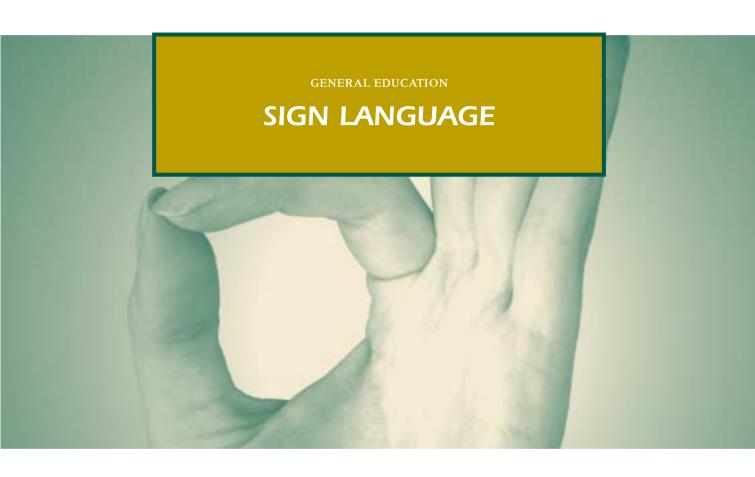*Sign Language*

SIGN LANGUAGE

COURSE	Agencies	Human Rights	Interpersonal Skills	Job Interview	Media	Special Needs	Telephone techniques	Sport/Leisure	Food	Consumer Education	Careers/World of Work	Payments	Equality	Arts
Vocational Preparation & Guidance	■		■	■						■	■		■	
English & Communications			■	■	■		■							■
Mathematical Applications										■		■	■	
Social Education	■	■	■		■	■	■			■				
Active Leisure Studies	■		■			■				■				
Agriculture/Horticulture										■				
Childcare/Community Care	■	■	■			■				■			■	
Graphics & Construction Studies														
Craft & Design														■
Engineering														
Hair & Beauty			■				■			■		■		
Hotel Catering & Tourism			■			■	■		■	■		■		
Information & Communication Technology														
Office Administration & Customer Care			■				■			■		■		
Technology														
Gaeilge	■		■		■									
Arts - Visual-Drama-Music & Dance	■													■
Introduction to Information & Communications Technology														
Leisure & Recreation	■		■					■						
Modern Language			■		■		■							
Religious Education	■	■			■	■							■	
Science									■	■				

GENERAL EDUCATION

SIGN LANGUAGE

CONTENTS

I NTRODUCTION

RATIONALE

This course introduces students to Irish Sign Language and aims to develop their expressive and receptive communication skills. The course also develops awareness and appreciation of the Irish deaf community and its culture.

NUMBER AND SEQUENCE OF MODULES

There are four modules in this course. Deaf students may take all four modules instead of the Gaeilge and Modern Language courses. The first two modules of this course may be taken as elective modules by all students. Modules must be covered in the sequence outlined below.

Module 1:   Making Contact

Module 2:   Social Interaction

Module 3:   Deaf People in the World of Work

Module 4:   Deaf People in the Wider World

DESCRIPTION OF MODULES

MODULE 1 MAKING CONTACT
Students are introduced to Irish Sign Language. Basic signing vocabulary for greetings, numbers, days and months, money, shopping, eating and drinking is practised.

MODULE 2 SOCIAL INTERACTION
In this module signing skills and vocabulary are further developed. Among the topics covered are sport, leisure and travelling. The deaf community is also introduced and the rights of deaf people are discussed.

MODULE 3 DEAF PEOPLE IN THE WORLD OF WORK
The world of work, and the opportunities it offers for deaf people, are investigated. This module also aims to develop an awareness of the services that are available for deaf people and to enable deaf students to use them confidently.

MODULE 4 DEAF PEOPLE IN THE WIDER WORLD
This module is designed to develop students' awareness of deaf culture and their understanding of linguistic aspects of Irish Sign Language. It also affords students an opportunity to reflect on issues in deaf education and on their experience of the Leaving Certificate Applied.

MODULE 1

MAKING CONTACT

MODULE 1:

MAKING CONTACT

PURPOSE

This module is designed to introduce students to Irish Sign Language (ISL). It aims to equip the students with basic communication skills in the language.

The module is suitable for all students to take as an elective module, and for deaf students as the first module in their Sign Language course.

PREREQUISITES

None.

AIMS

The module aims to:

- develop the students' basic ability to use Irish Sign Language (ISL) effectively for the purposes of practical communication

- introduce students to the world of deaf people where sign language is the common medium of communication and thus help raise their awareness of the general cultural, social and political dimensions involved

- provide a sense of achievement and intellectual stimulation.

UNITS

Unit 1:   Introduction

Unit 2:   Greetings

Unit 3:   Numbers

Unit 4:   Days and Months

Unit 5:   Money and Shopping

Unit 6:   Eating and Drinking

Unit 1: Introduction

LEARNING OUTCOMES

The Student will be able to:

1. understand non-manual communication

2. identify general features of Irish Sign Language

3. use finger spelling

4. interpret common signs and symbols

5. describe some features of the history of Irish Sign Language.

TEACHER GUIDELINES

▶ Non-manual signals include facial expression, eye contact, head movements and body postures.

▶ Provide visual representations (photos, drawings, video etc.) of non-manual signs. Encourage interaction among students using non-manual signs. Compare gestures used to accompany spoken language with ISL non-manual signs.

Unit 2: Greetings

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. greet in ISL using appropriate signs

2. introduce themselves and fingerspell names

3. identify people

4. identify places

5. create name signs for family members referring to ISL for models

6. demonstrate name signs.

▶ Provide a list of vocabulary. Help the students' receptive and expressive skills through role-play and asking questions. Materials such as map, flash cards, posters and photographs are helpful.

Unit 3: Numbers

LEARNING OUTCOMES

The student will be able to:

1. demonstrate numbers

2. ask questions about ages

3. sign to indicate numbers of family members

4. sign phone numbers

5. know the time in sign language

6. make calculations of time in sign language.

TEACHER GUIDELINES

► Again provide vocabulary.

► Games that enhance the students' ability in signing and reading numbers should be used. Bingo games are an excellent example.

► Provide materials such as clock, phone book and charts.

Unit 4: Days and Dates

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. sign the days of the week

2. sign the twelve months

3. know the important dates
   on the calendar

4. name the festive occasions.

▶ A calendar and cards for each occasion
   are useful to stimulate students' interest
   and motivation.

Unit 5: Money and Shopping

LEARNING OUTCOMES

The student will be able to:

1. sign the vocabulary for money

2. identify the signs relating to services

3. know the signs for different accounts

4. use money signs in everyday situations

5. interpret signs when discussing prices and expenses

6. ask questions about shopping

7. identify words relevant to quality and quantity

8. carry on a simple conversation about a shopping experience

9. outline the factors that contribute to easy or difficult shopping for deaf people.

TEACHER GUIDELINES

▶ Play money, role-play shopping, actual receipts are useful resources.

▶ Encourage discussion about services provided by banks with a list of relevant words and phrases.

▶ Alphabet cards should be given to students to learn finger spelling.

Unit 6: Eating and Drinking

The student will be able to:

1. sign the necessary vocabulary in each food category

2. sign the vocabulary for drinks

3. demonstrate signs when asking questions

4. list eating places

5. demonstrate common phrases used in a restaurant or pub

6. explain how deaf people go about ordering food/drink.

▶ Provide vocabulary.

▶ Posters of food and drink are excellent materials. This encourages discussion and students can enhance their own receptive and expressive skills.

▶ Encourage role-play such as ordering a meal.

▶ The teacher and students discuss how deaf people communicate with a waiter/waitress and with shop assistants.

RESOURCES

Sign On – National Association for the Deaf (Student material)

The Irish Sign Language – by Stanislaus J Foran (Student material)

Alphabet cards – National Association for the Deaf (Student material)

The Irish Deaf Community – by Patrick Matthews
(Background & Student material)

Video of A.B.C. 1,2,3 Irish Deaf Video Project

CD-Rom Sign Away N.A.D.

I.S.L. Dictionary

KEY ASSIGNMENTS

MODULE 1: **MAKING CONTACT**

CHECKLIST

I have designed a name sign for myself using IT and Visual Art

☐

I interviewed some people using a short questionnaire, asking their name, address, family members and ages in sign language (Video is used)

☐

I role-played a scene in a restaurant ordering a meal (Video is used)

☐

I organised a Bingo game with a group of students.

☐

MODULE 2

SOCIAL INTERACTION

MODULE 2:

SOCIAL INTERACTION

PURPOSE

This module is designed to improve the student's interaction with deaf people. It also provides opportunities for the student to gain an understanding of the deaf community.

This module is suitable for all students to take as a second elective module, following module one: Making Contact, or for deaf students as the second module in the full Sign Language course.

PREREQUISITES

Module 1:   Making Contact

AIMS

This module aims to:

- develop signing skills

- facilitate the development of the vocabulary needed when making contact with deaf people in different situations

- introduce the deaf community.

UNITS

Unit 1:   The Deaf Community

Unit 2:   Sports

Unit 3:   Leisure

Unit 4:   Travelling

Unit 5:   Deaf Rights

Unit 1: The Deaf Community

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. demonstrate a general understanding of the deaf community in Ireland	▶ Begin by eliciting from the students what they already know/perceive about the deaf community. The teacher can then provide information about the different groups within the community.
2. sign the vocabulary relevant to this topic	▶ Give an overview of the main characteristics of the deaf community.
3. recognise the role of deaf clubs	▶ Give a list of the deaf clubs of Ireland. Ask the students for an account of any experience/contact they have had with deaf clubs.
	▶ Students could visit a deaf club.
4. recognise common phrases pertaining to membership of communities and committees	▶ The teacher provides information about relevant social groups.
5. identify the main characteristics which define the deaf community	▶ Discuss general comparisons between the deaf community and other communities as discussed in Social Education.
6. recognise that the deaf community is made up of different groups.	

Unit 2: Sports

LEARNING OUTCOMES

The student will be able to:

1. sign the vocabulary pertaining to sports and general sporting activities

2. ask and respond to questions about sports and associated activities

3. demonstrate a knowledge of common phrases when referring to football for example

4. have a general knowledge of deaf people's involvement in sports

5. have a general understanding of the Irish Deaf Sports Association and its work.

6. know about the World Games for the Deaf.

TEACHER GUIDELINES

▶ Always try to begin with students' interest/experience. Focus on developing vocabulary for this, and then broaden the topic.

▶ Provide a list of vocabulary. Help the students' receptive and expressive skills with questions and simple conversations.

Unit 3: Leisure

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. recognise and use signs relating to leisure pursuits

3. ask and respond to questions about leisure and leisure activities in Sign Language

4. know and understanding the support technology used by deaf people to access the leisure media, especially television

5. identify television programmes of special relevance to the deaf community.

▶ Materials such as magazines, RTE Guide, newspapers, are certain to stimulate students in their signing skills.

▶ Encourage discussion about travelling, leisure activities and sports.

▶ Help students to organise a survey. Before doing this ask students to review the research skills they have learnt in Social Education and in English and Communication. Help them to apply these to the design of this survey.

Unit 4: Travelling

LEARNING OUTCOMES	TEACHER GUIDELINES

The Student will be able to:

1. sign the necessary vocabulary for different forms of travel and transport

2. ask and respond to questions about travelling and accommodation

3. carry on a simple conversation about travelling experiences

4. identify places and countries in sign

5. role-play a dialogue with people when booking accommodation.

▶ Materials such as travelling brochures, maps, postcards and photographs are useful.

Unit 5: Deaf Rights

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. recognise some of the difficulties deaf people may face in their everyday lives	▶ Organise a brainstorm/discussion of the students' perceptions of the difficulties faced. This could be a good topic for a visitor exercise with a deaf person. The class should have considered and discussed the topic first and have questions prepared. Provide necessary information about barriers deaf people face in everyday situations.
2. explain the rights of deaf people and link this to their learning about Human Rights generally	▶ Encourage the students to link issues relating deaf rights to Human Rights (which is a key theme of the Contemporary Issues modules in Social Education and may also have been addressed in Religious Education).
3. outline factors which may help deaf people	▶ Students might be asked to brainstorm or to work in groups to suggest a list of rights for deaf people. The teacher will need some background information on Equality Legislation.
4. recognise and use signs relevant to a discussion on Human Rights	▶ The teacher could provide information on factors which can make life easier for deaf people.
5. compare the rights of the deaf with other social groups.	▶ The teacher provides vocabulary to enable the students to carry on discussions about this topic.

RESOURCES

The Irish Deaf Community by Patrick Matthews (background)

When the Mind Hears: A History of the Deaf by H. Lane (Student & teacher)

Deaf Sport by David A Stewart (background)

Deaf People and the Community by J.G. Kyle (Background)

A Strategy for Equality -: Report of the Commission on Status of People with Disabilities – Government Publication

MAGAZINES FOR STUDENTS
Contact: Dublin Deaf Community,
40 Lower Drumcondra Road, Dublin 9.

Irish Deaf Journal – Irish Deaf Society,
30 Blessington Street, Dublin 7.

Link – National Association for the Deaf –
35 North Fredrick St., Dublin 1

Information about Deaf Sports – Irish Deaf Sports Association,
40 Lwr Drumcondra Road, Dublin 9

VIDEOS ABOUT DEAF RELATED ISSUES
"Hands On" – 37-39 Fitzwilliam Square, Dublin 2.

KEY ASSIGNMENTS

MODULE 2: *SOCIAL INTERACTION*

CHECKLIST

I have visited a deaf club and signed an
account of my visit

I videotaped/role-played a scene of giving
directions in sign language

As a group we have researched the problems
deaf people usually encounter in everyday situations.

I have presented a review of a television programme
for deaf people.

MODULE 3

DEAF PEOPLE IN THE WORLD OF WORK

Module 3:

DEAF PEOPLE IN THE WORLD OF WORK

PURPOSE

This module is designed to enable students, using Irish Sign Language, to become more aware of the relationship between deaf people and the world of work. The focus of this module is on developing a broader understanding of services available to deaf people. It also sets out to raise student awareness of the various types of communication that exist in the deaf community. This module is part of the full Sign Language course for deaf students and is not an elective module.

PREREQUISITES

Modules 1 and 2.

AIMS

This module aims to:

- build on and extend signing vocabulary

- develop awareness of the services which are available for deaf people

- prepare students to deal confidently with services

- develop awareness of the different groups of deaf people in Irish society

- help students to identify the different communication modes
  which deaf people use.

UNITS

Unit 1:   People and their occupations

Unit 2:   Banks/Post Offices/Building Societies

Unit 3:   Interpreters

Unit 4:   Technology for the Deaf

Unit 5:   Deafness and Communication

Unit 1: People and their occupations

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. recognise and use sign terms for a range of occupations	▶ Provide relevant sign vocabulary for this topic.
2. describe the work involved in some common occupations	▶ Provide information about different occupations.
3. investigate how deaf people would cope in different occupations	▶ Encourage and guide students with their investigation on where deaf people are working.
4. research on the presence of deaf workers in specific occupations	▶ Organise a visit to a workplace for the students or invite a deaf worker to talk to the students.
5. investigate if deaf workers have equal opportunities in employment.	▶ Encourage discussion, analysis and evaluation regarding deaf people and their work.

Unit 2: Banks/Post Office/Building Societies

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. recognise and use sign vocabulary pertaining to banks, post offices, building societies and credit unions	▶ Give signs for vocabulary pertaining to banks, post offices, building societies and credit unions.
2. role-play situations using these services e.g. opening an account	▶ Explain the role of each institution.
3. show awareness of the difficulties that may arise when deaf people wish to avail of services such as making lodgements, withdrawals and loan applications	▶ Guide the students in role-playing using these services.
4. indicate how deaf people can deal with these difficulties as they arise.	▶ Introduce common phrases and terminology associated with these services.
	▶ Encourage the students to find out if these institutions employ deaf people.
	▶ Discussions are encouraged and the teacher provides appropriate language.
	▶ Encouragement is given to identify attitudes that are common in the workplace.
	▶ Materials such as leaflets from banks, post offices and building societies are useful to stimulate discussions in the classroom.

Unit 3: Interpreters

LEARNING OUTCOMES

The students will be able to:

1. understand the role of an interpreter

2. understand the role of the deaf person using interpreter services

3. outline the different contexts in which interpreters work

4. list some of the responsibilities of the interpreter (e.g. confidentiality)

5. explain the stages involved in training to become an interpreter.

TEACHER GUIDELINES

▶ Inform students about the interpreter and the role the interpreter plays.

▶ An interpreter should be invited to talk to the class.

▶ Give information about the Interpreters' Association.

▶ Explain the different situations that may require an interpreter such as union meetings, job interviews, meetings for loan application etc.

▶ Correct procedures for booking and using an interpreter are explained.

▶ Give one or two case studies of deaf experiences where no interpreters were available.

▶ Encourage discussion about interpreter services.

Unit 4: Interviews

LEARNING OUTCOMES

The student will be able to:

1. apply the information and skills with regard to interviews acquired in other courses (e.g. Vocational Preparation and Guidance/English and Communication) in an Irish Sign Language context

2. role-play an interview

3. evaluate his/her performance in the interview

4. identify the particular rights and responsibilities of deaf people regarding interviews.

TEACHER GUIDELINES

▶ Explain and reinforce the understanding of the procedures of an interview (check with the Vocational Preparation teacher/guidance counsellor).

▶ Give guidance in role-playing a simulated interview (vocabulary in sign language is given to the student).

▶ Help the students to recognise their rights and responsibilities in this area.

▶ Revise the procedures for booking and using an interpreter in formal situations.

Unit 5: Technology for the deaf

LEARNING OUTCOMES

The student will be able to:

1. recognise and evaluate some of the main technical aids used by deaf people

2. understand the function of each technical aid

3. role-play making an order for a technical aid

4. apply for the appropriate grant aid for a technical aid for deaf workers/students.

TEACHER GUIDELINES

▶ Give ISL terms for relevant technological products.

▶ Invite an expert to demonstrate how technological aids work and to explain the function of each aid.

▶ Using demonstration and discussion help the student to evaluate if these aids are beneficial to deaf people.

▶ Events such as a display of technological aids used by deaf people can be held in the school to stimulate role-play, discussion and analysis.

Unit 6: Deafness and Communication

LEARNING OUTCOMES

The student will be able to:

1. identify different communication modes used by deaf people

2. examine the main characteristics of particular communication modes e.g. sign language, oralism

3. apply previous learning on good communication skills to interaction between deaf and hearing people.

TEACHER GUIDELINES

▶ Explain the various types of deafness and their causes.

▶ Show that there are various deaf groups in any deaf community. Explain the different communication modes they use.

▶ Encourage the students to discuss the advantages and disadvantages of sign language and oralism/lip-reading at work.

RESOURCES

Deafness by J. Martin Ballantyne (Student material)

Deafness: The facts by A. Freeland (Student Material)

Constructing Deafness by S. Gregory & G.M. Hartly (Student Material)

Being Deaf: The Experience of Deafness – The Open University (Student Material)

Movers and Shakers by Cathryn Carrol & Susan M. Mather (Student Material)

Laughter in Lessons by Bernard Bragg (Background and extra reading)

Good Vibrations: My Autobiography by E. Glennie (Background & Extra reading)

Sign Language Interpreting by Sharon Solou Neumann (Student Material)

Interpreting: An Introduction by Nancy Frisberg (Student Material)

Everyone here spoke Sign Language by Nora Groce (Extra Reading)

Mother Father Deaf: Living Between Sound & Silence by Paul Preston (Background)

KEY ASSIGNMENTS

MODULE 3: *DEAF PEOPLE IN THE WORLD OF WORK*

CHECKLIST

I have visited a workplace of my choice and
signed report on my visit to the class ☐

I role-played an interview in
sign language ☐

We invited an interpreter to the class and asked
him/her questions about the job of interpreting ☐

As a group we took part in a debate on a chosen
deaf-related issue ☐

OR

As part of a group, I presented a report/display on
technology used by deaf people. ☐

MODULE 4

DEAF PEOPLE IN THE WIDER WORLD

MODULE 4:

DEAF PEOPLE
IN THE WIDER WORLD

PURPOSE

This module is designed to enable the students to explore the experience of deaf people in the wider world and to improve their communicative skills in Irish Sign Language.

It introduces students to the idea of translating from one language to another and the skills that are required to do this.

It also gives students the opportunity to reflect on the Leaving Certificate Applied programme with a particular focus on ISL.

PREREQUISITES

Modules 1: Making Contact

Module 2:   Social Interaction

Module 3:   Deaf People in the World of Work

AIMS

This module aims to:

- increase students' awareness of the linguistic aspects of Irish Sign Language

- develop students' awareness of deaf culture

- facilitate students' understanding of the function and importance of sign language

- broaden students' understanding of translation from sign language into spoken/written language and vice versa

- deepen students' understanding of important issues in deaf education

- increase students' competence in discussion, analysis and evaluation of deaf related issues.

UNITS

Unit 1:   Irish Sign Language

Unit 2:   Deaf Culture

Unit 3:   Philosophy of Deaf Education

Unit 4:   Reflections

Unit 1: Irish Sign Language

LEARNING OUTCOMES

The student will be able to:

1. identify the main features and characteristics of Irish Sign Language

2. compare and contrast the signing of older people with the signing of younger people

3. carry out simple translation exercises from ISL into English and vice versa.

TEACHER GUIDELINES

▶ Provide information about significant features of Irish Sign Language. Provide a variety of examples to illustrate these.

▶ Show videos of deaf people in signing conversations. Ask students to identify major features and characteristics. Guide students in their efforts and compare and contrast signing characteristics.

▶ Assist the students in doing translating exercises. Videotapes can be used.

▶ Strive to improve the students' expressive and receptive skills.

Unit 2: Deaf Culture

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LEARNING OUTCOMES

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TEACHER GUIDELINES

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The student will be able to:

1. arrive at a basic understanding of deaf culture

2. demonstrate some awareness of literature, drama and visual art pertaining to deaf people

3. name some deaf people who were famous in various fields.

</td><td>

▶ Help students list some characteristics of Irish culture.

▶ Provide information about deaf culture. Encourage students to find for themselves what determines deaf culture. (Examples are deaf gatherings, the language itself, deaf stories, theatre and media.)

▶ Guide discussion on discrimination. Help students to explore attitudes and feelings associated with acceptance/rejection.

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Unit 3: Philosophy of Deaf Education

LEARNING OUTCOMES

The student will be able to:

1. explain the difference between special and mainstream education for deaf students

2. compare the position of a deaf student in a special school with that of a student in a mainstream school

3. demonstrate awareness of the issues and opportunities for deaf students at third level and in PLC courses/colleges.

TEACHER GUIDELINES

▶ Give information about special schools.

▶ Help the student to understand the difference between special and mainstream schools.

▶ Invite a deaf student from a mainstream school to share his/her experience with the special school students and vice versa.

▶ Help students to explore what it is like to be a deaf student in a mainstream school. Questionnaires can be used.

▶ The teacher should encourage discussion on the advantages and disadvantages of attending different kinds of schools.

▶ Encourage the students to invite a third level deaf student to share his/her experiences.

▶ Help students to list the problems that may confront deaf students in schools and colleges.

Unit 4: Reflections

LEARNING OUTCOMES	TEACHER GUIDELINES

Student will be able to:

1. reflect on the two year Leaving Certificate Applied Programme

2. describe the benefits of learning

3. evaluate the Sign Language course

4. review the course and list possible ideas to improve it

5. outline an action plan for oneself for the next year.

▶ Go over the two-year course with the students and ask them questions on how they coped with the course.

▶ Encourage the students to reflect and outline the advantages of the programme.

▶ Ask the students to mention the disadvantages or problems they encountered during the programme.

▶ Facilitate development of an action plan where the student looks to the future.

RESOURCES

Deaf People in Hearing Worlds – The Open University
(Student materials)

Issues in Deafness – The Open University (Student Material)

Constructing Deafness – The Open University (Background)

From Silence to Speech by Griffey Nicolas O.P. (Student Material)

Children of Silence by K. Robinson (Student Material)

Language for Ben. A Child's Right to Sign by L. Fletcher (Background)

The Hearing Impaired Child and the Family by M. Nolan & I.G.
Tucker (Background)

The Mask of Benevolence: Disabling the Deaf Community
by H. Lane (Student Material)

The Deaf Way by C. Erting & R. Johnstons (Editors). (Student Material)

Disability Legislation and Deaf Workers by George Montgomery
(Background)

KEY ASSIGNMENTS

CHECKLIST

I did a translation exercise from English into
Irish Sign Language, or vice versa

☐

I prepared a chronology about the life of a
famous deaf person

☐

I interviewed an older deaf person about her/his
experience of education

☐

I designed a poster/collage presenting some
aspect of deaf culture.

☐