BHARATHIYAR UNIVERSITY, COIMBATORE 641046
For the candidates admitted from the academic year 2022-23 onwards

Minimum qualification for admission to Diploma in Teaching Phonics is pass in Standard X.

Scheme of Examinations

S. no	Title of the course	Credits	Maximum Marks
1	Introduction to English Language Acquisition	4	100
2	Theories and methods of teaching reading	4	100
3	Morphology and syntax	4	100
4	Phonological awareness	4	100
5	Developing Comprehension Skills	4	100
6	Demonstration of Language Skills	4	100
7	Engaging with Books-Reading with Comprehension	4	100
8	Internship	4	100
	Total	**32**	**800**

Course Duration – 12 months

Question paper Pattern: Theory
Section A: (10 x 2=20 Marks)
Answer ALL the questions

Section B: (5 x 6 = 30 Marks)
Answer ALL the questions either (a) or (b)

Section C: (5 x 10 = 50)
Answer ALL the questions either (a) or (b)

 Duration of examinations for all papers is three hours.
*Minimum Pass Mark: 40 Marks

DIPLOMA IN TEACHING PHONICS

Paper I – English Language Acquisition

Unit: 1	English Language acquisition	
Introduction to Teaching Language – understanding language – Different dictionary explanation of Language –Study of Language acquisition - Understanding the theories of language – B F Skinner- Skinners learning theory – N Chomsky' s theory- Bruner – J Piaget's Interactive approach- understanding Functions of Speech- Vygotsky (1896-1934)- understanding the language - view of MM Lewis (1965) on Language thought and Personality		
Unit: 2	Linguists	
Unit:3	Teaching English as an Additional Language	
Introduction to Teaching English as an Additional Language- Comparison between 1st Language and 2nd Language – factors involved in teaching children whose English is an additional language (EAL)		
Unit: 4	Social impact on Language	
Restricted and elaborated codes- children from Economically Weaker Section (EWS) backgrounds -planning experiences and expectations to compensate for being EAL, importance of using communicative approach		
Unit: 5	Teaching methods for teaching EAL	
Introduction to teaching methods - comparison of teaching methods - Grammar Translation Approach, Audio Lingual Approach and Communicative Approach – summary of approaches and syllabi- elements of Communicative approach -supportive environment, appropriate experiences, and teacher expectations.		
Reference Books		
1	Christine Morris (2022). - *Course Manual*. Good Word Communication Services PVT Ltd: New Delhi	
2	Crystal, (1976). *Child Language Learning & Linguistics:*	
3	Jim Rose (March 2006). Rose review	
4	C Brumfit, J Moon and R Tongue Collins, (1991). Teaching English to children from principle to practice	
5	A Chambers, (1991). The Reading Environment. *Thimble Press*. Great Britain.	
6	M M Lewis, (1965). *Language Thought and Personality*	

Paper – II –Theories and methods of teaching reading

Unit: 1	What is Reading? Methods of teaching reading	
Definitions of reading- models of teaching reading Bottom Up - The Behaviourist theory – Top-Down Cognitivist theory - Interactive and simple approach Constructivist theory- (Jim Rose) to reading from Rose Review – Introduction to methods of teaching reading - Alphabetic method- Informed Guessing- Look and say and phonics, constructive approach		
Unit: 2	The importance of semantics	
Introduction of semantics – 7 types of semantics- activities to develop semantic knowledge –word taxonomies, teaching homonyms, synonyms and antonyms- explaining how to express oneself clearer- increase vocabulary, avoid monotony, emphasise a point… understanding idioms and euphemisms-		
Unit: 3	Place of pragmatics	
Introduction to pragmatics, Meaning of pragmatics- direct and indirect speech acts- formal and informal writing,		
Unit: 4	Comprehending what we read	
Introduction to strategies for comprehension- engaging with books. Reading for understanding comprehension -teacher's role in providing resources, setting, meaning and function, interaction and practice, teaching how to read aloud to children – methods of engaging children with books.		
Unit:5	LOTS- HOTS	
Types of questions- closed -open -probing – leading- loaded – Funnel- recall and process – rhetorical- Bloom's levels – how to take children from lower order thinking skills to higher order thinking skills-remember understand apply analyse evaluate create Understanding Higher order thinking skills – definition of higher order thinking skills – how to teach higher order thinking skills – problem solving – activities to develop meta cognitive learning Teaching children Skimming and Scanning skills- understanding bias and opinion		

Reference Books		
1	Christine Morris (2022). - *Course Manual*. Good Word Communication Services PVT Ltd: New Delhi	
2	Geoffrey Leech, (1981). Semantics	
3	Liz Waterland, (1988). Read with me. *Thimble press*: UK	

4	D Moyle, (1987). The Teaching of Reading. *Scholastic Publications: Great Britain*
5	J Bennett, (1979). Learning to read with picture books. *The Timble Press: England*
6	Liz Waterland, (1985). Read with me- An Apprenticeship Approach to Reading. *Thimble Press. Great Britain.*
7	L Waterland, (1989). Apprenticeship in Action- teachers write about read with me. *Thimble Press. Great Britain*
8	S Frank, (1973). Psycholinguistics and Reading. *Holt, Rinehart and Winston*; United States of America.

Paper – III – Morphology and Syntax

Unit: 1	Morphology	
Introduction to morphology- structure of words- types of Morphemes – vowels – consonants –understanding the class structure parts of speech, word structure, base words prefix and suffix		
Unit: 2	Syntax	
Introduction to sentence structure- parts of speech, simple, compound, complex and compound- complex sentences, comparing phrases, clauses, sentences,		
Unit:3	Syllable structure	
Examination of syllable types C L O V E R (closed, consonant le, open, vowel team, Vowel consonant e, R affected vowel)		
Unit:4	Creating interesting sentences	
Importance of punctuation in reading and writing- FANBOYS, creating super sentences -		
Unit:5	Aspects of punctuation	
Impact of punctuation on reading and understanding – use of stress and intonation- full stops, question marks, exclamation marks, colons, semi colons…….		
Reference Books		
1	Christine Morris (2022). - *Course Manual.* Good Word Communication Services PVT Ltd: New Delhi	
2	M Margaret, (1990). How Texts Teach What Readers Learn. *Thimble Press; Great Britain.*	
3	M Clark & Ted Glynn, (1980). Reading and Writing for the Child with Difficulties. *Educational Review:* Birmingham	
4	Gough, P.B & Tunmer, W.E, (1986). Decoding, Reading and Reading Disability.	
5	Christopher Brumfit,Jayne Moon & Ray Tongue (1991).Teaching English to Children From Practice to Principle. *CollinsELT, A Division of Harper Collins Publishers* : London, Great Britain	

6	Rosmary Allen, (2014). Active Grammar Practice Book Series 1 – 10. *Scholastic India Pvt Ltd :* Haryana 122001

Paper – IV - Phonological awareness

Unit: 1	Spoken and written language	
Introduction to phonological awareness -Differences between spoken and written English –		
Unit: 2	Articulation of sounds	
Phonological awareness- articulating sounds/comparing English and Indian language.		
Unit:3	Phonological awareness	
Introduction to phonological awareness: Rhyming and Alliteration, Sentence Segmentation, Syllable segmentation and blending, onset and rime		
Unit:4	Phonemic awareness	
Introduction to phonemic awareness – phoneme isolation, blending, segmenting, addition, deletion, substitution		
Unit:5	Phoneme- grapheme matching	
Insight into English phonetics- blends, digraphs, trigraphs, split digraphs, use of 'y' as a vowel,		

Reference Books	
1	Christine Morris (2022). - *Course Manual.* Good Word Communication Services PVT Ltd: New Delhi
2	Violet Brand (1999). *Spelling Made Easy Introductory level to Level 3 Series Egon Publishers Ltd and Violet Brand* : Streetprinters, England
3	Zehra Shervani & Neera Taneja (2003). Working with Sounds Phonics Book Series 0 to 6, *Sterling Publishers Pvt*, New Delhi
4	Beve Hornsby, Frula Shear and Julie Pool (1999).Alpha to Omega, The A-Z of Teaching Reading, Writing and Spelling, *Heinemann Educational Publishers* : Oxford, UK
5	Beve Hornsby & Julie Pool (1997).Alpha to Omega Stage One Plus Activity Pack, Stage 1 & Stage 2. *Heinemann Educational Publishers* : Oxford, UK
6	Elizabeth Wood (2002). Strengthen your Spelling, *British Library Cataloguing.* British

PAPER V
Practical 1 Demonstration on Language Skills

1	Build a semantic map based on of the 7 types of Semantics
2	Create activities to show how pragmatics are an integral part of learning to read
3	Design a classroom environment ..list the experiences we provide and expectation we set to develop reading skills

PAPER V
Practical 2 Engaging with Books-Reading with Comprehension

1	Create activities to engage a student with reading a book - any age level
2	Demonstrate the use of Blooms taxonomy in developing comprehension

PAPER V
Practical 3

Report writing	
1	Prepare a report on the steps required in teaching phonics for a child in level 2 of the reading programme
Note: Each student undergo practical in the given practical components of Paper I, II & III and submit report in the form of record on the completion of the practical.	

PAPER V1
INTERNSHIP

1	Prepare a report on your successful of introducing the Good Word Reading Programme to your class.
Each student has to undergo an Internship in selected School for a period of 20 hours. Select a student for the case study and submit an Internship Report on the completion of the internship training. For the case study, the details of the student, level of disability and other information should be collected and recorded. He/ She has to observe the overall activities i.e., administration, curricular and co-curricular activities, teaching – learning method, structure of the classroom, available resources etc., of the educational institution. Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).	

Evaluation procedure for Practical and Internship

The following break up of marks will be followed for assessment of practical papers I, II, III and Internship.

1	**Submission of report**	**40 marks**
2	**Valuation by internal examiner**	**60 marks**
	Total	**100 marks**