



ERRORS IN TAMIL WRITING SKILLS AMONG THE SPECIAL SCHOOL STUDENTS OF COIMBATORE DISTRICT – A PSYCHOLINGUISTIC INVESTIGATION

M. S. KIRTHIKA

Department of Linguistics,
Bharathiar University,
Coimbatore (TN) INDIA

ABSTRACT

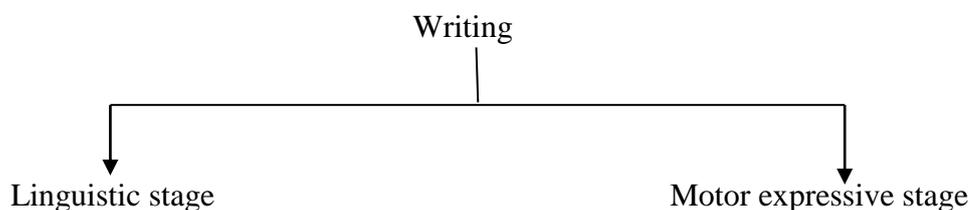
The linguistic stage involves the encoding of auditory and visual information into syntactical-lexical units the symbols for letters and written words. This is mediated through the angular gyrus which thus provides the linguistic rules which subserve writing. The motor stage is the final step in which the expression of graphemes is subserved. So there is a relationship between mind and language of there is a problem in any faculty of the mind that will reflect on the linguistic behavior of the language users. The present paper tries to understand what types of problems the special education students experience while learning and using language. Following are some of the symptoms which confirm the fact that a student needs special education strategies for making him/her to learn or use language.

INTRODUCTION

The term psycholinguistic was introduced by American psychologist “Jacob Robert Kantor” in his book “An objective psychology of Grammar” (1936). Psycholinguistics is the study of the mental aspects of language and speech. It is primarily concerned with the ways in which language is represented and processed in the brain. A branch of both linguistics and psychology psycholinguistics is part of the field of cognitive science. Rhawn Gabriel Joseph is a neuropsychologist says there are a number of brain areas which interact and which are responsible for various aspects of the ability to write. There are a number of theories which have been proposed to explain the ability to write and loss of writing ability. He divided into two stages involved in the act of writing.

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Symptoms

- Several spelling mistakes when writing.
- Incomplete letters.
- Letter sizes and shapes are different.
- Visual-spatial difficulties.

Aim of the study

- The present study has focused on the investigation of sensitivity to the Tamil writing skills by the children of 5th and 6th.
- To identify deviations of the writing skills of children who have Tamil as mother tongue.
- To identify a variation of the remembering problems through pictures and words.

Limitations

In this present study, samples have been collected from 5th and 6th standard children whose mother tongue are Tamil. The total sample size is 7 selected from Thudiyalur places of Coimbatore district.

Research Methodology

The present study follows the descriptive method. This study examines the writing and the cognitive skill among the special school children. This research followed the convenient sampling method because the sample selection was done according to the special schools which extended their cooperation to provide the sample for this study.

A special questionnaire for this task has been prepared and it is classified into 11 different divisions.

1. Dictation words.



2. Find out the vegetables names.
3. Write the objects you use every day in school.
4. Arrange the words.
5. Hidden animals name in the anagram.
6. Write any five fruits name.
7. Write the missing letters.
8. Fill in the blanks.
9. Write our national symbols.
10. Correct the suitable words.
11. Fill.

Error Analysis

Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a language, using any of the principles and procedures provided by linguistic.

Types Of Errors

Omission: it is the absence of an item that must appear in a well formed utterance.

Addition: it is the presence of an item that must not appear in a well formed utterance.

Analysis

- The researcher wrote the five words on the blackboard. At the same time the children were asked to copy it on the paper.
- Here the word “vaṅṭi” is replaced in third place.

sample 1

I. சொல்வதெழுதல்.

- 1.
- 2.
- 3.
- 4.
- 5.

- Here some of the children omitted all the sounds and could not fill any other sounds in this exercise.

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3P a g e



sample 2

1. kāy	apam
2. paḷam	tam
3. vilaṅku	paṭm
4. paṛavai	
5. vaṅṭi	

I. சொல்வதெழுதல்.

1. அபம்
2. தம்
3. பட்டம்
- 4.
- 5.

- Here the sound “ka” change into the unrounded vowel “a” and the palatal semi vowel voiced sound “y” change into “pa” and also the bilabial nasal voiced sound “m” additional in the word of “ka:y”.
- Here the sound “pa ” change into the sound “ta”, the sound “la” was omitted and bilabial nasal voiced sound “m” filled correctly.
- Here the sound “vi” change in to “pa”, then the sound “la” change in to the retroflex stops voiceless sound “ṭ” and the vela nasal voiced sound “ṅ”change in to bilabial nasal voiced sound “m” and the sound “ku” omitted in the word of “vilaṅku”.
- The last two words “paṛavai”and “vaṅṭi” in all the sounds could not wrote and in blank.

sample 3

1. kāy	Kayi
2. paḷam	paḷavi
3. vilaṅku	valaṅa
4. paṛavai	yīmalima

I. சொல்வதெழுதல்.

1. காயி
2. பாலவி
- 3.
4. வலா
5. யிமலிமா

- Here the long vowel” kā” is missing and the palatal semi-vowels voiced sound” y” change as “yi” in the word of “kāy”.
- The final bilabial stops voiced sound “m” change as dental fricative voiced sound “vi” in the word of “paḷam”.

- The dental fricative voiced sound “vi” change as “va” and the third letter vela nasals voiced sound “ñ” change as alveolar nasals voiced sound “ṅa” in the word of “vilaṅku”.
- The bilabial stops voiceless sound “pa” change as palatal semivowels voiced sound “yī”, the alveolar stops voiceless sound “ra” change as bilabial stops voiced sound “ma” and the dental fricative voiced sound “-vai” change as alveolar lateral voiceless sound “li” in the word “paṛavai”.

Sample 4

In this data the child have difficult to identify the correct spelling so they written some other letter and fill it wrongly.

1. kāy	tamiḷ
2. paḷam	karuppu
3. vilaṅku	cipapu
4. paṛavai	valayai

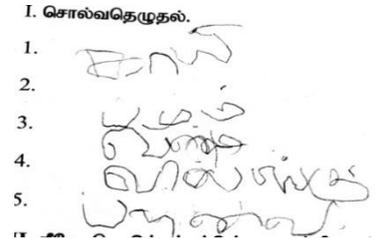
I. சொல்வதெழுதல்.

1. காய்
2. பாலம்
3. சிபு
4. பார்வை
5. வலயை

- Here the sound “ka” change into the sound “ta”, the palatal semi vowel voiced sound “y” change into “mi” and the palatal lateral voiceless sound “l” added in this word of “kāy”.
- Here the sound “pa” change in to “ka”, the sound “la” change into “ru” and the bilabial nasal voiced sound “m” change in to bilabial stop voiceless sound “p”. also the sound “pu” additional written in the word of “paḷam”.
- Here the sound “vi” change in to “ci”, the sound “la” change in to “pa” and the vela nasal voiced sound “ñ” was omitted. The final sound “ku” change into “pu” in the word of “vilaṅku”.
- Here the sound “pa” change into “va”, the sound “ra” change into “la” and the sound “vai” change into “yai”.

sample 5

1. kāy	kāyi
2. pa _l am	pa _l am
3. vi _l aṅku	vaṅṭi
4. pa _r avai	vi _l aṅku
5. vaṅṭi	pa _r avai



- Here the word “vaṅṭi” is replaced in third place.

Exercise II

The researcher gave five vegetable pictures and asked the name also wrote it on paper.

sample 1

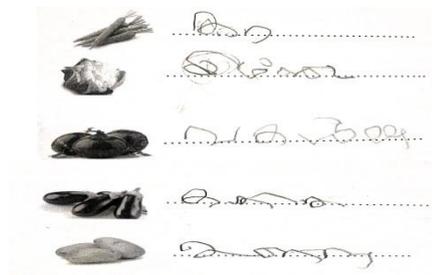
1. kārāṭ	kara
2. pu:ko:cu	muṭṭai
3. veṅka:yam	re
4. kattirikka:y	kat
5. uruḷai	uru



- Here the sound “kā” change into “ka”, the sound “ra” have no change in the word and the retroflex stops voiceless sound “ṭ” was omit in the word of “kārāṭ”.
- Here the sound “pu” change into “mu”, the sound “ko:” change into retroflex stop voiceless sound “ṭ” and the sound “cu” change into “ṭai”.
- Here the sound “ve” change into “re” and other sounds are omitted in the word “veṅka:yam”.
- Here the sounds “ka” and dental stop voiceless sound “t” wrote correctly and other sounds “ti”, “ri”, “k”, “ka:” and “y” are omitted in the word of “kattirikka:y”.
- Here the round vowel “u” and the sound “ru” have no change but the sound “lai” omitted in this word.+

sample 2

1. kāraṭ	kara
2. pu:ko:cu	imṭai
3. veṅka:yam	vakayaḷa
4. kattirikka:y	katika
5. uruḷai	uḷai



- Here the sound “kā” change into “ka”, the sound “ra” have no change in the word and the retroflex stops voiceless sound “ṭ” was omit in the word of “kāraṭ”.
- Here the sound “pu” change into unrounded vowel “i”, the sound “ko:” change into bilabial nasal voiced sound “m” and the sound “cu” change into “ṭai”.
- Here the sound “ve” change into “va”, the vela nasal voiced sound “ṅ” was omitted, the sound “ka:” change into “ka”, the sound “ya” have no changes and the bilabial nasal voiced sound “m” change into “ḷa”.
- Here the sounds “ka” wrote correctly, dental stop voiceless sound “t” was omitted, the sound “ti” wrote correctly, “ri”, the vela stops voiceless sound “k” are omitted and the sound “ka:” change in to “ka” and palatal semivowel voiced sound “y” omitted in the word of “kattirikka:y”.
- Here the rounded vowel “u” have no changes, the sound “ru” omitted and the sound “lai” wrote correctly in the word of “uruḷai”.

sample 3

1. kāraṭ	kara
2. pu:ko:cu	muṭṭai
3. veṅka:yam	ural
4. kattirikka:y	
5. uruḷai	uruḷa



- Here the sound “kā” change into “ka”, the sound “ra” have no change in the word and the retroflex stops voiceless sound “ṭ” was omit in the word of “kāraṭ”.
- Here the sound “pu” change into “mu”, the sound “ko:” change into retroflex stop voiceless sound “ṭ” and the sound “cu” change into “ṭai”.
- Here the sound “ve” change into rounded vowel “u”, the vela nasal voiced sound “” change into “ra”, the “ka:” change into alveolar lateral voiceless sound “l” and the “ya”, bilabial nasal voiced sound sound “m” these sounds are omitted in the word of “veṅkāyam”.
- Here the sound “lai” change in to “la” in the word of “uruḷai”.

Sample 4

1. kāraṭ	ra
2. pūkōcu	amu
3. veṅkāyam	vaḷa
4. kattirikka:y	yapta
5. uruḷai	upi



- here the sound “ka:” and retroflex stop voiceless sound “ṭ” are omitted in the word of “kāraṭ”.
- Here the sound “pū” change into unrounded vowel “a” and the sound “kō” change into sound “mu” and the final sound “cu” omitted in the word of “pūkōcu”.
- Here the sound “ve” change into “va”, then the vela nasal sound “ṅ” change in to sound “ḷa” and the sounds “kā”, “ya”, and “m” are omitted in the word.
- Here the sound “ka” change in to “ya”, dental stops voiceless sound “t” change in to bilabial stops voiceless sound “p”, then the sound “ti” change into “ta” and the sound “ri”, “k”, “ka:” and “y” are omitted.
- Here the rounded vowel sound “u” was wrote correctly but the sounds “ru” nad “lai” are omitted and the “pi” sound added in this word.



FINDINGS

- They could not identify the words which were written on the blackboard.
- They were pronouncing the word which is partly correct, but they could not remember the appropriate graphs which were written on the board.
- Some children wrote mirror image of the letters. They also struggled to form letters and choose the words.
- One or two children could not write the words, but they were interested to say the words. It is one of the problems in aphasia (anomic).

CONCLUSION

The result of this study is the special children made more mistakes and exhibit the poor performance. The special children can be molded at this age, so the teachers have to focus more on their writing ability and to make some interesting brain activities, puzzle games, pictures with using related tools. It maybe help the children to develop their writing skills.

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