharmapuri District”.

Objectives of the Study

- To find out the level of intellectual abilities of Tribal students.
- To find out the significant difference between the intellectual abilities among Genders of Tribal students.
- To find out the significant relationship between the intellectual abilities for dimensions namely verbal comprehension, word fluency, associative memory, and processing speed of Tribal students.

Hypotheses of the Study

- There is no significant difference between the intellectual abilities among Genders of Tribal students.
- There is no significant relationship between the intellectual abilities for dimensions namely verbal comprehension, word fluency, associative memory, and processing speed of Tribal students.

Method of the Study

The present study is a quantitative study that explores a review of intellectual abilities in learning English. Therefore, the descriptive survey method is used to collect data. From that, the information is obtained from the respondents.

Sample of the Study

The sample is selected from the tribal students. The required sample for the present study is taken by using a simple random sampling technique. Hence 80 tribal students are selected randomly from tribal schools in the Dharmapuri district.

Tool for the Study

A self-made Questionnaire tool is used for data collection.

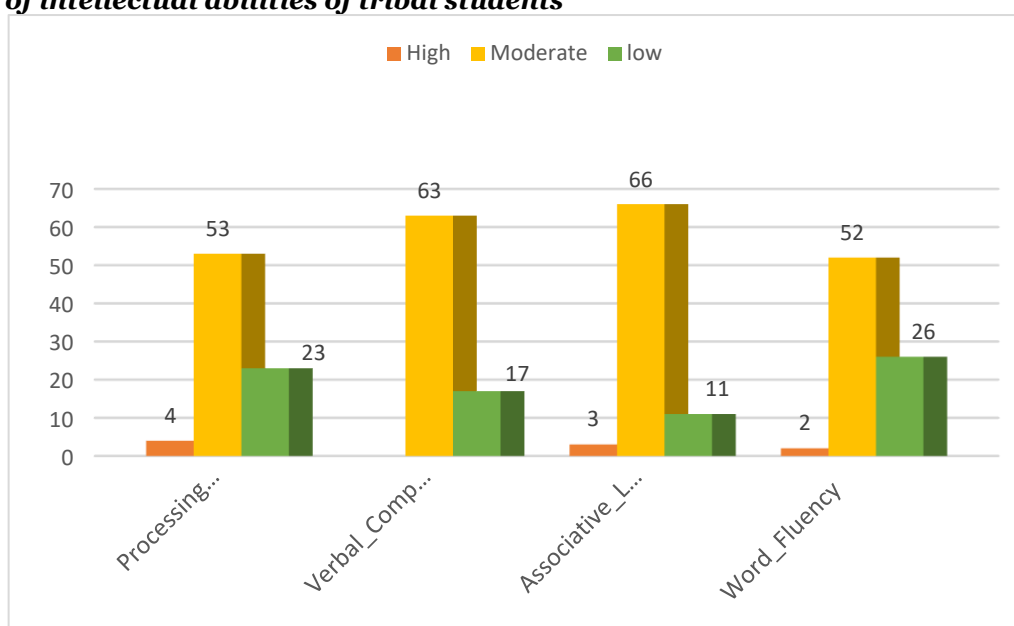
Statistical Technique for the Study

- Percentage analysis
- Differential analysis
- Correlation analysis

Analysis and Interpretation of Data

PERCENTAGE ANALYSIS

The level of intellectual abilities of tribal students



It is found that out of 80 tribal students 4 tribal students have a high level, 53 tribal students have a moderate level, and 23 tribal students have a low level of processing speed. Out of 80 tribal students 63 tribal students have a moderate level, and 17 tribal students have a low level of verbal comprehension. Out of 80 tribal students

3 tribal students have a high level, 66 tribal students have a moderate level, and 11 tribal students have a low level of associative memory. Out of 80 tribal students 2 tribal students have a high level, 52 tribal students have a moderate level, and 26 tribal students have a low level of word fluency. The overall level of intellectual abilities of tribal students is at a moderate level.

Hypothesis – 1:

There is no significant difference in the relationship between the intellectual abilities among Gender of Tribal students.

Table: 1 – Relationship between the intellectual abilities among Gender in Tribal students.

Variable	Gender	N	Mean	SD	SE	T value	P value	Significance
Intellectual abilities	Boys	43	73.51	6.30	0.96	0.7860	> 0.05	NS
	Girls	37	74.54	5.25	0.86			
Processing Speed	Boys	43	12.44	1.80	0.28	0.7098	> 0.05	NS
	Girls	37	12.30	1.63	0.27			
Verbal Comprehension	Boys	43	22.67	2.20	0.34	0.5520	> 0.05	NS
	Girls	37	22.95	2.19	0.36			
Associative Memory	Boys	43	27.84	3.08	0.47	1.1784	> 0.05	NS
	Girls	37	28.59	2.60	0.43			
Word Fluency	Boys	43	16.14	2.03	0.31	0.5947	> 0.05	NS
	Girls	37	16.41	1.95	0.32			

From the result of Table 1, it can be seen that a significant difference is observed among gender in tribal students for intellectual abilities and their dimensions. As a result, the significant difference between tribal boys and girls students for intellectual abilities (t=0.7860, P > 0.05) at 0.05 level of significance is not significant then the null hypothesis is accepted, and also the intellectual abilities remain at the equal level between tribal boys and girl’s students.

A significant difference between tribal boy and girl students for processing speed in intellectual abilities (t=0.7098, P > 0.05) at 0.05 level of significance is not significant then the null hypothesis is accepted, and also processing speed remains at the equal level between tribal boys and girl’s students.

A significant difference is observed between tribal boys and girls students for verbal comprehension in intellectual abilities (t=0.5520, P > 0.05) at 0.05 level of significance is not significant then the null hypothesis is accepted, and also verbal comprehension remains at the equal level between tribal boys and girl’s students.

A significant difference is observed between tribal boys and girls students for associative memory in intellectual abilities (t=1.1784, P > 0.05) at 0.05 level of significance is not significant then the null hypothesis is accepted and also associative memory remains at the equal level between tribal boys and girls students.

A significant difference is observed between tribal boys and girls students for word fluency in Intellectual abilities (t=0.5947, P > 0.05) at 0.05 level of significance is not significant then the null hypothesis is accepted, and also word fluency remains at the equal level between tribal boys and girl’s students.

Hypothesis – 2

Table 2: The relationship between the intellectual abilities and for dimensions namely verbal comprehension, word fluency, associative memory, and processing speed of Tribal students.

		Processing speed	Verbal Comprehension	Associative Memory	Word Fluency
Processing speed	Pearson Correlation	1	.286*	.296**	.153
	Sig. (2-tailed)		.010	.008	.177
	N	80	80	80	80
Verbal Comprehension	Pearson Correlation	.286*	1	.098	.354**
	Sig. (2-tailed)	.010		.388	.001
	N	80	80	80	80
Associative Memory	Pearson Correlation	.296**	.098	1	.338**
	Sig. (2-tailed)	.008	.388		.002
	N	80	80	80	80
Word Fluency	Pearson Correlation	.153	.354**	.338**	1
	Sig. (2-tailed)	.177	.001	.002	
	N	80	80	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 2, it is inferred that processing speed and verbal comprehension of tribal students are positively correlated, $r(80) = 0.286$, $p < 0.05$ therefore it is evident that processing speed increases and verbal comprehension increases and vice versa.

It is inferred that processing speed and associative memory of tribal students are positively correlated, $r(80) = 0.296$, $p < 0.05$ therefore it is evident that processing speed increases and associative memory increases and vice versa.

It is inferred that verbal comprehension and processing speed of tribal students are positively correlated, $r(80) = 0.286$, $p < 0.05$ therefore it is evident that verbal comprehension increases and processing speed increases and vice versa.

It is inferred that verbal comprehension and word fluency of tribal students are positively correlated, $r(80) = 0.354$, $p < 0.05$ therefore it is evident that verbal comprehension increases and word increases and vice versa.

It is inferred that associative memory and processing speed of tribal students are positively correlated, $r(80) = 0.296$, $p < 0.05$ therefore it is evident that associative memory increases and processing speed increases vice versa.

It is inferred that associative memory and word fluency of tribal students are positively correlated, $r(80) = 0.338$, $p < 0.05$ therefore it is evident that associative memory increases and word fluency increases vice versa.

It is inferred that word fluency and verbal comprehension of tribal students are positively correlated, $r(80) = 0.354$, $p < 0.05$ therefore it is evident that word fluency increases and verbal comprehension increases vice versa.

It is inferred that word fluency and associative memory of tribal students are positively correlated, $r(80) = 0.338$, $p < 0.05$ therefore it is evident that word fluency increases and associative memory increases vice versa.

Conclusion

The paper discusses the level of intellectual abilities of tribal students in Dharmapuri district. The study concludes that the intellectual abilities and the dimensions of tribal students are positively correlated. The overall level of intellectual abilities of tribal students is at a moderate level. By enhancing their English language and intellectual abilities, tribal students can able to participate in society without any fear or hesitation. Moreover, by improving their communication skills through learning English they can able to live and adapt themselves to the present modern world.

Educational implications

The results of this study can be useful for tribal students in the identification of children's mistakes through diagnostic tests. Teachers can use the results of this study to diagnose children's errors and use the self-study materials that were found to be effective in the present study. Develop the knowledge of authorities in the field of children's education to organize workshops, seminars, excursions, conferences, exhibitions, camps, motivational discussions, conferences, and activities to improve the academic and creative performance of children. Parents have an important role in the education and development of children. The acceptance, encouragement, and good health of the parents positively influence the child. Tribal students should develop their writing skills by writing summary papers and reports. Help tribal students understand and develop their English writing, reading, and speaking skills. Help the tribal students understand the mechanics and methods of effective study. It helps students develop a positive attitude towards the English language.

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