



Course Aims

This course aims to enable you to achieve a fundamental awareness of the Tamil language in both spoken and written forms. While you will be provided the opportunity to develop your receptive (reading, listening) and productive (speaking, writing) skills in Tamil through communicative classes and self-study, the emphasis of this course will weigh more heavily on Spoken Tamil and grasping the Tamil sounds and written script. You will also be introduced to basic Tamil grammar and basic vocabulary related to common daily communication. Also, students who are interested in exploration of some components of the Tamil culture through language should enroll in this course. Students who wish to travel to Tamil Nadu to maximize their cultural experience or start new ventures in Tamil Nadu for trade, industry, education and investments may find this course relevant. You may find the course an avenue to pique your interest in Tamil history, ancient and contemporary literary works and the illustrious Tamil film industry as well as to integrate with the Tamil community in Singapore and all over the world. You will also gain intrinsic language learning skills and various transferable skills as part of the course.

Intended Learning Outcomes (ILO)

By the end of this course you should be able to:

1. **Distinguish** between the diglossic forms of the Tamil language: spoken and written
2. **Demonstrate** basic phonetic and phonological knowledge of Tamil and **articulate** accurately the sounds of the Tamil language
3. **Observe** and **use** basic morphological nuances of spoken Tamil
4. **Apply** acquired vocabulary from the themes studied, in everyday communicative tasks in spoken Tamil
5. **Produce** grammatically sound sentences for use in essential everyday situations in spoken Tamil from the themes studied
6. **Recognise** and **reproduce** Tamil script as a solid foundation for preliminary reading and writing tasks within the themes studied and imminent long-term study of the Tamil language
7. **Discover** Tamil culture through the Tamil language

Course Content

- Differences between the diglossic forms of Tamil: spoken and written Tamil
- Listening and speaking skills in spoken Tamil
- Basic phonetic and phonological knowledge of Tamil language
- Basic morphology of Tamil language
- Spelling and reading words in written Tamil, identifying the corresponding spoken form within learned themes
- Modern Tamil script - writing 247 modern Tamil letters and 6 Grantha letters; write key words and short dictated messages

- Basic vocabulary and introductory grammatical sentence structures for use in essential everyday situations, such as: culturally appropriate greeting and leave taking, exchanging basic information about yourself and others, family, likes and dislikes, things and places, making plans and visiting a South Indian restaurant
- Introduction to the cultural background of Tamil language and people

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. CA1: Written Quiz	ILO 4,5	PLO2 PLO3	15%	Individual	Please refer to appendix 1 for assessment rubrics
2. CA2: Dictation Test	ILO 1, 3, 6	PLO3	20%	Individual	Please refer to appendix 2 for assessment rubrics
3. CA3: Oral Presentation	ILO 1,2,5	PLO1 PLO2 PLO3	25%	Group	Please refer to appendix 3 for assessment rubrics
4. CA4: Oral Test	ILO 2-5	PLO1 PLO2 PLO3	30%	Individual	Please refer to appendix 4 for assessment rubrics
5. CA5: Class Participation	ILO 1-7	PLO1 PLO2 PLO3	10%	Individual	Please refer to appendix 5 for assessment rubrics

All CML classes follow an Outcomes Based Teaching and Learning OBTL curriculum, which are based on the following learning outcomes:

- PLO1- Develop interactive, interpretive, and presentational communication skills in the target language
 PLO2- Demonstrate understanding of the concepts of the target language and its respective culture
 PLO3- Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

Presentation/Discussion: you will receive oral feedback for the tasks performed by group or individually during class sessions on the fluency, pronunciation, contents, structure and communication skills

Discussion Board: you will receive feedback on your language usage. This tool also facilitates peer learning as it allows you to review and respond to the work of others

Classroom Tasks and Review Exercises: review exercises comprising vocabulary, grammar and comprehension exercises will be given. Oral or written feedback and corrections will be given by group or individually

Peer Review: you are asked to listen, take notes and give feedback on fellow students' presentations and contribution to classroom and group discussion focusing on language and communication skills

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Tutorial	The lecturer will conduct tutorials to provide more information on the topics and will facilitate the in-class discussions.
Team-based learning	You will work in teams to understand and discuss material on the weekly topics through various activities and tasks, addressing outcomes 1 to 7.
Role-play activities	You will acquire communication skills, confidence and creativity by using the Tamil language in an authentic way aligned to the topics, addressing outcomes 1,2,3,4,5 and 7.

Reading and References

1. Annamalai, E., & Asher, R. E. (2015). *Colloquial Tamil: The Complete Course for Beginners*. Routledge.
2. Shulman, D. D. (2016). *Tamil: A biography*. Cambridge, MA: Harvard University Press.
3. *Living language living heritage*. (2015). Singapore: National Heritage Board.

Dictionary

4. Murugan, V., & Jeyatēvan, V. (2016). *Oxford English-English-Tamil dictionary*. New Delhi, India: Oxford University Press.
5. *Collins English-Tamil/Tamil-English dictionary*. (2011). Glasgow: HarperCollins.

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Students are expected to attend all lessons. Non-attendance will affect your grading on the class participation assessment component. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. If you miss a seminar session, you must inform your team members and your lecturer via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

Planned Weekly Schedule

Week	Topic	Course LO	Readings/Activities
1	Topic: Greetings 1. Introduction to Tamil language & culture 2. Essential beginner Tamil phrases; Classroom vocabulary 3. Basic greetings and leave taking 4. Basic self-introduction 5. Pronunciation of selected sounds and words, accent & gestures 6. First look at Tamil script-12 vowels, special letter, 18 basic consonants with pronunciation + transliteration notes	1, 2,4,5,7	a) Group discussion b) Role-play
2	Topic: People & Relationships 1. Vocab: relationships including differing maternal/paternal terminology and their significance 2. Grammatical elements and sentence structure 3. Cultural significance of relationships. 4. First look at Tamil script-Compound consonants with pronunciation, word position dependent sound variations + transliteration notes 5. Introduction to differences in written, spoken, formal, informal forms	1, 2,4,5,7	a) Group discussion b) Role-play c) Mini Quiz: Relationships
3	Topic: Numbers 1. Vocab: numbers in spoken Tamil 1-100, dollars and cents, time, day & date 2. Grammatical elements and sentence structure 3. People & relationships review 4. Writing Tamil script 5. Corresponding articulation	1, 2,3,4,5,6,7	a) Group task b) Role-play
4	Topic: Body parts 1. Vocab: body parts, adjectives 2. Grammatical elements and sentence structure 3. Writing Tamil script 4. Corresponding articulation	1, 2,3,4,5,6,7	a) Group discussion b) Group Task
5	Topic: Clothes & Tamil fashion 1. Vocab: colours, clothing and accessories, related verbs 2. Grammatical elements and sentence structure 3. Writing Tamil script 4. Corresponding articulation 5. Cultural background of Tamil fashion	1, 2,3,4,5,6,7	a) Group discussion b) Group task
6	Topic: Daily Activities 1. Vocab: basic places, transport, basic directions, root verbs 2. Grammatical elements and sentence structure 3. Writing Tamil script 4. Corresponding articulation CA1: Written Quiz (Individual)	1, 2,3,4,5,6,7	a) Group task
7	Topic: Food	1, 2, 3, 5,6,7	a) Group discussion

	1. Vocab: vegetables, fruits, main meals, South Indian food, adjectives 2. Grammatical elements and sentence structure 3. Food in Tamil culture 4. Writing Tamil script 5. Corresponding articulation 6. Listening to a related song		b) Group task
8	Topic: At a South Indian Restaurant 1. Vocab: food, beverages, Indian desserts, quantity terms, making plans, ordering 2. Grammatical elements and sentence structure 3. Food in Tamil culture 4. Writing known words and spelling them out through listening	1, 2, 3, 5,6,7	a) Role play b) Group task
9	Topic: Feelings 1. Vocab: emotions, verbs 2. Grammatical elements and sentence structure 3. Listening to a contemporary song CA2: Dictation Test (Individual)	1, 2,3,4,5,6,7	a) Group discussion b) Role-play
10	Topic: Pets & Things around us 1. Vocab: animals, things around the house and immediate surroundings 2. Grammatical elements and sentence structure 3. Review topics	1, 2, 3, 4,5,7	a) Group discussion b) Group task
11	1. Consolidate Tamil language skills from learned topics CA3: Oral Presentation (Group)		a) Group discussion b) Group task
12	1. Consolidate Tamil language skills from learned topics CA4: Oral Test (Individual)		a) Individual reflection

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Appendix 1: Assessment Criteria for Written Quiz

Criteria	Standards			
	4 Above Expectations	3 Meets Expectations	2 Needs Improvement	1 Inadequate
Grammar- Appropriate application of grammatical elements (50%)	Shows excellent understanding and application of grammar concepts.	Shows great understanding of grammar concepts, but with 1-2 errors.	Shows some understanding of grammar concepts but fails to recognize and use proper grammatical elements to form sound sentences.	Shows insufficient understanding of grammatical elements.
Vocabulary- Correct word usage (50%)	Demonstrates excellent understanding of vocabulary.	Demonstrates great understanding of the vocabulary definitions, but with 1-2 errors.	Demonstrates basic understanding of vocabulary definitions but does not use most appropriate key words to make sound sentences.	Demonstrates insufficient understanding of the vocabulary definitions to make sound sentences.

Appendix 2: Assessment Criteria for Dictation Test

Criteria	Standards			
	4 Above Expectations	3 Meets Expectations	2 Needs Improvement	1 Inadequate
Dictation- Spelling (40%)	Makes 0-3 errors in spelling.	Makes 4-6 errors in spelling.	Makes 7-10 errors in spelling.	Makes more than 10 errors in spelling.
Dictation- Content Accuracy (20%)	All the words from the dictation are in the work.	Missing 1-3 words from the dictation.	Missing 4-6 words from the dictation.	Missing more than 6 words from the dictation.
Handwriting- Tamil Letter Formation (40%)	Each letter is formed correctly.	85% of the letters are formed correctly.	70% of the letters are formed correctly.	50% of the letters are formed correctly.

Appendix 3: Assessment Criteria for Oral Presentation

Criteria	Standards				
	5 Above Expectations	4 Meets Expectations	4 Somewhat Meets Expectations	2 Needs Improvement	1 Inadequate
Expressive Language- Vocabulary, Sentence structure, Grammatical elements (30%)	Employs a wide variety of vocabulary words correctly. Displays confidence in using correct and varied sentence structure in speech. Language used is error free in terms of grammar.	Employs a variety of vocabulary words correctly. Displays confidence in using correct sentence structure in speech. Language used is mostly free in terms of grammar.	Employs the necessary vocabulary correctly. Able to construct sentences grammatically with a few minor errors.	Limited vocabulary and may have incorrect use of words. Contains a few errors in basic sentence construction. Significant errors in grammar which interferes with comprehension.	Very limited use of the words. Unable to construct basic sentences grammatically. Numerous errors in grammar which interferes with comprehension.
Articulation (15%)	Words are correctly pronounced with no hesitation. Applies pronunciation rules consistently throughout, with a near native accent.	Words are correctly pronounced. A few hesitations detected. Applies pronunciation rules often, has acquired a somewhat near native accent.	Contains a few errors in pronunciation. Applies most pronunciation rules. Some errors but still understandable. Attempts accent satisfactorily.	Contains errors in pronunciation of basic words. Applies some basic pronunciation rules however, not always understandable. Inaccurate accent.	Contains numerous errors in pronunciation, which interferes with comprehension of the listener. Does not apply basic pronunciation rules. Incorrect accent.
Fluency (15%)	Very fluent. Phrases are read as a group of words that go together. Speaks clearly with appropriate pauses and inflection. Very well-rehearsed with little to no reliance on notes. Minimal gaps/ fillers.	Fluent. Speaks with minor hesitation at times. May read from notes from time to time but that does not detract from overall fluency. Some or acceptable level of gaps/fillers.	Some hesitation and stumbling. Speaks with a little hesitation. Frequently reads from notes. Some or acceptable level of gaps/ fillers	Frequent hesitation and stumbling. Difficult to understand and/or mainly reads from notes. Some or acceptable level of gaps/ fillers.	Reads words individually and/or haltingly. Just about comprehensible and/or reads directly from notes. Many gap/fillers.
Intonation (10%)	Excellent intonation. Changes intonation accurately to reflect meaning.	Good intonation. Some attempts to vary intonation to reflect meaning.	Usually reflects good intonation.	Little attempt to vary intonation.	No attempt to vary intonation.
Content (10%)	Content directly related to the topic and was thoroughly developed. Natural use of culture-related linguistic nuances.	Content related to the topic and was well developed. Good use of culture-related linguistic nuances.	Content mostly related to the topic and was well developed. Some use of culture-related linguistic nuances.	Content somewhat related to the topic. Little use of culture-related linguistic nuances.	Presentation did not relate to the topic. Little or no knowledge of culture-related linguistic nuances.
Non-Verbal Communication (10%)	Eye contact, posture and gestures make the presentation compelling, and speaker appears	Eye contact and posture, gestures make the presentation adequately and speaker appears	Eye contact and posture, gestures make the presentation satisfactory, and speaker appears	Eye contact and posture, gestures make the presentation less than satisfactory, and speaker appears	Eye contact, posture and gestures are inappropriate and significantly distracting, and speaker does not

	polished and confident.	adequately confident.	adequately confident.	adequately confident.	come across as confident.
Teamwork (10%)	Quality contributions as a team player and works very well with others.	Above average quality contributions as a team player and works well with others.	Sufficient contributions as a team player and works fairly well with others.	Minimal contributions as a team player and displays difficulty in working with others.	Poor quality contributions as a team player and unable to work well with others.

Appendix 4: Assessment Criteria for Oral Test

Criteria	Standards				
	5 Above Expectations	4 Meets Expectations	4 Somewhat Meets Expectations	2 Needs Improvement	1 Inadequate
Reading-Pronunciation (30%)	Words are correctly pronounced with no hesitation.	Words are correctly pronounced. A few hesitations detected.	Contains a few errors in pronunciation.	Contains errors in pronunciation of basic, high frequency words.	Reading contains numerous errors in pronunciation, which interferes with comprehension.
Reading-Fluency (20%)	Very fluent. Phrases are read as a group of words that go together.	Fluent. A few hesitations affected fluency.	Some hesitation and stumbling.	Frequent hesitation and stumbling.	Frequent hesitation and stumbling. Reads words individually.
Reading-Pacing (10%)	Reads at a talking pace. Changes pace to reflect meaning.	Reads at a talking pace.	Usually reads at a talking pace.	Frequently reads too fast or too slow. Little attempt to vary pacing	Reads too fast or too slow. No attempt to vary pacing.
Reading-Intonation (10%)	Excellent intonation. Changes intonation accurately to reflect meaning.	Good intonation. Some attempts to vary intonation to reflect meaning.	Usually reflects good intonation.	Little attempt to vary pitch	No attempt to vary pitch.
Comprehension-Answering Questions (30%)	Addresses all aspects of the questions. Effectively uses literal information from the text.	Addresses most aspects of the questions. Uses literal information from the text most of the time.	Addresses some aspects of the questions. Uses literal information from the text some of the time.	Responses lack enough information to support the relationship to the question.	Responses lack enough information to demonstrate an understanding of the text in relation to the questions.

Appendix 5: Assessment Criteria for Class Participation

Criteria	Standards			
	4 Above Expectations	3 Meets Expectations	2 Needs Improvement	1 Inadequate
Frequency of Participation (40%)	Actively participated in all activities and discussions with a positive attitude.	Showed interest in activities and discussions with fair participation, though sometimes passively rather than actively.	Minimal participation in activities and discussions.	Seldom put forth any effort in activities and discussions.
Use of Tamil in class (30%)	Stayed in Tamil at most times. Volunteered to speak and regularly answered questions in Tamil.	Occasionally used English without attempting to speak in Tamil first. Volunteered to speak and answer questions in Tamil.	Generally used more English than Tamil and needed to be reminded to speak in Tamil.	Almost exclusively used English when talking with the lecturer and students. Spoke very little Tamil.
Preparation (20%)	Comes to class fully prepared by reading up the pre-assigned topics and completing any topic related task.	Comes to class fully prepared most of the time. A few instances of coming to class unprepared.	Comes to class prepared some of the time. Significant instances of coming to class unprepared.	Frequently coming to class unprepared or absent from class without valid reasons.
Attention (10%)	Always pays attention to and respectfully listens to peers and lecturer.	Mostly pays attention to and respectfully listens to peers and lecturer on most occasion.	Somewhat pays attention in class.	Inattentive and/or disruptive during class.