A STUDY ON THE PROBLEMS ENCOUNTERED BY THE TEACHERS TEACHING TAMIL IN KERALA STATE AT PRIMARY LEVEL WITH SPECIAL REFERENCE TO CLASSROOM INTERACTION

Principal Investigator
K. SURESH KUMAR
Assistant Professor in Tamil
Regional Institute of Education
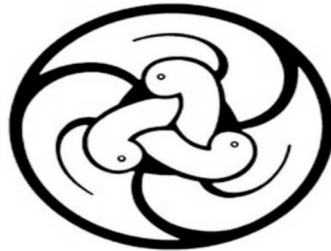Mysuru – 570 006

एन सी ई आर टी
NCERT

**REGIONAL INSTITUTE OF EDUCATION
(NCERT – NEW DELHI)
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2017-18

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ACKNOWLEDGEMENTS

Project Report

Title : A study on the problems encountered by the teachers teaching Tamil in Kerala State at primary level with special reference to classroom interaction.

Introduction

Based on the minutes of the meeting of the State Co-ordination Committee of RIE, Mysuru for Kerala and Lakshadweep held on 22nd November 2016, it was decided to organize a workshop on the title noted above.

Resource Persons involved in the Projects are.

1.   Dr. Sam Mohanlal, former Professor and Deputy Director, CIIL, Mysuru-570006,

2.   Dr. N. Nadaraja Pillai, former Professor and Deputy Director, CIIL, Mysuru-570006,

3.   Dr. P. Ratnasabapathy, former Professor of Tamil Education & Computer Education IASE, Chennai-600015

4.   Dr. P. Murugaiyan, former Principal, Sivanthi College of Education, Chennai-600069.

5.   K Suresh Kumar, Asst. Professor in Tamil & Principal Investigator, RIE, Mysuru.

The project was undertaken in three phases.

Phase I : 21st & 22nd September 2017 - Tool preparation to identify the teaching-learning problems related to Social, Linguistic and Pedagogical. In this phase three tools were developed by the experts. They are,

1.   Teacher Opinionnaire, (Tool 1)

2.   Observation Schedule   (Tool 2)

3.   Teacher Bio data Schedule (Tool 3)

Phase II: Administration of the tools and classroom observation in the selected schools in Kerala state by the project Coordinator. (13th to 17th November & 05th to 09th February 2018)

Phase III: Data analysis and Report writing. (19th to 23rd March 2018)

Objectives of the Project

1. To identify the teaching – learning problems encountered by the Tamil teachers in Kerala State.

2. To suggest remedial measures for rectification.

3. To produce fitting guidance module for Tamil teachers of Kerala State.

4. To suggest improvement techniques and approaches to the Tamil teachers.

5. To plan for the preparation of supplementary exercise-books for the students.

Procedure

Three tools generated in phase I of this project were administered in the schools, the names of which are listed in schedule 1. These schools fall under the following three categories[1].

Category 1: Schools bordering Thiruvananthapum district and Kanniyakumari district. (South part of the border area of Kerala)

Category 2: Schools bordering Idukki district and Theni district. (Middle part of border area of Kerala.

Category 3: Schools bordering Palakkad district and Coimbatore district.

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[1] School list is annexed (annexure 1)

The schedules to collect data were designed by the experts. During Phase II the Coordinator of the project visited selected schools to collect the data with reference to the objectives of the project. The date collected through the schedules is analyzed in phase III.

Analysis

In order to identify the problems faced by the teachers in the classroom 15 questions were posed to the teachers through Tool 1 and on the basis of the responses (3 point scale) **pedagogical conclusions are drawn.**

The percentage of scores to each of 15 stimuli is depicted below in a bar diagram.
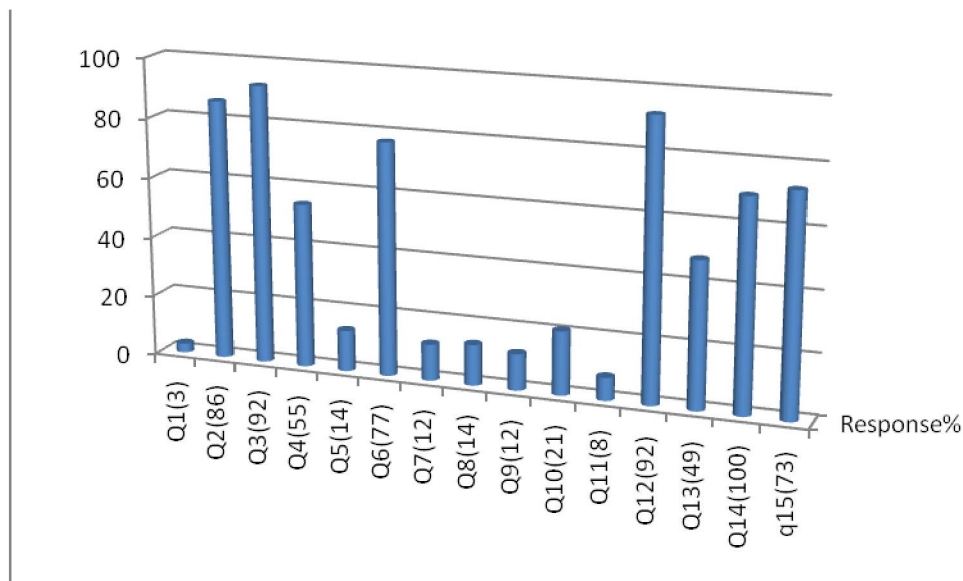
Inference

1. For question 1 , the response percentage is 3 which shows that very few students are not interested in learning Tamil , which leads to the conclusion that vast majority of the students are interested in learning Tamil and hence teachers can easily motivate them to learn Tamil with interest.

2. The high percentage in Q2 and Q3 reveals that the only few students have difficulties in articulation which are discussed later.

3. The percentage for Q4(55%) shows that the text books are slightly difficult. Hence while preparing them the standard of the textbooks may be ascertained through the statistical

measures like Reading Index and Lexical density and they may be made to the level/ standard of classes concerned.

Teachers' opinion about the language of text

Class	Easy	Up to the std. of the class	Hard
I	1	7	3
II	0	7	0
III	1	6	0
IV	0	8	2
Total	2	28	5

Out of 11 teachers of Class I, three feels that the text books are above standard. Out of 10 teachers of Class IV, two feel that the textbooks are hard. This observation is to be noted while revising the textbooks.

Question 5 is not responded properly by the teachers. They were unable to locate the nature of the difficulty. This leads to the conclusion that teachers are to be oriented with the analysis of study materials and textbooks.

For question 6, teachers have opined that the textbooks are suitable enough for communication.

Question 7, 8, 9, 10, and 11 are about the views of the teachers about the influence of native language Malayalam on learning of Tamil. The phonological and morphological mistakes of the students increases as they pass on to higher classes. This leads to the conclusion that school environment causes such influence.

Question 12: This question is about classroom interaction in Tamil. Most of the teachers opined that there is enough interaction in the classroom. Taking this situation as a

supplement to Questions 7, 6, 9 and 10 the defects noticed in the class can be rectified by the teachers if they are strict to the use of Tamil in classroom interaction. From the data collected through the Observation Schedule (Tool 3) it is noticed that teachers themselves are influenced by the native language.

Regarding the content the count in the 3 point scale is depicted in the table below.

Teachers' opinion about the language of text

Class	Easy	Upto	Hard
I	0	7	4
II	0	3	4
III	0	4	3
IV	0	6	4
Total	0	20	15

The data in the table above lead to the conclusion that some teachers feel the content of the textbooks is above the grasping power of the students. Hence while producing study materials the nature of content is to be addressed.

Nature of Vocabulary used

The pie chart below depicts the nature of vocabulary
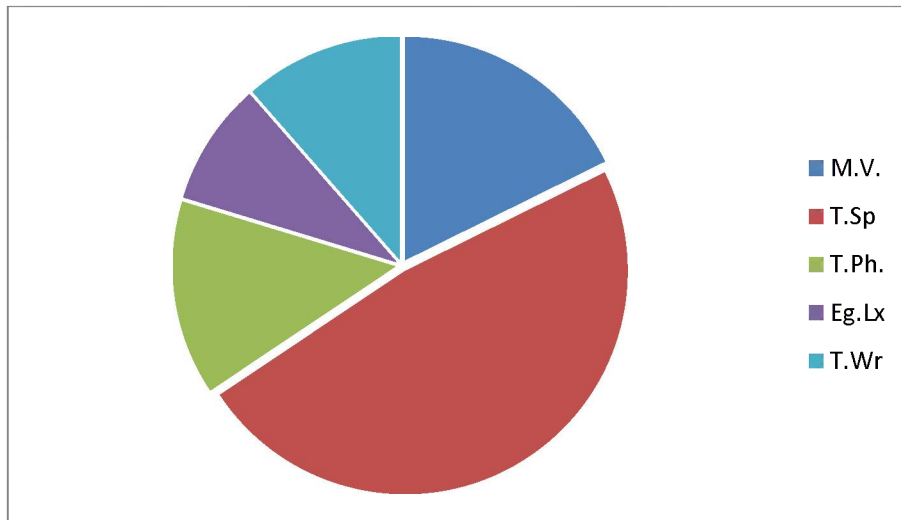
Bar diagram showing the %
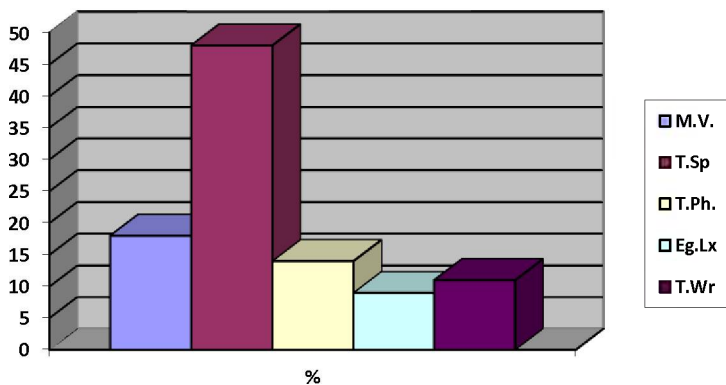
Voc.Na	%
M.V.	18
T.Sp	48
T.Ph.	14
Eg.Lx	9
T.Wr	11

Problems noted by the teachers in the remark column of the Tool 1 are seen in the following

12 aspects. Those problems with the suggested remedies are listed under.

1. Four teachers have opined that the students do not have the inherent desire to practice varies levels of language such as sound, word and sentence levels.

   - As a remedial measure it may be useful if various exercises which can create interest among the learners are introduced. This is possible if suitable pictures along with exercises for achieving various levels of language are provided.

2. Five teachers have stated that there is no continuity in achievement.

   - Teachers may be given guidance with reference to the grading the lessons and how to evaluate and identify the gap in achievement. Apart from this the teachers may be instructed to prepare need based exercise bits for immediate rectification.

3. Nine teachers have stated that there are no appropriate Teaching Aids for teaching learning process in the class

   - As a remedial measure teachers may be trained to prepare various language learning charts with specific objectives to rectify those problems faced by the students. For instance if a few students have problems in recognizing orthography involving கொ, கௌ, & ஔ *the teachers may be instructed to prepare various placards involving the problematic orthographies coupled with pronunciation. This may be shown and make students to pronounce the letter in isolation in function.*

4. Two teachers have stated that there is not much time for the students to utilize the library. – –

   - As a remedial measure a classroom library may be setup so as to enable the students to use it during the time of interaction or instruction in the classroom.

5. Fourteen teachers have opined that the students have lot of problems to control the diaglossic situation of Tamil. In other words the students confused with use of spoken and written Tamil. As a result there is a lot of overlapping in their speech.. While writing in the examination also they commit mistakes

   – *Extensive exercises in spoken and written Tamil may be given which will help the students to be aware of those problems in Tamil. Apart from this as a reinforcement technique, whenever possible students will be instructed in the class the differences between spoken and written Tamil*

6. Two teachers have stated that one of the heterogeneities observed in the class is the presence of slow learners. These students find it difficult to cope up with the other students who are either average or fast in graspins the concept in a lesson. Subsequently, the slow learners will invariably fail in all the subjects though they are either average in their intelligence or sometimes will be very clever also.

   – *In order to address these students the teachers can adopt the following two strategies;*

   a) *Either after the class hours or before the beginning of the class the slow learners may be taught the lessons separately.*

   b) *The teacher may prepare parallel lessons by maintaining the same content of a particular lesson found in the text book by using very simple sentences. When the slow learners are exposed to such lessons they will psychologically satisfied and their learning ability will certainly increase.*

7. Three teachers have expressed that the parents do not have any interest in learning Tamil. They are always non committal towards the learning achievement of their wards

– In order to address this problem at the level of the headmaster the teachers can conduct periodically parent-teacher meeting.   In such meetings teachers can create awareness among parents regarding the   cultural and historical significance of Tamil. Also, convince the parents regarding the importance of parental care in showing interest in the language education of their children

8. Few teachers have remarked that the qualification level of the parents influence the performances of their children.

    - Rectification for this problem will be only through periodic orientation to the parents regarding the significance of education.

9. Nine teachers have stated that Poetry is not given proper importance in Tamil books.

    - This suggestion may be considered because Poetry always induce the critical thinking of the students.   In addition to this the inclusion of poetry can expose another style of the language to the students.

10. Ten teachers have stated that in general the textbooks do not have sufficient pictures.

    -This suggestion needs to be considered positively because pictures in the textbooks will always contribute positively towards the dynamics of learning.

11. Eleven teachers have stated that there are several mistakes in the textbooks. Also, they have stated the mixing of Tamil and Malayalam sentences/ vocabularies .

    – It is necessary to find out the genuinity of the statement. If this statement is found true a committee consists of minimum three senior teachers may be formed to evaluate the concerned textbooks. On the basis of the report the text book may be reprinted after rectifying the mistakes.

12.   One teacher has stated that there should be a lesson explaining the special sounds of Sanskrit.

– It is true that we are still writing six Grandha letters ஸ, ஷ,ஹ, ஸ்ரீ, ஜ, க்ஷ. These letters are used in some of the Sanskrit words borrowed in Tamil from Sankrit. There are some borrowed words in which these sound are nativised . For example, the Sanskrit sound ஜ in the word Roja (ரோஜா), rosa (ரோசா). Similarly Raja (ராஜா), Rasa (ராசா). One simple lesson highlighting these problems may be written and included in the textbook.

Administration of Tool 3

Tool 3 was administered to gather the details with reference to their Basic & Professional qualification, gender, place of work etc. According to the data collected through this tool, it is understood that teachers whose home language is Tamil has a positive influence on the learning of Tamil by the students; whereas if the home language of the teacher is Malayalam it has negative effect.

There is difference in the mode of classroom interaction in the classes of teachers who are the natives Tamil Nadu and the teachers who are the native of Kerala.

The medium of instruction through which the teachers have studied/ trained has also influenced their teaching.

Proper orientation programmes regarding Tamil Phonology, Pronunciation, Morphology, Syntax, Semantics may be given to the teachers whose home language is Malayalam and those who had studied through Malayalam.

Linguistic problems

To find out the actual linguistic problems among the Tamil teachers of Kerala State, a questionnaire was administered among the teachers in the schools noted above.

The analysis of the questionnaire brought out three major linguistic problems encountered by the teachers.

1. Influence of spoken Tamil on the teachers and students as well.

2. Influence of the state language, Malayalam on the teachers.

3. Influence of English on the teachers.

1. Influence of Spoken Tamil

One of the major linguistic problems encountered is the influence of spoken Tamil mainly on the Teachers and, in turn, on the Students as well. The extensive influence of spoken Tamil in the language of communication in the classroom hampers the acquisition of language skills among the students.

Based on the spoken dialect of the students or the areas where the school is situated, it may be divided into the following types.

1) Thiruvananthapuram city

2) Areas of Trivandrum District bordering Kanyakumar District of Tamilnadu

3) Palakkad District bordering Coimbatore district of Tamilnadu

4) Munnar Town bordering Theni district of Tamilnadu

Spoken Tamil

Tamil is a diglossic language with a standard spoken Tamil and written Tamil. There are regional and social dialects also along with the other two. Though there are clear pragmatic uses of all these varieties, the influence of one on the other is very common in the education scenario. However, there steps are taken for the areas of use of these varieties,

1) The regional / social dialect is used elsewhere other than educational distributions

2) Standard spoken is emphasized for inter-dialectal communication

3) Written Tamil for formal situations.

Though this approach is well known, the implementation is not done properly. Ultimately, the students use their own regional / social dialects in the classroom. This is true of the teachers also, if they belong to the same region where the school is situated.

In the classroom interaction, the teacher uses his / her own spoken dialect forms although the students belong to different dialect areas and hence there will be a problem of comprehension.

Take for example,

In the Sathiram Thiruvananthapuram, and Salai, Thiruvananthapuram, the teachers belong to different areas of origin and hence there is no uniformity or similarly with the dialect of the students. This, to a greater extent, hampers the comprehension skill of the students.

On the other hand, the problems in the schools nearer to the border areas of Kanyakumari District are different. The teachers as well as the students use the same spoken dialect and hence the interaction in the classroom is done in the same dialect. The influence of this regional / social dialect is very much predominant in all the linguistic levels, namely, phonology, morphology, syntax, semantics and vocabulary. This negative strategy has to be changed since one of the objectives of education is to modify the linguistic behaviour of the students. The teachers in turn, are to be trained in the use of standard spoken in the classroom of the teachers also use the same dialectal form, there may not be full improvement and development of all the basic language skills, namely, listening, speaking, reading and writing.

Analysis of the data and the nature of influence of spoken Tamil

Though the influence of spoken Tamil is seen in all the levels of language, as discussed above, majority of the influence is found to be in morphological level. The following are the influence of spoken Tamil on different levels of language.

A. Morphological level

1. Person, number, gender marker

The subject of a sentence has to agree with the predicate in person, number and gender (PNG). Hence a PNG marker is suffixed to the 'verb + Tense Maker+....'

Ex: PaDi + tt + PNG Marker

naDa + nt + PNG marker

PaDittaan 'he studied'

naDandaaL 'she walked'

These sare different in some areas of Tamil Nadu. The analysed data shows the following types of PNG markers.

Spoken Tamil	Written Tamil
iruppiyaL	iruppiirkaL
vandaacci	vandadu
aakkum	aakum
tiirmaniccanga	tiirmaanittaarkaL
poocci	poonadu
naDanduvandaa	naDanduvandaarkaL
kuranguvaruvu –	kuranguvarukiRatu
avaikuDittadu	– avaikuDittana

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2. Tense Markers

The tense markers in the written Tamil are:

past tense: -tt, -nt, -t-, -in- etc.

Present tense: -KiR-, -kkiR-

Future tense: -v-, -pp-

Spoken Tamil influence in the use of tense markers is as follows:

ST   tiirmaani-cc-aanga

WT   tiirmaani-tt-aarkaL

ST   vacciru-kk-een

WT   vaittiru – kkIR – een

ST   aaloociccaar

WT   aalooci-tt-aar

ST   collu-t-aan (kanyakumari)

WT   col-kiR-aan

It is observed that most of the problems related to tense are the past tense marker

Example

1)   (tt>cc),   2)   (KkiR->-kk-),   3) (kiR>-R-/-t-)

3. Case markers

a) appaa-ykki<appaavukku

b) elattatai-kku<elutaatataRku

c) karuvikaLa<karuvikaLai

d) edulaporuttaNum<edilporuttaveeNDum

4. Miscellaneous changes

a) uNDuNNaalum<uNDuenRaalum

b) CollaaNDaam<collaveeNDaam

c) saktiillaatta<saktiillaata

d) caappiDaveeLai<cappiDukiRaveeLai

    (Infinitive form of the verb +VeeLai< Relative participle + veeLai

Conditional marker/-aal/> /-aa/

Vand-aal>Vandaa

tiirmaniccaal>tiirmaaniccaa

adverbial marker /-aaka/> /--aa/

melisaaka>melisaa

B. Phonological changes

The second major influence of spoken Tamil or regional / social dialect is in the area of phonology. The influence of ST on the phonology hampers the interaction in the class. This will not solve the problem since these influences get fossilized in the linguistic competence of the students. There are many rules in this area. However, a few examples are given here to highlight the problem.

Example
a) word final /ai/>a/

        alai> ala

        malai> mala

b) word initial /i-/ > /e-/

        idam> edam

c) Word initial /u/ or the /u-/ is the first syllable becomes / -o-/

        muyal>moyal

        KuRai>KoRa

        tulaci>tolaci

d) Word initial /o-/ or the /o-/ of the first syllable becomes /u-/

        Kodukka>Kudukka

e) final /-ey/ of a word becomes /-a/

        eNNey>eNNa

        teenkeNNey>teenkeNNa

        venNNey>venna

Linguistic Interference

A. Spoken vocabulary

The teachers use many spoken words in their communication with the students in the classroom. These words may not be understood by the students. It is expected that the teachers use standard spoken / written words in the classroom interaction. This will help developing the vocabulary of the students.

Example

tozhi	-	ceeRu
murincakaay	-	muringaikaay
veLLam	-	niir / taNNiir
paNNu	-	cey
pinne	-	piRaku
oNNu	-	OnRu
reNDu	-	iraNDu
muuNu	-	muunRu
naalu	-	naanku
anju	-	aindu
ompadu	-	onpadu
postakam	-	pustakam
nallaa	-	nanRaaka
kedakkudu	-	irukkiRadu [ezhutakkeDakkudu = ezuta irukkudu]
kuuDi	-	kuuDa (kuuDutal)
[KonujamkuuDitaa-		ciRidukuuDutaltaa/
kucciKiezharigu -		maracciiniKizharigu
sokam	-	sukam
kaaNi	-	kaaNpi

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B. Malayalam influence

Since the language spoken outside the classroom happens to be Malayalam, the state language, the interference of Malayalam vocabulary on the spoken Tamil of teachers in the classroom interaction is more than the influence on the other levels of language.

Example:

prayoojanam   -   payan

ceri   -   sari

tozhi   -   ceeRu

peraikkooy   -   koyya

madi   -   poodum

uccaarNam   -   uccarippu /olippu

valukkum   -   adikamaakum

piridikarNam   -   piratipalippu

velangum   -   puriyum

toTTaDuttu   -   pakkattil

aarengilum   -   yaaraavadu

caayaa   -   teeniir

oo!   -   aam

A very common morphological influence is the negative relating participial form. Students also use the same morphological form in all the negative relative participle form.

Sakti illaatta> Sakti illaada.

C. English words used in the classroom

The teachers resort to English words, often, when they do not get the equal Tamil words either spoken or written. The use of English words in the spoken Tamil may also be the reason for the use of English words in classroom interaction.

Example

OK	-	sari
Newspaper	-	ceytitaal
T V	-	tolaikkaatci
maximum	-	ativeaLava (atikapatcam)
simple	-	sataaraNam
simple-aa	-	sataaranamaaka
mobile	-	kaippeesi
seat	-	itam
notice	-	aRikkai / invitation – azhaippu
bus-le	-	peerundu le
group	-	kuzhu
first	-	mutal /mutalil
interval	-	idaiveeLai
date	-	teeti
address	-	mukavari
thingsellaam	-	poruLellaam
anju line	-	ainduvarikal

To have a normal communication in the classroom, the following steps/strategies are to be followed.

1. The attitude of the teachers should be changed.

2. The English words can be avoided only by conscious efforts.

3. If the teachers are considered as the model, there is no doubt that the students will also follow them. Hence the students must be encouraged to use Tamil words only.

4. In many occasions, it was observed that the teachers fail to correct the errors committed by the students or use of Malayalam, or use of English words.

Follow up Programmes

The report of the project envisages that the Tamil teachers need continuous training / orientation to develop their teaching skill. The observation of the teaching brings out the following areas where the teachers need further orientation.

1. The differences between spoken dialect and written variety and their use in the classroom.

2. The conversion rules from spoken to written Tamil variety.

3. Developing vocabulary of the students.

4. The strategies to be followed for (no.3)

5. Developing teaching skills, in general

6. Error Correction

      a) Correcting errors in vocabulary

      b) Interference of Malayalam

      c) Correcting errors in all the levels of language

      d) Delimiting the use of English words. The strategies involved in the process, etc

7. Teaching Methodology and techniques

8. Use of information communication technology (ICT) for the inforcement of students skills, their competence in the language etc.

9. Training in Basic linguistic analysis for the teachers to understand the machanics of language (phonology, morphology, syntax and semantics)

10. Developing inclusive thinking and creativity

11. Methods and techniques of testing and evaluation. This will help in correction of the errors

12. Contrastive Analysis of Tamil and Malayalam to improve the teaching skill of the teachers.

13. Techniques of teaching script

14. Developing Tamil pronunciation

15. Need based Tamil grammar, to the extent necessary for the Tamil teachers

Following are some of the focal areas to be given more attention with the objectives of improving the teaching and learning strategies of both the teachers and the learners Teacher oriented:

As a result of the current study, it is identified that the teachers who are teaching in the bordering areas have significant problems in using confidently Tamil. This basic problem of the teachers is reflected on the students in their over all communicative performance.

In order to rectify this problem all the teachers serving in the bordering areas should be given six days training programme. During the training programme thrust should be given in systematically teaching / creating awareness on

   a) Tamil Phonology

   b) Basic functional syntax

   c) Specific vocabularies used in the concerned grade

   d) The sounds, grammatical categories and vocabularies used by the teachers in the class which are not native to Tamil

   e) Preparation of need based exercises to be given to the students for correcting the sound, word, morphological level interference

Names of the schools where the tools were administered

Area	No.	School name with address
Kerala South part	1	Government Fort Upper Primary School, East Fort, Sathiram, Thiruvananthapuram 695009
	2.	Government Tamil Lower Primary School, Salai, Thiruvananthapuram- 695036.
	3.	Government Lower Primary School, Iyinkamam, Parasala -695502 , Thiruvananthapuram.
	4.	Government aided Lower Primary School, Cheruvarakonam, Parasala- 695502, Thiruvananthapuram.
	5.	L.M.S. Lower Primary School, Palugal- 695502, Thiruvananthapuram.
Kerala Central part	6.	Government Anglo Tamil Primary School, Munnar- 685612.
	7.	Government High School. Vattavada, Munnar- 685612.
	8.	Government Lower Primary School. Pazha Thottam- 685615, Munnar.
Kerala North	9.	B. Government High scool, Vannamada- 678 555, Palakkad.
	10.	Government High Scool, Meenaksipuram- 678 533, Palakkad.
	11.	Government Lower primary School, Kanjikode- 678621. Palakkad.
	12.	Government Upper Primary School. RVP Pudur- 678555. Palakkad.
	13.	Government Lower Primary School. Kunamkattu pathy- 678101, Palakkad.

TOOL 1

Please supply your response based on your experience to the following statements/ questions.

1.	Whether the children ask you to explain in Malayalam?	All Some Nobody
2.	Whether the children pronounce Tamil word correctly?	Fully / partially / wrongly
3.	Whether all the Tamil words are pronounce correctly?	All / Some / Nothing
4.	Do you think that the language of the textbook is up to the level of the standard?	Difficult / upto level / easy
5.	If difficult, the area of difficulty	Word / sentence / concept
6.	Whether the textbook is communication oriented?	Yes / to some extend/ not at all
7.	Is there any orthographical influence of Malayalam in writing Tamil letters?	v.much / to some extent / not at all
8.	Does the orthographical influence affect word level mistakes?	Yes / some case / No
9.	Whether the writing of Tamil words by the children is affected by Malayalam?	v.much / to some extent / not at all
10.	Do you observe children using Malayalam markers while speaking	v.much / to some extent / not at all
11.	Do you observe the children using Malayalam markers while writing	v.much / to some extent / not at all
12.	Whether the interaction between the children and teacher is in Tamil?	v.much / to some extent / not at all
13.	Do you observe Santhi mistakes in children while writing Tamil?	v.much / to some extent / not at all
14.	Do you think that there is consistancies between part I & part II?	v.much / to some extent / not at all
15.	Do you think that there is consistancy among the reading texts provided in the primary level textbooks?	Fully / to some extent / not at all
	Please list at least 10 difficulties (not included in the above statement) you face which teaching Tamil to your class	

TOOL 2

Observation Schedule

Name of the School   :

Name of the Teacher :   Std.

I. Pronunciation of the teacher

1. Contrasting voice and voiceless sounds

　　　(eg: ba, pa)

　　　(List the words)

2. Variation in the articulation

　　　eg:

　　　(List the words)

3. Variation in retrofex, lataral etc

　　　(Listing)

II   Morphological level variations

　　　1.   Verb

　　　2.   Noun

　　　3. Markers

　　　(case, plural, emphalic, tense, introgatives etc.)

III . Lexical level

　　　1.   Noun (Word choice)

　　　2.   Verb (Word choice)

　　　3.   Cultural aspect

IV . Mixing

　　　1.   Word level

　　　2.   Phrase level

　　　3.   Sentence level

　　　4.   Marker level

V. Correction by the teacher during interaction.

Words found by the observer	Words corrected by the teacher

VI. Language of the teacher during informal communication

    1. Accent

    2. Interference in all the levels of language

TOOL 3

Information about the Teacher (Bio- Data)

Standard observed   I/II/III/IV

Strength of the school   Boys   Girls

1. Name of the school with full addess   :

2. Distance of the school from the border   :   _____ kms.

3. Qualification (tick the choice)

      1. General   Matric / Post Matric / Graduate

      2. Professional   DT.Ed / B.Ed / M.Ed / Research

4. Sex   :   Male / Female

5. Nativity   :   Kerala / Tamil Nadu / Other(specify)

6. Home language   :   Tamil / Malayalam / Others (specify)

7. Medium of Instruction in your study   :   Tamil / Malayalam / English / Other

                         (specify)

8. Are you a first generation teacher   :   Yes / No

9. Proficiency in languages
      1) Tamil   speak only / read only / speak read and write
      2) Malayalam   speak only / read only / speak read and write
      3) English   speak only / read only / speak read and write
      4) Other (Specify)   speak only / read only / speak read and write

10. No. of teachers in your school

11. No. of teachers who teach Tamil

12. Structure of the school
      1) Only Tamil Medium
      2) Parallel Medium (Tamil & Malayalam)