

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	Demonstration of Language Skills	4	100
6	Engaging with Books-Reading with Comprehension	4	100
7	Developing Comprehension Skills	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 – INTRODUCTION TO 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 1 st Language and 2 nd 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). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	Crystal, (1976). <i>Child Language Learning & Linguistics</i> :	
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. <i>Thimble Press</i> . Great Britain.	
6	M M Lewis, (1965). <i>Language Thought and Personality</i>	

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). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	Geoffrey Leech, (1981). <i>Semantics</i>	
3	Liz Waterland, (1988). <i>Read with me. Thimble press</i> : UK	
4	D Moyle, (1987). <i>The Teaching of Reading. Scholastic Publications: Great Britain</i>	
5	J Bennett, (1979). <i>Learning to read with picture books. The Timble Press: England</i>	
6	Liz Waterland, (1985). <i>Read with me- An Apprenticeship Approach to Reading. Thimble Press. Great Britain.</i>	

7	L Waterland, (1989). Apprenticeship in Action- teachers write about read with me. <i>Thimble Press. Great Britain</i>
8	S Frank, (1973). Psycholinguistics and Reading. <i>Holt, Rinehart and Winston; United States of America.</i>

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). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	M Margaret, (1990). How Texts Teach What Readers Learn. <i>Thimble Press; Great Britain.</i>	
3	M Clark & Ted Glynn, (1980). Reading and Writing for the Child with Difficulties. <i>Educational Review: Birmingham</i>	
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. <i>CollinsELT, A Division of Harper Collins Publishers</i> : London, Great Britain	
6	Rosmary Allen, (2014). Active Grammar Practice Book Series 1 – 10. <i>Scholastic India Pvt Ltd</i> : 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). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	Violet Brand (1999). <i>Spelling Made Easy Introductory level to Level 3 Series Egon Publishers Ltd and Violet Brand</i> : Streetprinters, England	
3	Zehra Shervani & Neera Taneja (2003). Working with Sounds Phonics Book Series 0 to 6, <i>Sterling Publishers Pvt</i> , New Delhi	
4	Beve Hornsby, Frula Shear and Julie Pool (1999).Alpha to Omega, The A-Z of Teaching Reading, Writing and Spelling, <i>Heinemann Educational Publishers</i> : Oxford, UK	
5	Beve Hornsby & Julie Pool (1997).Alpha to Omega Stage One Plus Activity Pack, Stage 1 & Stage 2. <i>Heinemann Educational Publishers</i> : Oxford, UK	
6	Elizabeth Wood (2002). Strengthen your Spelling, <i>British Library Cataloguing</i> . 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 VI
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 VII
Practical 3 – Developing Comprehension Skills

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 VIII
INTERNSHIP

1	Prepare a report on your successful of introducing the Good Word Reading Programme to your class.	
<p>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.</p> <p>For the case study, the details of the student, level of disability and other information should be collected and recorded.</p> <p>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.</p> <p>Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).</p>		
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