



## **SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE**

### **Young Scholars' Enrichment Programme**

#### **Challenges in Learning English among Tribal Students in Secondary Schools of Malappuram District**

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**Study Report submitted Under the Young Scholars Enrichment  
Programme Jointly conducted by SCERT, Kerala &  
Farook Training College, Kozhikode**

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## SUMMARY, FINDINGS, CONCLUSIONS, AND SUGGESTIONS

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- *Study in Retrospect*
- *Major Findings of the study*
- *Conclusion*
- *Educational Implications*
- *Suggestion for the Further Research*



This chapter of the research work provides a comprehensive summary, including a restatement of the problem, an overview of the study's variables, objectives, research questions, methodology, major findings, conclusions, educational implications, and suggestions for further research.

## **Study in Retrospect**

The different aspects related to the present study such as Restatement of the problem, variable of the study, Research Questions of the study, Methodology, Major Findings of the study, conclusion, Educational Implications and Suggestion for the Further Research are as follows

### **Restatement of the Problem**

The study was entitled as “Challenges in learning English among tribal students in secondary schools of Malappuram district.

### **Variable of the Study**

The study has only one criterion variable that is challenge in learning English among tribal students.

### **Objectives of the Study**

The objectives set for the study are as follows.

1. To identify the challenges faced by tribal students of Malappuram district in learning English with respect to academic, social and personal aspects.
2. To suggest strategies to overcome the challenges faced by tribal students in learning English as a second language

### **Research Questions**

1. What are the primary barriers faced by tribal students in Malappuram district when learning English as a second language?

- 2 What pedagogical approaches and strategies are effective in addressing the challenges faced by tribal students in learning English?

## **Design of the Study**

The methodology of the study is given below

### ***Method***

The research employed a qualitative approach and descriptive survey method was used.

### ***Population***

The population of the study comprises all the secondary school students in the tribal areas of Malappuram district.

### ***Sample Selected***

Data were collected from 100 students studying in secondary schools in the tribal areas of Nilambur and Wandoor in Malappuram district. Additionally, data were gathered from 15 teachers who are teaching in these schools.

### ***Instruments Used***

An inventory was prepared in consultation with the supervising teacher for the students, and a Focus Group Discussion (FGD) was conducted among the teachers by the investigator to collect data from the sample. The items in the schedule focused on the social, personal and academic challenges faced by tribal students while learning the English language.

### ***Data Collection Procedure***

The responses were collected from a sample of 100 tribal students using a questionnaire and from 15 teachers through a Focus Group Discussion, focusing on the academic, social and personal challenges faced by tribal students in learning English as a second language. The researcher visited the schools and met with the Headmasters

(HMs) with a letter from the ITDP Nilambur and a permission letter from Farook Training College, explaining and convincing them of the need for data collection.

### ***Method used for Analysis of the Data***

The responses collected from the sample were categorized into different themes based on grounded theory, in order to identify the challenges faced by tribal students and the strategies to overcome these challenges

## **Major Findings of the Study**

### **Key Findings of the Study**

- **Educational Challenges:** Tribal students face numerous educational challenges both at school and at home. These include difficulties with English language learning, such as syntax issues, mother tongue interference, and limited vocabulary.
- **Personal Challenges:** Students experience a range of personal issues, including lack of motivation, anxiety, fear of speaking, and ridicule from peers. These factors contribute to a general disinterest in learning English.
- **Social Challenges:** Social issues include limited interaction with other communities, lack of collaborative learning opportunities, weak parent-teacher relationships, and linguistic barriers.
- **Limited Exposure to English:** Students lack opportunities to interact with native English speakers, which hamper pronunciation and overall language development.
- **Cultural Differences:** Variations in cultural practices between different tribal communities further complicate the learning process and social integration.
- **Learning Strategies:** Students lack access to effective strategies and techniques tailored for learning English as a subject.
- **Technological Gap:** Students from rural areas, especially those living near forests, lag in exposure to modern technologies and multimedia tools used in schools.

- **Parental Illiteracy:** The high rate of illiteracy among tribal parents negatively affects the continuity of their children's education and their ability to provide support.
- **Lack of Role Models:** The absence of English-speaking role models within tribal communities limits students' exposure to the language and opportunities for imitation.
- **Financial and Geographical Constraints:** Economic hardships and geographical isolation contribute to critical issues such as poverty, alcoholism, school dropouts and malnutrition, all of which adversely affect students' education.

## **Conclusion**

The study reveals that tribal students encounter a complex range of challenges in their educational journey, particularly in learning the English language. These challenges include academic issues such as syntax errors, mother tongue interference, and limited vocabulary, alongside personal difficulties like a lack of motivation, anxiety, and fear of ridicule. Social barriers, such as weak parent-teacher relationships, linguistic isolation, and minimal opportunities for collaborative learning, further impede their progress.

Cultural differences within tribal communities, limited exposure to native English speakers, and inadequate access to modern educational resources compound these struggles. Parental illiteracy and financial hardships contribute to high dropout rates and malnutrition, severely affecting students' educational continuity and overall development. These findings underscore the urgent need for targeted interventions to address the multifaceted issues faced by tribal students.

## **Educational Implications**

Based on the study's findings, several key educational implications are identified to improve the academic outcomes and holistic development of tribal secondary school students in English language learning:

## **1. Enhanced Language Support**

Tribal students face significant challenges in English language learning, including syntax errors, mother tongue influence, and limited vocabulary. To address these issues, schools should implement **tailored language support programs** that emphasize:

- Contextual language learning aligned with students' daily experiences.
- Vocabulary-building exercises and practice opportunities.
- Structured activities for improving grammar and syntax skills.

## **2. Addressing Personal Barriers**

Personal challenges such as lack of motivation, anxiety, fear of speaking, and ridicule from peers hinder language learning. To counter these:

- Schools should establish **comprehensive support systems** with counseling services.
- Create inclusive classroom environments that foster mutual respect.
- Conduct activities that build confidence, such as public speaking and group discussions.

## **3. Promoting Social Integration**

The study highlights the limited collaborative learning opportunities and minimal interaction between tribal students and other communities. Solutions include:

- Organizing **intercultural events** and celebrations to promote cross-cultural understanding.
- Forming peer learning groups to encourage cooperative study habits.
- Enhancing parent-teacher communication to build trust and strengthen social learning.

## **4. Cultural Sensitivity and Inclusivity**

Cultural differences within tribal communities create barriers to effective learning. Schools can address these by:

- Integrating **culturally sensitive curricula** that respect tribal traditions and languages.
- Training teachers to adopt culturally competent teaching methods that bridge gaps.
- Encouraging students to share cultural narratives as part of language activities.

## **5. Exposure to Native English Speakers**

The lack of interaction with native speakers limits pronunciation and language fluency. Schools can:

- Facilitate **language exchange programs** or invite guest speakers.
- Use virtual platforms to connect students with native English speakers.
- Introduce audio-visual tools featuring native pronunciations for immersive learning.

## **6. Adopting Varied Teaching Strategies**

Tribal students benefit from diverse and engaging teaching methods. Teachers should adopt:

- Interactive strategies such as role-playing, storytelling, and language games.
- Experiential learning techniques like project-based tasks and real-life scenarios.
- Use of multimedia resources to make lessons dynamic and relevant.

## **7. Technology Integration**

Limited access to digital tools and multimedia resources disadvantages tribal students. Bridging this gap involves:

- Providing **infrastructure support**, such as computers, internet access, and educational software.
- Training teachers to incorporate technology effectively in lesson planning.
- Establishing ICT labs in schools to ensure hands-on exposure for students.

## **8. Parental Literacy and Engagement**

Parental illiteracy affects the educational continuity of tribal children. To address this:

- Launch **community-based adult education programs** to improve parental literacy.
- Conduct workshops to educate parents on supporting their children's learning journey.
- Create resource centers in schools to assist parents in guiding their children.

## **9. Role Models and Mentorship**

The absence of positive role models restricts students' aspirations and exposure. Solutions include:

- Establishing **mentorship programs**, pairing students with successful individuals from similar backgrounds.
- Inviting tribal achievers to share their experiences and inspire students.
- Encouraging alumni engagement to foster long-term mentorship relationships.

## **10. Addressing Socioeconomic Challenges**

Financial hardships, geographical isolation, and related issues like alcoholism and malnutrition significantly impact education. A multi-pronged approach can help:

- Collaboration with health and welfare agencies to address basic needs.
- Scholarships and financial aid to reduce the burden on families.
- Community-based interventions to tackle dropout rates and ensure regular attendance.
- Secondary school tribal students face numerous challenges in acquiring proper exposure to the English language, despite the efforts of the education system to provide facilities and support. These challenges stem from their unique cultural

and linguistic backgrounds, which often hinder their full utilization of available resources.

- Cultural and customary differences play a significant role in limiting their ability to integrate into mainstream educational practices. Many students, particularly boys, lack clear future aspirations, which further impact their engagement with academic activities. Addressing these issues requires tailored interventions that align with their cultural context while enhancing their academic and personal development.

### **Suggestions for Further Study**

Based on the research the investigator put forth some suggestion for further study.

1. This study is done among secondary school students. It can be extended to primary level, upper primary level, higher secondary and higher Education areas.
2. A study can be initiated to understand and learn more about the learning strategies and learning ways of tribal students
3. The present study focused only sample from Malappuram District. The study can be extended to another district too.
4. Problems of Tribal students in learning mother tongue can be explored.
5. Perception of parents on tribal students education can be investigated.