



THE SPECIAL SCHOOL CHILDREN'S TAMIL WRITING SKILLS - A PSYCHOLINGUISTIC APPROACH

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ABSTRACT

The language, speech and communication are most important for the special children during the primary school level. At the age of 5 to 11 approximately 7% of children affecting speech and language impairment, not only the level of primary but also the pre-school children shows delay to communicating others. Therefore, they are strained automatically in their writing ability and it make difficult to understand, stammering and get glitch. Learning a language is on this view simply a matter of learning the local projection that is, finding the phonetic clothing for the preexisting concepts. Bruner theory (1986) of mind is considered central to children's conception of the social world and to their predictions and explanation of others' behaviour. Due to insufficient phonological ability this age group children have lack of problem to form the sounds so they are inability to speech. For that reason, the children make utmost problem in their writing process. The present paper tries to interpret the phonological problem faced by the special children while writing.

Aim of the study

To focused on phonological problem constructed by the primary special school children in their Tamil writing skill.

Limitations

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For the present study samples have been collected from 5th and 6th standard children whose mother tongue are Tamil. The sample size is 16 from Saravanam Patti in Coimbatore district.

Research methodology

The present study follows the descriptive method. This study examines the phonology and writing level among the special school children. This research followed the convenient sampling method because the sample selection was done according to the special school 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 2 different divisions.

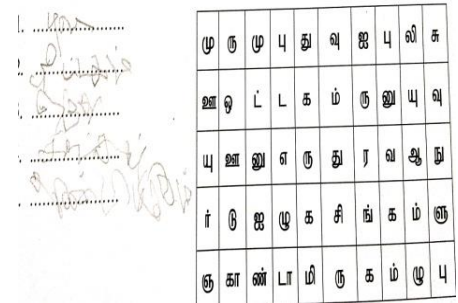
1. Hidden animals name in the anagram
2. Write our national symbols.

Analysis

1. The researcher gave name of the five animals in the anagram and asked to find out the animals then write it on paper.

Sample -1

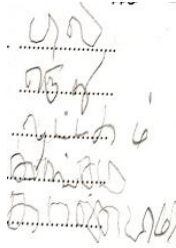
- | | |
|-----------------|--------------|
| 1. puli | puli |
| 2. oṭṭakam | oṭṭakam |
| 3. erutu | erutu |
| 4. ciṅkam | ciṅkam |
| 5. kāṅṭāmirukam | kāṅṭāmirukam |



- Here the all the sounds are wrote properly in the name of “puli”, “oṭṭakam”, “erutu”, “ciṅkam” and “kāṅṭāmirukam”.

Sample - 2

- | | |
|-----------------|--------------|
| 1. puli | puli |
| 2. oṭṭakam | oṭṭakam |
| 3. erutu | erutu |
| 4. ciṅkam | kaṅcam |
| 5. kāṅṭāmirukam | kāṅṭāmirukam |



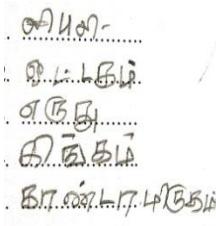
மு	ரு	மு	பு	து	வு	ஐ	பு	லி	க
ஊ	ஒ	ட	ட	க	ம்	ரு	னு	யு	வு
யு	ஊ	னு	எ	ரு	து	ர	வ	ஆ	நு
ர்	டு	ஐ	மு	க	சி	ங்	க	ம்	ஞ
ரு	கா	ண்	டா	மி	ரு	க	ம்	மு	பு

Here all the sounds are wrote correctly in the name of “puli”, “oṭṭakam”, “erutu ” and “kāṅṭāmirukam”.

- In the word “ciṅkam”, child used the sound of “ka” instead of “ci”
- Then the sound “ca” instead of “ka”.

Sample – 3

- | | |
|-----------------|--------------|
| 1. puli | puli |
| 2. oṭṭakam | oṭṭakam |
| 3. erutu | erutu |
| 4. ciṅkam | kiṅkam |
| 5. kāṅṭāmirukam | kāṅṭāmirukam |



மு	ரு	மு	பு	து	வு	ஐ	பு	லி	க
ஊ	ஒ	ட	ட	க	ம்	ரு	னு	யு	வு
யு	ஊ	னு	எ	ரு	து	ர	வ	ஆ	நு
ர்	டு	ஐ	மு	க	சி	ங்	க	ம்	ஞ
ரு	கா	ண்	டா	மி	ரு	க	ம்	மு	பு

- The sample 3 the words “puli”, “oṭṭakam”, “erutu” and “kāṅṭāmirukam” the sounds are wrote correctly.
 - The sound of “ki” instead of “ci”. There is no changes rest of the sounds.
2. The research gave our national symbols with pictures and asked the names of our national animal, flower, bird, fruit and tree then wrote it on paper.

Sample - 1

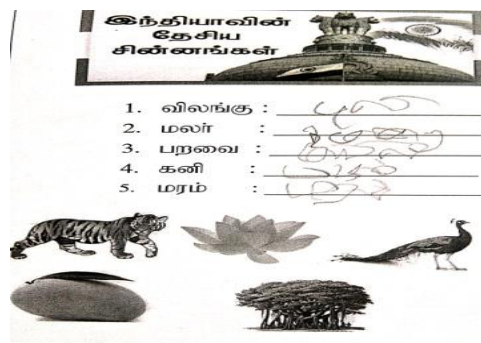
- | | |
|--------------|----------|
| 1. puli | puli |
| 2. tāmarai | tama |
| 3. mayil | mayil |
| 4. māmpaḷam | mampaḷam |
| 5. aalamaram | maram |



- Here the sounds in “puli”, “mayil” and “a:lamaram” are no changes.
- The sound “ta” instead of “ta:” and the final syllable sound “rai” omitted in the word of “tāmarai”.
- In the word of “māmpaḷam”, the child used “ma” instead of “ma:”

Sample – 2

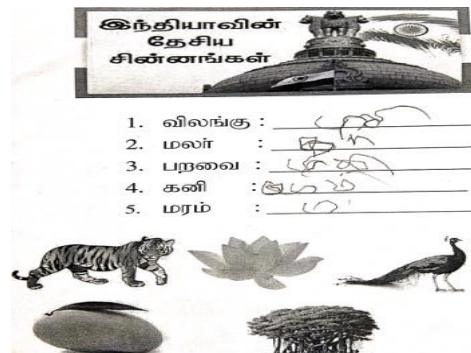
- | | |
|--------------|---------|
| 1. puli | puli |
| 2. tāmarai | tamarai |
| 3. mayil | mayil |
| 4. māmpaḷam | paḷam |
| 5. aalamaram | maram |



- In the word of “tāmarai”, the child used the sound “ta” instead of “ta:”
- Here the sounds “mā” and bilabial nasal voiced sound “m” are omitted in the word of “māmpaḷam”.
- Here the long unrounded vowel “a:” sound and the sound “la” are omitted in the word of “aalamaram”.

Sample – 3

- | | | |
|--------------|-------|------|
| 1. puli | puli | |
| 2. tāmarai | | tā |
| 3. mayil | | mana |
| 4. māmpaḷam | paḷam | |
| 5. aalamaram | ma | |



- In the word 2“tāmarai” the medial and final syllable sound “ma” and “rai” are omitted.
- In the word of “mayil” the sound “na” instead of “yil”
- In the word of “māmpaḷam”, the sound “mā” and bilabial nasal voiced sound “m” are omitted.
- In the word of “aalamaram”, the long unrounded vowel sound “aa”, “la”, “ra” and bilabial nasal voiced sound “m” are omitted.

Findings

- They omitted vowels and consonants sound.
- They are omitted syllable of sound in their writing.
- One or two children could not write the words but they were interest to say the words. It is one of the problems to develop their writing ability.
- Some of the children had shy to write a single word in front of the researcher.
- The others look at the picture then said correctly but in written form they had some mistake.

CONCLUSION:

Teachers and parents take more effect to developing their speech practice, making drill how to remember the letters, words and communicate to others. The children have problems that experiences are not confined to this age group properly. Not only this we take the children to



the writing ability to use more interesting methods. It is really the children better to increase their knowledge in next level.

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