

Teaching Tamil Online : Scope and Challenges

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Abstract

Tamil is being taught at the University of Pennsylvania for the past two decades through the Department of South Asia and Regional Studies and Penn Language Center. With funds from a number of resources, we were able to build a comprehensive online resource for teaching and learning of Tamil to supplement the regular Tamil courses. The Web site for teaching and learning of Tamil (<http://ccat.sas.upenn.edu/plc/tamilweb/>) has been in existence for the past five years and it is being used extensively by students around the world. This site contains pedagogic materials for beginning, intermediate and advanced learners of Tamil, and it is being improved continuously to meet the needs of online community. Development of an online pedagogic dictionary for English-Tamil Verb is almost over and is to be released to the public in a near future. The most challenging part of implementing the study of Tamil on the Web is development and presentation of multimedia enhanced materials in a pedagogically relevant fashion. In my presentation I will demonstrate some of the promising features of teaching Tamil online along with some of the significant steps to be taken to overcome the limitations in this new way of teaching. Although the Web can be used effectively to teach the passive skills of language, there is very little that one can do with regard to teaching the active skills such as speaking and writing. However, it is possible to structure the pedagogic materials in such a way that improving the passive skills in a coherent manner supplement the development of active skills. I demonstrate in my presentation a number of strategies that we have implemented along these lines to use the Web effectively for teaching Tamil.

Introduction

Internet has made an immense impact not only among the entrepreneurs but also among the academicians of various kinds. Dissemination and sharing of information across the world with a greater efficiency than ever before have become possible due to internet technology. Especially, from the point of view of teaching and learning of languages internet has established a wide range of possibilities that enable one to give a new dimension to distance education. Particularly for the diaspora communities world wide internet fills a wide gap in retaining their tradition and culture. Internet based news papers, radio broadcasting, deploying literature materials online are some of the activities that benefit the diaspora community in many ways.

As far as building online resources for learning and Teaching of a language is concerned special attention is to be paid both for the creation of pedagogically relevant instructional materials and also for the appropriate use of technology. This paper attempts to outline a number of issues concerned with the preparation of online pedagogic materials for Tamil using various components of multimedia as opposed to preparation materials for class room teaching. Unlike

the other areas of studies, learning and teaching of languages involves achieving skills in speaking and writing. These two skills undoubtedly need class room contexts with an involvement of instructors. Neither the advances in internet technology nor any other multimedia enhanced instruction can replace this aspect of language learning at any cost. However, effective use of internet and other multimedia enhanced materials can supplement the class room instruction, and thus can reduce the amount of hours to be spent in class room. The other significant advantage of the use of multimedia enhanced instructional materials is that it provides a new dimension to the process of learning and teaching of languages. In most part, this new type of instructional materials are substantial in promoting learner autonomy and self-instruction.

Development of online pedagogic materials for Tamil and significance of spoken variety:

Easy use of digitized video, audio, hypertext, online-exercises etc., are some of the significant components of the Web that supports learner autonomy and self-instruction. Especially, from the point of view of learning the Tamil language, one requires more time to master this than any other language due its nature of complexities both in terms of its syntax and also in terms of the other features including sociolinguistic features such as use of dialects, its diglossic nature and so on. From the point of view of Tamil diaspora, the significant aspect of development of lessons for teaching Tamil language is isolating the variety of language to be taught. Literary variety of Tamil is taught at Tamil Nadu schools and there is no need for teaching the spoken variety there because the language of state is Tamil and by default every student is presumed to be having the skill in spoken Tamil. But, in the case of instruction of Tamil to heritage students in foreign countries teaching the spoken language becomes more significant than teaching the literary variety of language, as Tamil is not the language used in social contexts. This implies that the online materials to be prepared for heritage learners should focus on providing authentic audio files containing spoken conversations rather than audio files with reading of Tamil texts. Suitable hypertext environment may be created in such a manner that the learners can simultaneously compare both written and spoken variety of any given text in order to master both the spoken and literary language simultaneously. To site one example, the page entitled "Conversational exchanges" at the URL

<http://ccat.sas.upenn.edu/plc/tamilweb/conv/convers.html>

provides a sequence of graded speech contexts with a capability to compare both spoken and written variety of the language, besides giving the learners an opportunity to listen to the spoken Tamil using necessary audio files. Although the Tamil lessons taught at the Tamil Nadu schools do not advocate teaching of Tamil in spoken variety, it becomes necessary in the context of heritage learners' learning the Tamil language mainly due to the fact that improving spoken skill is more important than literary variety.

Role of Multimedia in preparation of Online Pedagogic Materials:

The most significant aspect of using internet and digitized media is the capability to use various multimedia features such as the use of audio, video, hypertext glosses, online forms, chat rooms, synchronizing reading and listening and so on. These features can no doubt play a significant role in the process of learning. However, what is important in the context of using

multimedia for learning and Teaching of Tamil is that its appropriate use as opposed to using them randomly without any pedagogical relevance. Use of glosses and pictures to enhance reading comprehension (cf. <http://ccat.sas.upenn.edu/plc/tamilweb/sujatha.htm> and <http://ccat.sas.upenn.edu/plc/tamilweb/yukam/yukamcol.html>), use of suitable self-check exercises to understand grammar (cf. <http://ccat.sas.upenn.edu/plc/tamilweb/framemul.html>), implementing animations and language games to help motivate students in their process of learning (cf. <http://ccat.sas.upenn.edu/plc/tamilweb/sandhi/am.html> and <http://ccat.sas.upenn.edu/plc/tamilweb/wordgame/gameslot.html>) etc., are some of the innovative ways of using the Web for language teaching and learning. More importantly, the technology that one uses for this purpose must be user-friendly and self-explanatory, otherwise the intended lessons would not reach the audience appropriately.

Effective use of Interactivity of the Web:

The other important aspect of using the Web for learning a language is making use of its nature of interactivity. Enabling Tamil in email exchanges (cf. <http://www.tamilanjai.com>), use of chat pages (<http://ccat.sas.upenn.edu/plc/larrc/chat/>), message boards, instructor-student interactive pages for improving writing skill (<http://ccat.sas.upenn.edu/plc/tamilweb/trans/trans3.html>) etc., are some of the other innovative ways of using the web for language learning. Obviously, these various possibilities of teaching language online make it necessary to plan the development of learning materials in a different perspective than the conventional ways of making teaching materials.

Formal versus Informal methods of teaching

Although it is possible to make use of the Web for teaching Tamil in a number of different innovative ways as cited above, the question remains as to how one can integrate the two processes viz., the formal method of teaching in class rooms and the process of teaching online. As already mentioned, web based learning materials are effective for promoting self-instruction and learner autonomy but it is not so efficient in any sense in fully implementing it in place of formal class room instruction. No matter what kind of security methods one can implement, web is not an ideal tool for testing and evaluation. Further, web may be ideal for improving one's receptive skills of language viz., listening and reading, but can not be very effective to improve the active skills such as speaking and writing. However, depending upon the different needs of language learners, the online pedagogic materials can be more effective to certain levels of learners, such as novice and intermediate levels but less effective for advanced and superior levels of learners.

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The Role of ICT in Community Languages

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Introduction

The Technological Revolution:

- Transforming the way we learn, work and live
- Creating the 'global village'
- Shaping and expressing youth culture
- Gaining government commitment - the National Grid for Learning/developments in Initial Teacher Education

This paper will focus on three main areas in the use of ICT:

1. Word processing/Desktop publishing
2. Creating multimedia teaching aids using Powerpoint
3. The Internet



Wordprocessing and Desktop publishing

The priority being attached to Information and Communications Technology both as a tool for learning and as a preparation for the world of work, demonstrated most recently in the government's National Grid for Learning initiative, is growing all the time. Both at school and at home young people are making increasing use of computers to carry out research and to produce their assignments and this trend is expected to continue. It is vitally important that the particular significance and potential of this development for the teaching and learning of mother tongues, where issues of status and lack of appropriate resources are major concerns, should be recognised.

This article considers what word-processing can bring to the teaching and learning of mother tongues, what some of the practicalities are and finally the cost implications depending on the kind of software that might be needed. Although the cost of software is coming down, it may still be seen as prohibitive within the context of many school budgets. A sensible strategy to minimise costs is for boroughs (or groups of boroughs) to take out licensing deals with software companies and this option is highlighted in the price list for various packages.

A. Why it's important to provide this resource

Status

1. In an increasingly technologically oriented world it shows that the language / culture are as up-to-date as English

2. Teachers' materials and pupils' work can be made to look as good as that produced in English
3. It provides a means of developing the language awareness of all pupils and staff including an appreciation of the skills of bilingual pupils

Motivation

1. 'Learners using IT are frequently observed to show increased motivation and enthusiasm for language learning'
(Atkinson T. Hands off! It's my go. IT in the Languages Classroom, CILT, 1992)
2. ICT is a real-life, purposeful activity which matches the use to which computers are put in everyday life
3. There is an intrinsic fascination in working in an electronic medium in which images appear and disappear at the touch of a key
4. The flexibility that the computer provides, including ease of correction, removes some of the anxiety from the writing process
5. All pupils can create an end product which looks good. This is a particular bonus for pupils who experience difficulties with the presentation of their work. It is also likely to be of benefit for pupils who are struggling to learn how to write in a new script.
6. It has been found that students tend to devote more time to writing tasks when they are able to word-process as compared to when they are writing by hand.

Learning and achievement

1. 'It is generally agreed that once a computer novice has passed through a period of learning how to use the computer to write, the machine facilitates writing through the convenience and ease of:
 - typing on a keyboard and reading standardised text on a display screen;
 - making revision changes, including additions, deletions and movements of text;
 - producing multiple drafts or versions of a work, saving or not and printing out or not at any stage.'
 (Pennington M. Writing the natural way: On computer Computer Assisted Language Learning, 9 - 1996)
2. Use of ICT for learning the mother tongue enables transfer of skills, e.g. the drafting and redrafting of work, developed through the teaching of English and other subjects.
3. In some of the new GCSE mother tongue examinations there is a coursework option and pupils are encouraged to make use of ICT in their assignments. For many students writing is the hardest part of the examination and it is likely that the support that ICT can provide in terms of accuracy and presentation will lead to the achievement of higher grades. It is worth pointing out here that electronic spelling and grammar checkers are allowed by the boards although their use has to be declared. Given that schools are supporting the use of ICT for coursework, etc in other subjects (including French, German, Spanish), the provision of similar support for pupils studying mother tongues is an equal opportunities issue.



4. For beginners in English planning and drafting in the first language can be a useful stepping stone towards producing a text in English
5. The opportunity to make use of a computer promotes pupil autonomy. Given the limited class time that many students of mother tongues receive, this represents an important advantage.
6. Collaborative writing on the computer can generate valuable discussion between students (both on matters of content and language) and prevent a sense of isolation.
7. Both with regard to first and second languages there is evidence that word-processing fosters creativity. According to one researcher, 'They risk more because they can regard their work as an early draft in contrast to handwriting where the laboriousness of rewriting is a real obstacle' - (Atkinson T. Le hamster a mang3 mon pneu: creative writing and IT Language Learning Journal, 6 - 1992)
8. At primary level it has been shown that the introduction of word-processing software for mother tongues can provide a focus which draws parents into the school and increases their involvement
9. The ability to be able to word-process in a language other than English is a useful vocational skill

Preparation of teaching materials

1. Given the lack of suitable published resources for mother tongue teaching, access to word-processing software for the relevant language, takes on particular importance. It is a great advantage for the teacher to be able to create materials which can then be saved and extended or modified at a later date. It should be remembered also that huge libraries of clip art are now available and can be used in a variety of ways to provide visual support for the teacher.
2. Word-processing packages which have been developed recently are very flexible. For example, text in the mother tongue can be easily integrated with text in English and/or other languages.
3. Displays can be prepared that look as neat and attractive as when English, French, German or Spanish are word-processed

Communicating with parents

1. Schools which invest in word-processing packages and other relevant software for languages spoken by their students send a powerful message about the value and importance attached to those languages and cultures.
2. Having word-processing packages in relevant languages in school means that letters to parents may sometimes be produced in-house rather than having to call upon the borough translation and interpreting service which may be quite expensive.

B. Some key points to consider

1. Could I use the package on the operating system I/my pupils have access to? (Some software packages only operate within Windows 95)

2. Does it work within existing Windows applications? (If not, you may not be able to import graphics, use tables, etc)
3. Is it possible to mix more than one language in the same document?
4. Do the computer facilities I have access to include CD-ROM? (Some software only comes on CD-ROM)
5. Are the fonts True Type? True Type fonts produce a clear, sharp image when printed.
6. How many font styles does it provide ?
7. Is there a limitation on font size?
8. (Re: Indic scripts) How well does it deal with conjuncts?
9. What choices of keyboard layout does it provide for each language? (Phonetically matched to the querty keyboard?/ a standard layout from another country?/ a completely non-standard layout?)
10. What technical support is available? (Installation of package, etc)
11. How much training would I need to use the package? (For example a complete novice would probably need half a day's training to learn how to use Executive Bengali)
12. Where can I get packages more cheaply, are there licence scheme to use it different computers.?

Developing your own multimedia teaching resources using Powerpoint

What is Powerpoint?

Powerpoint is the standard presentation software contained within Microsoft Office (Office 2000 recommended). It is user-friendly and flexible. You don't need to be a computer expert to create your own teaching material for (a) presentation on your computer/display screen, (b) copying onto CD-Rom (c) mounting on your website.

What can you do with it?

You can create your own colourful, interactive multimedia materials for your students (text, graphics, animated images, sound). You can write in Chinese characters as well as English or other languages in a range of sizes, fonts and styles.

What do you need?

1. Powerpoint application programme
2. Chinese wordprocessing software
3. Microsoft Word application programme
4. CD with library of non-copyright clipart images
5. Images created with digital camera or scanner (optional)
6. Internet link (optional)

What do your students need?

A multimedia computer (with Internet access - optional)

Some examples of materials prepared for teaching Tamil language and culture

1. Learning the alphabet (256 characters in Tamil) - colour, image, sound features [First letters of words]
2. Writing characters - colour, animation features
3. Vocabulary builder - colour, image, sound and animation features / translation option / self assessment option with self-correction facility
4. Dual-text short stories - colour, image, sound and animation features / translation option
5. Writing frame with picture prompts (Distance learning option) Internet

Mr Gabriel Goldstone specialist adviser for the Office for Standards in Education (OFSTED) in UK sees authoring multimedia with mix of sound, animation, text and graphics in an interactive presentation as an ideal way to achieve the higher order of ICT skills. He told to group of teachers 'this is the joy of it: Multimedia gives a form of expression, which you can evaluate with different audiences with different outcomes, and that's the higher level that we ought to be aiming for. That's basically what education is about'

A. Communication via Email / video conferencing

Development of international linking (ref Cummins 'Brave new schools' (1995)) + 'On the line' project

B. WWW. Given lack of appropriate resources for teaching and learning CLs in UK, opportunity to access up to date resources on Internet extremely valuable.

1. Resources accessed and downloaded by teacher / possibly adapted after importing into a Word
2. Topic research carried out by students (Intranet option) (Ref. Sample WEB sites in Tamil) <http://www.tamil.net/learn-tamil>
3. Web publishing

Students can put their ideas together and make the presentations attractive in their mother tongue language such as Tamil. This is similar to making presentation like any other languages such as French , German that they learn in a normal school work . Multimedia authoring is getting very popular in UK schools.

Contribution of ICT at different stages of project

Stage in project ICT contribution

A Planning •World wide web audience and implications for register and genre

- Parameters for structure (tree diagram)
- Access to up-to-date information on the web from sources worldwide

B Researching

- Spreadsheet software for recording and analysis of survey information

C Drafting/Redrafting

- Wordprocessing to facilitate drafting/redrafting of work and to enhance presentation
- Non-linear writing/reading framework (hypertext option)

D Creating web pages

- Multimedia options for conveying information and ideas
- Desktop publishing software (+ digital camera and scanner) as creative tool, supporting individual expression, maximising visual impact, encouraging collaboration

4. Distance learning.

[Where communities are dispersed across different countries/continents, this can facilitate sharing of expertise and resources]

Internet - A Teaching Experience in the Primary School Tamil Classroom

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"Computers are changing the way we work and the way we live . . .
We will use IT to encourage students to learn more independently, to learn actively."
PM Goh Chok Tong

" The Masterplan is integral to innovation in the education system to meet the challenges of the 21st century. We will use IT to help equip our young with learning skills, creative thinking skills and communication skills. This is a key strategy for producing a workforce of excellence for the future." - IT Master Plan 1997

Since the announcement of the IT Master Plan by the Ministry of Education in 1997, many schools have made much progress using IT. The teaching of Tamil Language has also become more interesting and challenging. This paper shares two of the many experiences of Tamil teaching via internet in the primary school.

The first experience looks at how the communication between Pupils taking Tamil and people around them has taken a leap because of Internet. The second shares a how a student learns through project work.

Abstract

This paper discusses the use of Internet in Tamil teaching. It mainly focuses on how emailing has helped in the teaching of the language. Students are more independent, creative and expressive when they start communicating to their teacher and others via the email. Their command of the Language also takes a leap. New web sites, ideas can be shared with the student with just one mail. This communication enables the teacher to bring the student to places the classroom cannot. The paper also looks at how it is an excellent communication tool between teachers, students and parents.

Email aids the enhancement of communication between the following relationships in the school frontier.

- a) Student Teacher Communication
- b) Teacher Parent Communication
- c) Student Student Communication
- d) Parent Parent Communication
- e) Teacher Teacher Communication

a) STUDENT - TEACHER COMMUNICATION

Emailing between teachers and students enables the teacher to have personal relationship via writing. This kind of communication helps the teacher to be a friend and mentor to the student. The benefit of using email as a communication tools between the teacher and the student are as follows:

- i) The command of the language used to communicate is also enhanced.
- ii) Teachers can give useful tips on new sites on the net, about the students progress etc.
- iii) Assignments are given via email and pupils will send their works to sites via email, this motivates them to contribute articles. Pupils will then go to <http://www.singtisc.org/edu/pri/index.htm> to research for their project work.
- iv) Chat rooms allow the teacher to communicate outside the classroom, to everyone in her class.

b) TEACHER - PARENT COMMUNICATION

This type of emailing encourages parents to use Internet and type in Tamil. Teachers give written feedback to the parents and parents can discuss about problems pertaining to their child on a daily basis.

c) STUDENT - STUDENT COMMUNICATION

Emailing enables students to have a closer relationship with their friends and discuss their schoolwork over the mail. Students are given the email addresses of students from other classes and levels and other schools so that they can share many things over the email.

d) TEACHER - TEACHER COMMUNICATION

Emailing between teachers in the same department (Tamil) or with other Tamil teachers from the other schools permits the sharing of ideas among teachers. Lesson plans, new ideas, new software's, new Tamil sites are shared without the teacher moving from their computer.

A wealth of resources are already on the net (<http://www.singtisc.org/edu/pri/index.htm>) Teacher portal is also used in schools where a folder is created in the PC and teachers input their ideas in the folder and other teachers get to read about it

e) PARENT PARENT RELATIONSHIP

Parents can discuss many things pertaining to their children and the school. Closer ties between the parents in the school can be established via emailing to one another. Parents who are not able to render their services to the school because of commitments can actively take part via the mail, by giving ideas.

Project Work Using the Internet

Abstract 2

Project work is a vital part of the learning journey of a child in the Singapore school. Besides their daily work pupils are given Project works to enable them to have a holistic education. Pupils in their pursuit to produce a good project use the Internet and CD Roms to source for their resources. In the process they learn many new things and discover many new sites.

Project Work

Project Works are given to encourage pupils to be creative, original and independent, develop team spirit and most importantly learn from experience and experimentation. Pupils are given topics to do a project. Pupils in the Tamil Classroom also carry out projects. Lets look at the steps in once such learning experience.

The topic given for this particular project was " Neighbouring Countries". Pupils were required at the end of the lesson to come up with a power point presentation.

They were recommended to use the following resources for their presentation.

Recommended Resources

1. School Media Library (vcd's, video tapes, audio tapes etc)
2. Various Internet Sites : <http://ccat.sas.upenn.edu/plc/tamilweb/tamil.html>
3. CD Roms
4. Any other resources students consider appropriate

Pupils are firstly divided into groups. Each group leader will delegate the work members have to do. Pupils will then be left on their own and given a week to complete the project. At the end the week each group would have to present their work in the form of a PowerPoint presentation.

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Tamil Language and Information Technology In Singapore Schools

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In this fast growing society, Information Technology is playing a vital role in Singapore schools. Schools are making use of IT to teach students as it makes the syllabus more interesting and challenging. It definitely draws the students' attention to the lessons being taught and creates a love for the language.

CONTENTS

1. Information Technology in General
2. Students Works
3. Teachers Works
4. Conclusion
5. Recommendations

1. INFORMATION TECHNOLOGY IN GENERAL

1. There are many ways in which IT is being incorporated in today's classroom teaching.

* Examples with explanations, are shown below:

i) Movie Clippings

* Movie clips are downloaded from the internet and lessons based on it are conducted. Teachers and students have debates or discussions on the clips. This method has proven to be easy, interesting and is effective in making the students communicate in Tamil.

* Sayings or proverbs used in the movie-clippings will be discussed among the students and teachers and this, increases the students' vocabulary.

* Exercises such as, writing compositions with a theme based on the clippings' motive would be an excellent exercise to improve the students' creativity and writing style.

ii) Visiting Different Societies' Internet Sites

* When students visit appropriate web-sites, their general knowledge widens. This would definitely give them more creative ideas when writing compositions. Their daily work would have more quantity and quality.

* It would also give them an approximate idea on how to design their own web pages in future.

iii) Exercises on Phonetics using "Sound Recorder"

* By giving exercises on phonetics teachers are able to assess the students pronunciation. This enables the teachers to correct the students' pronunciation.

* This will definitely help them during their oral exams. This also enables the students to learn the language in more systematic way.

iv) Use of Power-Point

* Teachers use "Power-Point" to prepare and teach their students during curriculum.

* It makes the lesson more interesting. The workload of teachers is reduced to a considerable extent.

* Students use "Power-Point" to make presentations and projects. The standard of the students works also increases.

v) Front Page

* Front page is used by teachers to create their web pages with hyper links & bookmarks. The pages are filled with information, which benefits everyone.

* Students also make use of Front page to illustrate their points during a discussion.

* They can also make use of it to design their own web pages.

vi) Mind-Mapping

* Students can illustrate their points during a discussion using mind-maps. This mind-map can be created using IT.

* They can also use mind mapping during their projects to make their points clearer.

vii) CD-ROMs

* The usage of CD-ROMs arouses the interest of the students.

viii) Animations

* Animations are included in the lessons prepared using either Power Point or Front Page to make the lessons more interesting and colourful. The interest level of the students Increases.

ix) Projects

* Student Projects use IT extensively.

* Power-Point, Front page, CD Roms and web sites are used by students in their project work.

x) IT Competitions

* IT competitions are organized by teachers for students to take part.

* Powerpoint presentation and designing of web pages are some of the competitions that are held for students.

2. STUDENT WORKS

2) Students make use of Information Technology independently for the following: -

i) Projects

* Students source for information from the internet to do projects

* Power Point, Front Page and CD Roms are used to make their projects or to make their presentations.

ii) Designing of Web Pages

* Students are required to design web pages by using either web page wizardry or Front Page or even Director.

* Animations are added to make their page more interesting.

* Some students even write their own HTML programs to develop their Websites.

iii) Animation

* Students make use of animation for their projects and other daily works.

* Animation is also used for illustrations in their web pages.

iv) Sourcing information from Language or Cultural Societies

* Students are required to surf the net and gather and compile information from language and cultural societies' web-sites.

* This information would be useful for the students as it not only increases their general knowledge but also develops their interest in language and culture.

v) Participating in Competitions

- * Students are encouraged to join these competitions organized by schools and societies.
- * Such competitions allow the students to share what he has learnt and learn from others.
- * Power-Point presentations, Front Page designing and Web page designing are examples of IT competitions held.

3. TEACHER WORKS

3 Teachers use IT extensively. This helps them to fulfill their roles as facilitators in the classroom.

i) Using Software to aid in teaching

- * Teachers use many IT Software. One such software is Hot Potato. This enables the teacher to create question banks.
- * makes the lessons more interesting and stimulating for the student and the teacher.

ii) Types of exercises created using Hot Potatoes

- * Making new words
- * Building vocabulary and knowing their meanings.
- * Multiple choice questions.

4. CONCLUSION

IT is being used extensively in Singapore Schools. IT helps the students learn Tamil in an enjoyable manner. IT enables the teacher and the student to make learning a life - long process.

5. RECOMMENDATIONS

1. Video Conferencing between students and teachers in Singapore and other schools in foreign countries can be held.

Tamil Educational CD ROMS

Developed by the Ministry of Education of Singapore

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Summary:

To meet the challenges of the 21st century, the Ministry of Education prepared and released a Masterplan in Education. It was decided that IT would be used to help equip the young Singaporeans with learning skills, creative thinking skills and communication skills. One of the key dimensions of the Masterplan was the development of educational software to meet curriculum needs. The Special Projects Section of the Education Technology Division took the challenge and among many, has produced 7 Tamil Language titles to date.

Introduction

In 1997, the Singapore Ministry of Education announced a Masterplan that provided a blueprint for the use of IT in schools, and also an access to an IT-enriched school environment for every child. This Masterplan will be implemented from 1997 to 2002 in different phases. One of the key dimensions in the implementation involves the learning resources. Such resources will either be acquired from the open market. If the necessary resources are not available, the development of a wide range of educational software will be encouraged to meet the curriculum needs.

The Education Technology Division was formed in January 1997 to meet these challenges. The Special projects Section came under this division and took up the task of developing the educational software based on the national curriculum.

The quality of Singapore's education system is recognised worldwide. It was recently reported in the newspapers that Singapore's mathematics textbooks and their related software are being used in some US schools. Local Tamil textbooks are being used in certain Tamil communities in the US and Australia.

In the last two years we have released 6 titles. Our titles are produced after a needs analysis is done. Existing commercial software are studied and evaluated. The Tamil curriculum is then examined for content and topics that can benefit most from technology are identified. The courseware structure is then designed based on the objectives of the CD ROM title and the level of the target users. We make it a point that our titles are not enhanced electronic assessment books. They are designed to be used as enrichment activities for Tamil language learners. We then write a complete storyboard and tender it to commercial multimedia companies. Beta testing is done in selected schools. After program refinement and final testing, the titles are rated and

placed in the MOE recommended software list (RSL). Schools then approach the vendors and place their orders.

We would like to take this opportunity to inform the Tamil Diaspora of these initiatives. We hope that these software would benefit them as they have to Singapore Tamil language learners.

Minmini Ulagam

Minmini Ulagam is probably the first Moral Education CD-ROM in Tamil produced in the world. Minmini Ulagam translated means "the World of Firefly". Light is often seen as to symbolise knowledge and providing enlightenment. We thought that this would be an appropriate title. The CD-ROM is targeted at Primary four pupils or children between the ages of nine and eleven.

The CD-ROM has stories, activities, games and songs. It is designed to teach moral values, national education and to develop thinking skills and it is based on the relevant curriculum. Minmini Ulagam consists of five modules, each created to convey five moral concepts - sense of civic responsibility, love for siblings, team spirit, self-esteem and patriotism.

Activities in Minmini Ulagam are interactive, providing various options that allow pupils to make appropriate decisions. Pertinent feedback is given immediately. Teachers are encouraged to use the CD ROM in creative ways i.e. ask the pupils to have the lesson in pairs or groups using various teaching strategies.

Minmini Ulagam has also a language component which Tamil teachers can use for language lessons. A comprehensive lesson plan accompanies the CD ROM

Sudaroli Cholai

This is the series title of Tamil language CD ROMs produced by us for pupils in Primary schools. Similar to Minmini Ulagam, it is thematically linked to MOE's Tamil curriculum. Each title is developed to encourage self-managed exploratory learning.

"Muhaamil Moondru Naalgal"

The first title in this series is called "Muhaamil Moondru Naalgal" or three days at the camp. It revolves around five children who attend a campfire and Tamil language activities are latently infused into campsite activities. Activities teaching comprehension skills, grammar skills, team spirit are among the various skills found in this title. Features include video animation, printout facilities, recording and listening facilities and interactive games are included.

"Yaaro Ivar Yaaro"

The second in this series come in three levels for primary 1, 2 and 3. This series was developed to re-inforce vocabulary acquisition and mastery for Primary 1 to 3 pupils in Tamil Language. The user is invited to a masquerade party. Five characters dressed up as chef, artist, dress designer, town councillor and park warden take the user through a series of vocabulary based learning activities and games.

The Pedagogical Objectives were to develop Tamil language and communication skills, in particular competency in vocabulary building and refinement and to encourage self-managed exploratory learning in the following areas which are thematically coherent with the Tamil language syllabus.

- Colours and Shapes
- Household Items
- Musical Instruments
- Plants and Animals
- Transportation and Occupations

The series also encourages active learning of words and phrases for items and activities found at different locations in and out of the house through a wide range of tasks and theme-related activities. The activities designed will provide an added value to language learning that is difficult to achieve in a non-IT based teaching and learning environment

The title will function as an IT-based resource, which the teacher is free to implement at any of the instructional phases of the Tamil Language vocabulary-building lesson. This is to allow for flexibility and adaptability.

"Ulagam Sutrum Joo Joo"

This is the third of the series developed for primary three pupils. This is a Tamil language based cd rom. Joo Joo is an alien who comes to Earth to explore Earth for his class project. He befriends two children who escort him to many places. Activities are based on the places he visits. Features and objectives are similar to the first title.

Other titles:

Other titles under development are Maayanin Maaligai for primary four and a yet to named titled for primary 5. Both are Tamil language based cd roms.

LOCAL INDUSTRY UPGRADING PROGRAMME

In April 1997, when the Minister of Education announced the Masterplan for IT in Education, he also expressed the hope that it will spur the growth of a major new industry in Singapore that will provide educational software and educational content. The Ministry resolved not only to acquire, but also to stimulate development of a wide range of learning resources to meet curriculum needs. Today, one key catalyst to development is the Ministry of Education Local Industry Upgrading Programme (MOE LIUP), inaugurated by the Ministry and the Economic Development Board in April 1998.

The MOE-LIUP was to bring together local multimedia software companies, established foreign developers and the MOE in a tripartite partnership to co-develop new titles to meet the need for more content and learning resources in schools. The programme encourages the development of quality educational multimedia in specified areas of need - mainly secondary School level titles. The LIUP helps local developers upgrade content creation capability within Singapore, and spawn new products for markets in Singapore and overseas. In early 1998, I did a scan in the Internet for companies that had done Tamil multimedia educational CD ROM titles

but I found nothing. Even big software companies in India showed no interest in doing Tamil language educational software.

But a foreign partner was found later and this unique tripartite relationship allowed for complementary contributions from each partner. Local companies provide the software development team and project management. MOE provides advice on pedagogy, teaching strategies, accuracy and relevance of content, and schools as test-beds. Foreign partners assist the local teams in creative design, tools, technologies and content libraries. They can also provide distribution channels outside Singapore. In addition, projects under the MOE LIUP are supported by development grants from the EDB, and relevant industry-wide training, development and overseas missions during the three-year programme.

Phase one title.

The first title to come under this arrangement was "Tamil - Kalaiyum Panpaadum" (Tamil Customs & Festivals).

The theme chosen for this title utilise the universal theme of Arts and Culture and takes the user through particular topics and lessons and activities organised according to the four main language competencies - speaking, listening, reading and writing.

The title is designed based on the concept of IT where realistic simulation of telecommunication applications is used to help the pupils retrieve or share content on Indian arts and culture. Incognisantly pupils get to learn about browsing and web pages while doing Tamil language activities.

Phase two title.

The phase two title is based on an adventure story theme. Five children are enjoying a picnic and an evil magician kidnaps the youngest girl. The remaining children go to the magical island to save their friend. Language activities are intertwined with the perilous journey the children make in the mysterious island.

Though designed as a game, all the relevant Tamil grammar components, according to the syllabus, are found in the title.

Conclusion

It is our wish that all of you in this conference will share our pride in knowing that Tamil language has successful leapt across the IT chasm.

Annexe 1

Tamil Language based Educational CD ROMs in Singapore

Title - Asian Folktales (many titles)

Publisher - Times Learning System Pte Ltd

Times Centre, 1 New Industrial Road, Singapore 536196

Title - Kullaai Viyaabaariyum Kuranguhalum

Publisher - Claritex

48 Serangoon Road, #02-20 Little India Arcade, Singapore 217959

Title - Various titles for primary schools

Publisher - SNP Publishing

162 Bukit Merah Central, #04-3545, Singapore 150162

Title - Aesop Fables for Kindergartens

Publisher - Connect ! Pte Ltd

41 Science Park Drive, #01-30 The Gemini Science Park II, Singapore 117610

Title - Tamil Customs & Festivals (for Secondary Schools)

Publisher - iT21

Block 213 Henderson Road, Henderson Industrial Park #04-03, Singapore 159553

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கண்ணியில் தமிழ்க் கல்வி.

Dr.R.Pakkrisamy

Retired Senior Engineer, Tamilnadu Electricity Board.
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நம் தமிழ் மொழி தொன்மை வாய்ந்தது. நெடுங்காலமாக பேசப்படுவது. வழக்கு ஒழியாமல் இருக்கும் பல மொழிகளில் நம் மொழி முதன்மையாக இருக்கிறது. காலத்தால் பலருடைய சூழ்ச்சியால் அழிக்க முடியவில்லை நம் தமிழ் மொழியினை. பல இன்னலுக்கு ஆளாயின. ஆனாலும் அதன் செம்மொழித் தமையை மாற்ற இயலவில்லை. இதுதான் நம் தமிழ் மொழியின் தனித் தன்மை. இது மாத்திரம் போதாது. உலக மாற்றத்திற்கு ஏற்ப மாறிக்கொள்கிற தன்மையும் வேண்டும்.

நான் சொல்ல வருவது தமிழ் மொழி தன் தனித் தன்மையை மாற்றி கொள்ள வேண்டிய அவசியமில்லை. ஆனால் காலத்திற்கு ஏற்ப நுண்ணிய அறிவியல் கருத்துகளை ஏற்றுகொள்ள தயார்படுத்திக் கொள்ளவேண்டும்.

பல தொன்மை வாய்ந்த மொழிகளின் நிலையைப்பார்ப்போம். பேச்சு வழக்கு ஒழிந்தன. அவைகளில் குறிப்பிடத்தக்கன கிரேக்கம், லத்தீன், சமஸ்கிருதம் போன்ற பல மொழிகள். இன்று அவைகளை செம்மொழி என்றோ தொன்மை மொழி என்றோ சொல்ல இயலவில்லை. ஆனால் இன்றுகூட நம் தமிழ்மொழி செம்மொழிதான்.

இருப்பினும் மொழி வளரவேண்டுமாயின், பலப்பல புதிய நுட்பமான நுணுக்கமான செய்திகளை தன்னகத்தே பெற்றிருக்கவேண்டும். இன்னும் சொல்லப்போனால் கலைச்சொற்களை இன்னும் பலப்பல தன்னகத்தே ஏற்றுக்கொள்ளவேண்டும்.

"யாம் அறிந்த மொழிகளினே தமிழ்மொழி போல் இனிதாவது எங்கும் காணோம்" என்று நம் பாரதி அறுதியிட்டு கூறுகிறாள். அதே நேரத்தில் அவனுக்குள்ளே ஒரு ஆதங்கம். உலகத்தில் பல மொழிகள் பலப்பல கலைச் சொற்களை, பலப்பல அறிவியல் நுணுக்கங்களை பெற்று விட்டன. நம் தமிழ் மொழி பெறவில்லையே என அவனுக்குள்ளே ஒரு ஏக்கம்.

அதைத் தான் நம் பாரதி

"புத்தம் புதிய கலைகள் வளருது மேற்கே

பலசம்தங்களின் செயல்களின் நுட்பங்கள் வளருது மேற்கே"

இவைகளையெல்லாம் நாம் நம் தமிழில் ஏற்றுக்கொள்ளாவிட்டால நம் தமிழ் பின் தங்கிவிடுமே தமிழினிச்சாகும் என அவர் ஆதங்கம் கொள்கிறார். அவர் நமக்கு ஒரு கட்டளையையும் இடுகிறார் எட்டு திக்கும் செல்லங்கள். பல கலைச்செல்வங்களை இங்கு கொண்டு வாருங்கள். நம் தமிழ் மொழிக்கு சேருங்கள். நம் தமிழை வளர்திடுத் துங்கள் என கட்டளை இடுகிறார்.

அவருக்கு உள்ள ஆதங்கம் நம் தமிழ் புத்தம்புது கலைச்சொற்களை ஏற்காவிட்டால் பல மொழிகளிடையே நம் தமிழுக்கு இழுக்கு வந்து விடுமோ என அச்சப்படுகிறார். இப்போது நம் கடமை என்ன ?

"யாமறிந்த மொழிகளிலே தமிழ் மொழிபோல் இனிதாவது எங்கும் காணோம்

யாமறுந்த புலவரிலே வள்ளுவன் போல், கம்பனைப்போல் இளங்கோவைப்போல் நம்மிதனில் யாங்கனும் பிறந்ததில்லை." என்று சோல்லிக்கொண்டு இருப்பதில் பயன் இல்லை

எல்லாவற்றுக்கும் மேலாக "தேமதுர தமிழோசைஉலகெலாம் பரவும் வகை செய்திடல் வேண்டும்" என்கிறானே. எவ்வாறு முடியும் computer காலகட்டத்தில்? நாம் செய்ய வேண்டிய கடமை என்ன ?

இக்காலத்து பிள்ளைகள் நூல் எடுத்து படிப்பதில்லை. காலம் வெகுவேகமாக மாறி விட்டது. செய்தியா, கதையா, கட்டுரைவா, இலக்கியமா. விஞ்ஞானமா எந்த பொருளாக இருந்தாலும் பொறுமையாக படிப்பதில்லை. காலம் மாறி விட்டது.

எல்லாவற்றையும் computerல் படித்துக்கொள்கிறார்கள். Internet வழியில் படித்துக்கொள்கிறார்கள். எனக்கு தெரிந்தவரை மேல் நாடுகளில் எல்லாம் computer மயமாகிவிட்டது. அதற்கு ஏற்ப நாமும் மாறினால் தானே உலக அரங்கில் போட்டி போடமுடியும்.

மேல் நாடுகளில் எழுத்து கோர்த்து அச்சடித்து நூல் படைத்து படிக்கும் நிலை குறைந்துவிட்டது. இக்காலத்து பிள்ளைகளும் அப்படிப்பட்ட நூல்களை வாங்கி படிப்பதும் குறைந்து விட்டது. விஞ்ஞான நூல் வேண்டுமா computer CD ல் உள்ளது. இலக்கியநூல் வேண்டுமா computer CD ல் உள்ளது. பொறி யியல் நூல் வேண்டுமா computer CD ல் உள்ளது.

அத்தனை அளவு computer புரட்சி செய்து உள்ளது இந்த நூற்றாண்டின் பெரிய புரட்சி computer செய்துள்ளது. அத்தனை மாறுதல்களும் தமிழில் ஏற்பட்டுள்ளதா? இல்லை என்றுதான் சொல்ல வேண்டியுள்ளது. என்னத் தான் கம்ப்யூட்டரல் பல புரட்சிகள் செய்தாலும், அதனை தமிழில் ஆக்க முடியவில்லையே. விஞ்ஞானம், பொறியியல். என பலவாரான மென்பொருள் தமிழில் ஆக்கமுடியவில்லையே..

இது இவ்வாறு இருக்க நம் பிள்ளைகள், உலகத்தில் மற்ற பகுதிகளில் உள்ள நம் தமிழ் பிள்ளைகளும் ஏன் தமிழ் மொழியைகூட மறந்துவிடலாம். தமிழ் இலக்கியங்களையும் மறந்து விடுவார்கள். நாளாவட்டத்தில் அதற்கு நாம் என்ன செய்யவேண்டும். நம் கடமை என்ன ?

தமிழ் இலக்கியம், நீதிநூல்கள், புராணங்கள் முதலியவற்றை வருங்கால சந்ததியினர் மறந்து விடுவார்கள். இலக்கியங்களும், சமய நூல்களும் தான் தமிழை வளர்த்தன. தமிழ் நூல்களை பதுப்பித்து அச்சு ஏற்ற பலர் தயாராக இல்லை. இந்த நிலை CDக்குமாயின் நூலக்கங்களில் கூட பல அறிய நூல்கள் கிடைக்கப்பெறாமல் போகலாம். அந்த நிலைக்கு நாம் விடலாமா?

அச்சு ஏற்றாத காரணத்தால் பல அறிய நூல்கள் இப்போது கிடைக்கவில்லை. ஆகவே பல அறியநூல்களை CDகளில் பதிப்பிக்கின்ற தொண்டினை இப்போதே தோடங்கவேண்டும். கம்பராமாயணம், சிலப்பதிகாரம், திருத்தொண்டர் புராணம், சங்க இலக்கியங்கள் அத்தனையும் இப்போதே CDல் ஏற்றவேண்டாம். ஆத்திச்சூடி, கொன்றைவேந்தன், நாடடியார் போன்ற நூல்களை CDல் ஏற்றலாமே முதல் கட்டமாக. இவ்வாறாக படிப்படியாக மற்ற நூல்களையும் CDல் ஏற்றும் தொண்டினை மேற்கொள்வோம். தமிழ் மொழியைக்காக்க வேண்டுமானால் இதுதான் நம்முடைய தலையாய கடைமையாகும்.

நாம் இணையம் வழி பல்கலைக்கழகம் ஆரம்பிக்க உள்ளோம். அதற்கு நூல்கள் தேவைப்படும். அதற்கு இப்போதே நாம் தயாராக இருக்கவேண்டும். வருங்காலப்பிள்ளைகள் காலை எழுந்தவுடன் கம்யூட்டர் முகத்தில்தான் முழிப்பார்கள். அவர்களுக்கு வேண்டிய இலக்கிய நூல்களை இப்போதே தயார் படுத்த வேண்டும். மெதுவாக செய்தாலும் உறுதியாக நாம் அவசியம் செய்தாக வேண்டும்.

'என்னை இறைவன் நன்றாக படைத்தனன். தன்னை நன்றாக தமிழ் செய்யுமாறு' காலத்திற்கு ஏற்ப நாமும் நம் கடைமையை செய்தாக வேண்டும். செய்வோமா? என்கிற கேள்விக்கே இடம் இல்லை. செய்துதான் தீரவேண்டும் !

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Internet and Language Learning Materials

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Material Production for Internet

Material production is the main activity and in fact it is the nerve centre for achieving the target of producing a confident language speaker. After the preparation of a curriculum and a syllabus which have certain fixed objectives, the materials produced should have close relationship with both curriculum and a syllabus. It is needless to say that the nature of materials vary depending upon the target groups and the objectives to be achieved. Subsequently the materials may vary for the print medium, audio medium, video medium and language learning materials through computer or internet. If we contrast the materials prepared for the print technology with that of the materials to be prepared for the digital technology, we can identify a vast difference starting from the nature of users of the digital technology, and their objectives. Unless the nature of the users and the facility available in the digital technology are properly identified and evaluated, it is not possible to produce an effective material. Unlike the materials produced for the print technology, the materials for the digital technology especially for and internet multimedia should have the operative or functional compatibility for the multimedia which is the woven combination of text, graphic art, sound, animation and video elements. It is the above digital characteristics which interact with the language learner while he/she is in the process of learning through multimedia. Hence the materials should have the capability to function effectively through the above components.

Before identifying the intricacies of the materials to be used in the multimedia, it is helpful to identify the extent of heterogeneity involved among the prospective language learners through multimedia and internet. As against the language learners who learn Tamil by following the conventional methods, the users of multimedia and internet may be numerically more belonging to different age groups ; coming from different language backgrounds with varying objectives. For instance, the objectives of the Tamil learners may be

1. to know the functional language with an aim to study only to acquire the skill of speaking and understanding
2. to attain all the four primary language skills
3. to acquire knowledge in the area of Tamil grammar.
4. to get information regarding the spoken written differences in Tamil
5. to get information pertaining to the writing system and its pronunciation
6. to know about the dialects and the intricate features of the various dialects in Tamil
7. to know about the Tamil literature.

In addition to the objectives listed above there may be many other intentions for the multimedia/internet users. In order to cater to the needs of the above users the material

producers are expected to develop a hypertext through which the materials may be presented in different layers. The hyper text prepared in layers may have the following interactive functions with the learners depending upon the specific need such as,

- 1) Serving the instructional materials based on the age of the users. This could be done by controlling the standard of the materials and also by introducing various other interactive components such as, language games, introducing the techniques to develop vocabulary from a given vocabulary etc.
- 2) Controlling the duration of learning with reference to the achievement of specific skills. For instance, the materials may be graded in such a way that the needed objective of the learner will be achieved within the given point of time.
- 3) Every component of the hyper text must be more communicative with the language learners by utilising all the digital characteristics of the electronic technology discussed above.
- 4) At every stage there should be a component which can inculcate among the learners to be more inovative during the process of learning. This can be achieved by supplying only a part of the information and allow the students to identify the other part of the information with the help of various techniques. For instance, a part of Tamil sentence "naan neeRRu viiTtukku ." May be given with an instruction to complete the sentence. This sentence can be completed by using many verbs but the main teaching component is that the verb should indicate past tense either in positive sense or in negative sense. The material producer in such instances can include several sentences in the electronic system in such a way that it can become a genuine task for the students to derive at the correct sentence. This open ended activity is very useful for the learners and also for the programmer in utilizing the electronic technology to a greater extent.

Moreover, the language learners are benefited in the following ways while attempting the above mentioned open ended activity.

- (i) students active involvement in the construction of knowledge related to the structure of the target language.
- (ii) Students adoption of instruction to his/her individual need.
- (iii) Opportunity to assess ones own inovative achievement by comparing the informations available in the system with his/her results.

While utilizing the technology we can keep in mind the following five categories of effective language learning and prepare the material. Through this method the material can form different layers to be used by the learners depending upon their need, interest, standard etc.

- I Interactive mode
- II Cognitive process of learners
- III Focus of control
- IV Learning resources
- V Evaluation mode

I Interactive mode

Under the category of materials which come under this mode the students will be given an opportunity to browse and the following three language learning cum interactive activity can take place.

1. Extensive multiple choice questions on the basis of the text.

This can provoke the students to have a thorough interaction with the system and test their knowledge.

2. Simple activity.

Under this category a few case may be given either in the form of concrete words or in the form of animated picture sequences. The students are asked to narrate the text in the system. The material involving simple activity may be graded for giving an opportunity to select as per the standard of the students.

3. Complex activity

Complex activity may involve various unconnected or shuffled animated sequences without sound accompaniment and also in certain cases with word cue but without visual cues. At every stage the learners have to seek several clarifications to finish the task.

II Cognitive process of learners

This is one of the important factors for language learning. This can be viewed under the following four categories namely.

- a) information retrieval
- b) memorizing
- c) Problem solving
- d) Creation and invention

At every stage when the learners are exposed to a new structure of the target language, the multimedia package should automatically ask the learner to retrieve from his memory the pertinent information already learned by him. For instance, let us consider an example of introducing conditional sentences in Tamil. Before the introduction of the conditional clause in Tamil, the graded multimedia package should have introduced simple sentences in Tamil involving both past and present tense structures. Hence, the assumption is that the learners are knowledgeable as far as the formation of past tense in Tamil is concerned. At this juncture the autoinstructional teaching package should give the instruction that the conditional sentence in Tamil is formed by adding the marker -aal to the past tense form of any verb. Subsequently the other characteristic features of the finite form of the conditional structure in Tamil may be introduced. Through this exercise the learners are forced to recollect the information introduced to them from their memory and also the system is giving an opportunity to the learners to test what they have learned.

In the event of any set back experienced by the student to pass the above phase, the package has an option to automatically instructing the learners regarding the facility for problem solving. This feature of the package will once again instruct the students from the place they have lost the link and help them in filling the gap. The last category of creation and invention is designed in such a way that all the structures in Tamil and their formations are exhaustively dealt with and stored in the package. Since they

are at this point of time learning the conditional clause, by way of operating this system the learners can penetrate into the various conditional categories available in Tamil language. This will be introduced to the learners only on demand. That is, by way of using the learners own interest he/she can try to create various conditional structures with different combinations. Facility may also be extended to evaluate the correctness of each structure created and also the process of its formation.

The mode of invention is an exclusive mode which can be extensively exploited by the material producers while preparing materials for multimedia. Under this category various kinds of language games with many objectives such as

- (i) word building
- (ii) vocabulary development
- (iii) treasure hunting with the help of language cues which needs proper comprehension etc.

III Focus of Control

This component of language learning may be incorporated in the multimedia package with a view to improve the language learned by the learners by way of seeking help from the other learners of the same language and also to get into the more natural way of language use situation. Though provision may be made in the multimedia package for the above, it will be more effective when this package is utilised through the net. This is because of the wider contact when used through the net. The materials for this learning mode may be prepared by keeping in mind the following three factors.

- (i) student controlled mode
- (ii) group discussion mode and,
- (iii) chat group mode.

Among the above three factors the first one is to some extent restricted to multimedia and the remaining two may be utilised extensively for internet. The working model of the package is that under student controlled mode, any doubt and clarification may be sought and rectified by interacting within the package which is always controlled or well within the controlled programmed structure available in the system. Whereas, the other learning modes namely, the group discussion mode and the chat group mode are uncontrolled in the sense that depending upon the nature of questions asked by the learner to the other groups of learners the programmed materials will react. This activity is more important that through this mode of language learning the learners are exposed to different kinds of language experience; doubts, clarifications, innovations cultural intercacies etc. In addition this mode can help the learners to

expose themselves to more natural way of having interaction in the target language by using all the basic language skills.

IV Learning resources

Learning resources here it means the additional informations on various aspects of language provided to the students on the basis of the nature of information being asked. As stated earlier in this paper as far as possible the linguistic, cultural, sociolinguistic informations pertaining to the target language will be made available within the multimedia package. However, the provision of learning resources is made available to the students by way of extending the following facilities such as,

- (i) Provision to contact additional external resources.
- (ii) Expert consultation.
- (iii) Rectification of students pronunciation after checking the pronunciation of an expert.
- (iv) On-line references especially to get accessibility to the glossary etc.

V Evaluation Mode

Evaluation is yet another component which plays an important role in language learning. The materials for evaluation through multimedia may be divided into two broad sections namely,

- (i) Evaluation through standard worked out modes and
- (ii) Evaluation through interaction with the other group.

In the first category of evaluation while the learners are working on their lessons, as and when the situation demands there is a provision to induce the display of already worked out modals for comparison with that of the learners output.

In the second category of evaluation the learners are comparing and clarifying their results with the help of induced interaction with the other experts or learners through various types of questions.

So far we have identified various ways through which one can prepare materials for language learning which can interact with the learner. There can be many more activities and learning components which can be added while performing materials for internet. This can be more effectively done only when we get a proper feed back from the actual users of the materials.