ON DEVELOPING ONLINE TUTORIALS FOR LEARNING A POETRY

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Abstract

Poetry is a verbal art form. It requires understanding, reading, writing and appreciation to master. The information technology revolution has changed our attitude towards learning and internet has become a desired delivery tool and web based language learning has become more user friendly to day. Learning of poetry is an important activity in language learning. The present paper proposes to design and develop web based tutorials for learning poetry.

1. Introduction

Web based environment, as we all know, can lend learners many possibilities for enriching the learning process. It provides platform for more communication opportunities and support for the learning events where the learners and facilitator are physically separated and the web serves as a delivery tool. As an effective tool, the web based learning allows to have both communication and collaborative learning. This communication and collaborative learning via the online environment is presently called Computer Managed Learning (CML) which is preferred here in learning poetry.

2. Computer Managed Learning

CML is an assessment component, it is primarily a management component tool for monitoring learner's program. Therefore, CML may be considered more appropriate form of interactive tutorial for learning poetry. CML helps facilitators to follow the path of the learners through a series of learning events based on various components of poetry. The activities based on language skills (listening, speaking, reading and writing of poetry) are comfortably managed by CML. A consistent user interface, completion of assessment when they feel ready, immediate feedback, pace with the learner's speed and linking to other web sites are added facilities to the computer managed learning. Each learning event is enriched by any one of the facilities mentioned above.

The tutorials have an important role to play in computer managed learning. They are designed to assist and involve the learners to learn poetry in line with the goals and objectives of the learning events. They include the activities which take place in asynchronous and synchronous environments and Exeter Learning Environment (ELE).

3. Exeter Learning Environment (ELE)

I. **The asynchronous environments** where the interaction between the learners and the facilitator is done via computer, i.e. the non-real time communication by the learners using the computer,

ii**. The synchronous environments** where the learners involved in the interaction process are present all at the same time but not necessarily in the same place, i.e. the real-time interaction by the learners using the computer and

iii. **The Exeter Learning Environments (ELE)** where the learners work on their poetry and upload the same for feedback. That is, the peers are encouraged to read the poetry that has been uploaded by one of the learners and pass on the same with their comments and suggestions for improvement.

. The following learning events are identified based on various components of poetry.

3.1 Listening

1. Allow learners to listen to poetry
2. Allow learners to find out the central theme of poetry
3. Allow learners to find out a brief content of poetry
4. Allow learners to find out the direct meaning of the line given from poetry
5. Allow learners to select the line of the given poetry without any change in the word order, based on the meaning provided
6. Allow learners to select the right form of the poetry if poetry lines are changed based on *pozippurai*
7. Allow learners to arrange the lines of the given poetry in order based on the *pozippurai* of the given poetry

3.2 Reading
1. Allow learners to read aloud
2. Allow learners to read out poetry to his friends
3. Allow learners to answer comprehension questions based on the given Poetry

3.3 Speaking
1. Allow learners to memorize poems and recite them from memory

3.4 Writing
1. Give learners a list of words and ask them to write a poem using those words
2. Allow learners to create his or her own anthology of favorite poems

The interactive tutorials are developed based on the learning events identified above keeping the language skills, namely, listening, reading and writing. These interactive tutorials are developed between the learners and the facilitator in an asynchronous environment and by way of video conference etc, in a synchronous environment. A consistent user interface with difficult words of the poetry with meaning, prose order of the poetry, so that the understanding of the meaning could be facilitated (kontukuuttu in Tamil), word by word meaning (pathavurai in Tamil), full meaning of the poetry (pozippurai in Tamil), translation and transliteration is provided to enable the learners to learn independently. The tutorials are mostly developed in the multiple choice model and a few tutorials are in question- answer model.

More learning events can be included in synchronous environments like video conferencing, discussion forums etc. The major learning events are

        1. Attending poetry readings in a community

        2. Reading of favorite poems

        3. Rereading of some favorite poems

        4. Allow learners to read and discuss poetry

        5. Allow learners to read and appreciate poetry

        6. Allow learners to share their views on poetry

In the Exeter Learning Environment, learners are given a user name and password to log in. The learners work on their poetry and upload it for feed back in the online discussion area. We may also allow learners to hold poetry workshops where they discuss one another's work. Learners are encouraged to read and comment on each other's work. A chat room facility is also available to discuss their poetry in this learning environment.

4. Classical Tamil online

Classical Tamil Online is one of the major projects of the Central Institute of Classical Tamil, Chennai. It aims to provide learners with an ability to understand, appreciate and interpret classical Tamil language and literature. The classical Tamil is a special language and its use is confined to the domains of grammar and literature. Unlike other domains of language use, these domains expect the user to be equipped with the knowledge of   language,   grammar,   different   genres, poetics and the style of the classical literature.

Course Design: The framework for course design is based on RBL Resource Based Learning) which implies that the learner is being given access to learning events in a   teacher independent manner.

5. Stages of Content Development

5.1 Specification of learning outcomes, aims and objectives

5.2 Specification of course content: identification of learning outcomes and description of course content

5.3 Development of Tutorial strategies: decisions about sequencing of learning events, use of media and other supporting aids and ordering in conforming to 'Course Shell'

5.4 Development of Assessment strategies: This includes both formative and summative assessments

The above are mapped as follows:

A. mapping between the statements of learning outcomes and the specification of course content

B. mapping between learning outcomes and sequence of learning events

C. mapping between learning events and appropriate tutorial strategies

D. mapping between learning events and assessment strategies

6. Conclusion

This paper has described the development of online tutorials for learning poetry from Classical Tamil; in this paper has presented using the computer managed learning approach. This online teaching for Classical Tamil is available in the Central Institute of classical Tamil website (http://www.cict.in).

Reference

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