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Facebook and Tamil Language
in Singapore's Teacher Education

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Abstract

Media serves as an important motivator in the language teaching process(Brinton, Donna. 2001).Especially internet, which is accepted as the concrete compound of all the technologies(Kartal, E., and Arikan, A., 2010), enables us teachers/trainers to speak the same language as our students/trainees do. At the same time, they help us to connect to our customers in a personalized way of teaching language. In Singapore, Information and Technology has played a critical role in developing teachers and it is also the same for the Tamil teachers. At the National Institute of Education, the pre-service learning for the Tamil teachers was conducted this year with an instructional designer's technical guidance and moral support, I have embarked on with the pedagogical training through Facebook, Posterous and Voice-thread to develop writing skills, listening and speaking skills for the trainees in diploma in Education and Master in Education courses respectively. With the process based product approach, through these well-known social networks, we witnessed that there are many channels for our students to learn and construct knowledge in their lives and teacher is not the only person to provide knowledge and monopoly in the classroom (Lee Sing Kong, 2011). Through the shared, open concept based networks, the participants have enjoyed and constructed their knowledge on culture, identify the teenage related topics, interesting RJ (Radio Jockey) techniques, responsive, critiquing listenership and creative producers of the feature programmes. This paper practically shares the Tamil Language Teacher Training through Facebook in order to develop 21st century educators for teaching the 21st century learners in Singapore Tamil Classrooms. We chose Facebook, a social networking platform, for role playing by creating fictional characters and the project went well with the course participants and received invaluable responses. This paper also shares the importance of having the technical and instructional expertise with the same lingo as you have.

Key words: *Facebook, Tamil Language, Second Language, Social network*

Introduction

In Education, technology especially information technology has its own trademark in instilling interest and motivation among students towards education. Also it is a right hand and tutoring assistant for the educators who are passionate on teaching or educating their students. In our National Institute of Education, we have a division to help the academics to embark on IT infused pedagogy. Although there were various kinds of support of the academics in their teaching through information technology, recently the formation of CeL which is the Centre for e-Learning is a boon for us. I myself

was engaged in the following pedagogical deliveries with the assistance of IT and they are: Vimba live, Web quest. However, from last year onwards I had a privilege to work with Instructional Designer to learn new technologies to enhance my pedagogical initiatives. Facebook is one of the innovative pedagogical methods which we felt are successful and we have received excellent feedback from our trainees from the two groups of diploma students.

Around April which was the end of 2010 January semester at our NIE, I had expressed my wish to the CeL colleagues, Ms Pratima Majal, Senior Instructional Designer and Ms Shamini Thilarajah, Instructional Designer to introduce social network based pedagogical training to the Diploma in Education year I and year II Tamil trainees (please see the annexe) in the forthcoming semester which was the September 2010 semester. That lead to a few discussions on preparing the ground work by Pratima and Shamini who are the senior instructional designer and Instructional designer respectively s at CeL. This project is about infusing social communication network modes in the teaching and learning of Tamil language. In this particular project, Facebook mode has been used in the teaching and learning of second language. As Facebook is familiar among youngsters, we would like to explore this network.

Learning and the Information Technology:

For the past two decades, we could witness the infusion of technology in the teaching and learning fraternity. Also, the trainers/teachers are working closely with their students to come up with presentations to encourage and entertain one another. Here are some of the examples on the effective use of information technology and research initiatives on it. Nowadays, language learning is not only to communicate, but also to establish contacts, meet people and establish partnerships (Soontiens, 2004 in Sarah Elaine Eaton, 2010). In a collaborative online community, each student's ideas and knowledge are available and are a resource for everyone in the class (Hewitt and Scardamalia, 1998 in Kathryn I Mathew Emese Felvegi and Rebecca A Callaway, 2009). It gives an opportunity for collective knowledge and connections. Online information technology allows students to obtain information through their cognitive, emotional (Kartal, E., and Arikan, A., 2010), cultural, psychological experiences.

Judith Rance-Roney (2010) stated that the digital story telling technology for the English Language Learners to understand the cultural background, literacy skills and the language development to deal with the literary texts. At the same time, use of 3D Virtual Learning Environment for the students to understand the social words and personal learning (Jonathan Barkand and Joseph Kush, 2009). Waters (2008) and Sarah Elaine Eaton (2010) stated that the use of Skype which allows international connection between students and teachers from two or more countries proved good results in developing second or foreign language skills and teachers' professional development in pedagogy. At the same time, using blogs as an ICT tool in the language class is an effective tool and facilitator to develop reflective learning strategies among students (Hourigan T and Murray L., 2010). Faizah Mohamad, 2009 reiterated that an Internet based grammar instruction is useful in language class and facilitates understanding to the students instead of Conventional pen and board instruction Robert Hamilton 2010 encourages to provide curriculum support always to the lower proficiency students as well as the higher proficiency students through YouTube. Nowadays, computer technology enables students in their language learning and they are: 1. Experiential learning 2. Motivation 3. Enhance

student achievement 4. Authentic materials for study 6. Greater interaction 6. Individualization 7. Independence from a single source of information and 8. Global understanding (Lee, 2000 in Arif Bulut, 2004). Mobile Assisted Language Learning (MALL) and Computer Assisted Language Learning (CALL) for students to harness their creativity to express themselves and take ownership of their learning. In a class, with the teacher there are other inevitable factors to contribute the success of the curriculum: CD, DVD players, Blogs(Doris de Almeida Soares, 2008)scola Naval, Internet, Wiki, Web quests, Virtual fieldtrip, spreadsheet programme, software assisted writing, web 2.0, desktop publishing programmes, graphic organizers, recording devices, podcasting and media(Gwen Troxell, Castleberry and Rebecca B Evers, 2010),. Facebook is another feature in this line and it plays an essential and critical role in today's education, politics, social development and cognitive development.

Facebook which refers to the distributed authorship, collaborative and cooperative learning, openness, careful and purposeful usage of web .20, developing cultural awareness.

Tamil language and the information communication technology (ICT):

In Singapore, Tamil has been taught as a mother tongue language at second language level. With the government support for the Tamil language, almost every school is equipped with necessary ICT infrastructure. Outside India, in Singapore with Tamil having the official language status, Tamil education has been developing its own curriculum and pedagogy. It is also contributing to the Tamil internet. In the Tamil speaking world, information technology has many facets and here are some of those initiatives. Tamil has been used for a variety of reasons with ICT for teaching, computational linguistics, mobile devices and providing assistance to the less privileged students. When we surface the presentations at the last year's Tamil internet conference(Vasu Renganathan, 2010), the papers are mainly in 9 categories. At the recent Tamil Internet Conference in India the following issues on Tamil and ICT were dealt with:

Teaching and Learning of Tamil

- Tamil Diaspora: Teaching Tamil as a second language and impact of Technology

- Technical Development

- Tamil in Mobile Phones and Handhelds

- Natural Language Processing: OCR Text to Speech Machine Translation Etc.,

- Tamil E-texts, Corpora and Digitization of Ancient Tamil Texts

- Morphological Tagger

- Electronic Dictionaries and Glossary of Technical Terms

Here in this project, we wish to enhance our trainees' knowledge through networking with one another on culture and upgrading their knowledge by interacting critically on culture with one another.

Project Objectives:

There is a small story behind this project. Before I started this project, I thought of using this project as an effective platform to develop the training on the four critical language skills. Also based on my observations on my trainees, I found that they need more assistance in understanding the in-depth meaning of Indian culture especially Tamil culture and the traditional practices. Although many of them are from Tamil speaking homes, they had less time to use the language in schools and community domain as they studied Tamil as a second language and generally they have fewer opportunities to meet friends from their own ethnic group. It is also difficult to get them hooked towards the Tamil literary functions. In the internet, there is limited information for the Tamil Diaspora to read and understand. Quite a significant number of them haven't been to India to experience or immerse in that cultural world. Hence, I shared my wish to Pratima and Shamini about the project on Tamil culture.

Objectives of the Tamil curriculum in Singapore:

Here, the objectives of the Tamil curriculum in Singapore on learning of Tamil Language are given below:

- Providing proper training to the students in the basic language skills in Listening, Speaking, Reading and writing

- Explaining the Tamil cultural and traditional features

- Helping them to acquire the characters which are essential for the formation of a country(MOE, 2008)

- For Tamil students in Singapore, the main initiative by the community is **to make Tamil a living language** by actively using it at home and community

- Nurturing Active Learners and Proficient Users of the mother tongue language (MOE, 2010).

- To make it happen, the Tamil learning has to be fun and cool. Students would like to enjoy the lessons while learning the language.

Based on the curriculum objectives, there is a clear understanding that to enable the 21st century students to be equipped well in their mother tongue/learning of Tamil language, we need to have well equipped teachers to teach them. Hence to create a 21st century teacher, he or she should know about the module in that semester:

- Infusing Tamil language teaching through Facebook network

- Equipping teaching and writing skills in Tamil language

- Developing positive social networking skills

- Learning from society and providing learning to others(peers) as well

- Responsible learning and teaching practices

- Understanding the culture of the Tamil community in Singapore and Diaspora countries

Based on the above mentioned needs, we designed the project with the following goals:

Goals:

- Equip the trainee teachers to pick up the necessary teaching skills and to use Facebook in their schools

- Understanding the responsibilities of using Facebook as a teaching material

- niche areas on teaching through Facebook

- Engaging students in an enriching way

- Letting them understand that Facebook provides new avenues for teaching

- **Making Tamil learning as a fun and cool feature!**

With the above mentioned goals, we also have some niche areas to try and implement this project. They are the main reasons to embark on this project.

The need for introducing this project:

- Tamil trainees need to work on new pedagogies

- They need to engage their students well and make teaching an interesting feature

- Tamil trainees need to provide assistance to their students to speak well in Tamil

- To make Tamil as a living language in Singapore

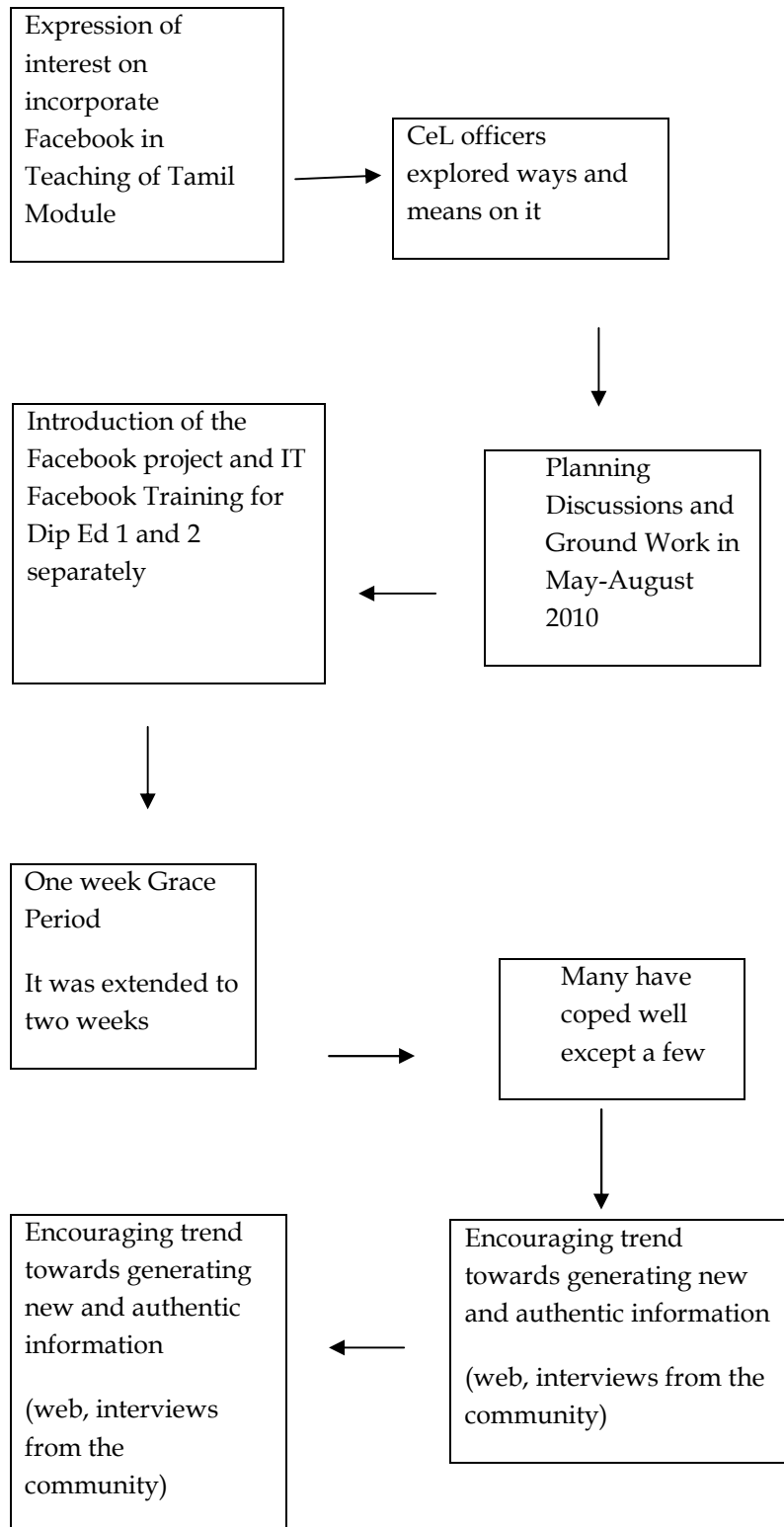- To make Singapore a Hub for teaching Tamil as a second language

Although in my earlier modules, I have introduced the infusion of ICT in the teaching of Tamil language modules with web quest, student centered lesson learning package, vimba voice, video conferencing and distance learning through ICT. Although each and every initiative has its own unique features, this particular initiative is different from the previous ones. What are the differences?

In this project the following are the potential different features while compared to the previous IT projects based Tamil teacher training:

- Harnessing Information Technology in teaching practices

- Sharing and gaining information through their interactive postings

- The use of Facebook by the trainees has responsibilities and is different from the normal Facebook usage which is for leisure.

- They have to have regular updates of new information from their contacts.

- They can play farm wheel game and can send pictures related to this

- Evaluation based on weekly postings and reflections. Especially, on -Writing skills, depth of understanding,

- Questions are posed by them and responses are given by them as well

- They have to write reflections weekly for evaluation

In this project, we have given strong emphasis for the process than the product as the process is the feature to give value to educational software or an educational pedagogy. Let us view them here:

Process of the project:

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┌─────────────────┐          ┌─────────────────┐
│ Expression of   │          │ CeL officers    │
│ interest on     │          │ explored ways   │
│ incorporate     │ ───────► │ and means on it │
│ Facebook in     │          │                 │
│ Teaching of     │          │                 │
│ Tamil Module    │          │                 │
└─────────────────┘          └─────────────────┘
                                      │
                                      ▼
┌─────────────────┐          ┌─────────────────┐
│ Introduction of │          │ Planning        │
│ the Facebook    │          │ Discussions and │
│ project and IT  │ ◄─────── │ Ground Work in  │
│ Facebook        │          │ May-August      │
│ Training for    │          │ 2010            │
│ Dip Ed 1 and 2  │          │                 │
│ separately      │          │                 │
└─────────────────┘          └─────────────────┘
        │
        ▼
┌─────────────────┐          ┌─────────────────┐
│ One week Grace  │          │ Many have       │
│ Period          │          │ coped well      │
│                 │ ───────► │ except a few    │
│ It was extended │          │                 │
│ to two weeks    │          │                 │
└─────────────────┘          └─────────────────┘
                                      │
                                      ▼
┌─────────────────┐          ┌─────────────────┐
│ Encouraging     │          │ Encouraging     │
│ trend towards   │          │ trend towards   │
│ generating      │ ◄─────── │ generating new  │
│ new and         │          │ and authentic   │
│ authentic       │          │ information     │
│ information     │          │                 │
│                 │          │ (web,           │
│ (web,           │          │ interviews from │
│ interviews      │          │ the community)  │
│ from the        │          │                 │
│ community)      │          │                 │
└─────────────────┘          └─────────────────┘
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Facebook is used in Singapore regardless of their age, educational background, socio-economic status and professional background. But, we could not conclude that everybody understands the process or the potential positive and negative features of using it in their lives. Here, future leaders of education

and gatekeepers of the Tamil language in Singapore, we would like to ensure that these young trainees know well about the process of this project and to instill in them that the process is important in every phase of their professional life and teaching and learning of Tamil language in Singapore. Also, Mary Clarie (2010) stated that "It seems that the future of social media in the classroom will not reach its fullest potential until we can bridge the divide between new media and traditional academia". Also both parties made it clear in this joint effort between the pedagogic and the ICT instructional designer. In this Facebook related ground work and ICT training to the students, we have make sure that continuous monitoring is there. At the same time, it is easy to come up with product. But it is difficult to come up with product based on a Process. So, the process is the important for us. Now let us go through on how the Process is important to us in this project.

How the Process is important?

The Process:

- It's a set of Lesson and Evaluation procedures
- Pre – preparation between the trainer and the ICT Instructional Designer
- Provide training to the trainees from two classes
- Tight timeline to be familiar within Facebook
- Each trainee needs to create a name and profile based on his / her country and context
- Sign undertaking on responsible use of Facebook
- Three postings per week for 12 weeks
- One reflection for every week
- Pictures, songs, video clips and artifacts in their postings
- Immersed in their Facebook interactions and reflections
- Closely monitored by the trainer for content, paraphrasing and by the ICT Instructional Engineer on the use of Facebook and the information technology
- Evaluation is there for their movement, entries, reflections, pedagogical and ICT knowledge
- Although there is a grace and transition period of 2 weeks, but a few of them performed well from the first week onwards.

We would like to express our thoughts that the above mentioned process went well in this project. At the same time, I have to mention that I have received excellent support from the IT Instructional Designer at each and every level of this journey. Also, both of us were able to speak, write and communicate well which is an additional advantage. We could easily share the nuances of the language, culture and context based information. At times, the trainer remember their 'Facebook names' and at times forget their real names.

Feedback:

With the feedback on this project and as a trainer, I could say that this project creates a very good understanding and learning of Tamil culture, writing, paraphrasing and reading. It provides avenues to teach, vocabulary, Spoken Tamil, functional grammar and Listening and Speaking of Tamil. This Facebook contents will be a rich resource for the trainees understanding of authentic Tamil culture

and practices. It encourages effective search, note sharing and collaborative learning. The project has a number of features to add fun and cool in Tamil learning. It can be easily adapted for the upper Primary and Secondary class students.

In this project, students faced some challenges at the starting of the project as they have to get a suitable character role and create profile for themselves. After they have positioned themselves well in their roles, they had a constant challenge to prepare weekly postings and reflections for 12 weeks in the midst of their normal training and other modules they had to cover for that semester. Not only that, they also need to learn new information about their country and need to learn each other's cultural domains. Then, they had to ensure that there is good quality inputs and paraphrasing. This is to prevent plagerism. In the whole process, each group of trainees (Dip Ed I and Dip Ed II) had to control themselves from interacting with the other group of trainees.

In the journey of this project, as a trainer and facilitator, I too faced a number of challenges as given below:

- Providing positive comments and suggestions during the first two weeks
- Familiarizing Tamil Terms and reading and replying to postings in the Facebook
- A hands-on session given for the Dip Ed II class proved to be informative and helped to clear and clarify many doubts
- Availability of Tamil software outside office is a good advantage
- First two weeks, there was a slow development and a certain level of hesitation among the trainees in following the procedures.

But most of the challenges were turned as happy developments in the middle and later part of the project. They are given below:

- Trainees did their postings regularly
- They were Creative and Critical in their reflections
- There was more interaction between themselves in knowledge creation
- Not much questions were posed to Veerasamy and Muthusamy

Facebook information, conversations and thoughts: A Midterm review:

During the 12 weeks of journey time, the facilitator tried to encourage their efforts and provided needed explanations on their cultural domains based postings. The trainees themselves appreciated and critically analysed their classmates' postings and raise awareness with additional questions. This encourages the whole group to move to a level up and working hard to come up with more additional information. The instructional designer provided the updates on the students' postings and advice on their queries regarding the technical issues. At the same time, the facilitator engaged and encouraged the participants to provide their insights on Indian culture especially Tamil culture and traditions.

In October 2010, we had come up with a table to know their understandings of Tamil culture and traditions. Here the results are given below:

Diploma in Education I trainees on their understanding of content in this project:

N = 13

எண் No	வகை Category	பொருள்கள்/ தகவல்கள் Information	முன்பே தெரியும் I knew already	இப்போதுதான் தெரியும் Now only I know
1.	Food	சுக்குநீர்(Dry Ginger Tea)	2	11
2.	Food	சமையலில் மிளகின் பயன்பாடு(Use of pepper in Tamil cooking)	9	4
3.	Food	அஞ்சறைப் பெட்டி(Spices box with five rooms)	2	11
4.	Costumes	திருக்குறள் பட்டுச்சேலை(Thirukkurall Silk Saree)	1	12
5.	Costumes	ராஜ்புத் ராணியின் சேலை விருப்பம்(Rajput Queen's Like on Sarees)	1	12
6.	Traditional Arts	பரதநாட்டியத்தில் உளள பலவகை நடனபாணிகள்(Various Dance Forms in Bharathanatyam Dance)	8	5
7.	Traditional Arts	தட்டடவு(A dance form called, *thattadavu*)	3	10
8.	Traditional Arts	கோலாட்டம்(*Kolaattam*- Dance with two sticks)	9	4
9.	Traditional Arts	கரகாட்டம்(*Karagaattam* -Dance with a pot on the Head)	11	2
10.	Traditional Arts	குச்சுப்புடி(*Kuchuppudi*- A dance of Andhrapradesh, India)	9	4
11.	Traditional Arts	108 நடனக்கரணங்களில் வல்லவர் நடராஜர்(Nadarajaa's dance talents)	5	7
12.	Ancient Tamils' Lifestyles	சீயக்காயின் தனித்தன்மை, குளிர்ச்சி(*Seeyakkaai* -Shampoo vegetable's uniqueness and coolness)	6	7
13.	Ancient Tamils' Lifestyles	சந்தனத்தின் தனித்தன்மை, பாரம்பரியச்சிறப்பு(Sandal wood's uniqueness and tranditional speciality)	4	9
14.	Ancient Tamils' Lifestyles	தமிழ் வாஸ்து சிறப்பு(Special features of Tamil *Fengsui*)	3	10
15.	Ancient Tamils' Lifestyles	புகுமனைப் புகுவிழாவின் சிறப்பு(Special meaning of the housewarming function/celebration)	2	11
16.	Ancient Tamils' Lifestyles	தொட்டில் துணியின் சிறப்பு(Specialities of the cradle cloth)	2	11
17.	Ancient Tamils' Lifestyles	முகப்பராமரிப்பில் இயற்கை மூலிகைகளின் பயன்பாடு(Use of Natural Herbs in Facial Care)	3	6
18.	Contemporary Art	திரைப்பட உலகின் சாதனை(Tamil Film Industry's achievement)		

Diploma in Education II trainees on their understanding of content in this project:

N=12   (3 absent)

எண்	Category	Information பொருள்கள்/ தகவல்கள்	முன்பே தெரியும் I knew already	இப்போதுதான் தெரியும் Now only I know
1.	Food	ஆரஞ்சுநிறச் சர்க்கரையின் பயன்பாடு(Use of Orange Sugar)	4	8
2.	Food	பலவகை லட்டு(Laddu)	4	8
3.	Food	வாழைப்பழப் பருப்பு தோசை(Banana Nuts Thosai)	0	12
4.	Ancient Tamils' Lifestyles	பனை ஓலை விசிறியின் பயன்பாடு(Use of the Fan made up of Plam Leaves	0	12
5.	Mythological Stories & Values	கிருஷ்ணா மற்றும் நரகாசுரா படம்(A video clip on Krishna and Narakasura)	6	6
6.	Traditional Arts	தஞ்சைப் பெரிய கோவில் கொண்டாட்டம் (Arts Festival at the Tanjore Big Temple)	4	8
7.	Traditional Arts	கரகாட்டத்தின் பலவகைகள்(Varieties in k*aragattam* Dance)	5	7
8.	Traditional Arts	விஜயா மோகனின் கோலச் சாதனை(Guinness Record of Vijaya Mohan's *kolam*)	2	10
9.	Overseas Tamils and Traditions	நமஸ்தே ஃப்ரான்ஸ் விழா(A specially organized event titled, Namaste France)	1	11
10.	Overseas Tamils and Traditions	பொன்ஜோர் இந்தியா(A specially organised event titled, Bonjour India)	2	9
11.	Overseas Tamils and Traditions	அமெரிக்கா, லண்டன், இலங்கை, ஆஸ்திரேலியா ஆகிய நாடுகளில் பொங்கல் கொண்டாட்டம் (Pongal festival celebrations at USA, London, Sri Lanka and Australia)	6	6
12.	Overseas Tamils and Traditions	ஆஸ்திரேலியத் தமிழ்ச் சங்கங்கள் (Australian Tamil Associations and Activities)	2	10

Two groups of trainees gave their comments on their projects at the mid of the semester in October 2010 and they are given below:

Diploma in Education Year 1 Trainees' comments:

Advantages

- Although it is difficult to find answers for all the questions raised by our friends, there is a kind of happiness at the end as I know and I learnt new information.
- Easy to learn a variety of information at the same time. Know more information about our culture which I did not know before.
- It is easy to find the answers for the question. At the same time, can learn a number of rare details about our culture.
- Facebook is an excellent training ground to search, collate and store information for our communication of ideas.

Challenges

- There is a shortage of time. Because of this, it is difficult to read everybody's comments, postings and questions. At the same time, it is difficult to ask questions from everybody.
- I find it very difficult to type in Tamil. Hence it takes a lot time to upload the information.
- Time is a concern.

Diploma in Education Year II trainees' comments:

Advantages

- FB has enabled me to see a new way in teaching and learning Mother Tongue.
- Has raised awareness and interest to learn,
- I have enjoyed FB interaction.
- FB has bridged people from different countries and also helps to inculcate our Indian traditions and cultures.
- The FB project has enabled me to take ownership of my learning.
- The friendly interactions between friends from various countries enabled me to share resources and information effectively.
- FB project has incorporated effective role play.
- ICT incorporated project which has enabled people of many countries to join in one network.
- This has enabled us to comment on each other's way of celebrating certain occasions and learn more about the cultures in other countries
- Having a Facebook account in Tamil has been quite fun.
- It is definitely an enriching experience as it provides opportunity to explore the laments of Facebook in Tamil.

Challenges

- The challenge however is that sometimes it is difficult to track previous comments made by other FB friends.

- If primary school students are to be engaged in this process, time would be a factor which they have to consider.

- We need more time to read, do research in order to post, comment and reflect effectively.

- Spend time commenting effectively, takes time and little research.

- Strong passion, commitment and love for the language are important. If a student just comes in to comment for the sake of doing, it defeats the whole process.

Evaluation

For the Dip Ed I and II trainees, this project is part of their pedagogical module. Hence we had weightage of 45% of marks for the year 1 trainees in their teaching of Tamil language I module's main project which comprises 70% of marks for the whole semester. For the Dip Ed II trainees, this project focuses nearly 50% of their major project which forms 70% of my part of the module marks.

Generally, we could witness that the year 1 trainees were very enthusiastic and involved in this project with a number of comments and quality comments than the year 2. Although their groups are different, their topics are more or less same on culture. At the same time, technical expertise and experience based analysis; the year 1 trainees were well versed than the year 2. It also because of their IT orientation in the previous two Tamil projects in their first year modules. For year 1, this is their first IT based Tamil project for their very first Tamil pedagogical module.

Evaluation on Facebook for the Diploma 1 and 2 trainees:

No of trainees Year.1	Marks (%)	No of trainees Year.2
0	91-100%	0
2	81-90	4
5	71-80	2
5	61-70	6
1	51-60	0
0	41-50	0
2	40 and below	1

There was a qualitative feedback collection done with both groups at different dates. That provided more insights on this projects and our planning of future projects.

Generally the pair of trainer and instructional designer team came up well and it is a milestone in the teaching of Tamil language and learning. We have learnt more and we will use our experiences in

planning our future modules in order to provide confidence to our younger teacher trainees who generally have learnt Tamil as a second language. They can be a role model to their trainees as well. Here some of our future plans:

- To share the development in this field with the Tamil communities in Singapore, India and Diaspora

- Publish a book with all the inputs

- Provide guidance to the trainees in their Teaching Apprenticeship and Teaching Practice and eventually in their future schools

- Able to do research on Singapore Tamil Trainees' writing, questioning and answering techniques.

In this January 2011 semester, we have embarked on a project to enable the lower primary students from primary 1 and 2 classes to speak up and use spoken Tamil in their oral presentations and conversations. It went very well and we received positive feedback from the trainees.

For the Master of Education course participants, we have introduced radio Jockey (RJ) style of oral features and presentations on teenage related hot topics. It also went well with the course's maturated and senior teachers who are in service. We will share our experiences and lessons on them at different platforms.

Acknowledgements

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Annexe:

DIP ED I & II (Primary) Trainees' FB Profile Name Lists

Module: DCT100		Diploma in Education I class
No	Name(English)	FB Profile Name
1.	Mdm XXXX	மனீஷாராய் (Manisharai)
2.	Mr XXXX	வேலு சாமிநாதன்(Velu Saminathan)
3.	Miss XXXX	சங்கீதமேதை சர்விஷ்வாதினி(Music expert Sarvivaadhini)
4.	Miss XXXX	சரோஜாதேவி(Sarojadevi)
5.	Miss XXXX	நீலாம்பரி சரவணன்(Neelambari Saravanan)
6.	Miss XXXX	அன்னலெட்சுமி முத்து(Annaletchumi Muthu)
7.	Mdm XXXX	பெட்டிக்கடை மாதவன்(Sundry Shop Madhavan)
8.	Miss XXXX	அஞ்சலி ரகுராம்(Anjali Raguram)
9.	Miss XXXX	கவிதா நாயர்(Kavitha Nair)
10.	Miss XXXX	தில்லானா மோகனா(Thillaana Mogana)
11.	Miss XXXX	வளையாபதி அன்னம்மா(Valayaapathy Annamma)
12.	Miss XXXX	ஆரத்தீஸ்வரி ஆரத்தி(Aaratheeswari Aarathi)
13.	MR XXXX	தண்ணிக்காட்டு ராஜா(Thannikaattu Raja)

Module: DCT200   **Diploma in Education II Class**

N0	Name in English	FB Profile Name
1	MISS XXXX	வைஷ்ணவி ரகுராம்(Vaishnavi Raguraam)
2	MISS XXXX	கரகாட்டக்காரன் மாங்குயிலு (Karagaaattaakkaaran Maanguiyilu)
3	MISS XXXX	சிங்கக்குட்டி ஓமனக்குட்டி(Singakkutti Omanakutti)
4	MISS XXXX	மல்லிகை முல்லை(Malligai Mullai)
5	MR XXXX	அவுட்டா ராக்கி(Avuttaa Raakki)
6	MISS XXXX	ஷ்ரேயா சேகரன்(Shreyaa Segaran)
7	MISS XXXX	முத்தழகு சிங்கவேலன்(Muthazhagu Singavelan)
8	MDM XXXX	குண்டலகேசி சோனா(Kundalagesi Sona)
9	MISS XXXX	ஓவியா சுந்தரி(Oviya Sundari)
10	MR XXXX	சிங்கம் லியோ(Singam Leo)
11	MISS XXXX	சாமி சாலேகான்காஸ்(Samisalokangas)
12	MISS XXXX	கயல்விழி பால்கேவா(Kayalvizhi Paalkova)
13	MISS XXXX	விஷாலினி விஷ்வனாதன்(Vishaalini Vishwanathan)
14.	MRS XXXX	ப்ரியாதர்ஷிணி (Priyadarshini)