

# Curriculum Framework

## Diploma in Teaching Indian Sign Language (DTISL)

### Norms, Regulations & Course Content

January, 2018

Two Years Duration (Four semesters)



भारतीय पुनर्वास परिषद

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# **Diploma in Teaching Indian Sign Language (DTISL)**

## **1. Introduction & Rationale of the Program**

The language teacher education programme leading to the Diploma in Teaching of Indian Sign Language (DTISL) aims at preparing Deaf teachers to teach ISL in the institutions of learning across the country. This program is designed to prepare future ISL teachers, who will provide leadership in the sign language teaching field. Trainees will be introduced to key theoretical and methodological issues involved in sign language instruction including language teaching strategies, assessment, and incorporating basic information about Deafness, Deaf community and Deaf culture into the language curriculum.

This program focuses on principled approaches to developing and implementing classroom methods and strategies for language teaching. It also looks at linguistic, psychological and attitudinal factors that influence student-teacher interaction in the classroom. The course briefly examines the most important teaching methodologies that have evolved over the years. Trainees will have opportunities to develop lessons.

Trainees will analyze the integration of history and culture in ISL teaching curriculum. Language is often taught with cultural and historical anecdotes. The history and culture of the Sign Language communities and Deaf people is very rich and diverse.

This program examines factors involved in developing and administering an assessment of trainees' linguistic proficiency and socio-cultural competence. Topics include the role and function of assessment, the use of measurement instruments, and current approaches to assessing language learning. Trainees will develop samples of assessment tools.

The DTISL Program aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, and who can engage with context and subject matter that they will be teaching.

In the United Nations Convention on the Rights of Persons with Disabilities, Clause 3 (b) of Article 24 on Education says that countries need to take appropriate measures including "Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community". Clause 17 (c) of the Rights of Persons with Disabilities Act 2016 says that governments should take measures "to train and employ teachers, including teachers with disability who are qualified in sign language". Education became a fundamental right as per the 86<sup>th</sup> amendment of Indian Constitution in 2002, which incorporated Article 21A in the constitution guaranteeing right of compulsory and free education to all children of 6-14 years. In order to implement the constitutional amendment, 'Right of Children of 6-14 years to Free and Compulsory Education Act (RTE Act)' was enacted as a Central Act in 2009. The Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the goals of RTE. The DTISL programme, which is a teacher preparation programme for ISL education, has the potential to realise the RTE goals which includes providing education of comparable quality to every child.

## **2. Nomenclature**

Nomenclature of program will be **Diploma in Teaching Indian Sign Language (DTISL)**.

### **3. Aim**

The Diploma in Teaching Indian Sign Language program aims to develop personnel in the field of Indian Sign Language development and teaching of ISL communication and ISL interpretation. The Diploma will enable the teachers to develop skills in teaching ISL as a language and teaching interpretation skills. The Deaf trainees will also learn about Deaf culture and identity, and will be trained in different teaching methods and strategies. They will learn to use their ISL knowledge and teaching skills to develop literacy in English.

### **4. Learning Outcomes**

After completing this course, trainees will be able to:

- Discuss deafness, communication options, deaf culture, deaf history and related issues
- Analyze Indian Sign Language structures and be able to compare and contrast structures of ISL, other foreign sign languages, and spoken languages
- Display competence in classroom settings regarding teaching ISL communication and ISL interpretation using various strategies
- Demonstrate skills in lesson planning, classroom management and assessment
- Tailor teaching content and teaching styles to meet learners' needs
- Relate various aspects of theory and practical courses to hone their English literacy skills

### **5. Certification as registered personnel**

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel / Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service program periodically to update their professional knowledge. The training institution/ organization should ensure that all passed out trainees are registered with the Council.

A successful student will be registered as an “Indian Sign Language Teacher”.

### **6. Eligibility for Admission and Admission Procedure**

A candidate should have:

- 1) Certificate of Disability (Deaf)
- 2) Passed class 10+2 (Senior Secondary) or equivalent with minimum 45% marks
- 3) Proficient receptive and productive skills in ISL

The admission process will include:

- 1) Relevant tests to assess ISL skills and written language skills.
- 2) Interview

### **7. Intake capacity**

The intake for each year of the program will be 15 to 20 seats.

### **8. Duration of the program**

The duration of the program will be two academic years (400 days consisting of 2400 hrs), spreading over four semesters, to be completed in maximum 3 years from the date of admission to the program. One academic year is divided into two semesters. Each semester has 100

working days with 600 hours, excluding admissions and final semester examinations. Each semester will also have 10 days with 60 hours as Notional Hours.

### 9.0 Theory and Practical Hours and Examination Pattern

The total number of courses is 10: six theory courses and four practical courses.

#### Theory courses – 150 hours each:

- DTISL T1 Deaf, Deafness and Communication Options
- DTISL T2 Deaf Culture, History, Identity and Sign Language
- DTISL T3 Interpretation – Principle, Practice and Ethics
- DTISL T4 ISL Linguistics
- DTISL T5 Basic English – I
- DTISL T6 Basic English –II

#### Practical courses – 300 hours each:

- DTISL P1 Foundations of Language Teaching - I
- DTISL P2 Teaching Communication in ISL
- DTISL P3 Foundations in Language Teaching – II
- DTISL P4 Teaching Interpretation

The overall distribution of hours and marks is as follows:

S.No.	Components	Hours	Marks		
			Internal	External	Total
1.	Theory	900	240 (40%)	360 (60%)	600
2.	Practical	1200	480 (60%)	320 (40%)	800
3.	Fieldwork	150	100	-	100
4.	Internship	150	100	-	100
	<b>Total</b>	<b>2400</b>	<b>920</b>	<b>680</b>	<b>1600</b>

The distribution of courses according to semester is as follows:

Course Code	Course Title	Hours	Marks		
			Internal	External	Total
<b>SEMESTER I</b>					
DTISL P1	Foundations of Language Teaching - I	300	120	80	200
DTISL T1	Deaf, Deafness and Communication Options	150	40	60	100
DTISL T5	Basic English - I	150	40	60	100
	<b>Total</b>	<b>600</b>	<b>200</b>	<b>200</b>	<b>400</b>

<b>SEMESTER II</b>					
DTISL P2	Teaching Communication in ISL	300	120	80	200
DTISL T6	Basic English -II	150	40	60	100
	Fieldwork	150	100	-	100
	<b>Total</b>	<b>600</b>	<b>260</b>	<b>140</b>	<b>400</b>
<b>SEMESTER III</b>					
DTISL P3	Foundations in Language Teaching - II	300	120	80	200
DTISL T2	Deaf Culture, History, Identity and Sign Language	150	40	60	100
DTISL T3	ISL Linguistics	150	40	60	100
	<b>Total</b>	<b>600</b>	<b>200</b>	<b>200</b>	<b>400</b>
<b>SEMESTER IV</b>					
DTISL P4	Teaching Interpretation (including fieldwork)	300	120	80	200
DTISL T4	Interpretation – Principle, Practice and Ethics	150	40	60	100
	Internship	150	100	-	100
	<b>Total</b>	<b>600</b>	<b>260</b>	<b>140</b>	<b>400</b>
	<b>Grand Total of Four Semesters</b>	<b>2400</b>	<b>920</b>	<b>680</b>	<b>1600</b>

## 9.1 Brief description

The ten courses of this program introduce trainees to various teaching strategies and methods and help them to adopt appropriate and relevant pedagogical styles. By the end of the course, trainees will have a good, basic understanding of teaching ISL communication and ISL interpretation.

ISL teachers should be familiar with various theoretical aspects and issues about Deafness; communication options, Deaf culture and Deaf identity, and be able to critically reflect on these. The aim of theory courses T1, T2, T3 and T4 is to develop theoretical awareness about these topics, as well as developing skills to teach these topics to trainees. These courses are based on courses T1, T2, T3 and T4 of the Diploma in Indian Sign Language Interpretation (DISLI) program. The content of DTISL courses will be the same as the DISLI courses with some additional discussion about how to teach these topics.

In courses T5 “Basic English – I” and T6 “Basic English - II”, trainees will use their ISL knowledge and skills to develop basic reading and writing skills that they will need to teach. This paper is to be taught in a more interactive way with more activities, and with regular reading and writing activities recorded in portfolios and/or journals.

Courses P1, P2, P3 and P4 focus on developing language teaching knowledge and language teaching skills, with particular reference to sign languages and ISL. Course P2 “Teaching Communication in ISL” will cover the topics of DISLI courses P1 “Basic Communication” and

DISLI course P2 “Advanced Communication”. Similarly, practical course P4 “Teaching Interpretation” will cover the content of DISLI P3 “Basic Interpretation” and DISLI P4 “Advanced Interpretation”. The trainees will refresh their ISL vocabulary and grammar, along with developing strategies to teach vocabulary, grammar and communication skills.

Courses P1 “Foundations in Language Teaching - I” and P3 “Foundations in Language Teaching - II” will cover general teaching topics like teaching methods, learners’ needs and motivations, developing lesson plans, principles and maxims of teaching, strategies, student-teacher relationship, assessment instruments, etc. These courses will also help teachers develop skills that they will need to teach different types of learners and not just DISLI students. Developing these skills will help increase their scope of employment.

In Semester II, the Fieldwork is to be done in conjunction with course P2.

### **10. Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Individual and group presentations of issues
- Theoretical and practical activities and exercises
- Teachers should incorporate discussions and projects
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course
- Workshops and seminars

### **11. Attendance**

Minimum 75% attendance in theory and 80% in practical is required. Completion of practical work in each area is essential for appearing in the final exam. Since DTISL is a skill-based course, a high level of attendance in practical classes is required to develop competency in teaching skills.

### **12. Examination**

There will be regular internal assessments and final examination at the end of semester for the courses taught. The internal and external examinations for theory papers shall be conducted in English, Hindi and/or ISL (except courses T5 Basic English I and T6 Basic English II – these examinations will be only in English). The medium of instruction shall be Indian Sign Language and English/Hindi. Regional center instructors if fluent in regional language may use that regional language along with Indian Sign Language. The practical examination shall be to judge the skills in teaching ISL communication and in teaching ISL interpretation.

Internal Assessment may be done in following ways:

- a. Class Test
- b. Assignment
- c. Class Participation (conduct and attendance)
- d. Mid Term Examination
- e. Presentation
- f. Any other method that the teacher decides

**Credit and Grading System: Scheme of Examination will be as per National Board of Examination in Rehabilitation or Examining Body.**

### **13. Criteria for passing**

Each candidate should obtain minimum 50% marks in theory and 70% marks in practical, separately in internal as well as external examinations, for passing in the programme. A higher pass percentage is required in the practical course since DTISL is a skill based course and ISL teachers need to have a high level of skill and competency to be able to teach a language effectively. The other examination, attendance and rules for completion of the program will follow National Board of Examination in Rehabilitation's (adjunct body of RCI) Scheme of Examination 2016 for Diploma level programmes.

### **14. Certificate**

Certificates shall be issued by the examining body nominated by the RCI. For the DTISL programme, RCI has nominated Indian Sign Language Research and Training Center (ISLRTC) as the examination body.

### **15. Infrastructure**

The following infrastructure is must for a batch of 15 trainees:

#### **1.0 Staff**

##### **1.1 Core faculty**

- a) Sign Language Instructor - 2 (Deaf): Graduate in any discipline from recognized university with DISLI/Certificate in C Level /DTISL
- b) Sign Language Master Trainer - 2 (Deaf): Graduate in any discipline from recognized university with DISLI/Certificate in C Level/DTISL with 5 years teaching experience

1.2 Coordinator – Deaf Graduate with 2 years of experience in ISL related work.

#### **2.0 Equipment**

<b>S.No.</b>	<b>Item</b>	<b>Quantity</b>
1	Laptop	1
2	Video Camera (Professional)	1
3	Video Camera (Handycam)	2
4	TV / Projector / LCD	2
5	Computer with internet and printer	3 sets
6	Classroom furniture for 15 to 20 trainees including whiteboard, chairs, table/desk, notice board, etc.	2 sets
7	Office furniture	

### **3.0 Space**

- a) 20 x 15' Classroom - 2 No.**
- b) 12 x 12' Office room - 1 No.**
- c) 10' x 15' Library - 1 No.**
- d) 12 x12' Visual Language Lab - 1 No.**

The visual language lab will contain:

- i. Minimum 3 computers/laptops with webcam for recording videos.
- ii. Minimum One TV/LED/Projector/Smart board

### **4.0 Course material**

- Training module for each theory course with written and signed content
- Training module for each practical course with written and signed content

### **16. Career Prospects**

Deaf trainees who complete this program can become ISL teachers for different groups of learners. They can teach hearing trainees in the Diploma in Indian Sign Language Interpreting program. They can also teach ISL to deaf children and teachers of deaf children in deaf schools, parents of deaf children, hearing children and adults at NGOs, private companies, hearing schools, etc.

### **17. Review and Revision of the program**

From year of implementation after two batches pass out (i.e. after three years) of the same course, the program will be reviewed and feedback will be taken from the institutes conducting the program regarding the syllabus, examinations, hours allotted, etc. Based on the review, the program will be revised.



## Theory Courses

### DEAF, DEAFNESS AND COMMUNICATION OPTIONS

Course Code: DTISL T1

Marks: 100

Hours: 150

#### OBJECTIVES

After learning the course the learners will be able to:

- Discuss general perspective of deafness and the related terms
- Describe the context in which sign language needs to be understood
- Narrate role of communication and various communication options

#### INTRODUCTION

This paper contains the Models of deafness - Medical and socio cultural model, types, modes and methods of communication, communication opportunities and overview of speech language and communication. This paper gives the knowledge to trainees about different communication options. It also describes Education bilingualism method which gives the opportunity to educate the deaf through sign language. This paper gives the understanding to the student about sign language and justification of use of sign language in the education of the deaf. This paper also gives the understanding about difference between linguistic and non linguistic communication. The main aim of this paper is to develop understanding about modes and methods of communication as well as the communication opportunities. Through the knowledge of the content of this paper, trainees can also develop their teaching skills in Education bilingualism.

#### Instructions for implementation and teaching this paper:

1. Teacher can give demonstrations / illustrations of different methods of communication which are used in the classroom of children with deafness.
2. Teacher can give different examples of difference between linguistic and non linguistic communication.
3. Teacher can also use research findings for giving justification of use of sign language for teaching to the children with deafness.
4. Teacher can also prepare PPT of different topics of the paper and discuss in the classroom.
5. Teacher can give assignments on different topics and give trainees opportunities to share their views and understanding in the classroom.

#### UNIT 1: Models of deafness and the associated terminology

24 hours

1.1 Linguistic Identity, Diversity, Equality

1.2 Concepts of hearing loss

1.3 Misconceptions about deafness

1.4 Deaf as linguistic minority community

#### UNIT 2: Understanding the context

24 hours

2.1 Medical Model: Meaning, global and Indian Scenario

2.2 Socio cultural Model: Meaning, global and Indian Scenario

2.3 Legislations, policies and practice in India

2.4 Deafness, ISL and the school systems in India

**UNIT 3: Communication: Meaning, scope, Types and Options** 24 hours

- 3.1 Meaning, definition and scope of communication
- 3.2 Types of communication: Linguistic and non-linguistic communication
- 3.3 Modes of linguistic communication (Aural/oral, Visual/manual, Visual/graphical):  
Meaning and nature
- 3.4 Communication challenges and sign language use

**UNIT 4: Communication opportunities (Methods)** 24 hours

- 4.1 Oralism, Total Communication, and Educational Bilingualism
- 4.2 Communication Philosophies: Contrasting objectives and means
- 4.3 Justifications and challenges for Oralism, Total Communication and Educational Bilingualism

**UNIT 5: Overview of Language** 24 hours

- 5.1 Communication, Language and Speech
- 5.2 Definition and design features of language and Indian Sign Language
- 5.3 Linguistic theories and sign languages

**References**

Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

Communication Options and Students with Deafness. (2011). Rehabilitation Council of India, New Delhi.

Huddar, A. (2008). Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.

Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.

Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan

## DEAF CULTURE, HISTORY, IDENTITY AND SIGN LANGUAGE

Course Code: DTISL T2

Marks: 100

Hours: 150

### OBJECTIVES:

After undergoing this course the learners will be able to:

- Discuss deafness from a cultural perspective
- Describe historical developments with regard to deafness and deaf people
- Discuss identity related issues of deaf people
- Explain what a sign language is and what it is not and its role in education
- Discuss legal issues related to deafness, language and culture

### INTRODUCTION

Unit 1 aims at explaining the experience and education of Deaf people and the development of Deaf communities and culture through time, and comparing the Indian situation with the western countries in terms of developments. Unit 2 aims at clarifying and valuing the concept of Deaf culture through the general cultural perspective in various contexts like language, behaviours, art, literary traditions, history and values. It explains the acceptability of Deafness and Deaf people and the development of Deaf culture in India by comparing with the western countries. This unit also explores the ethics of research under the linguistic and cultural umbrella of Deaf communities. Unit 3 explains the role of sign languages and Deaf culture in the formation of Deaf identity and gives the distinction between Deaf culture and deafness. Unit 4 attempts to point out some of the misconceptions of sign language persisting among hearing community and to explain the truth in each of them. It explores the role of sign language as a first language base in the development of spoken language literacy. It also talks about the role of technology in sign language telecommunication, producing sign language information and materials. Unit 5 explains about the rights and laws for deaf people in terms of their deafness, language and culture and shows the positive effect of disability laws by the participation of Deaf people in various sectors of education and employment.

### UNIT 1: History of deafness

24 hours

- 1.1 Deaf people and education before the 19<sup>th</sup> century
- 1.2 Modern Deaf history—19<sup>th</sup>-20<sup>th</sup> Century
- 1.3 Recent historic development in the Deaf community
- 1.4 Historical comparison and perception of Deaf communities– India and other countries

### UNIT 2 Concept of Culture and the Deaf communities

24 hours

- 2.1 Definition of culture in various contexts
- 2.2 Similarities and difference between Deaf culture and other cultures
- 2.3 Deaf culture in India and rest of the world: An overview
- 2.4 Autism, Intercultural sensitivity and Deaf communities

**UNIT 3 Concept of identity and the Deaf** 24 hours

- 3.1 Identity: Concept and its role in life
- 3.2 Language, culture and identity
- 3.3 The Deaf identity and Deafhood

**UNIT 4 Sign Languages** 24 hours

- 4.1 Myths and facts about sign languages and Deaf communities
- 4.2 Diversity in sign language communities
- 4.3 Sign languages, education and literacy
- 4.4. Role and significance of technology for communication and learning among Deaf Community

**UNIT 5 Deaf Community and Society** 24 hours

- 5.1 Legal rights of the Deaf
- 5.2 Deaf organizations
- 5.3 Participation of Deaf people in education and other spheres
- 5.4 Deaf role models

**References**

- Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s)
- Kyle, J.G. and Woll, B. 1988 Sign Language- The study of deaf people and their language.
- Snoddon, K. 2012 American Sign Language and Early Literacy – A Model parent child program.
- Jepsen, J.B., Clerck, G., Lutalo-Kiingi, S and MC Gregor, W.B. 2015 Sign Language of the world – A comparative handbook.
- Ladd, Paddy. (2003). Understanding Deaf Culture – In search of Deafhood. Multilingual Matters Ltd.

## **INDIAN SIGN LANGUAGE LINGUISTICS**

**Course Code: DTISL T3**

**Marks: 100**

**Hours: 150**

### **OBJECTIVES**

After learning this course, learners will be able to:

- Analyze Indian Sign Language structures at the phonological, morphological, syntactical, semantic and discourse levels
- Compare and contrast structures of ISL and spoken languages
- Describe the neurological basis of sign languages
- Discuss the social context and use of ISL and spoken languages

### **INTRODUCTION**

The goal of this course is to develop awareness in trainees about sign languages and sign language structure, with an understanding that sign languages are at par with spoken languages in terms of structure and other linguistic variables. This is done by looking at the various levels of linguistic analysis in spoken languages and applying those concepts and analysis to sign languages, and ISL in particular. Trainees should develop skills to be able to do a basic analysis of ISL structures that they and other signers use. Unit 2 looks at some aspects unique to sign languages due to their spatial structure. To help solidify the understanding that sign languages are at par with spoken languages, representation of spoken languages and sign languages in the brain is also looked at. Critical period and first language acquisition concepts are discussed to emphasize that early acquisition of sign languages is as important as it is for spoken languages, and critical period. In unit 5, the social context and use of sign languages is discussed, including variation and the factors associated with it, the outcomes of contact with other spoken languages and sign languages, and the unique aspect of simultaneous use of a sign language and spoken language. The need for standardization and different perspectives about it are discussed to help trainees develop a nuanced understanding about the social, political and economic factors involved in standardization.

### **UNIT 1: Structure of ISL: Basic Components**

24 hours

- 1.1 Introduction to Linguistics
- 1.2 Features of Signs
- 1.3 Sign Structure – Compounding, Initialized Signs, Finger spelled Signs
- 1.4 Parts of Speech in spoken languages /ISL

### **UNIT 2: Time and Space in ISL**

24 hours

- 2.1 Representation of Time in Space
- 2.2 Indexing and Localization
- 2.3 Verb Agreement
- 2.4 Classifiers

**UNIT 3: Structure of ISL: Sentences** 24 hours

- 3.1 Concept of a sentence
- 3.2 Types of Sentence
- 3.3 Word/Sign order
- 3.4 Transforming a sentence

**UNIT 4: Other Linguistic Aspects of ISL** 24 hours

- 4.1 Making Meaning in Sign Languages
- 4.2 Features of Conversations, Texts and Stories in ISL
- 4.3 Acquisition of Sign Languages and the Critical Period
- 4.4 Sign Language in the Brain

**UNIT 5: Sociolinguistics and Multilingualism** 24 hours

- 5.1 Variation in ISL and Factors Affecting Variation
- 5.2 Sign language contact and ISL
- 5.3 Bimodal Bilingualism - Knowledge of of ISL and a Spoken Language
- 5.4 Standardization of ISL and Issues Involved

**References**

- Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s)
- Crystal, David. 2010. *The Cambridge encyclopedia of language*. Cambridge, UK: Cambridge University Press.
- Gertz, Genie and Patrick Boudreault. 2016 (eds). *The Sage deaf studies encyclopedia*. Los Angeles, USA: Sage Publications.
- Lucas, Ceil. 2004 (ed). *The sociolinguistics of sign languages*. Cambridge, UK: Cambridge University Press. [Chapters 3, 4, 5]
- Nussbaum, Debra Berlin, Susanne Scott, and Laurene E. Simms. 2012. The 'why and 'how' of an ASL/English bimodal/bilingual program. *Odyssey* Spring 2004: 14-19
- Pfau, Roland, Markus Steinbach, and Bencie Woll. 2012 (eds). *Sign Language: An International Handbook*. Berlin, Germany: De Gruyter Mouton.
- Sutton-Spence, Rachel, and Bencie Woll. 1998. *The Linguistics of British Sign Language: An Introduction*. Cambridge, UK: Cambridge University Press.
- Valli, Clayton, and Ceil Lucas. 2000. *Linguistics of American Sign Language: An Introduction*. Washington, DC, USA: Gallaudet University Press.
- Zeshan, Ulrike. 2000. *Sign language in Indo-Pakistan: A description of a signed language*. Amsterdam: John Benjamins.

## INTERPRETATION – PRINCIPLE, PRACTICES AND ETHICS

**Course Code: DTISL T4**

**Marks: 100**

**Hours: 150**

### OBJECTIVES

After learning this course, learners will be able to:

- Gain clarity on the concept of interpreting and the mental process of interpreting.
- Understand the role and responsibilities of an interpreter.
- Understand the importance and need for specialization in sign language interpreting and the various settings of interpreting.
- Understand the need and importance of the ethical code of conduct followed by sign language interpreters worldwide.
- To gain insight into the social and world overview of sign language interpreting.

### INTRODUCTION

The goal of this course is to make trainees aware of the different dimensions of the interpreting process: cognitive, social, cultural and linguistic. The trainees will develop an understanding of how interpreting works and how is it different from spoken language or translation. Unit 2 emphasizes on the role of interpreters and various skills sets that they would need in various contexts. It also focuses on the importance of training in the field of interpreting. Unit 3 emphasizes on ethics and code of conduct followed in various countries including India. This helps in understanding the necessity of ethics and its framework in a wider perspective. Unit 4 focuses on the situation and status of interpreters in India, their affiliation to various associations working in India. It also focuses on the need of implementing robust guidelines for the ethics and penalty that should ensue in case of breach of code of conduct. Unit 5 focuses on the social factors such as accessibility and need of sensitization; interpreting as a business option and also various changes and paradigm shifts in the field of training of interpreters.

#### **UNIT 1: Interpreting: the Concept**

24 hours

- 1.1 Interpreter and Interpreting
- 1.2 Interpreting - A Mental Process
- 1.3 A Comparative Study - Spoken Language Interpreting, Sign Language Interpreting & Translation: differences and similarities
- 1.4 Role of Context in Interpreting

#### **UNIT 2: Role, Responsibility & Specialization**

24 hours

- 2.1 Role of an Interpreter
- 2.2 Responsibility & Essential Skills Sets required in an interpreter
- 2.3 Specialization in SL interpreting - Meaning & Various Professional Settings in Interpreting
- 2.4 Specialization in SL interpreting - Importance & Need for Training

**UNIT 3: Code of Ethics** 24 hours

- 3.1 Professionalism in SL Interpreting
- 3.2 Code of Ethics
- 3.3 Code of Ethics: Status in India and Developed Countries
- 3.4 Do's and Don'ts for Interpreters

**UNIT 4: Interpreting in India** 24 hours

- 4.1 Status of Interpreting & Interpreters in India
- 4.2 Opportunities and future prospects for Interpreters in India
- 4.3 Need for sign language interpreter license, CRE, renewal & cancellation of license: India and international scenario
- 4.4 ISLIA and other interpreter groups - Status, Role & Responsibility.

**UNIT 5: Social Overview** 24 hours

- 5.1 Changing role of CODA & SODA
- 5.2 Changing role of interpreters
- 5.3 Accessibility & Sensitization
- 5.4 Advances in machine translations: Speech to Sign, Sign to Speech, Sign to Text

**References**

Cokely, D. 1992. *Interpreting- A Sociolinguistic Model*. Burtonsville, MD: Linstock Press.

Christina Schaffner. 2004. *Translation Research and Interpreting Research*. Clevedon: Multilingual Matters. [Pages 1-2, 11-14]

Nicodemus, B & Emmorey, K. 2013. Direction asymmetries in spoken and signed language interpreting. *Biling: Cambridge*. Vol. 16 (3). [Pages 624–636]

Roy, Cynthia B. 2000. *Innovative practices for Teaching Sign Language Interpreters*. Gallaudet University Press: Washington DC.

Terry, Janzen. 2005. *Topics in signed language interpreting: Theory and Practice*. Amsterdam: John Benjamins. [Pages 96-99]

Use of a Certified Deaf Interpreter. RID: Standard Practice Papers.



## BASIC ENGLISH I AND BASIC ENGLISH II

**Paper Code: DTISL T5**

**Marks: 100**

**Hours: 150**

### OBJECTIVES

After completing courses T5 and T6, the learners will be able to:

#### Read

- Read with understanding of the intent of the writer, and central idea of the familiar/unfamiliar text material independently.
- Understand details of description/directions and instructions
- Read newspaper, magazines, posters, comic strips and notices and circulars and also any other printed as well as handwritten material with understanding.
- Refer to a dictionary, atlas, maps and any other reference material.
- Puzzle out the word meanings in context
- Read a text to find the relevant information

#### Write

- Write a sustained piece of writing (controlled as well as free) such as personal and official letters, letters of complaints, applications and paragraphs on familiar topics.
- Give factual description of the events, people or places.
- Write original stories or re-write the stories read earlier.
- Report the conversation already heard (in sign), in writing.
- Write brief messages, notices and instructions.
- Write/develop dialogues on familiar/life related topics and experiences.
- Write short speeches/presentations/lectures for different occasions.
- Write with appropriate punctuation marks such as |!| along with (.) (,) (“.....”)
- Convey information and ideas on abstract as well as concrete topics.
- Ask about or explain problems in writing.

### I. Introduction

The aim of courses T5 and T6 is to develop basic skills in reading and writing English that deaf teachers need to know to be able to communicate effectively with trainees, and other staff, in work related contexts. Another aim is to develop awareness about grammatical rules of English, which will help in teaching ISL grammar to hearing trainees. ISL teachers are also required to give examples of sentences in English, give English translation for a sign, and read written work that trainees do. Therefore, it is essential that ISL teachers develop skills in reading, writing and communicating.

These courses require an integrated approach to teaching the language skills of reading, writing and communicating. Real life activities and situations should be the context for learning English in a functional way. The topics are given for the following language areas: vocabulary, grammar, communication, reading and writing. Apart from this, certain learning strategies like inferring meaning from context, as well as reading and writing skills like skimming, scanning and note-taking that learners need to develop are also given below.

The course does not contain unit-wise topics so that grammar and vocabulary topics can be taught as they arise organically from classroom discussion.

This syllabus is based on the NIOS syllabus of A, B, and C levels, and Common European Framework of Reference Levels A1 and A2 for English.

## II. Instructions for implementation and teaching this paper

- 1) A list of topics is given below. Teachers can negotiate or discuss with trainees to decide the sequence of teaching, or decide the sequence themselves, based on trainees' English level.
- 2) The topics given are for vocabulary, grammar, and communication skills. However, the topics are not to be taught separately/discretely. The topics are to be taught in an integrative way with a combination of vocabulary, grammar and communicative skills. Grammar should be taught in context, not in isolation. For example, adverbs of frequency could be linked to the topic of sports and hobbies, to discuss how often trainees do particular activities.
- 3) More time needs to be spent on reading and writing activities. Trainees should be encouraged to express themselves in writing and to read material and understand it.
- 4) Trainees should develop reading strategies (eg. inferring meaning from context) and writing strategies (eg. note-taking). These strategies are listed below.
- 5) Reading material should be contributed not just by the teacher but also by the trainees. Trainees should be encouraged to find material that they find interesting and discuss it in class.
- 6) The list of topics given below is the minimum that needs to be done to complete the course. Teachers can and should go beyond the topics below based on trainees' interests and needs.
- 7) The grammar topics mention the entire topic that needs to be covered. But the topics should be taught by breaking them up into smaller pieces. Example, for conjunctions, first *and* and *or* could be taught and then *but* and *because* instead of teaching all four at the same time.

## III. Topics and material for Course T5 Basic English I

### A. Vocabulary

1) Animals	2) Biographical information
3) Body parts and appearance	4) Calendar items and time – days, months
5) Character	6) Colours
7) Daily routines	8) Education
9) Environment, nature, weather and seasons	10) Family
11) Feelings and emotions	12) Festivals and celebrations
13) Food, meals and cooking	14) Greetings and introductions
15) Health and ailments	16) Home and household
17) Jobs and professions	18) Money
19) Numbers (cardinal / ordinal)	20) Personality
21) School	22) Size, weight and other measures
23) Social life, interests, sports and activities	24) States, countries and languages

25) Street directions	26) Transport and travel
27) Work-related vocabulary	

## B. Grammar

- 1) Adjectives (of quality, size, shape, etc.)
- 2) Adjectives of quality (good, beautiful, etc.), adjectives of size (big, small), adjectives of shape (round, square, etc.)
- 3) Adverbs of frequency (often, rarely, sometimes, always, never, etc.) and manner (fast, slowly, well, etc.)
- 4) Antonyms
- 5) Articles (*a, an, the*)
- 6) *Can* (ability / possibility)
- 7) Conjunctions / linkers: *and / but / because / or*
- 8) Nouns - Countable / uncountable nouns, collective nouns and material nouns
- 9) Future Simple
- 10) Gender (eg. tiger-tigress)
- 11) Interrogative Pronouns (who, whom, what, which, whose)
- 12) Interrogative sentences with Yes/No answers
- 13) Nouns – Common and proper nouns
- 14) Past Simple
- 15) Prepositions of place, direction (*to, from*) and time (*at, on, in, from, for*)
- 16) Present Continuous for temporary situations and things happening now and future arrangements
- 17) Present Simple
- 18) Personal pronouns – subject pronouns and object pronouns
- 19) Possessive adjectives and possessive pronouns
- 20) Sentence construction (SVO) (concord)
- 21) Singular and plural, Irregular plurals
- 22) Statements
- 23) Use of capital letters and punctuation (. , ? “ ”)
- 24) Verbs *be* and *have* in present, past and future tense
- 25) Verbs
- 26) Transitive and intransitive verbs
- 27) Interrogative sentences with wh-words (who, what, which, why, how, when, where)

## C. Communication skills

- 1) Asking about personal information
- 2) Describing people and objects
- 3) Greeting and Introducing
- 4) Inviting/ refusing/ accepting/ thanking
- 5) Talking about frequency and time duration
- 6) Talking about future arrangements
- 7) Talking about likes and dislikes
- 8) Talking about past experiences
- 9) Talking about routines
- 10) Telling the time

## D. Reading comprehension

Reading texts to understand the main concept/idea or facts conveyed in the text, and developing skills to interpret as well infer meaning from text.

- 1) Advertisements
- 2) Prospectuses
- 3) Menus
- 4) Timetables
- 5) Descriptions of people (biographies), buildings, places, etc.
- 6) Passages/ essays of social importance
- 7) Stories
- 8) Conversations and Dialogues

## E. Writing skills

- 1) Write short, simple notes and messages, for example, thanking someone.
- 2) Fill in forms with personal details, for example entering your name, nationality and address on a hotel registration form.
- 3) Write notices.
- 4) Rewriting stories read earlier
- 5) Writing stories based on outline/clues
- 6) Description of event, experience, incidents, etc.
- 7) Personal letters
- 8) Writing guided compositions
- 9) Writing free compositions

## F. Material to be used

1) Announcements	2) Biographies	3) Charts
4) Comic strips	5) Informational material and texts from school text books, encyclopedias, etc.– example facts about solar power	6) Interviews
7) Jokes	8) Magazines	9) Maps
10) Newspapers	11) Notices and circulars	12) Official documents
13) Pamphlets	14) Personal letters	15) Posters
16) Road signs	17) Simple stories	

## IV. Topics and material for Course T6 Basic English II

### A. Vocabulary

- 1) Technical terms: Commerce
- 2) Technical terms: Computer Science
- 3) Technical terms: Corporate
- 4) Technical terms: Government and Legal setup
- 5) Technical terms: High school terms
- 6) Technical terms: Medical terms
- 7) Technical terms: School Subjects

- 8) Technical terms: Telecommunication
- 9) Phrasal verbs

## **B. Grammar**

- 1) *Be like* for descriptions
- 2) *Can / could* for requests
- 3) Conjunctions / linkers: *and / but / because / or*
- 4) *Going to* (for future plans)
- 5) *Have to / need to* for obligation
- 6) *How much / how many*
- 7) Imperatives (suggestion/advice/instruction) (present tense)
- 8) Reflexive pronouns
- 9) *Should* for advice
- 10) *will* (offers)
- 11) Adjectives - Comparative and superlative
- 12) *Some, many, any*
- 13) *Too / very*
- 14) Relative Pronouns (*who, whom, whose, which, that*)
- 15) Polysemy and homonymy

## **C. Communication skills**

- 1) Applying for a job
- 2) Asking permission
- 3) Giving instructions
- 4) Giving opinions
- 5) Making suggestions
- 6) Requesting/ offering

## **D. Reading comprehension**

Reading texts to understand the main concept/idea or facts conveyed in the text, and developing skills to interpret as well infer meaning from text.

- 1) Descriptions of people (biographies), buildings, places, etc.
- 2) Passages/ essays of social importance
- 3) Stories
- 4) Conversations and Dialogues
- 5) Speeches/Presentations/Lectures
- 6) Instructions

## **E. Writing skills**

- 1) Official letters – leave, complaints, requests, enquiry, application, etc.
- 2) Rewriting stories read earlier
- 3) Writing stories based on outline/clues
- 4) Writing speeches/Presentations/Lectures
- 5) Reporting events
- 6) Description of event, experience, incidents, etc.
- 7) Personal letters

- 8) Writing guided compositions
- 9) Writing free compositions
- 10) Writing instructions
- 11) Write opinions about particular events/experiences

#### **F. Material to be used**

1) Announcements	2) Biographies	3) Charts
4) Comic strips	5) Informational material and texts from school text books, encyclopedias, etc – example facts about solar power	6) Interviews
7) Jokes	8) Magazines	9) Newspapers
10) Notices and circulars	11) Official documents	12) Pamphlets
13) Personal letters	14) Posters	15) Professional letters
16) Stories	17) Graphic Organizers to help in writing	18) Written instructions

#### **V. Suggested activities for both courses T5 and T6**

- 1) Writing short texts, for example, about oneself, about daily routine, etc.
- 2) Writing diary entries
- 3) Describing pictures/picture stories in writing
- 4) Translating sign sentences/sign texts to writing and vice versa
- 5) Write a text such as a paragraph on familiar topics, using the guideline offered. (Guided composition)
- 6) Role plays to practice written communication (eg. doctor-patient, railway station counter, etc.)

#### **VI. Learning/reading/writing strategies and skills that learners should develop in both courses T5 and T6**

- 1) Looking up meanings in dictionaries
- 2) Using thesaurus to find synonyms
- 3) Inferring meaning from context
- 4) Skimming
- 5) Scanning
- 6) Note-taking
- 7) Summarizing
- 8) Monitoring comprehension by being aware of what is understood and what is not understood and identifying difficulties
- 9) Comparing and contrasting
- 10) Relating background knowledge
- 11) Sequencing
- 12) Previewing
- 13) Asking and answering questions

## FOUNDATIONS IN LANGUAGE TEACHING I

**Course Code: DTISL P1**

**Hours: 300**

**Marks: 200**

### OBJECTIVES

After learning this practicum, the learners will be able to:

- Display basic understanding of the teaching-learning process and roles of teachers and learners
- Explain the learner related factors that have an impact on language learning
- Demonstrate skills in lesson planning and incorporating teaching strategies in lesson plans
- Elucidate the various hypotheses in language teaching and their application to sign language teaching
- Demonstrate ability to teach vocabulary, grammar, communication and composition

### INTRODUCTION

This course in combination with course P3 introduces trainees to the basic concepts of teaching and learning in general, and teaching and learning a second language. The objective is that the trainees understand the concepts of teaching and learning and factors involved in successful teaching and learning, and develop skills to apply them in their own teaching. This course aims to prepare teachers who can teach a variety of learners of different backgrounds and profiles, using a range of strategies based on established teaching-learning principles. As teachers, they need to demonstrate skills of lesson planning, incorporating various types of activities and teaching techniques in their teaching, and ability to assess and evaluate learner development and progress, as well as ability to self-reflect and evaluate their own development as a teacher.

### UNIT 1: Teaching and Learning 30 hours

This unit introduces the basic concepts of teaching and learning, what being a teacher means and what makes a good and effective teacher. Trainees understand what the learners do and what the teachers do and their roles. The various contexts and situations in which learners learn languages, including sign languages, and the aims and purposes of learning the languages are discussed.

#### 1.1 Contexts of teaching and learning sign languages

- Situations in which learners learn sign languages – geographical context, global, social context, background, etc.
- Purposes for learning and what learners aim to do after learning the language
- Sociocultural context of sign language instruction
- Sign language as a skill subject rather than a knowledge subject

#### 1.2 Role of teacher and role of learners

- Role of a teacher – needs to be an analyst, planner, learning facilitator, material developer, classroom manager and organizer, motivator, evaluator, mentor, participant, etc.
- Role of a sign language teacher – representative of a minority language community and culture
- Role of a learner

#### 1.3 Teachers as professionals: Knowledge and skills required

- Language proficiency
- Knowledge about language
- Knowledge about teaching and learning

- Teaching skills
- Socio-psychological skills – flexibility, judgment skill, creative thinking, planning, adaptability, etc.

#### 1.4 Characteristics of a good teacher

- How would learners define a good teacher?

### **UNIT 2: Learners 40 hours**

In this unit, trainees learn about social-psychological factors that can impact learning, learning styles of individual trainees and how to cater to different learning styles. Trainees will learn about learning strategies that successful learners use, and developing ways that encourage learners to become independent learners.

#### 2.1 Attitudes, motivation and anxiety

- Motivation and attitudes towards the language, language learning process, and target language community
- Impact of motivations and attitudes on language learning
- Anxiety and lowering anxiety in the classroom

#### 2.2 Learning styles

- Learning styles – based on sensory perception, visual, aural, verbal, physical, logical, social, solitary, VARK model of Neil Fleming, etc.
- Accommodating learning styles in the classroom

#### 2.3 Learner strategies

- Good language learning strategies - predicting using social and contextual cues, using selective attention, preparing, practicing, monitoring, asking questions, taking notes, using imagery, finding answers in multiple ways, using physical response, playing and experimenting with language, willing to overcome inhibitions in order to learn a language

#### 2.4 Promoting learner autonomy

- Need for learner autonomy
- Ways of promoting learner autonomy
- Language learning outside the classroom – online, clubs, etc.

### **UNIT 3: Lesson Planning and Teaching Strategies 50 hours**

Designing lesson plans is an essential skill that teachers need to know. This unit talks about Gagne’s 9 stages of instruction applied to lesson planning as well as strategies that can be used at each stage. In this context, Bloom’s taxonomy and macro strategies outlined by Kumaravadivellu are also discussed and their application and incorporation in lesson planning.

#### 3.1 Overall steps in implementing teaching – assessment / needs analysis, planning teaching, implementation, recapitulation, evaluation

#### 3.2 Gagne’s 9 events of instruction for lesson planning – steps involved in lesson planning

#### 3.3 Bloom’s taxonomy and its applications in lesson planning

#### 3.4 Teaching strategies - Kumaravadivellu’s 10 macro strategies

### **Unit 4: Basic Principles and Hypotheses in Language Teaching 50 hours**

In this unit, several hypotheses that are used to account for second language learning are discussed. These hypotheses need to be understood and teaching designed to create opportunities for learners to get appropriate input, interaction and produce output.

#### 4.1 Distinction between acquisition and learning



- 4.2 Input hypothesis and intake
- 4.3 Noticing hypothesis
- 4.4 Interaction hypothesis
- 4.5 Output hypothesis
- 4.6 Focus on form and focus on meaning
- 4.7 Principles and maxims of language teaching

### **UNIT 5: Teaching language skills 80 hours**

This unit focuses on understanding what it means to know vocabulary and grammar and what being able to communicate means, and how to teach these specific language abilities.

#### 5.1 Teaching vocabulary

- What does it mean to know a word?
- Types of vocabulary
- Ways to improve vocabulary

#### 5.2 Teaching grammar

- Types of grammar (functional vs formal)
- Discovering grammatical structures
- Teaching aspects of sign language grammar that are different from spoken languages

#### 5.3 Teaching communication and narration

- Importance of developing communicative skills
- Ways to develop communicative skills
- Ways to develop fluency
- Guided and free narration

#### 5.4 Teaching production and comprehension

- Aspects of overall production and comprehension
- Ways to teach production and comprehension
- Issues due to lack of written form of sign languages and solutions

### **References**

Baker-Shenk, Charlotte, and Dennis Cokely. 1980. *American Sign Language: A teacher's resource text on grammar and culture*. Washington, DC, USA: Gallaudet University Press.

Cokely, Dennis, and Charlotte Baker-Shenk. 1980. *American Sign Language: A teacher's resource text on curriculum, methods, and evaluation*. Washington, DC, USA: Gallaudet University Press.

Gagné, R. M., L. J. Briggs, and W.W. Wager. 1992. *Principles of instructional design*. Forth Worth, TX: Harcourt Brace Jovanovich College Publishers.

Henning, Grant. 1987. *A guide to language testing: Development, evaluation, research*. Heinle & Heinle.

Kumaravadivellu, B. 2002. *Beyond methods: Macro strategies for language teaching*. New Haven, USA: Yale University Press.

Napier, Jemina, and Lorraine Leeson. 2016. *Sign language in action*. Hampshire, UK: Palgrave Macmillan. (Chapters 4 and 5)

## TEACHING COMMUNICATION IN ISL

**Paper Code: DTISL P2**

**Hours: 300**

**Marks: 200**

### OBJECTIVES

After learning this practicum, the learners will:

- Become proficient in ISL production and reception
- Describe the grammatical rules of ISL
- Develop a strong base of ISL vocabulary and knowledge about ISL grammatical structures
- Demonstrate skills in teaching ISL to learners based on learners' needs
- Demonstrate ideas and strategies to teach ISL communication, ISL vocabulary and grammar

### I. Introduction

Practical paper P2 'Teaching Communication in ISL' will cover the topics of DISLI P1 "Basic Communication" and DISLI P2 "Advanced Communication".

This paper has two parts. Part A corresponds to DISLI P1: Basic Communication and Part B corresponds to DISLI P2: Advanced Communication. Each part is of 150 hours duration and allocated 100 marks. Fieldwork and project will be done in conjunction with the Fieldwork for 150 hours in semester II.

Each part has four units. In each unit, trainees will review the sign vocabulary. The teaching will be designed to help the trainees discover and become aware of the grammatical rules of ISL. An additional component will be about teaching the topic to ISL learners. Trainees will discuss and develop ideas, strategies, material, activities, exercises, etc. to teach the topic.

At the end of the course and fieldwork, as a project, trainees will be required to make lesson plans demonstrating the skills that they have developed and incorporating principles taught in course P1 Foundations of Language Teaching I.

### II. Part A: Basic Communication (150 hours, 100 marks)

(corresponding to DISLI P1: Basic Communication)

UNIT DESCRIPTION	HOURS	MARKS
<b>UNIT 1: BASIC VISUAL EXPRESSIVE SKILLS</b>	<b>30</b>	<b>25</b>
1.1 Greetings and introductions		
1.2 Simple adjectives relating to emotions and feelings, colours and shapes using pictures		
1.3 Pronouns, and Nouns: Household, School [Explanation of pictures]		
1.4 Basic direct communication and dialogues		
1.5 Basic picture stories		
<b>UNIT 2: BASIC COMMUNICATION SKILLS: Level 1</b>	<b>30</b>	<b>25</b>
2.1 Verbs, sentences		

2.2 Kinship terms (Flowcharts) and Indexing		
2.3 Body parts, Health and Ailments, Behaviour norms		
2.4 English Manual Alphabet (two-handed), Numbers and Numerals		
2.5 Food, Profession and Work terms, Money, Measures		
2.6 Calendar items, Time, Directions		
2.7 Short stories		
2.8 Interrogatives		
<b>UNIT 3: BASIC COMMUNICATION SKILLS: Level 2</b>	<b>40</b>	<b>25</b>
3.1 Negation		
3.2 Festivals , Social Life		
3.3 Nature , Weather , Animals		
3.4 Location, Place names, Languages		
3.5 Transportation		
<b>UNIT 4: BASIC COMMUNICATION SKILLS: Simple technical terms</b>	<b>50</b>	<b>25</b>
4.1 Simple technical terms: School Subjects		
4.2 Simple technical terms: Telecommunication		
4.3 Simple technical terms: Government and Legal setup		
4.4 Simple technical terms: Medical terms		
4.5 Signing texts on the above topics		
<b>Total</b>	<b>150</b>	<b>100</b>

### III. Part B: Advanced Communication (150 hours, 100 marks)

(corresponding to DISLI P2: Advanced Communication)

UNIT DESCRIPTION	HOURS	MARKS
<b>UNIT 1: ADVANCED COMMUNICATION SKILLS: Grammar</b>	<b>40</b>	<b>25</b>
1.1 English Manual Alphabet (one-handed) for Deaf-blind		
1.2 Degree of colour, size and shape, handling objects		
1.3 Advanced level of picture description and picture stories		
1.4 Dialogues and role play		
1.5 Sign language grammar: Non-manual features, Complex adjectives/ verbs		
1.6 IF clauses, and WHEN sentences, possession		
1.7 Complex sentences		
1.8 Polysemy and homonymy		
<b>UNIT 2: ADVANCED COMMUNICATION SKILLS: Discourse</b>	<b>40</b>	<b>25</b>
2.1 Signing abstract concepts		
2.2 Locations - spaces		
2.3 Repeated, Alternating and Unrealized actions		
2.4 Plural actions and objects		
2.5 Expressing movement		
2.6 Role play		

2.7 Signing picture stories, jokes		
2.8 Sign elocution		
<b>UNIT 3: ADVANCED COMMUNICATION SKILLS: Technical signs</b>	<b>40</b>	<b>25</b>
3.1 Technical terms: High school terms		
3.2 Technical terms: Computer Science and ITI related terms		
3.3 Technical terms: Commerce		
3.4 Technical terms: Corporate		
<b>UNIT 4: ADVANCED COMMUNICATION SKILLS: Regional variations</b>	<b>30</b>	<b>25</b>
4.1 Regional variations in Indian Sign Language: Southern regions, Western regions, Northern regions, North-eastern regions		
4.2 Strategy to deal with regional variation		
4.3 Mediation during interpreting		
4.4 Regional variation and sign switching.		
<b>Total</b>	<b>150</b>	<b>100</b>

## VI. Material

Videos of various types of ISL texts:

- Conversations
- Interviews
- Stories
- Jokes
- News
- Announcements
- Informative, etc.
- Videos from different parts of India
- Academic texts/classroom teaching/classroom discussion

## FOUNDATIONS IN LANGUAGE TEACHING II

Course Code: DTISL P3

Hours: 300

Marks: 200

### OBJECTIVES

- After learning this practicum, the learners will be able to:
- Demonstrate competence in selecting appropriate assessment tools for assessing various language skills
- Display skills in managing classroom and learners and creating a positive learning environment
- Determine the usefulness of various teaching-learning resources and select suitable resources
- Explain the process of curriculum development and design short courses/programs
- Demonstrate skills in adjusting teaching method to cater to the needs of different groups of learners

### INTRODUCTION

This paper in combination with paper IV introduces trainees to the basic concepts of teaching and learning in general, and teaching and learning a second language. The objective is that the trainees understand the concepts of teaching and learning and factors involved in successful teaching and learning, and develop skills to apply them in their own teaching. Paper IV and IX aims to prepare teachers who can teach a variety of learners of different backgrounds and profiles, using a range of strategies based on established teaching-learning principles. As teachers, they need to demonstrate skills of lesson planning, incorporating various types of activities and teaching techniques in their teaching, and ability to assess and evaluate learner development and progress, as well as ability to self-reflect and evaluate their own development as a teacher.

### UNIT 1: Assessment and Evaluation 50 hours

In this unit, trainees learn about the need for assessment and how to properly evaluate student's language development. The various types of assessment and their use, how to construct tests, how to evaluate the quality of a test will be discussed. Trainees will also gain knowledge about the different kinds of assessment tools and how they can be applied to sign language testing.

#### 1.1 Role, function and purpose of assessment and evaluation

#### 1.2 Types of assessment

- Aptitude / achievement, diagnostic / summative / formative, objective / summative, norm-referenced, criterion-referenced and self-referenced, discrete point / integrative, formal / informal

#### 1.3 Evaluation of test and quality of a good test

- Test validity, reliability, applicability, difficulty, objectivity, replicability, interpretability of scores, economy, availability, acceptability

#### 1.4 Assessment tools and techniques

- Cloze test, questionnaires (open ended questions, close ended questions, MCQs, etc.) rating scales, rubrics, portfolios and journals, self and peer evaluation, presentations, projects, essays, interviews, checklists, etc.

#### 1.5 Assessing skills

- Comprehension/receptive skill, productive/expressive skill, grammar, vocabulary, communicative competence, sociocultural competence

## **UNIT 2: Classroom management, classroom culture and behavior management 40 hours**

This unit introduces trainees to techniques for classroom management and for managing student behavior. An important aspect of classroom communication is the amount of time that a teacher speaks and trainees speak and the impact this has on student learning. The type of questions that teachers ask relates to the kind of answers that trainees give and the opportunities that they have to produce language. Teaching should not be restricted to the classroom; real life experience helps connect classroom teaching to life experiences. Ways to give positive feedback will also be discussed.

### 2.1 Classroom management

- Organizing the classroom
- Organizing the learners

### 2.2 Classroom culture/climate, classroom communication and teacher behaviour

- Initiation Response Feedback structure (IRF), display and referential questions, teacher talk time, student talk time
- Positive language, good talk, scaffolding
- Language teaching outside the classroom

### 2.3 Giving feedback

- Feedback mechanism – positive and negative feedback, some techniques of giving feedback, etc.

### 2.4 Behaviour management

## **UNIT 3: Resources and Materials 40 hours**

The resources and material that teachers use to teach and trainees use to learn and how to select appropriate resources will be elaborated in this unit. The types of activities and exercises that teachers can do and that are useful for SL teaching will be considered.

### 3.1 Types of resources

- Realia, authentic material, published material, web-based material for teaching sign language

### 3.2 Selecting resources and materials

### 3.3 Types of exercises and activities

- Individual, pair and group work

## **UNIT 4: Curriculum design and development 40 hours**

### 4.1 Introduction to curriculum and syllabus

- Types of curriculum and syllabus (grammatical / situational / notional-functional / negotiated)
- Examples of existing language curriculum – Common European Framework of teaching sign languages

### 4.2 Stages of curriculum development

- Environment and needs analysis
- Principles, goals, content and sequencing
- Monitoring and assessment
- Program evaluation

## **UNIT 5: Teaching different groups of learners 80 hours**

In this unit, trainees discuss how to teach groups of learners with a specific background and specific needs, for example, deaf children, hearing children, deaf adults, hearing adults like parents of deaf children, doctors, police, etc. Trainees apply all the concepts and skills that they have developed in papers IV and IX and talk about the syllabus, lesson plans, activities, etc.

5.1 Deaf children

5.2 Deaf adults

5.3 Hearing children

5.4 Hearing adults

5.5 Learners with specific needs – Hearing parents of deaf children, doctors, police, government employees, private companies, etc.

### **References**

Henning, Grant. 1987. *A guide to language testing: Development, evaluation, research*. Heinle & Heinle.

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Bell, Roger T. 1981. *An introduction to applied linguistics: Approaches and methods in language teaching*. Batsford Academic and Educational Limited.

## TEACHING ISL INTERPRETATION

**Course Code: DTISL P4**

**Hours: 300**

**Marks: 200**

### OBJECTIVES

#### I. Introduction

This paper will cover the content of DISLI P3 “Basic Interpretation” and DISLI P4 “Advanced Interpretation”.

This paper has two parts. Part A corresponds to DISLI P3: Basic Interpretation and Part B corresponds to DISLI P4: Advanced Interpretation. Each part is of 140 hours duration and allocated 90 marks. Fieldwork and project have been allocated 20 hours and 20 marks.

Each part has four units. The teaching will be designed to help the trainees discover the various techniques of developing language skills and interpretation. An additional component of field work will be taken up by the trainees where they will be required to visit the centers where DISLI course is running and they will train the DISLI students on different types of interpreting techniques based on the context and mode.

At the end of the course, as a project, trainees will be required to make lesson plans that focus on developing interpreting skills, demonstrating the skills that they have developed.

#### II. Part A: Basic Interpretation (100 hours, 90 marks)

(Corresponding to DISLI P3: Basic Interpretation)

UNIT DESCRIPTION	HOURS	MARKS
<b>UNIT 1: LISTENING AND SIGNING COMPREHENSION SKILLS</b>	<b>30</b>	<b>25</b>
1.1 Listening comprehension (Voice): Level 1 – single participant setting (story, newspaper articles, etc.)		
1.2 Listening comprehension (Voice): Level 2 – Multi participant setting (meetings, dialogues, conversation, etc.)		
1.3 Signing Comprehension (Voice): Level 1 – single participant setting (story, newspaper articles, etc.)		
1.4 Signing Comprehension (Voice): Level 2 – Multi participant setting (meetings, dialogues, conversation, etc.)		
<b>UNIT 2: BASIC SKILLS</b>	<b>40</b>	<b>20</b>
2.1 Basic annotation of signed data: ID-Glossing		
2.2 Expressive skills (spoken and sign language fluency)		
2.3 Basic tactile interpreting for Deaf blind		
2.4 Note-taking		
<b>UNIT 3: INTERPRETING SKILLS (BASIC)</b>	<b>40</b>	<b>25</b>
3.1 Sign to voice: Short sentences and phrases		
3.2 Voice to sign: Short sentences and phrases		
3.3 Voice to sign: short paragraphs and stories		
3.4 Sign to voice: short paragraphs and stories		



<b>UNIT 4: FIELDWORK 1</b>	<b>30</b>	<b>20</b>
4.1 Teaching interpreting for a deaf family		
4.2 Teaching interpreting in local deaf associations / community		
4.3 Teaching interpreting in a Pre- primary/ primary school		
4.4 Teaching interpreting TV News / Shows / Documentaries		
<b>Total</b>	<b>140</b>	<b>90</b>

### III. Part B: Advanced Interpretation (140 hours, 90 marks)

(Corresponding to DISLI P4: Advanced Interpretation)

UNIT DESCRIPTION	HOURS	MARKS
<b>UNIT 1: ADVANCED INTERPRETING SKILLS</b>	<b>40</b>	<b>25</b>
1.1 Relay Interpreting		
1.2 Telephone interpreting/Video interpreting		
1.3 Team Interpreting		
1.4 Classroom Interpreting		
<b>UNIT 2: PROSODY SKILLS</b>	<b>40</b>	<b>25</b>
2.1 Prosody skills while direct interpreting (sign to voice)		
2.2 Prosody skills while reverse interpreting (voice to sign)		
2.3 Prosody skills while relay interpreting		
2.4 Interpreting movies / theatre / poetry		
<b>UNIT 3: SUPERVISED PRACTICAL SESSIONS</b>	<b>30</b>	<b>20</b>
3.1 Teaching interpreting for secondary schools / university		
3.2 Teaching interpreting for courtrooms		
3.3 Teaching interpreting for hospitals/clinics		
3.4 Teaching corporate interpreting		
<b>UNIT 4: INDEPENDENT INTERPRETING SESSIONS</b>	<b>30</b>	<b>20</b>
4.1 Teaching interpreting for secondary schools / university		
4.2 Teaching interpreting of religious talks		
4.3 Teaching interpreting for State/ National/International Deaf conferences.		
4.4 Teaching interpreting for specialized conferences, training and workshops		
<b>Total</b>	<b>140</b>	<b>90</b>

### IV. Fieldwork and Project (20 hours, 20 marks)

Trainees will be required to visit various institutes where ISL is taught to different groups of learners and observe the teaching practices (passive observation).

Institutes can include:

- Institutes where ISL is taught to hearing interpreter trainees (DISLI trainees).
- Any other institute where sign language interpreting is taught. (Workshops, NGO's, universities, schools etc.

Trainees will submit a report/log book of observations and inferences based on their fieldwork.

For the project, trainees will make lesson plans focusing on teaching interpreting with the teaching and learning content, activities, material, strategies, etc. The project will incorporate what trainees have learnt in this paper as well as principles taught in courses P1 Foundations in Language Teaching I, P2 Teaching Communication in ISL and P3 Foundations in Language Teaching II.

## **VI. Material**

Videos of various types of ISL texts:

- Conversations
- Interviews
- Stories
- Jokes
- News
- Announcements
- Informative, etc.
- Videos from different parts of India
- Academic texts/classroom teaching/classroom discussion

Other resources:

- Online resources
- Audio material with transcripts for listening skills and note-taking skills

## **FIELDWORK AND INTERNSHIP**

### **Semester II – Fieldwork (Hours: 150)**

Fieldwork will include visits to institutes that teach ISL to do classroom observations, analytically document the observations in a portfolio. Trainees will also be required to develop lesson plans and implement them.

Trainees will be required to visit various institutes where ISL is taught to different groups of learners and observe the teaching practices (passive observation).

Institutes can include:

- Deaf schools/NGOs where ISL is taught to deaf children
- Institutes where ISL is taught to hearing interpreter trainees (DISLI trainees)
- Institutes where ISL is taught to deaf adults
- Any other institute where ISL is taught/any sessions where ISL is taught (eg. ISL workshops at universities, schools, companies, NGOs, etc.)

Trainees will submit a portfolio with report/log book of observations and inferences based on their fieldwork.

Trainees will make lesson plans with teaching and learning content, activities, material, strategies, etc. The lesson plans will incorporate what trainees have learnt in courses P2 as well as principles taught in P1 Foundations in Language Teaching I.

The distribution of hours is as follows:

- a) Visits to institutes for classroom observations: 90
- b) Preparation of lesson plans and implementation: 60

The marks distribution is as follows:

Portfolio – 20 marks

Lesson and actual teaching practice – 30 marks

### **Semester IV- Internship**

In the Internship, the trainees will be placed at institutions that teach ISL, for example, deaf schools, NGOs, etc. and complete 150 hours. The trainees will be required to teach ISL to different groups like interpreting trainees (DISLI), deaf children, hearing parents with deaf children, corporate employees, etc. The trainees will be expected to apply all the knowledge and skills regarding lesson planning, teaching, managing classes, etc. that they have learnt in the program. The trainees will be required to maintain a daily log of activities/observations/etc. This daily log will be a part of the assessment. In addition, trainees will submit a report of the experience gained. Internship provides ample opportunity for the trainees to apply in real life situations and assimilate what they have learnt during past two years from their courses.