

Section 3

Part E

The European dimension, modern languages and pupils with hearing impairments

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ABOUT SECTION 3E

As Section 1 makes clear, all S1-S4 pupils in Scotland, wherever they are being educated, are entitled to a curriculum which includes a European dimension and opportunities for foreign language learning.

During the course of the project foreign language provision for two groups of pupils gave rise to particular concern: those with specific learning difficulties and those with hearing impairments. Both those groups contain pupils whose intellectual abilities span the full range, yet whose ability to cope with foreign language learning is questioned. Section 3E examines the situation in relation to pupils with hearing impairments.

Other sections of this File offer general advice on provision for pupils with learning difficulties. The focus in Section 3E is on special needs relating to hearing impairment only. It is worth noting that, although some pupils with hearing impairments also have other learning difficulties, many do not; their only difficulties are those caused by their limited hearing.

TERMINOLOGY

The term 'hearing impairment' is used here in relation to all pupils who, on account of their hearing, require special measures to be taken in order to give them access to the curriculum. Some of these pupils are able to make use of residual hearing, with or without the help of hearing aids or other assistive devices, such as the phonic ear. Others have little or no useful hearing and rely chiefly on other means of communication.

Occasionally, for the sake of brevity, the word 'deaf' is used in the sense of 'with hearing impairment'.

In the following notes single pupils and teachers are referred to as 'she' to avoid clumsiness. However, the notes should be read as applying to both sexes equally.

THE CURRENT SITUATION

Foreign language provision for pupils with hearing impairments

Enquiries made during the Project indicate that the opportunity for pupils with hearing impairment to engage with foreign language learning depends largely on the school attended. In the main, pupils attending mainstream schools, or units for hearing impaired pupils attached to mainstream schools can study a foreign language. In special schools for the deaf, provision is less widespread. Severity of hearing loss and stage of language development affect *take-up* of opportunity rather than *availability* of opportunity.

Special schools for the deaf

Some staff in special schools felt it important to offer pupils the same range of opportunities which would have been available to them in mainstream schools and therefore offered modern language classes; for others the shorter school day was felt to limit the number of opportunities which could be catered for, and foreign language learning was not a priority. Some schools also mentioned absence of parental demand.

In schools where the main medium of communication is sign, it was sometimes felt to be inappropriate to offer foreign language study which would, it was assumed, be orally based. In one such school pupils who begin classes in British Sign Language (BSL) in S1 are offered short school-based signing courses in French (Langue des Signes Française) or Russian Sign Language in S3 and S4. Another school is experimenting with LSF in order to use French signs to support their teaching of oral French.

The degree of importance attached to the European dimension varied from school to school, with some schools having developed extensive links abroad, others not.

Units attached to mainstream schools

In units attached to mainstream schools, pupils with hearing impairment usually have the opportunity to join mainstream foreign language classes in the same way as they might join in other subjects, using whatever support, human or technical, is considered appropriate.

Mainstream schools

Pupils fully integrated into mainstream schools generally have the same opportunity to take modern languages as their mainstream peers. Concern was expressed, however, that in many cases, pupils with a hearing impairment had found the subject too difficult to follow and had soon abandoned their study. We also heard of deaf pupils who had succeeded beyond expectations, and examples were cited of pupils opting for a second foreign language and achieving passes at Higher level and beyond.

This variation was accounted for, according to teachers of the deaf who had supported pupils in modern languages classes, by variations in the ability and willingness of mainstream modern languages teachers to take the needs of deaf learners into account. It was felt that better advice to mainstream teachers would improve the situation, but that, especially where teachers of the deaf are peripatetic, time to provide this advice is rarely sufficient. Teachers of the deaf who were based in a school were able to have more influence on the approaches used, and they tended to be more optimistic about the chances of success for the pupils they supported.

Withdrawal from modern language classes

In some mainstream schools, and in some units attached to mainstream schools, time for individual programmes is achieved by withdrawing pupils from modern languages. Elsewhere, teachers of the deaf had vigorously resisted suggestions that such pupils should automatically be withdrawn from what is now a core subject, pointing out that success depends as much on the teacher's skill in finding ways to teach them, as on the the pupil's ability to learn.

It became clear in the course of the project that barriers to foreign language learning for pupils with a hearing impairment are often attributable to factors other than hearing loss. It was also clear that some schools are finding innovative ways to provide deaf pupils with access to European and global culture which are independent of the acquisition of oral foreign language skills¹.

These issues will be considered in greater detail in the pages that follow and in other sections of the File.

Documentation

In addition to the general advice and guidance on teaching foreign languages to pupils with special educational needs which are referred to elsewhere in this File, there are some documents which are particularly relevant to the curriculum of pupils with hearing impairment or to bilingual learners. Points from these documents are summarised below:

Shared Aims: the education of pupils with severe or profound hearing impairment

In their paper on staff development (SCCC 1991) the authors of this report devoted a chapter to the introduction of a language other than English. After consultation with adults with hearing impairments who had learned foreign languages in some form, and with headteachers of schools where there were pupils with hearing impairment, the authors concluded that there were benefits to be gained from foreign language study. However, they also felt that "the learning difficulties of pupils with hearing impairment has implications for methodology in language teaching" They made some recommendations regarding these implications, but these were tentative and others felt that further investigation was needed. They noted that there seemed to be little research in this area but suggested that studies relating to bilingualism might be relevant.

In its chapter on Teaching Methodology, the *Shared Aims* Working Group made a number of general points about teaching approaches suitable for use with deaf pupils which would be worth considering in a modern languages context.

Support for learning Part 3: Developing the curriculum for pupils with hearing impairment

This points out that "Deaf pupils need access to all the main areas of the curriculum. It is very tempting to reduce the scope of the curriculum to concentrate on areas perceived as holding (functional) priority or to limit time and effort spent on wider perspectives."

Circular 1178 and Amendment 2/90

The Secretary of State recommended the study of a modern European foreign language for all pupils in S1-S4, emphasising that "there should be no automatic assumption that pupils with special educational needs should be excluded from foreign language learning."

In the amendment two years later, addressing the special needs of bilingual learners, the Secretary of State accepts that "in certain circumstances pupils and their parents may prefer to pursue the study of another language, for example, Gaelic, an Asian language or a Classical language. The Secretary of State would prefer to see these or other languages studied in S3 or S4 alongside a modern European foreign language but where pupils and their parents are persuaded that they do not wish to follow this course and their preferred language is available within the school he would not wish these preferences to be frustrated."

Although British Sign Language (BSL) is not specifically mentioned in the document, the above

¹ See page 22.

paragraph is being taken, in some parts of Scotland, to include bilingual pupils whose first language is BSL and thus endorses decisions to allow some profoundly deaf senior pupils to undertake further study of BSL (or, in a few cases, foreign sign languages) instead of an oral foreign language if their parents so wish and if facilities are available.

Languages for Life: bilingual pupils 5-14 (SCCC 1994)

This document, while not referring explicitly to BSL, encourages schools to treat bilingualism as “an asset for all”, to support and encourage the use of the ‘home’ language in addition to English, and to “provide the opportunity for children to study their home language to examination level.”

The European dimension

In 1988 the European Parliament (Resolution A2-302/87) recognised that sign languages can properly be regarded as languages in their own right. It called upon the Commission “ to consider how Community-led exchanges might best be brought about between those proficient in their respective countries’ sign languages and cultures.”²

Schools and Services for the Deaf are currently giving further consideration to the part BSL plays in the overall linguistic competence of some profoundly deaf pupils for whom the study of an oral foreign language may not be appropriate, and to the curricular implications of that in the secondary school.

Barriers to foreign language learning

In the course of the project a number of people expressed concern about modern language provision for pupils with hearing impairment. We were reminded that deaf pupils span the whole range of abilities; that although they have special needs arising from their communication difficulties, they are entitled to receive as broad an education as their hearing peers.

As this was also the conclusion reached by the Group who produced *Shared Aims*, we asked teachers of the deaf to identify the barriers to achievement in modern languages and to suggest ways in which they might be reduced. Some of the barriers mentioned were common to most schools, others pertained to schools in one sector only.

The first list below consists of institutional barriers. They were in evidence in all types of school and were, in some cases, sufficiently high to prevent foreign language learning being offered or undertaken. The second list consists mainly of curricular barriers which sometimes lead pupils with hearing impairment to start and then to withdraw from foreign language learning. They relate particularly, though not exclusively, to mainstream situations.

Institutional barriers

Examples of institutional barriers cited included the following:

- **Lack of time**

The short school day in some special schools, and the many other educational demands, means that pupils sometimes can not be offered as broad a curriculum as might have been available to them in a mainstream school. Some special schools offer foreign language learning; some do not.

One of the reasons for not including a foreign language may have been a belief that a full language course would have to be offered, whereas, in many special schools, short courses are seen as a way of ensuring provision.³

² See also page 21

³ See “Organisational variables” in Section 3B.

- **Lack of demand**

Schools *not offering* a foreign language often point to a lack of demand for the subject amongst parents and pupils. Yet, schools *offering* a foreign language had often offered it initially in response to parental demand and certainly are continuing to offer it with parental support.

It may be that improved understanding of the possibilities increases demand. Where teachers value foreign language learning, parents and pupils are often enthusiastic supporters too.

- **Low priority**

Some teachers of the deaf suggested that there were additional very important things deaf pupils had to learn, and that time for these had to be found from somewhere. The pupil has to learn, for example, how to make best use of human (interpreters, note takers) and technical resources (hearing aids etc.). It was also pointed out that pupils with hearing impairment need more time to complete tasks than do hearing pupils, and so time for them to complete essential tasks had to be found. Although a core subject, foreign language learning is not always viewed as essential for deaf pupils.

Other schools, who were enthusiastic about foreign language learning pointed to the fact that other goals could be overtaken in the course of foreign language learning. Examples were offered of pupils whose articulation of English was poor but who made immense efforts to speak French, say, correctly and whose articulation generally improved as a result of their fascination with the foreign language. Listening skills often improve noticeably, as does pupils' self esteem.

- **Language delay**

For obvious reasons, developing English language competence has a high priority in the curriculum of pupils with hearing impairment whose literacy skills may well be delayed. This delay was often cited as the reason why hearing impaired pupils should not study a foreign language: they need the time to improve their English; confusion may result from efforts to learn yet another language; and progress in English may be adversely affected.

Many teachers of the deaf whose pupils *had* been involved in foreign language learning considered that pupils' English had benefited through increased language awareness. One teacher pointed out that sentence structure in the foreign language had to be consciously and deliberately taught, and that where similarities/differences between the foreign language and English were pointed out, gains could be detected in *both* languages. In one example quoted, the German teacher had carefully pointed out the differences between German word order and English word order; this proved enlightening to the deaf pupil, whose performance in English immediately improved.

Extent of language delay may be the determining factor. What seems clear is that more pupils can benefit than had been previously thought. That gains in one language can lead to gains in another is borne out by research, and is one of the principles underlying the decision to offer modern language learning in primary schools⁴.

- **Foreign language learning “not suitable for deaf pupils”**

Some teachers felt that foreign language learning was not suitable for pupils who make no use of voice or whose voice is not comprehensible to any but close associates. Others, including some deaf parents, disputed this, pointing out that for some deaf pupils comprehension is a goal in itself; that comprehension is essential for conversation (until you have understood, you can't respond); and that articulation work was necessary in order to be able to become familiar with lip patterns.

⁴ See Richard Johnstone *Teaching Modern Languages at Primary School* SCRE 1994

It should be remembered that the ability to read and understand a foreign language (without necessarily being able to speak it) is a legitimate cultural goal. A number of deaf adults who had taught themselves foreign languages had done so through the medium of the written word. One Teacher of the Deaf has adopted this method for communicating in French with one of her pupils who is not studying a foreign language but who never the less expressed a wish to learn. Words and phrases are written on cards which can be associated with graphics or used to construct dialogues.

As use of e-mail grows, the visual forms of language will become more important, and this will allow deaf users to function on the same basis as hearing peers. An e-mail link with a partner school could encourage literacy in English or in a foreign language. Other methods of conveying information electronically can fulfil a similar role (fax, minicom etc.)⁵

• **Shortage of trained staff**

It is not always possible to offer support in every subject. In some cases it was felt that the supporting teacher's lack of skill in languages sometimes led to a decision to withdraw from that subject.

Although skill in the language being taught is undoubtedly an asset, the supporting teacher's lack of foreign language skills should not be a reason for excluding the pupil. The support which *can* be offered is considerable, and the quality of advice on approaches which the supporting teacher can give should not be underestimated. (*See Working with Teachers of the Deaf*, page 18).

Curricular barriers

Whereas some pupils with hearing impairment attending special schools and units may not have the opportunity to undertake foreign language learning, all pupils attending mainstream schools have the full range of options provided by the school. In most mainstream schools now, this means that all pupils study at least one foreign language from S1 to S4. An ever-growing number of primary schools also provide language teaching from P6.

In practice, however, many hearing impaired pupils either opt out of modern languages from the start, or drop out after a short time because they find they are not coping. We came across cases where progress made by deaf pupils in primary school could not be sustained in the secondary school environment. Reasons suggested for this included:

- Pupil characteristics
- Lack of "deaf awareness" on the part of the modern languages teacher , and
- The school's failure to provide time for the Teacher of the Deaf and the modern language teacher to work together outside the classroom; resulting in: (*see followin points*)
- Lack of deaf awareness on the part of the modern language teacher and consequent failure to make the necessary adaptations to classroom practice and teaching approaches; and/or
- Inadequate technological provision, including poor quality tapes and audio equipment.
- Failure to consider alternative, and perhaps more suitable, ways of providing a foreign language learning experience.⁶

The next chapter considers curricular barriers in more detail and suggests ways in which the situation might be improved, to allow more pupils with hearing impairments to experience success in modern language learning.

⁵ For more on communications technology, see pages 16 – 17.

⁶ See page 21.

THE MAINSTREAM CURRICULUM

Reducing barriers

There are usually several reasons why a pupil experiences difficulty in learning. Teachers must identify and understand not only the barriers which stand between the pupil and her progress but, as far as possible, their source. Only when barriers have been correctly identified and understood is the teacher able to plan a course of work which will allow the pupil the possibility of experiencing success.

Apart from institutional barriers, which were examined above, there will be barriers which arise from characteristics which the pupil brings with her to the classroom and barriers created by the classroom environment or by the curriculum. Curricular barriers arise at points where a mismatch occurs and the pupil is asked to carry out a task which her characteristics render very difficult or perhaps impossible. Sometimes it is assessment practices which create the barriers.

In effect, most barriers to learning demand a curricular response. If we cannot find ways to remove, circumvent or minimise the barriers, whatever their origin, the pupil is unlikely to make good progress.

The following notes are addressed to modern language teachers in mainstream schools who may have had little previous experience of the effects of hearing impairment.

It may be worth bearing in mind that there is a whole spectrum of "deafness", and that any improvements we make for the benefit of pupils who are designated as having hearing impairments may also benefit others whose hearing loss may be relatively slight but who are nevertheless disadvantaged by some of our classroom practices.

Many of the suggestions made in this chapter involve consulting the pupil. She is the only person who can judge what helps and what does not. If you do not ask her she is unlikely to tell you. If by discussing your joint problems with her and asking for her advice you can convince her that you care and wish to help, you may succeed in making her time in the class more enjoyable and more productive. She will feel more secure in the knowledge that you understand her problems and that you care enough to try to help. That security will enable her to relax – and that in turn will make success more likely.

Pupil characteristics

Hearing loss

Some of the barriers will be accounted for by characteristics which the pupil brings with her to the classroom. In the case of the pupil with impaired hearing this will be the type and degree of hearing loss which she experiences. The teacher will not be able to do anything about the hearing loss itself, but there are steps which can and should be taken to reduce the difficulties which it creates. (*See below.*)

Understanding abstract concepts

The extent to which a pupil's education has been adversely affected by hearing loss depends on many factors including:

- the child's age at onset of deafness (before or after acquisition of language);
- whether the child has hearing or deaf parents;
- the degree of hearing loss a

If the pupil has been deaf since birth, she may never have been able to learn language naturally, as most children do, from listening to the speech of others, and her command of English is likely to be less advanced than that of her hearing peers. In particular, her ability to understand abstract concepts may lag behind her ability to handle more concrete ones. You may be surprised at some of the words she does not know. If she has never met an object or situation in real life she may not have had occasion to be taught the associated words. The early stages of language learning often deal with familiar and concrete topics, so this may not be a big problem, provided that you deal sympathetically with such situations when they occur, by providing the missing information without drawing attention to the need to do so.

Reading skills

Reading skills will have been acquired with considerable difficulty, especially where phonics are concerned. Learning a new set of phonics will be equally difficult and the pupil will probably require a good deal of additional one-to-one support.

If hearing loss has occurred after the child learned to speak, developmental delay may not be so marked, her speech may be easier to understand and reading skills may be more securely established.

The effects of fatigue

No matter how effective the provision we make for a pupil with hearing impairment, the concentration required to keep track of what is happening in a classroom makes heavy demands on her store of energy. The teacher should be aware of this and be alert to signs of fatigue. The pupil may occasionally need some time to work alone, without the need to communicate or to understand speech.

Cultural identity

Language is associated with culture and is an important part of one's identity. Teachers responsible for teaching languages to pupils with hearing impairments, and especially to those who use sign language, should be aware of the cultural implications of their pupils' 'deaf identity' and give them opportunities to express this in the foreign language. Where possible, such pupils should learn something of the deaf culture of the country whose language they are studying. Resources for this are limited, but the local deaf community or the Teacher of the Deaf may be able to help, or perhaps a link school abroad.⁷

Minimising the effects of hearing loss

Technical aids

Some of the ways to reduce the effect of hearing loss on the pupil's educational progress will involve personal and environmental aids. For some pupils with residual hearing in certain frequencies, aids can compensate for part of the hearing loss; others will get little help even from the best aid. It is important for the subject teacher to realise that, no matter how good the aids may be, they can never compensate wholly for the hearing loss; the pupil will still have difficulties which will need to be taken into account.

The technology itself can pose difficulties when it is of poor quality, badly maintained or incorrectly used. The teacher will need specialist advice on the provision, maintenance and effective use of such aids if the pupil is to obtain maximum benefit from them. Make sure that this advice is available to you, both from the Teacher of the Deaf and from the technician in your school.

⁷ The Scottish Interactive Technology Centre has developed a CDi disc which includes lexical items in French and French Sign Language (LSF) of interest to deaf people. See page 15.

You also need to know how the technical aids provided for the pupil fit in with the technology which you normally use in class. Connectors of various sorts do exist, but they may not be provided unless those concerned with supply are aware of the need for them. Even then, they may not work as well as you hoped, or may not work with your particular machines, or for your particular pupil. Again, school technicians can often suggest solutions if they understand the problems, so involve them in your discussions with the supporting teacher.

Improving the learning environment

It is important to recognise that hearing aids amplify all sounds, those that the user wants to listen to as well as background noise. Added to this, it can be difficult for the deaf pupil to discriminate : i.e. to pick out and concentrate on one source of sound while mentally 'switching off' what is unimportant. If there are two or more sources of sound the pupil's difficulties will be increased. However, there are some steps you can take to reduce the difficulties she will face.

If there is more than one class in which the pupil could be taught, consider the following points:

Minimising the noise

- Which classroom is quietest? Try to avoid the one overlooking (overhearing?) the main road or the canteen loading bay.
- Listen to the heating and lighting systems. Some are very noisy. Does the teacher have the option, say, of switching off the heater fan when the class is practising listening skills, or is it a ducting system over which the teacher has no control?
- Can you put her in a room which is carpeted? (Less noise from feet and furniture.)
- What about the corporate personalities of the classes? Some classes find it difficult to keep still and quiet, even during listening exercises. Try to avoid putting her in a class which is known to be noisy.

Improving the view

- Most hearing impaired pupils in mainstream classes cope by combining what hearing they have with speech reading. A bearded teacher may be of less help to a deaf pupil than a clean-shaven (or female!) one.
- Is the room well lit? When speaking to the class, can the teacher comfortably stand in a position where the light falls on her face? If she has to stand with her back to a window her face will not only be in shadow but the contrast between bright outside light and inside shade will make her features invisible. It may be possible to change round the furniture to correct this.

Trust the pupil's judgment. If possible, let her spend a period in each of the possible classes and let her suggest the one in which she feels most comfortable. Ask her which teacher's voice she hears best. She may be able to hear a resonant male voice much better than a light female one, for example.

Seating

Your instinct may lead you to seat the pupil right in front of you, at the front of the class, but this may not be the best position for her. It may not give her the best or the most comfortable view of your lips and you may, quite literally, be talking 'over her head', in which case the sound will not reach her until it has bounced off the walls and a few other things first. She also needs to see, as well as hear, what other pupils are saying.

The best position may be determined by the type of aids the pupil is wearing; there may be a transmitter on one side but not the other. Or the pupil may have one ear with which she hears better than the other

Do you tend to move around the class as you speak? This will affect the deaf pupil's ability to 'follow' you. If you want freedom of movement, the best place for her may be at the back of the class, so that she can keep you in view and within the effective range of her aid. If she sits with her back to the wall the wall itself may serve to gather the sound for her, much as cupping your hand behind your ear can help you to hear what someone is saying to you in a crowded and noisy room. However, even the best hearing aids tend to have 'dead' patches and the sound of your voice may come and go as you walk around.

Be guided by the pupil; let her choose the position which suits her best.

Adapting the curriculum

In adapting the curriculum it may be possible to build on pupils' strengths. Since the onset of deafness pupils with hearing impairments will have relied on visual clues to supplement meaning and are often very quick to interpret facial and gestural movement. These strengths can be exploited to good effect in the modern languages classroom. It is important for the pupil that they *are* exploited, rather than negated through lack of awareness on the part of the teacher.

Classroom practices

When you are speaking, whether in English or in the target language, the pupil with hearing impairment will need to see your lips, facial expression and body language clearly. The importance of correct seating was mentioned above. Here are a few more points to watch:

- Do you continue talking as you turn round to illustrate your point on the blackboard? Your deaf pupil will miss that bit. It will be as if your voice has been switched off.
- When you are reading from a book, a worksheet, etc., do you hold it in such a position as to obscure the pupil's view of your lips?
- Do you sometimes dictate answers instead of writing them on the board? The deaf pupil can't write and listen (i.e. watch your lips) at the same time. Perhaps you could arrange for the pupil to have a copy of another pupil's notes.
- When commenting on the written work a pupil is doing, do you tend to lean over from behind? If the pupil is deaf you will need to go round to the front of her desk where she can see your face clearly. If you can sit down so that your face is level with hers, that will help too.
- Make sure that the other pupils in the class are also aware of these points, so that they will know how to make their interactions with the deaf pupil as 'meaning full' as possible.

Group work

Never put your deaf pupil in a group of more than four or she will be unable to keep up with the exchanges of conversation. Make sure that the group seating arrangements allow the deaf pupil to see all the other pupils clearly and that the light is favourable to her. A radio microphone may help some pupils to cope better in a group setting and this will cut out some of the noise from the rest of the class. Pupils quickly learn how to pass it to each other so that the deaf pupil can follow the conversation with minimum difficulty. Use the teacher of the deaf to instruct the pupils on the ways in which they can make things easier for their deaf classmate.

Making language visible

Wherever and whenever possible, make sure that the oral language you are using is reflected in some way visually. If you can offer more than one form of visual support, so much the better.

For example, when you are introducing new language, you may already use flash cards and/or mime, and this will help the hearing impaired pupil. There are nevertheless a few points to watch:

- Give the pupil time to look at the card as well as at your lips. She cannot look at both at the same time.
- Make sure that the correct meaning has been interpreted from the card; graphics are not always as self evident as we think.
- Provide the text form of the lexical item as well, for long enough for the pupil to 'sound it out' in her head. She will have been relying on textual interpretations of sound (phonics) to help her to learn English; don't deprive her of that support in the foreign language.

If the text is on a worksheet or in the text book, the hearing impaired pupil's attention will be divided between two sources of visual information coming from different directions; the page and your lips. This will be more difficult and you will need to allow more time for the pupil to adjust focal length, relocate the place on the page after each utterance etc. It will be easier if you can arrange matters so that you stand beside the text: the text may be on the back of the flash card; it could be written on the board, or shown on a screen using the overhead projector.

Similarly, when explaining, say, a grammatical point, or providing a word/phrase that someone has asked for, use the blackboard or screen to make your points visible. Use of mind maps, diagrams etc will all help.

Visual clues to meaning can help all pupils, so if by adding graphics to worksheets, or to wall displays, you will be helping all the pupils in your class, not only the one who is deaf.⁸

Use of phonics

Modern language teachers vary in the degree of importance they attach to teaching the foreign phonic system. If you are aiming for self reliant learners, as discussed in Section 3C, you will probably have decided that early grounding in phonics can help with that. For the pupil with hearing impairment it is vital that the relationship between text and sound is grasped as early as possible, and, indeed, may well form the basis of much of the early work done with the pupil's support teacher.

Choice of language for study

Teachers of the deaf, and some deaf people who have learned foreign languages themselves, have suggested that some oral languages are easier for deaf people to learn than others. Opinions vary as to whether Italian or Spanish is the easiest; German comes next; most agree that French is the most difficult language for lip reading.

Methods

The fact that some deaf pupils experienced success with language learning in primary school but found they could not cope in the secondary sector suggests that deaf pupils, like many others, find active methods help them to learn better. Primary schools may provide more opportunity for frequent repetition, which would be of benefit to pupils with hearing impairment, and absence of exam pressure no doubt helps.

⁸ These points are elaborated in Section 3C.

Using audio equipment

It will be clear, with this emphasis on the visual aspects of communication, that reliance on audio tapes for the acquisition of listening skills will severely disadvantage a pupil whose hearing is less than perfect. (This may include other pupils in your class, whose hearing loss may not have been identified, or whose loss is not severe enough to prevent them coping with other classroom tasks.)

You should also bear in mind that the tapes and recorders you are using may not provide good sound quality. Try to ensure that any audio equipment you use with a deaf pupil is of good quality. It should be able to provide a wide range of frequencies and adequate volume without distortion. The school technician may be able to enhance the sound by adding better quality free-standing amplifiers to the equipment you normally use. Even if you have good equipment, there are other points you should bear in mind:

- Human ears have evolved for coping with human speech; all electronic equipment available in class will distort sound to some degree. The pupil's internal sound system is already impaired; any deficiencies in the sound system you are offering will only serve to magnify the distortion.
- If the pupil wears a hearing aid in or behind the ear, she may have to remove it when she puts on headphones, to prevent whistling. This may cancel out any gain provided by the headphones.
- In any case, the headphones you provide will not be adapted to cope with the pupil's particular pattern of deafness. She may hear high or low sounds quite normally, for example, and require amplification only within the range which is deficient. She may manage better with headphones or without. Either way, explore the possibility of finding somewhere quiet for her to work, away from noisy group activities. It may be useful to consult the support services to see if they can recommend devices which could help.
- Since the extent to which a pupil's perception of sound may vary at different frequencies, simply turning up the volume may not help and, indeed, may make the situation worse. It is better to adjust the tuning controls, boosting high or low frequencies to compensate for the pupil's particular pattern of deafness. Some deaf people are acutely sensitive to sounds at certain frequencies so increasing volume across the whole range may not help and may cause discomfort or even pain. Perhaps you can allow the pupil herself to experiment with the controls to find the best setting, then you can make a note of it. The rest of the class who can hear normally will cope with the adjustment even if it is not the setting you might have selected for them.

When buying new equipment, therefore, choose machines which have separate controls for high and low frequencies rather than ones which have a combined knob. These permit finer tuning and increase the chance of the pupil finding a good match. The pupil's personal aid will have tuning controls, too, and considerable experimentation may be required before the best possible settings are found. Remember this when you start a whole-class listening comprehension exercise which also involves writing. The pupil will need time to 'tune in' and may miss the first part of the text. Give her time to read each question before you play the next bit of the tape. The usual thing is to wait until you see that the pupils have stopped writing; the deaf pupil will need time to read the next question as well.

Be aware that it is possible to connect the pupils' hearing aids directly to the sound source. If there is a problem, seek specialist advice. Explain to the Teacher of the Deaf how you want to work and ask if there are any devices which might improve the quality of sound reaching the pupil. There may be a sensory resource base in your area which you or your technician could visit to view what is available.

Listening skills

There is, undeniably, a place for audio tapes in the language class, and for those with good hearing they provide opportunities for exposure to varieties of native speech and for practice in comprehension. They should not, however, even for hearing pupils, be the *sole* source of exposure to the spoken language since they represent a sensorily impoverished medium. (Few people nowadays listen to speech without vision. If youngsters in the class listen to radio, it is more likely to be for the music than for the spoken output.) Some ingenuity may be needed in order to find other ways of providing the stimulus for pupils with hearing impairment. Some suggestions are given below. Some will demand more of your time than others. A combination of these may be the best way to make good provision.

- While other members of the class are working with tape recorders, read the transcript aloud for the pupil(s) who would be unable to achieve success with the tape. (You could include pupils who would be struggling for reasons other than hearing impairment.)
- As above, but make use of the foreign language assistant, first making sure that she understands how to work to best effect with the deaf pupil.
- You may be able to make use of other transcript readers: the pupil's support teacher may know enough of the language to help out; a proficient and sympathetic classmate, or a suitable senior pupil looking for 'community service' opportunities.
- If the sound quality is good and the pupil feels she can cope, use the tape, but provide a transcript as well, so that difficulties can be quickly overcome instead of presenting insuperable barriers.
- As above, but allow the pupil to take the tape home to use on equipment she is familiar with and which may produce better sound quality. This solution also removes the pressure to complete the exercise within a set time limit.
- Provide a task on videotape to use instead. This solution presents its own logistical and administrative problems, of course.

Using the listening post

This is unlikely to be of much use to the deaf pupil unless it is under her control. A hearing pupil will use the settings which best match the distribution of her own, normal, hearing pattern, which are unlikely to suit the deaf pupil.

Using video

It is often assumed that video tapes are more suitable than audio tapes for a hearing-impaired pupil, because of the additional visual element. This may or may not be the case. The more sophisticated the video tape is, the less use it may be to the deaf pupil. Some production techniques actually make the pupil's task more difficult. You will have to consider each tape through the deaf pupil's eyes and ears. It may be worth noting the following points:

- Few of the TV/VCR sets currently in schools have fine-tuning controls for sound, although some of the new digital systems have this facility. Some other form of amplification may be needed. If the pupil wears a hearing aid with a T-switch, a loop might be installed in the classroom, or the pupil supplied with a neck loop. A loop system allows sound received by the deaf pupil to be adjusted without altering the sound for the rest of the class. However, it also cuts out sound from the environment, so classroom interaction is ruled out meantime.
- When videos are copied, it is often difficult to maintain the quality of the original sound-track.
- Many deaf pupils will gain from the use of video only if the speaker constantly faces the camera and speaks clearly. It is more usual, however, for camera shots to be varied, as in the following examples.
- In interviews, the questioner often has her back to the camera, so the deaf pupil will see/hear only the answers.

- The camera often pans away from the speaker or zooms in to focus on some significant detail such as a town plan, an item about to be purchased, the price shown on the till etc. Result: loss of script continuity for the deaf listener.
- Scenes of life in France will be interesting in themselves, but if the completion of a listening task depends on information given by an off-screen commentator, the deaf pupil has little or no hope of succeeding.
- If vocabulary or grammar is dealt with, ask yourself: is the point made entirely through the writing on the screen, or does understanding depend also on the explanation given by the TV tutor off-screen?
- Be aware that visual clues on screen should, but do not always, match the verbal message.

For regular practice in listening, videos with 'talking heads' appear to be best. These have the advantage of being relatively easy to make, although the quality of lighting and sound need to be good. Some Modern Language departments have been working with their Learning Support departments to create their own video resources for pupils with hearing impairment. Foreign language assistants may be interested in undertaking a project such as this, using texts or transcripts from the class text book. Publishers are usually willing for this to be done, provided that the tapes produced are for use within the school. You should obtain this permission before filming. If sufficient requests are made, perhaps publishers will consider producing commercial adaptations of their materials. SEB has no objection to scripts for past papers being used in this way.

Few people can learn much from one straight-through viewing of a programme. The following tips for making the most of a video lesson apply to all pupils, not just those with impaired hearing.

- Go over the key concepts and vocabulary before showing the video. If you have the script, the deaf pupil may benefit from an opportunity to preview the new material.
- Show the video, or part of it, several times, using a planned sequence of activities.
- Make full use of the stop, freeze-frame and rewind facilities. These allow you to:
 - break up the input into small chunks;
 - explain, clarify, question, check comprehension etc.;
 - use 'paused' frames as flash cards for practice, interrogation etc.
 - predict what is going to happen next.
- Turn down the sound and
 - ask pupils to predict what the next speaker is going to say, then check;
 - ask all the pupils to lipread and guess what the speaker is saying.

Using Schools TV broadcasts

Around half of schools broadcasts are now subtitled. Television companies have been alerted to the need for subtitling on foreign language programmes and Channel Four have agreed to subtitle one French programme to start with⁹.

Schools planning to use subtitled programmes will need to record them in order to enhance their educational value in ways suggested above. Standard VCRs will not record subtitles. Two inexpensive models (£200-£400) with this facility should be on the market by autumn 1996¹⁰.

⁹ *Le Petit Monde de Pierre* (Ch 4) will be the first language programme to be subtitled. In session 1996-7 the subtitles can be recorded using standard VCR equipment. Thereafter, special equipment will be needed.

Feedback about the programme will be welcomed by Channel Four's Officer for Schools Broadcasts who is based at SCET, 74 Victoria Crescent Road, Glasgow G12 9JN (0141 357 2446).

¹⁰ Sanyo VHR296E and Philips VR68.

Using multi-media

Any medium which offers visual information can enhance pupil's learning. Multi-media publications, such as CD ROM and CDi can be useful.

The Scottish Interactive Technology Centre recently developed a CDi package, *Signs of the Future*, which brings together English, French, British Sign Language (BSL) and French Sign Language (LSF) in order to experiment with ways of teaching languages to deaf people. The package does not as yet constitute a complete course in any of the four languages, but it may be of interest to your deaf pupil, and perhaps to the class generally. Find address in *Resources*.

Exploiting communications technology

"Support for Learning"¹¹ lists a representative sample of the additional skills required for most deaf pupils. The list includes instruction in the use of minicomms, typetalk, teletext, fax and, when available, video telephones.

It will not escape the notice of modern language teachers that all these devices are tools for enabling communication to take place at a distance. Some of them (eg fax machines) are used routinely by hearing people; all enable deaf people or deaf and hearing people to communicate at a distance.

Telephones

Mock-up telephone systems are already in use in some modern language departments and activities requiring their use have proved highly motivating for pupils. Deaf pupils, however, are excluded from such activities unless some way can be found to amplify the sound. If your school has a telephone in each classroom, and if it is possible to hold conversations between, say, two modern languages classrooms, or the classroom and the LS base, you may be able to obtain an additional, amplified phone which could be plugged in in place of your classroom phone when required.

Following this idea further, you may be able to acquire, or to borrow, a pair of text phones which should work in the same way, though you will need to check that your school's system is compatible and that the deaf pupil has no objection to being the centre of attention in this way.

Typetalk

Deaf people are enabled to hold telephone conversations with hearing people by means of Typetalk. This works through the medium of a special operator who 'translates' between two users, reading aloud to the hearing user the text transmitted by the deaf user on her text-phone, and converting into text form the speech utterances of the hearing user. This sounds complicated, but works well in practice and does allow deaf people to communicate with hearing people who do not have a specially adapted phone.

Without using any 'real' technology, this system could be exploited in role play, using groups of three pupils: two hearing (A & B), one deaf (C). A wishes to communicate with C using B as mediator. Pupils A and B use the mock-up (or internal) phone system; pupil C exchanges written notes with B.

A version of this may already be used in your classroom, where signed support is used to convey meaning between deaf and hearing individuals. In other words, deaf pupils may already be skilled users of interpretation facilities. These skills can be exploited in the modern languages classroom provided that the deaf pupil is comfortable with the idea.

¹¹ SCCC 1993 Part 3 No 3: *Developing the curriculum for pupils with hearing impairment*.

Fax machines

For obvious reasons, fax machines are particularly useful to deaf people, and deaf pupils should learn how to use them routinely. You may be able to arrange for fax communication to be set up between your school and a centre elsewhere and to set communicative tasks in the target language to be carried out via fax. You may find that a fax machine would work using the socket in your classroom. Of course, if you can establish a partnership with a school abroad, so much the better. Your pupils don't need to be deaf to benefit from practice in exchanging messages in written form.

E-mail

Similar advantages can be gained from use of e-mail. Like fax, communication is usually via the written word and whether the user is hearing or deaf is irrelevant. Its development therefore is of enormous interest to deaf people. If your school has e-mail facilities, make sure that your pupils who have hearing impairment are allowed to become confident in the use of it. Modern Languages could provide the impetus for this to happen if you can find ways of incorporating its potential into your teaching.

(E-mail has two other advantages for a deaf pupil: she can spend as long as she likes composing a message, without the recipient being aware of the time spent, yet send the message and receive a reply in a very short space of time; the recipient need not know she is deaf if she does not wish to disclose that information.)

Advantages

The advantages of developing some or all of the above ideas would include the following:

- They can enhance the overall education of all pupils, not only those with hearing impairment
- They can be used to design new and motivating communicative tasks
- Activities can be used to effect by pairs of deaf pupils, by pairs of hearing pupils or by "mixed pairs".
- Oral skills, writing skills and interpreting skills can all be practised.
- Deaf pupils have the opportunity to become familiar with technology which has the potential to enhance their lifestyle.
- Hearing pupils can gain heightened technological and disability awareness.

Assessment

It became clear in the course of the Project that some modern language teachers and some teachers of the deaf have been inadequately informed of the arrangements which can be made for candidates with hearing impairment when they are presented for external examinations and that, as a result, some candidates have faced problems which could have been avoided.

The chapter on Assessment in Section 3A gives general guidance regarding the presentation of pupils with special educational needs and teachers would be well advised to consult the most recent advice published by SEB and SCOTVEC. Some crucial points which affect deaf pupils being presented for SEB exams are listed below, but these should be checked, since arrangements may change.

Listening tests

- The candidate may use an individual tape-recorder, in a room separate from the other candidates.
- If using a tape would seriously penalise the candidate, the transcript may be read to her. This should, ideally, be done by a native speaker, but where the school can make a good case for it, the reading can be done by a teacher from the school.

Listening and Reading tests

- Rubrics and questions in English can be signed if necessary, provided that the candidate receives no help with the target language

Omitting tests

If part of the exam makes unreasonable demands on the candidate by reason of her hearing impairment, it can be omitted. Listening and/or speaking may fall into this category. The results achieved by the candidate in other parts of the exam will be shown, and overall award will be based on these. The award will be endorsed. Some candidates view an endorsement as a stigma and therefore unacceptable. However, the Board has *never* yet been approached for comment on an endorsement, so it may be wiser to consider the advantage of receiving the higher award which might be produced by omitting a part of the exam where a low mark would be inescapable. Early application and evidence are needed if these arrangements are to be authorised. (See Section 3A.)

Internally assessed speaking test

Assessment of speaking, by its nature, involves listening as well. If you are making use of group activity time to assess individual members of the class, try to make alternative arrangements for the deaf pupil. It is not fair to expect her to perform well with noise going on all around. If she cannot hear what is said to her, she cannot respond. Improve the conditions for her and you improve her chance of success.

Modern Language departments should note that it is the *school's* responsibility to ensure that adequate and appropriate accommodation is available.

Working with Teachers of the Deaf

Sometimes teachers of the deaf feel at a disadvantage in the Modern Languages department because they are not familiar with the language being taught, or lack confidence in what linguistic ability they have. Although it would undoubtedly be useful if the supporting teacher was also able, for example, to read aloud the tapescripts for the deaf pupil there is no reason why his/her inability to do so should disadvantage the pupil.

Although the remits for teachers of the deaf in different parts of the country will vary to some extent, all remits will incorporate roles which the modern languages teacher will be able to exploit for the advantage of pupils with hearing impairment. Some of the likely roles are listed here, but details will need to be discussed individually with the supporting teacher.

If possible, arrange a regular programme of meetings outside class contact time when the modern languages teacher can explain what is planned. This allows the supporting teacher to predict possible barriers and to keep one step ahead. It may be useful to include the pupil for part of the discussion.

If the pupil has enough residual hearing to cope without classroom support, then the supporting teacher may be available only in an advisory capacity, nevertheless, with regular meetings, significant assistance can be provided.

Advisory role

- Advising on the best use of the specialist equipment available to the pupil and her teachers.
- Advising on best acoustic conditions.
- Advice on extent and nature of the child's hearing loss and its implications for work in the classroom.
- Advice on the social implications of deafness and how best to help the child and other pupils to work together.

Teaching support

- Advice on strategies which will allow the child to gain maximum benefit from the teaching.
- Teaching other pupils how to work with the deaf child, in group-work situations, for example.
- Differentiation and adaptation of teaching materials, by simplifying language, concepts or layout; by adding graphics; highlighting etc.
- Note taking.
- Provision of additional resources.
- Interpretation and repetition of instructions and information which the child may not have grasped.
- Assisting the child as necessary with tasks set.
- Advice and support regarding special arrangements for external assessment.
- One of the most common strategies in all subjects is to prepare the deaf pupil in advance for the introduction of new, and therefore unfamiliar work. In modern languages this could take the form of looking at tapescripts in advance of listening work, familiarisation with new vocabulary in advance of its introduction in class etc.

Making decisions about inclusion

Decisions concerning the viability of foreign language teaching must be taken separately for each pupil and must involve all the people concerned for the educational welfare of the child, including her parents.

The points listed in Section 3A will apply to all pupils whose future in modern languages is under consideration, but it is important to remember that no hard and fast rule exists. We can never be absolutely sure that the decisions we arrive at will be the correct ones. After all criteria have been considered, a pupil can confound all expectations. Some profoundly deaf pupils can and do learn foreign languages and achieve a high level of proficiency. The following points should be emphasised:

- Each pupil should be given the *chance* to begin foreign language learning at the same time as her peers.
- To maximise the potential for success, the modern language department should be well informed about the nature of the pupil's difficulties and given whatever support is needed to make the necessary adjustments to the teaching programme.

Implications for Management

Modern language departments require considerable support if they are to respond effectively to the needs of deaf pupils. Absence of adequate support all too often leads to failure and the eventual withdrawal of the pupil from the modern languages class. Management therefore needs to be aware of the environmental conditions required if the pupil is to make optimum use of any residual hearing, and to ensure that modern language teachers with responsibility for deaf pupils ...

- have access to good quality audio and audio-visual equipment as well as to the specialised equipment needed to maximise the pupil's chance of success;
- are fully informed about, and trained in the use and maintenance of, assistive communication devices;
- have adequate and regular opportunities to consult with and learn from visiting Teachers of the Deaf;
- have access to additional suitable accommodation when necessary, so that the deaf pupil can work in a quiet environment.

ALTERNATIVES TO MAINSTREAM COURSES

If, after due consideration everyone agrees that a full foreign language learning course is not a sensible option for a given pupil, attention should turn to other options.

Many special schools have found that their school day and all the activities their pupils must engage in preclude the allocation of time to foreign language learning which it enjoys in mainstream schools. In order to offer nevertheless a rich educational environment to their pupils, they look to a variety of short courses to provide a solution. The range of possibilities used in special schools is described in Section 3B.

There is no reason why these options should not also be considered by mainstream schools as they search for ways of providing appropriate courses for pupils with special educational needs.

Offering a series of short courses should permit both mainstream and special schools to achieve more flexibility by allowing them to provide, for example:

- more time spent on fewer topics;
- a wide range of topics, but concentration on fewer outcomes, according to the pupil's strengths;
- opportunity to use specialised approaches or equipment;
- a different language, including sign languages;
- more intensive support;
- a more favourable learning environment, such as a smaller teaching group, better acoustic conditions, a more visual approach, etc.

THE EUROPEAN DIMENSION

Section 2 of this File considers ways in which schools are encouraging pupils to become aware of their European identity and suggests that we all have various, interlocking identities.

This question of identity has particular relevance to pupils with hearing impairment who may be, or could become, competent sign language users. We are not talking here only of their “Deaf” identity, but of the European, indeed *global* significance of sign language which gives some of our youngsters a unique opportunity not shared by their hearing peers.

The EU position

There are half a million profoundly deaf people in the European Community most of whom will never be proficient in spoken language and whose preferred or only language for communication is sign language.

In 1988 the European Parliament recognised that sign languages can properly be regarded as languages in their own right and called for the official recognition by each Member State of the sign language used by its deaf people and to abolish any remaining obstacles to its use. Calling for the Commission to set an example, the European Parliament now makes provision, as a matter of principle, for sign language interpretation at meetings organised under their auspices and attended by deaf people. It is well documented now that when international groups of sign language users meet, there is often little need for interpretation service at the level of interpersonal communication.

This is not to say that all sign languages are the same; they are not. But sign language users are expert in mime and gesture and used to using all these channels of communication. Meaning can quickly be negotiated.

The European Parliament also called upon the Commission to consider how Community-led exchanges might best be brought about between those proficient in their respective countries' sign languages and cultures.

Sign languages and international communication

Although there are ways in which the language structure of one national sign language resembles that of another, they do differ, just as oral languages do, and have to be learned. However, judging from the experience of pupils and teachers we have spoken to, it seems clear that it takes a competent user of British Sign Language (BSL) far less time to achieve basic communicative competence with signing counterparts abroad than it does for a monolingual English speaker to learn to communicate with a user of a foreign spoken language.

Scottish teachers travelling abroad with deaf youngsters report that their students communicated more successfully with foreign signers than with foreign speakers of the language, even in cases where the Scottish children had not been taught full BSL and knew none of the foreign signed language.

When mixed groups of hearing/hearing impaired pupils have met similar groups of pupils abroad, those with some signing skill quickly form communicative relationships with their foreign counterparts, whereas the pupils relying solely on oral skills are often unable to do other than exchange polite set phrases.

A teacher of the deaf who visited a foreign school for the deaf told us that by the end of the trip she was able to engage in dialogue with her hosts using their sign language, whereas her stock of polite phrases in the oral foreign language had quickly run out. Clearly, under certain circumstances, sign language has a part to play in facilitating international communication.

Curricular developments

Some schools are offering deaf pupils a range of opportunities which prepare them to become useful members of the European, and ultimately global, community. We heard of:

- exchange visits with schools abroad which cater for deaf youngsters;
- curricular links;
- opportunity to learn BSL¹² at secondary level, regardless of the communication system used at the primary stage;
- opportunity to learn the sign languages of other countries in S3 and S4;
- opportunity to learn oral foreign languages, with signed support.

There is also now the opportunity for establishing world wide links via e-mail and the internet. The deaf community will not be slow to realise the benefits to themselves of this new way of communicating. This opens up the possibility of exploiting the visual aspects of foreign language learning (reading, writing) for communication, rather than the more usual oral aspects.

Issues and implications

Recent research into the linguistic basis of sign languages has led to a better understanding of their nature as true, though visual, communications systems every bit as complex and structured as oral languages. This has led to a situation in which the status of sign languages is rising. The ability to communicate and to interpret are increasingly being seen, not only as useful personal accomplishments, but also as worthwhile and marketable skills which give competent practitioners access to a global community of sign language users.

This growth in status is reflected in the development of undergraduate and post graduate courses and in steps being taken nationally to align sign language certification with certification in oral language learning¹³.

All this has implications for how the advice on bilingualism in the Amendment (2/90) to Circular 1178 is interpreted. Assuming that BSL is included amongst the "other languages" referred to, then, for certain pupils whose first or natural language is BSL, access to tuition in BSL (or to foreign sign languages where tuition can be arranged) may be seen as the best way to meet their "foreign language" entitlement.

This has implications, too, for the training of Teachers of the Deaf who may need opportunities to upgrade their signing skills, for the training of deaf teachers and the employment of deaf signing assistants in the classroom.

¹² At time of writing, SCOTVEC and CACDP are engaged in an exercise which will align BSL modules with modules in foreign language learning. The new SCOTVEC modules should be available from session 1997-8.

¹³ Eg. Wolverhampton University's Department of Visual Languages, part of the School of European Studies and Languages Department, offers Deaf Studies and BSL to degree level. Heriot Watt University's Centre for Translating and Interpreting Studies in Scotland is to offer BSL Interpreting as one of its options in the Modern Languages Department from session 1997-8.

RESOURCES

General resources lists will be found in Section 3A

Curriculum

Shared Aims: the Education of Pupils with Severe or Profound Hearing Impairment

Vol 1: A Paper for Staff Development (SCCC 1991)

• See Chapter 7 :*Introduction of language other than English.*

Vol 2: Dossier: Methodology and Evidence (SCCC 1991).

Vol 3: Personal and Social Development

Support for Learning: Part 3 No. 3: Developing the Curriculum for Pupils with Hearing Impairment. (SCCC 1993).

Le Petit Monde de Pierre Channel 4 Schools programme scheduled for subtitling in session 1996-7.

**Couleurs en Langue des Signes* Produced for young deaf children.

La Langue des Signes (Tome 1: Histoire et Grammaire). Bill Moody. French Sign Language dictionary published by International Visual Theatre.

Support

Supporting Children with Hearing Impairment in Mainstream Schools Brian Fraser (Questions Publishing 1996)

Deaf Awareness for Mainstream Teachers Scottish Sensory Centre (address below)

I'd be lost for words An INSET training pack for mainstream. NDCS (address below)

Teaching Deaf Children / Teaching strategies to use with deaf students / Points to aid communication with deafened or hard of hearing people RNID factsheets (address below)

Access to Training for People who are Deaf RNID (address below)

IT Support for Hearing Impaired Learners NCET

Bilingualism

Languages for Life: Bilingual pupils 5-14 (SCCC 1994)

Guidelines for the Education of Bilingual Pupils (Humberside County Council 1992)

Teaching Modern Languages at Primary School Johnstone (SCRE 1994)

Bilingualism in Education Cummins & Swain (Longman 1986)

Path to Language Danielle Bouvet (Multilingual Matters 1990)

BSL - Britain's fourth language British Deaf Association

Technology

Signs of the Future interactive CD containing sample lessons in four languages: British Sign Language, Langue des Signes Française, English, French.

For further information contact Scottish Interactive Technology Centre at Moray House College, Holyrood Road, Edinburgh EH8 8AQ.

Higher/CSYS French 'Reader'

Le Cri de la Mouette Emmanuel Laborit (Robert Lafont 1994) Account in relatively simple French of the childhood of the young deaf French actress who won the *Molière* award in 1993 for her role in *Les Enfants du Silence*.

Europe

Inside We Are All Equal : a social policy survey of deaf people in the European Community Jones & Pullen, Deaf Studies Research Department University of Durham, 1990.

- The Education of Deaf Children Report of conference held in Athens November 1987
- European Deaf Students can....Report of conference held in Reading, UK 1988
- Report of the Seminar on teaching of children with hearing impairment (Valencia 1992)

Training

The Scottish Sensory Centre at Moray House College offers one day courses in Deaf awareness for mainstream teachers. (*See below*)

Useful addresses

Scottish Sensory Centre

Newsletter, Resource Centre & Library (items available through the post), staff development training, conferences, seminars, short courses on deaf issues and deaf awareness for teachers etc. Deaf Education Database (DEDb) .

Moray House College, Holyrood Road, Edinburgh EH8 8AQ (0131 558 6501)

Royal National Institute for Deaf People (RNID): Services to Scotland

Information, training, resource centre, conferences, factsheets, technical advice, school leavers" pack.

9 Clairmont Gardens, Glasgow

Contact: Information Officer (0141 332 0343)

National Deaf Children's Society

Information & advice, catalogue of publications, Scottish directory.

100 Norfolk Street, Glasgow.

or: 15 Dufferin Street, London EC1Y 8PD

British Deaf Association

Educational policy, publications, advice, advocacy.

1-6 Worship Street, London EC2A 2AB (0171 588 3502)

DELTA

Inset days for professionals, information days for parents.

PO box 20, Haverhill, Suffolk, CB9 7BD.

Scottish Co-ordinator: Veronica O'Hagan (0141 644 2867)

* Some of these items form part of the collection assembled during the project. The collection is now held in the Education Library at Stirling University.