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**TAMIL TEACHING METHODOLOGY**

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In a paper submitted at the ASHA conference at Chengalpattu in Tamil Nadu in December, 2000, several educational methods as well as their relevance in the Indian educational context had been explained. Even though many educational methods are in use in Auroville, only nine of them were described in that paper. They were: 1. *Glenn Doman method*; 2. *Rishi Valley method*; 3. *Audio Tape method*; 4. *Phonic Sounds method*; 5. *Thematic Project Work method*; 6. *Education By Design method (E.B.D.)*; 7. *Basic Sentence Structure method*; 8. *C.I.E.F.L. method*; 9. *Spiritual methods*. This article highlights some significant aspects of the learning by the students when these methods are used for them.

**Keywords:** ASHA, Rishi Valley, transparency, ABL, NLP

**Learning difficulties**

As all these methods regularly involve learning activities in groups, the students acquire many values in a spontaneous and living manner in the course of their learning. Helping the fellow students in the removal of their learning difficulties is quite a common daily occurrence. In the Project Work learning, they acquire the values of cooperation and coordination during the implementation of their planning. Leadership values are acquired by some. Friendliness, honesty, truth-fullness, transparency, frankness develop to a large extent since a feeling of nearness with the teacher or other group members is always there in the context of their learning.

Since learning difficulties do not accumulate, the students are able to add more and more knowledge and skills to their mental storeroom. Learning activities are so designed that they are able to study the subject matter with comprehension and acquire and exercise their thinking and other skills. This gradually brings about an expansion of their being. As a result, they feel a readiness and eagerness in learning new things which they no more consider as impossible and which they feel confident that they can learn.

Reading and writing are individual activities, unless one is reading aloud for others to hear. Reading involves comprehending words. Reading also demands listening to what the writer wishes to communicate. Understanding means gathering relevant details and getting a sense of what one has read. Alertness and attentiveness demand that one understands whatever one is listening to, or reading, is another's viewpoint.

**E-Ce-Content development on teaching method of Tamil at B.Ed level**

The investigator constructed and validated e-content in teaching method of Tamil. The investigator found out there was a significant difference between the Lecturer method of teaching and teaching through e-content in Tamil Teaching Methodology to the B.Ed trainees in Oxford College of Education, Trichy. The data collected from the B.Ed Trainees were analyzed by using mean standard deviation, t-test. The results the present study revealed that the performance of e-content method is better than the conventional method in achievement.

**Self learning capacity develops considerably**

As a result of all the above a considerable capacity for self-learning develops in the students. At the high school and higher secondary level this can develop into a capacity for self-directed learning.

In the use of Glenn Doman method, the children acquire the skills of reading and learning rapidly. Once they start exercising these skills, particularly reading skill, their brains automatically learn to process a large amount of information without the need of a teacher or oral explanation.

The entire learning process in the Rishi Valley method involves considerable self-learning. The students who are accustomed to use the Audio-Tape method for learning a second language become capable of self-learning any other language using this method.

The use of Project Work and EBD methods involves a lot of initiatives from the students in many aspects of their learning any topic, and when they succeed in taking them, it results in a tremendous increase in their self-learning capacity.

**ABL - An innovative approach**

Initially, a core team was asked to investigate the current practices of classroom process and find out the reasons for the low achievement of children. As the team members had rich exposure in the field of primary education they had strong faith on children, parents, teachers and the government that they would not be responsible for low achievement of children. Then, after close study in some of the schools in the corporation area, the team identified the following as the malady of conventional process.

- Teacher dominates the classroom always.
- Rare use of teaching learning materials.
- Most of the time the lecture method was followed.
- Importance was given to rote learning.
- Teachers are under the assumption that they know everything and children doNot know anything.
- Teacher assumes uniform learning pace and uniform level of achievement
- Among children's.

- The gap between teacher and children are more.
- Focus is given on teaching rather than learning.
- No scope to cover the loss of learning during the period of absence of children.
- Multi grade and multi level is not addressed.
- Traditional way of evaluation.
- Absence of joyous based extra activities.
- Absence of play way and learning by doing activities.
- Less chance for mutual and self learning.
- Coverage of syllabus by the teacher and not by the children.
- Classroom with fewer facilities for learning activities.
- Instructional materials neither intensive nor attractive.
- Lack of learning freedom - more of time restricted environment.

To overcome the above malady in teaching learning process a suitable strategy called Activity Based Learning (ABL) was evolved to be implemented in the Chennai Corporation Schools. In all these methods learning is not a one-way learning as it occurs generally in Indian educational institutions, that is, from the teacher to the learner and, that too, mainly from prescribed textbooks. Instead the learner learns from everywhere even when the subject content might be confined to a lesson from a textbook. This 'everywhere' includes books, teachers, friends, fellow students, TV, radio, nature, conversations, and many other things. Whenever teaching takes place it supplements this learning. The students do not become totally dependent on the teacher for their learning. Thus learning of the student gets precedence over teaching by the teacher.

#### **Rishi Valley method**

In the use of Glenn Doman method, the words selected for reading come from the children - words known to the children and words associated with topics interesting to the children. In the Rishi Valley method, the study cards that need the full help of the teacher form a small proportion of the total number of cards. Such cards mainly belong to the first two levels. The students at the 3rd and 4th level learn almost 90% of the cards without the help of the teacher. At the 5<sup>th</sup> level the students study the prescribed government textbook fully by themselves. In the Audio-Tape method, the students play the language games by themselves and learn the language aspects intended in the game. In the Project Work method the students learn through discussion between themselves, finding themselves the answers to the questions given by the teacher, doing specific learning activities, and through interviews, observation and experiments.

#### **Conclusion**

Today we are living in the world of communication. The world of communication interlinks everyone through its various media. In this aspect Computers play a major role by bringing the world under the user's finger tip. Grammar is the legal advocacy to the human

art of communication. But learners get annoyed with the language rules and the old teaching methodology. Interlinking the computer to the language through Natural language Processing (NLP) paves a way to solve this problem. The innovative NLP applications are used to generate language learning and teaching tools which enhance the teaching and learning of Grammar. In this paper we present the Grammar teaching tools for analyzing and learning character, word and sentence of Tamil Language. Tools like Character Analyzer for analyzing character, Morphological Analyzer and Generator and Verb Conjugator for the word level analysis and Parts of Speech Tagger, Chunker and Dependency parser for the sentence level analysis were developed using machine learning based technology. These tools are very useful for second language learners to understand the character, word and sentence construction of Tamil language in a non-conceptual way.

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