

British Sign Language (BSL)

Skills and Competence indicator for BSL learning

1. Introduction

British Sign Language is the most common form of sign language which has its own grammar, BSL structure and syntax. Sign language is visual through 5 parameters (phonology) which are hand shape, movement, locations, orientation and non manual features. BSL is the preferred language of around 151,000 people within UK (BDA statistics 2016). After a long vigorous campaign BSL has been recognised as a language in its own right by the UK government in 2003 but it has not yet got legal status. However the Scottish parliament approved BSL and this bill has now been passed to become an Act on 22nd October 2015 which proved a huge achievement to the Deaf community in Scotland. Now that BSL is an official language in Scotland it will hopefully be the same for the UK. The following programme aims to promote effective learning at basic level so as to enrich the learners' language skills and communicative competence and thereby facilitate communication with Deaf people in the UK.

2. Level A1 (beginners)

Objectives

The objectives to be achieved as a result of completion of this programme are aligned with the Common European Framework of Reference for Languages, level A1 (beginners):

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others, and can ask and answer questions about personal details, such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way, provided the other person communicates slowly and clearly and is prepared to help.

3. Evaluation

- Continuous assessment, based on the participation of the students in the activities carried out during the learning sessions.
- Evaluation of individual and group tasks.
- Internal evaluation, taking into consideration the opinions of the teacher and the students, the materials produced during the course and changes in pedagogical approaches resulting from the course.
- Evaluation questionnaires.

Theme	Content	Everyday Communication
1 Greetings	Acquisition of the most basic signs concerning personal information. Asking for and giving personal information. Getting to know other colleagues by simple interviews in SL.	Greetings and salutations by using of gesture: e.g. <ul style="list-style-type: none"> • Hi! • Alright! • How are you? • Good morning! • Good afternoon! • Good evening! / Good night! • See you tomorrow! • See you later! Goodbye! (etc.)
2 Personal identification	Signing practice; asking for and giving repetition, revision and active practice for mistake-free usage. Making simple conversation. Different lexical alternatives in SL.	Attracting attention e.g. tapping and waving Formal ways of introduce each other: <ul style="list-style-type: none"> • Familiar with finger alphabet for name • Finger spell first name, sign name, context in which the sign name was attributed. • Deaf/hearing, nationalities, • Gender- man/woman • Any other components of deaf and hearing identity.
3 Colours & Objects	Learning, identifying, describing and presenting signs related to each colour. Asking questions and providing answers using simple, correct sentences.	<ul style="list-style-type: none"> • Colours including the different shades • Describing where the specific things are located for objects/furniture

<p>4 Numbers 1-20</p>	<p>Getting to know the numbers from 1 to 20 in signs of the SL and being able to use it.</p>	<p>Giving information about numbers e.g.</p> <ul style="list-style-type: none"> • Numbering systems • Age • Telling the time • Money
<p>5 Time</p>	<p>Enabling communication involving time in different everyday contexts.</p>	<p>Days of the week, months of the year, seasons of the year, numbers, telling the time, etc.</p>
<p>6 Describing People</p>	<p>Asking questions and providing answers using clear and correct sentences.</p>	<p>Describing yourself and giving information about people in general:</p> <ul style="list-style-type: none"> • Size – short, medium & tall • Physical characteristics e.g. Colour of hair – short, medium, long, curly, wavy , colours of eyes, beard, stubble and moustache • Shape – fat, slim, middle build & big build • Culture of clothes e.g. national dress and different fashion
<p>7 Family relationships</p>	<p>Be able to name family members and family relations</p>	<ul style="list-style-type: none"> • Naming your family e.g. mother, father, sister, brother, step sister/brother, Describing who you live with or live on your own. • Close family relations e.g. grandfather, grandmother, aunt, uncle & cousins • Creating a family tree with drawings or photographs, and learning the respective signs in SL.

8 Hobbies and Leisure	Basic vocabulary to describe hobbies and leisure including free time activities	<ul style="list-style-type: none"> • Sports - cultural activities e.g. Flamenco Dancing, Fado, Bullfighting, Yodeling Football, badminton, hockey, cycling, Judo, • Leisure – Reading, Walking, Watch TV, knitting, sewing and swimming • Describing your weekend and holidays –with families and friends e.g. camping, weekend breaks, visiting places and going abroad. • Describing your free time – cinema, eating, bowling, seeing friends and socialising
9 Food and drink	Identifying different categories of food and drink. Describing daily routines with food and drink.	<ul style="list-style-type: none"> • Daily meals: breakfast, lunch, tea, dinner & supper. • Meals of the day • Healthy/unhealthy food • Describing different culture of food and drink
10 Everyday life	Completing short, clear and accurate sentences in SL.	<ul style="list-style-type: none"> • Talking about your school, your institution, your daily job and your daily routine • Talking about your job role • Talking about everyday life e.g. shopping, families and friends.

4. Level A2 (basic user)

Objectives

The objectives to be achieved as a result of completion of this programme are aligned with the Common European Framework of Reference for Languages, level A2 (basic user):

- Can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment).
- Can communicate during simple and routine tasks requiring a simple, direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- Can communicate, interact and discuss topics in a clear manner.

Theme	Content	Everyday Communication
1 Revision and further practice of skills already acquired from A1.	<p>Revision, further practice and recap of signs already acquired, with the aim of retaining competence.</p> <p>Reports of students what happened e.g. during the breaks : correction so as to avoid mistakes.</p> <p>Introduction of new signs relevant to the contexts of the reports presented.</p> <p>Learning, identifying describing and presenting signs related to each theme.</p>	<p>Revision and recap of themes discussed during level A1.</p> <p>Ask for a full name, middle name, maiden name and married name. Ask for surname where it's originally comes from.</p> <p>Food and drinks includes diets, vegetarian and foreign dishes and local traditional dishes</p> <p>Food:-</p> <ul style="list-style-type: none"> • Meat – Roast Chicken, Chicken breast, Chicken wings, Chicken drumsticks, Roast Beef, Steaks, Beef Ribs, Roast Pork, Pork Chops, Pork Ribs, Ham, Gammon, Roast Lamb, Roast Duck, Duck Wrap, • Hot – Meat, Fish, Veggies, Panini's, Toasties, bacon baps, chips butty.... • Cold – sandwiches, Wraps, Pasta, crisps, fruits....

		<ul style="list-style-type: none"> • BBQ – sausages, beefburger, rolls, finger rolls, pork chops and kebabs • Buffet – nibbles • Party food - sausage rolls, cheese, sandwiches and cocktail sausages. <p>Drinks:-</p> <ul style="list-style-type: none"> • Cold - water, fizzy drinks, sparkling water, diluted orange, • Hot - Tea, coffee, hot chocolate, latte, cappuccino, decaf, herbal teas • Alcohol – wine, beer, lager, spirits, cocktails • Fresh smoothies – mixed fruits and ice • Juices – Cranberry, apple, mango, orange, pineapple, blueberry and raspberry <p>Diets</p> <ul style="list-style-type: none"> • Vegetarian • Vegan • 5:2 diet • Dukan Diet • Paleo Diet • Atkins Diet • Cambridge Diet • Slimming world Diet <p>Local traditional dishes for UK</p> <ul style="list-style-type: none"> • Yorkshire Puddings • Bread/butter pudding • Steak & kidney pie • Fish pie • Bangers & mash • Pasties • Christmas pudding <p>In depth family tree</p> <ul style="list-style-type: none"> • Family relative – mum, dad, cousin, uncle &
--	--	---

		<p>auntie, grandparents</p> <ul style="list-style-type: none"> • Other half relatives – step- sister or step-brother sister in law, brother in law, daughter in law, son in law, niece & nephew • Child/children • Grand children, great grand children • Step children • Partner’s children • Fostering children • Adopted children <p>Shopping, local geography and employment</p> <p>Shopping</p> <ul style="list-style-type: none"> • Loyalty customers schemes – points card • Restaurants/pub – British, Italian, Chinese, Thai, Steak house • Supermarkets – frozen food, baby food, household products, dairy products, pet food, meat products • Local shops • Market • Online shopping • Bakery • Greengrocers • Fishmongers <p>Local geography</p> <ul style="list-style-type: none"> • Town • City • Village • Out of town • Countryside/rural • Shopping Centres <p>Employment</p> <ul style="list-style-type: none"> • Baker
--	--	---

		<ul style="list-style-type: none"> • Butcher • Counter sales • Departmental managers • Office staff • Operating till staff • Goods inward staff • Customers advisor • Refunds & exchange staff • Retail staff • Manager • Customer service • Security • Bar staff • Chef • Cleaning staff • Waiter • Waitress • Landlord • Landlady <p>Calendar information e.g. birthdays and national celebrations</p> <p>Calendar information –</p> <ul style="list-style-type: none"> • 12 months of the year • Own birthdays • Relatives' birthdays • Colleagues birthdays • Spring time clock change • Winter time clock change • School holidays • Days, weeks & months • Seasons – Spring, Summer, Autumn & Winter <p>National Celebrations in UK</p> <ul style="list-style-type: none"> • Christmas • Boxing Day • Valentine's Day • Pancake's Day • Lent
--	--	---

		<ul style="list-style-type: none"> • Easter- • Mothering Sunday • Father's Day • April Fool's Day • St George's Day • May Day • Trooping the Colors • Wimbledon Tournament • Notting Hill Carnival • Harvest Festival • Halloween • Bonfire Night • Remembrance Day • Burn's night (Scotland) • St Patrick's Day (Ireland) • St Andrew's Day (Scotland) <p>National Events</p> <ul style="list-style-type: none"> • Sign Language Week • Deaf Awareness week • Autism Awareness
<p>2 Accessibility/ buildings/ equipment access</p>	<p>Familiarisation with the equipment needed by Deaf people for unhindered access buildings, in train stations etc.</p>	<p>Different types of buildings</p> <ul style="list-style-type: none"> • Boarding/Day School accommodation, Work – Company, Factory, • Warehouse, Nursery, Construction, Hospital, Leisure Centre, Village Hall... • Size shape/small/medium/ large • Organisations British Deaf Association FDP National Deaf children's Society Signhealth

		<p>Healthy Minds CAMHS</p> <ul style="list-style-type: none"> • Accessibility Access <ul style="list-style-type: none"> Ramp Lift Wide door Pager Minicom Good lighting Flashing lights for smoke Alarm/fire alarm Loop Systems Vibrating alarm clock Smoke alarm Visual information displays Television with subtitles Staff Deaf aware Disabled Blue Badges BSL interpreters/captions at Theatre Alerts on iphone for train notifications i.e. delays, cancellations, on time, changing platforms Facetime Glide Skype • Public services <ul style="list-style-type: none"> Train Station Bus Station Tram Station Tube Underground Fire Station Ambulance Station Police Station Libraries Social Services <p>City Council services Doctors Surgery Job Centre/Benefits Museums Galleries</p>
--	--	--

		<ul style="list-style-type: none"> • Private services Companies Hospital School Businesses Childcare/Child minder Medical groups Trading Retailing Website
<p>3 Sentences in SL</p>	<p>Asking questions and providing answers using simple and accurate sentences.</p>	<p>Talking about food and drink, school, sports, jobs, home and family.</p> <p>For example:</p> <ul style="list-style-type: none"> • Favourite food you what? • Favourite drink you like best what? • You cook tonight what? • You cook last night what? • You like eat out where? • Lunch today you eat what? • School food good? • Break what time? • Sports at school you what? • Sport favourite what? • How often you sports at school? • Hobbies at weekend you what? • Job you full time. Part time, freelance what? • Job you do what? • Job you work alone or work in group what? • Home family have you? • Partner/husband job what? • Family hobbies what?

<p>5 Skype exercise</p>	<p>Describing daily routines. Completing short, simple, accurate sentences in SL which respect SL syntax rules. Students evaluated using video.</p>	<p>Video-conference via a computer or tablet between 2 or 3 people take turning conversation</p> <ul style="list-style-type: none"> • Discuss about daily routines including family, sports, studying, jobs, meals and activities, socializing, meeting Deaf friends and relatives, visiting places, • Create a short presentation about students' evaluation and criticism by using video including SL Syntax rules. • Learner feedback form/survey
-------------------------	---	---

5. Methodology

Each course will include the use of several different kinds of methodology. Above all, the teacher should take on the role of permanent facilitator in terms of communication with and among the students. Learning sessions should be based on the knowledge which the students already show about each unit and should take into consideration their expectations in relation to these units.

Opportunities for both individual and small group work should be provided, with a view to increasing relevant applications of content to each student's job, so that the students in turn will be more easily able to find alternative solutions to everyday problems and new ways of approaching everyday life situations. All of this will, it is hoped, contribute towards innovative practice in interacting with deaf people.

6. Evaluation

- Continuous assessment, based on the participation of the students in the activities carried out during the learning sessions.
- Evaluation of individual and group tasks.
- Internal evaluation, taking into consideration the opinions of the teacher and the students, the materials produced during the course and changes in pedagogical approaches resulting from the course.
- Evaluation questionnaires.

