

Teacher Notes

Level 3 Certificate in British/Irish Sign
Language

Sept 2013 – Aug 2014

The information in this document supports the Level 3 Certificate in BSL/ISL qualification so please make sure you also read the Qualification Specification.

This document contains ideas to support the teaching of this qualification but it is up to each individual teacher to research and present the material in his/her own style.

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Language Development

Learners should be taught unit 320, Sign Linguistics Knowledge, before moving on to unit 321 and unit 322, so they should be familiar with the grammar and structure of BSL/ISL. It is also important, at this level, to focus on expanding vocabulary. This should include everyday vocabulary, key-related terms, and in-depth Level 3 vocabulary, linked to the topics in the qualification specification.

The natural context for using BSL/ISL is through communication, e.g. conversations, discussions and presentations. The best approach to teaching is therefore to work through unit 321 and 322 at the same time, covering receptive and productive linguistic content together.

Learners should receive the appropriate amount of teaching before taking the assessment to ensure requirements for level 3 are met. Learners will be expected to attend classroom based learning and teachers should provide a range of group activities. Teachers are also expected to include one to one tutorials and feedback. Ideally, learners should interact with BSL/ISL users in a variety of real life situations and are also expected to pursue a course of private study to supplement the above.

Unit 320 – Sign Linguistics Knowledge

Advice for Teachers

There are some suggestions in *italics* for discussion and tests at the end of some sections.

Additional study/practice for this unit could also include:

- Games to include classifier handshapes and story games using one handshape
- Watching various BSL/ISL video clips – try the Linguistics of BSL DVD
- Read the Linguistics of BSL book and use the quizzes at the end of each chapter
- Use any BSL/ISL clips and create questions linked to handshapes, classifiers, verb types etc. See ‘sample questions’ for an idea of what kind of questions might come up in the exam

Some of following information in this section is based on research undertaken and written in “The Linguistics of British Sign Language, an Introduction” by Rachel Sutton-Spence and Bencie Woll (2007). For further detail please refer to this book and/or the DVD.

Linguistics may differ between BSL and ISL; it is the teacher’s responsibility to include appropriate material in their lessons.

Sample questions

1. What are:
 - a) Established lexicons? (1 mark)
 - b) Productive lexicons? (1mark)
2. What are the 3 basic classes of BSL verbs (1 mark each)
3. Give two different uses of eye gaze (1 mark each)
4. Define what is meant by a classifier (1 mark)

What is linguistics?

Linguistics is the study of languages.

Sociolinguistics is about the family, educational aspects, social, ethnicity, and regional areas in language.

Historical Linguistics is about the history of languages and how they have changed over time.

Visualisation

BSL/ISL is a visual language. Unless we can create the image, concept or description (formally or informally) in a sign production that is visually correct the meaning is lost (even if all BSL/ISL features have been used correctly). Good visualisation techniques are the key to clear sign production. If used well, the Deaf participant will be able to fully visualise and re-create the original message for themselves.

Context

It is very important that signs are used in the correct context. If used incorrectly, the wrong message will be given. Words used in the English language, even when spelt the same and sound the same, will be used automatically in the right context.

Example: Back - back down the driveway, I will back you up, please put the book back, I have a pain in my back. In BSL/ISL the meaning is signed as the word becomes redundant.

There are alternatives to this rule where by signs can be used in a figurative manner (as opposed to literal) to get the meaning across. These are acceptable and used correctly will enhance any sign production.

An example of literal and figurative meaning in sign is as follows:

In BSL we can sign, MAN JUMP-UP-AND-DOWN. This could mean that the man is literally jumping up and down. However, figurative meaning is, "the man is happy". Other examples are "Jaw drop" and "Eyes pop out" meaning surprised.

Cultural differences are also taken into account, for example - IN ONE EYE, OUT THE OTHER - (as opposed to in one ear, out the other) MY HANDS ARE SEALED (as opposed to my lips are sealed).

What is and what is not BSL/ISL

BSL/ISL is the natural language of signs that has developed in Britain over time and is the language used by the deaf community.

Firstly, it is useful to consider what is **not** BSL/ISL?

- Cued Speech
- PGSS (Paget Gorman)
- Signed English
- Sign Supported English
- Fingerspelling

Exercise/homework: Could be to learn about the above and discuss the following week

Is BSL/ISL a real human language?

1. BSL/ISL has got a grammar like English- its rules are very different and in some ways they are more flexible, but it still has got a grammar. BSL/ISL sign order is different from English word order, but it still has its own rules of sign order.
2. BSL/ISL has got a lexicon, (vocabulary) as good as English. The lexicon is not as big, but the size of the lexicon is not as important as being able to say what is necessary.

It sometimes happens that there is not a single BSL/ISL sign to express something for which English uses a single word or phrase, but there are also some BSL/ISL signs for which there is no easy translation into English. If BSL/ISL needs to it can create new signs, just as English can make new words. BSL/ISL can also borrow new signs from other languages just as English can borrow new words.

Exercise - Think of some examples in English

Déjà vu (French)

Macho, Vigilante (Spanish)

Kaput (German)

Tycoon (Japan)

Ghoul, Algebra (Arabic)

Bandanna (Hindi)

Mammoth (Russian)

Bungalow, pyjamas (Indian)

Exercise Think of some new signs in BSL

Telephone

Changes in BSL/ISL

All living languages change over time and BSL/ISL is no exception. There are reasons why languages may change over time:

- Changes in technology, science or medicine
- A new sign may replace an old sign

Exercise: Ask for examples.

Example:

- Bluetooth
- Telephone

History of sign language in schools

Exercise/homework: Discussion to accompany that.

Spoken and signed languages- the differences

Most human languages make use of the eyes and hearing and all writing is based on spoken language. Sign language is different as it uses the eyes and space and is

perceived by the eyes. BSL is still a human language even though it does not use sound.

Lexicons

Established lexicons are those found in a dictionary or words known by proficient signers. Many of the established signs are nouns and many of them can be easily translated into English words. They can be understood when they stand alone or without any context.

Productive lexicons are created by signers from component parts that are combined to create a new meaning. These components are the range of permitted:

- handshapes in BSL/ISL
- movements
- locations
- orientations
- non-manual features

The new sign always draws on visual motivation in some way. The visual nature is central to the role that a productive lexicon plays in BSL. **Example:** Satellite

Verbs

Sutton Spence and Woll discuss the following verbs

- Plain - **love, run, think** - do not move through space to show grammatical information.
- Agreement - **ask, give, telephone** - Verb moved into syntactic space (directional verbs)
- Spatial - **run, downstairs, drive to** - Verb uses topographic space

What are verbs in BSL/ISL?

Seven groups

- Verbs which have one movement away from their neutral space.
Example: help
- Verbs in neutral space which change direction and orientation. **Example:** criticise
- Verbs which use one hand to change direction while the other hand remains still.
Example: visit
- Verbs where one hand changes direction and movement and the other hand changes orientation. **Example:** tease
- Verbs which take place away from the body. **Example:** stab
- Verbs which normally contact the body. **Example:** ignore
- Verbs which take place with another sign that can show direction

Exercise: Ask learners for examples of plain verbs and agreement verbs. Ask them to identify spatial verbs that use the body as a location.

Sign Types

- Frozen (or established)
- Productive (e.g. classifier)
- Indexical
- Numbers
- Name signs
- Fingerspelling

Exercise: discuss each of these in more detail, or ask learners to complete one area as homework for discussion the following week.

Signs can be one- handed or two -handed

- One handed signs. **Example:** salt
- One handed signs that connect with body. **Example:** live
- Two handed signs, where both hands are the same shape, are active and perform identical or symmetrical actions without touching the body. **Example:** bicycle
- Two handed signs with identical handshapes and perform identical actions and contact with each other. **Example:** talk
- Two handed signs where both hands are active, have the same handshape, perform identical actions and contact the body. **Example:** cow
- Two handed signs where the dominant hand is active and the non dominant hand serves as the location for the movement, they may have the same or different handshapes. **Example:** butter

Homework: before these are discussed, ask learners to refer to BSL dictionary to see how many types of signs can be found. Discuss the following week.

Negation

Is grammatical and has three main elements:

- **Facial expression** - there are different degrees of general negation facial expression.
 - 1) mild: lips pushed out a little bit and the eyes slightly narrowed
 - 2) extreme: the eyes can be almost closed, the nose very wrinkled and the mouth very turned down, or the lip very curled.

Facial expression also involves mouth patterns, without the mouth pattern they are not complete. Examples include 'boo' 'vee'.

- **Head movement** - there are two kinds of negation head movement in BSL.
 - 1) The negation head turn - the head turns and is held there. It may then be returned to a forward facing position.
 - 2) A repeated side to side movement of the head. The repeated side to side head shake can occur all through a sentence or just at the end.

- **Negation signs** - English has many negation words. i.e. no, never, none, un..., etc. BSL has negation signs which can be found in the BSL dictionary. **Example:**
 - 1) flat hand, palm down and twisting up, with 'vee' mouth pattern, used for denial of possession, presence or experience
 - 2) flat hand across the mouth with mouth pattern 'boo' or 'poo' often used for denial
 - 3) signs used for 'don't', 'nothing', 'not yet' etc
 - 4) sign meaning 'no' however some people claim this has been borrowed from ASL

Exercise: Ask learners to give other examples of BSL negation signs and their use in sign production.

Questions

Question Structure:

- A word or sign that signals a question
- An intonation pattern or facial expression
- A characteristic word or sign order

Open - where a longer answer is required.

Closed- where a yes/no answer is required.

WH questions - e.g. What? Where? When? Why?

Rhetorical - a question that doesn't necessarily need an answer and may be asked by the signer themselves.

Exercise: Ask learners to give examples of each question in BSL.

Classifiers

They are a productive part of BSL/ISL vocabulary and use handshapes and space to add meaning.

Size and shape specifiers - describe the physical features of objects - their size and shape.

Example: flat objects are represented by flat handshapes.

Tracing classifiers - closely linked to size and shape specifiers, the hands give a clue to the shape.

Example: geometric shapes have G handshape - window, square.

Handling and instrument classifiers - categorise objects in terms of how people handle them.

Example: the closed fist is used to show gripping of narrow cylindrical objects such as ski pole

Connectors

Connectors help to link and complete sentences. **Examples:** Pauses, “as well” “also” “because”, head nods.

Formal and informal signing

In casual BSL/ISL the signing space tends to be larger and more expansive than in formal signing with less fingerspelling and more variety of non manual features. The sign lexicon may include signs used only in informal conversation. Signs may be less well articulated and may include more use of gestures. For example, a simple shrug rather than the sign ‘don’t know’.

Exercise: Ask learners, in pairs, to have an informal conversation and change over to a formal conversation. Ask them to identify the differences.

Social variation in BSL/ISL

- Social class
- Age
- Gender
- Ethnic variation
- Religious groups
- Regional dialects

Homework: perhaps ask different learners to address one section. Have a 30 minute group discussion the following week.

Age

Differences are often greater between ages in sign language than spoken English. This may be because of breaks in passing the language from generation to generation. As a broad generalisation older people may fingerspell more and have fewer clear English mouth patterns than younger deaf people.

Three major factors:

- Few deaf people with deaf parents so rarely learn sign language from their parents
- Educational changes - acceptability of signing
- As technology changes, old signs die out (ALMS) or change (telephone)

Space- syntactic and topographic Sutton Spence and Woll (1999)

Physically the signing space is exactly the same, but the space is used in two different ways. Topographic space recreates a map of the object. For example, when a room is described in BSL, things are placed in signing space according to where they actually are in relation to other things. English does not need spatial information from its speakers.

Syntactic space is created in the language by putting two ideas together to create a visual image even though they are not actually there. **Example:** I gave my friend a book.

Place the friend (anywhere in the signing space) and give the book (directional verb)

Placement and Referents

Placement allows the setting up of information in a visual way (topographical or syntactic.) Once an object or person has been placed it can then be used as a reference by pointing and if necessary interacting with directional verbs

Non manual features of BSL/ISL

Mouth patterns

Spoken components in signs - often a considerable use of spoken components in BSL, used to establish a sign, usually of a noun and a name or place.

Spoken components with first letter signs - many are derived from the first letter of finger spelled English words, often have accompanying spoken components to make the meaning clearer. **Example:** garage.

Mouth Movements - sometimes there are mouth patterns which have visual components as part of a sign- enacting. **Example:** bite, laugh.

Parallel mouth signs (used to be called multi-channel signs) - the movement of the mouth parallels the movement of the hands. **Example:** really.

Adverbs with mouth patterns often give extra information. **Example:** large, unpleasant , small.

Exercise: Ask learners to describe some mouth patterns and their meaning.

Facial expression

Actions of cheeks, brows, eyelids, and eye gaze are important parts of facial expression and are used to mark questions, vocabulary, topics, and to show emotional state.

Exercise: Ask learners for signs where facial expression is a vital part of the sign.

Role Shift

The Body - can be used to show the identity of the chosen character or entity. Role shift (body shift) can be a left to right shift or a forward to back shift. The movements can range from large side to side movements to subtle finer movements.

Character styles - this is where the age, physical and psychological state of a character can be shown by the style of signing.

Example: the character of an athlete is physical fit and energetic. An old frail person who needs support to walk would have a different body posture to an athlete. Movement and facial expressions would be used to illustrate this.

Eye gaze - orientations are an essential part of role shifts, however, they are less obvious of the shift makers. Eye gaze is used, on most occasions, in conjunction with other character markers. Once the signer has taken the role of a character, the signers eye gaze can also represent the eye gaze of the character.

Example: a character looks down, then the signer looks down.

Eye gaze has at least 5 important uses in BSL

- The eye gaze is part of the sign
- In conjunction with the location and movement of referents in signing space
- To indicate role shift
- For distinguishing false questions and genuine questions
- To invite someone else to sign
- For marking time

Also, eye gaze is important in establishing height or position of characters. **Example:** look down when talking to a child.

The eye gaze is part of the sign - in some signs, eye gaze is obligatory. **Example:** God. The sign changes if the required eye gaze is not given.

In conjunction with the location in signing space - can be used to show difference between the second and third person. Can also be used to follow movements traced by the hands. **Example:** ball flies through the air. .

Exercise: Ask learners for examples of when role shift could be used.

Exercise: Ask learners to incorporate role shift into a story.

Exercise: Ask learners to identify other uses of eye gaze.

Head nods and head shakes

Head nods are used in BSL/ISL and English to mean 'yes'. In BSL it is an important part of feedback in a conversation to show attention. The number of nods, intensity and speed are important.

Head shakes can be used to negate a rhetorical question or express emotion.

Gestures

Signs can be joined together into sentences, according to grammatical rules of BSL/ISL. Gestures cannot be combined into grammatical sentences. Some gestures are used by hearing people and also in BSL/ISL. **Example:** shrug.

Proforms

Work in a similar way to pronouns. Pronouns replace a noun. For example, you, I, he, she, etc and proform replaces another form.

The sign is used first, followed by the proform. There are four main groups:

- G hand for long and thin objects. **Example:** person
- B hand for two dimensional objects. **Example:** bed, car
- 5 hand, clawed. **Example:** cake, bush
- V hand which focuses on the legs or the eyes. **Example:** look around , walk

Aspect

Aspect allows the signer to show the timing of events, how long it went on for or is still in progress. This is done by:

- Repetition (slow or fast). **Example:** knock
- A change from straight to arcing movement
- A sudden hold at the end of a sign. **Example:** think
- An initial hold of the sign. **Example:** cross-road
- Moving the sign bit by bit. **Example:** wind up by degrees
- Moving the sign slowly: **Example:** gradually-approach

Other ways of showing aspect:

- The use of: finish, been
- Often, always, frequently, normally

Plurals

In English we can make something plural, which means more than one.

Add 's' to the end of the word. **Example:** cat = cats.

Or we can change the word completely. **Example:** mouse = mice.

BSL/ISL plurals are different. There is no regular addition to the end of a sign.

There are several different ways of making a noun plural in BSL/ISL:

Distribution - some plurals are made by repeating the sign, with each repetition distributed in a different location. **Example:** Children.

Quantifiers - one, two, three, few, many etc. Quantifiers usually come before the noun. **Example:** He buys two cakes. But can also be 'quantifiers copying' before and after the noun. **Example:** He buy ten cake ten.

Proforms - use of proforms in distributive plurals. **Example:** BED +++ the proform is repeated distinctly in different locations. It means there are those numbers of beds in those locations. It is also possible to combine the use of quantifiers and distributives **Example:** if we wanted to say there were five beds in a row in those locations.

Collective plurals - can be shown by a sweeping movement of the verb across an arc that refers to the plural object. **Example:** I invite you, I ask you all etc.

Exercise: Discuss different plurals in BSL.

Name signs

Place name signs - even if a signer knows the sign for a name place, they will often fingerspell it, in full, at least once. Signs for places are often immediately followed by an index for their location. Signs for places may be local to that area and may be signed differently by people outside that area.

Exercise: Ask learners to think of some. Examples: Scotland. Leeds, London

Brand names - because of product changes, new signs are often being developed for brand names.

Exercise: Ask learners to think of some. Example: McDonalds.

Personal sign names – personal names are **not** used to address a person, but to refer to them.

Timelines (Tenses)

Timelines are probably the most frequently mentioned way of describing how BSL uses space to show time. Some linguistics literature suggests there are five time lines:

Line A - Back shoulder to chin to front/visa versa

Line B - On arm

Line C - Front line across body

Line D - Low to high

Line E - Front body/front line.

Unit 321 - Understand varied British/Irish Sign Language in a range of work and social situations

Explanation of Assessment Criteria

Learning outcome 1: Be able to understand social interaction.

1.1	Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations	
	a. introductions	Welcome. My name is Sarah. This is Mark and his wife Susan. Introduce a subject for a discussion, or explain what will be discussed.
	b. greetings	Hello. How are you? Hi, how have you been? Haven't seen you for a long time.
	c. thanks	Thank you for coming. Thank you for discussing this with me. This has been very interesting, thanks.
	d. apologies	I'm sorry to hear that. I regret that has happened. Sorry we need to finish now. Sorry I can't remember.
	e. leave-taking	Ending a conversation - I have finished. I must go, bye! Thanks for having me, see you tomorrow/next week.
1.2	Distinguish opinions from facts	
	Tell the difference between someone's opinion and a fact. The candidate can understand other's views by agreeing or disagreeing.	

1.3	Recognise the time-frame of signed accounts – whether past, present, future or conditional
	<p>Timelines:</p> <p>Past – last year, last week, ages ago.</p> <p>Present – now, today, this week.</p> <p>Future – next year, next week, tomorrow.</p> <p>Conditional – ‘If’ and ‘then’ phrases</p>
1.4	Recognise most common variations in signing style and articulation
	<ul style="list-style-type: none"> • Signing common everyday Level 3 signs/vocabulary. • Style – speed, big, small, NMF. • Articulation – clear handshapes, fluency, flow, pace, use of clear handshapes with correct orientation and movement, correct choice of vocabulary (context)
1.5	Distinguish between signs used in formal and informal situations
	<p>Distinguish – to tell the difference between signs used in formal and informal situations.</p> <ul style="list-style-type: none"> • Formal situations – meetings, conferences, tests, exams, interviews, projects, presentations. • Informal situations – discussions, conversations.
1.6	Follow everyday signs and other non-verbal polite conventions
	Deaf touching, waving, eye gaze to attract attention or ‘my turn’, head nodding

Learning outcome 2: Understand signed communication in a range of familiar work and social situations.

<p>2.1</p>	<p>Follow, from sign language containing varied vocabulary and sentence structures:</p> <table border="1"> <tr> <td data-bbox="245 472 544 667"> <p>a. questions or enquiries</p> </td> <td data-bbox="544 472 1430 667"> <p>Would you like a cup of tea? Can you explain about Deaf Culture? How do you feel about that? Have you seen the news recently?</p> </td> </tr> <tr> <td data-bbox="245 667 544 862"> <p>b. Needs</p> </td> <td data-bbox="544 667 1430 862"> <p>I need to know more about training opportunities, the college needs more CSWs. I don't understand, I need more information.</p> </td> </tr> <tr> <td data-bbox="245 862 544 996"> <p>c. Feelings</p> </td> <td data-bbox="544 862 1430 996"> <p>Different feelings or emotion – appreciation, happy, sad, disagree, disappointment, content, stressed, angry.</p> </td> </tr> <tr> <td data-bbox="245 996 544 1131"> <p>d. Humour</p> </td> <td data-bbox="544 996 1430 1131"> <p>Need to identify humour – teasing comments, funny statements, understanding a joke.</p> </td> </tr> <tr> <td data-bbox="245 1131 544 1626"> <p>e. instructions or advice - recognising their urgency or priority</p> </td> <td data-bbox="544 1131 1430 1626"> <p>A set of items to achieve something or some advice about a subject, i.e. health, food and diets.</p> <p>I suggest you contact the NHS about improving their services.</p> <p>Giving specific details of the findings of results of the fire drill activity.</p> <p>Giving health and safety instructions.</p> </td> </tr> </table>	<p>a. questions or enquiries</p>	<p>Would you like a cup of tea? Can you explain about Deaf Culture? How do you feel about that? Have you seen the news recently?</p>	<p>b. Needs</p>	<p>I need to know more about training opportunities, the college needs more CSWs. I don't understand, I need more information.</p>	<p>c. Feelings</p>	<p>Different feelings or emotion – appreciation, happy, sad, disagree, disappointment, content, stressed, angry.</p>	<p>d. Humour</p>	<p>Need to identify humour – teasing comments, funny statements, understanding a joke.</p>	<p>e. instructions or advice - recognising their urgency or priority</p>	<p>A set of items to achieve something or some advice about a subject, i.e. health, food and diets.</p> <p>I suggest you contact the NHS about improving their services.</p> <p>Giving specific details of the findings of results of the fire drill activity.</p> <p>Giving health and safety instructions.</p>
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<p>2.2</p>	<p>The general meaning of presentations or discussions</p>										
	<p>Watch or observe a discussion/presentation and be able and answer questions to show understanding.</p>										

2.3	Specific details from everyday accounts
	The candidate will watch a discussion, conversation or a debate in BSL. The candidate will show they have understood by answering questions relating to the discussion.

Learning outcome 3: Understand a broad range of vocabulary.

3.1	Recognise:
a. a broad general vocabulary	Everyday signs using Level 3 vocabulary.
b. key work-related terms	Varied Level 3 vocabulary, i.e. not used everyday, only specific areas such as the topics listed in the Qualification Specification.
c. connectors (signs, enumerators, pauses, changes in facial expression)	Enumerators – 1 st , 2 nd , 3 rd , etc. Appropriate pauses instead of “and”, “but”, “because”, “if”, etc. Good connectors – “example”, “like” (Sarah is like her mother), “similar”, “yet” (not yet).
d. terms for discussing numerical data (e.g. fractions, statistics, all numbers)	Plurals – went three times to the shops. Fractions – one third, quarter, half. Statistics – number of people or items, percentages. All numbers – calendar, time, dates, money, weight, measures, size, ages. Metric and imperial weight, i.e. kilo/pound; gram/ounce; litre/pint.

Learning outcome 4: Understand a range of grammatical forms.

4.1	Recognise:	
a. major verb forms (and ways of expressing present, past, future, conditional)	<p>Walked, walking, will walk.</p> <p>Been write, writing, will write</p> <p>Been shop, shopping, will shop.</p> <p>Conditional – go to seaside if lovely weather. If rain, I will go to cinema. (do not sign or fingerspell “if”)</p> <p>Expresses the relationship between two sentences – if I am late for work tomorrow then I can’t leave early.</p> <p>If I decide to work today then I can have tomorrow off.</p> <p>If I found her email I would have sent her an email.</p> <p>It is unlikely it will rain tomorrow, if it does rain then I will cancel the bbq.</p>	
b. negatives	No, cannot do it, impossible, won’t, disagree	
c. formal and informal ways of expressing permission and obligation	<p>Informal – can I have a copy of the written notes of the meeting yesterday?</p> <p>Formal – please e-mail me the attachments; may I have your confirmation so that I can cancel the flights and car parking to Glasgow?</p> <p>MODAL – Must, should, can, want</p>	
d. standard question forms	<p>Open – where a longer answer is needed.</p> <p>Closed – where a shorter answer is needed.</p> <p>Probing/WH questions – e.g. What do you mean? Where did you learn that? When did you do that? Where were</p>	

		<p>you born?</p> <p>Follow up questions – questions to follow up on points made during a discussion.</p> <p>Rhetorical (RH) questions – e.g. my name what? Sarah.</p>
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Unit 322 – Use Varied British/Irish Sign Language In A Range of Work and Social Situations

Explanation of Assessment Criteria

Learning outcome 1: Maintain social contact with a BSL user.

1.1	Use appropriate phrases for:	
	a. initiating a conversation	How to start a conversation, introducing topic or presenting information to talk about, introduce one another. Hello, my name is Sarah, the topic today is health services.
	b. thanking	Give thanks and appreciation – thanks for your time, thanks for helping me, thanks for the information.
	c. leave taking	Show how to end a conversation politely – thank you the assessment has finished. Thanks for discussing this with me, see you tomorrow/next week.
1.2	Adapt signing style for formal and informal situations	
	Formal situations – meetings, conferences, interviews, projects, presentations. Informal situations – discussions, conversations.	
1.3	Use a range of signed and other non-verbal cultural conventions	
	Deaf touching, waving, eye gaze to attract attention or 'my turn', head nodding/shake.	
1.4	Use strategies to keep a conversation going:	
	a. show whether	Follow up, add information to conversation or

	he/she is following a conversation	discussion, change subject, off subject and back again.
	b. ask for repetition or clarification if necessary	Know how to ask again. Can you clarify? I don't understand, please explain. What do you mean?

Learning outcome 2: Use varied BSL to communicate in a range of social and work-related situations.

2.1	Adapt a range of expressions and grammatical structures to express	
	a. advice, suggestions or instructions	Suggest/advice to improve things, to make it work – e.g. doctors' surgeries could have display boards to make it more accessible for Deaf people. Give step by step of what needs to be done – e.g. fire evacuation procedures. Instructions on how to apply for a job.
	b. a range of feelings	Able to express different range of feelings: happy, sad, worried, concerned, delighted, funny, etc.
	c. Opinions, beliefs	Give your opinion or belief – e.g. children should not start school until they are five, all children should be given free nursery places, gym membership should be free.
2.2	Maintain accuracy and fluency in familiar situations	
	Signs to show clear handshape, correct choice of vocabulary (context) movement, flow, appropriate speed, so others can understand.	

2.3	Use accurate articulation and stress
	Delivery of BSL has to be clear, with correct handshapes, orientation and movement with little errors, and in the right emphasis with mood, movement, grammar, pace, flow.

Learning outcome 3: Be able to use a broad range of vocabulary.

3.1	Use:								
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">a. a broad general vocabulary</td> <td>Everyday signs using Level 3 vocabulary.</td> </tr> <tr> <td>b. key work-related terms</td> <td>Varied Level 3 vocabulary, i.e. not used everyday, only specific areas such as the topics listed in the Qualification Specification.</td> </tr> <tr> <td>c. connectors (signs, enumerators, pauses, changes in facial expression)</td> <td> Enumerators – 1st, 2nd, 3rd, etc. Appropriate pauses instead of “and”, “but”, “because”, “if”, etc. Good connectors – “example”, “like” (Viv is like her mother), “similar”, “yet” (not yet). </td> </tr> <tr> <td>d. pronouns</td> <td>Pronouns – he, she, its, this, using referents (pointing in space), and possessive pronouns mine, hers, ours, his, theirs. Also establishing items in space and referring back to them</td> </tr> </table>	a. a broad general vocabulary	Everyday signs using Level 3 vocabulary.	b. key work-related terms	Varied Level 3 vocabulary, i.e. not used everyday, only specific areas such as the topics listed in the Qualification Specification.	c. connectors (signs, enumerators, pauses, changes in facial expression)	Enumerators – 1 st , 2 nd , 3 rd , etc. Appropriate pauses instead of “and”, “but”, “because”, “if”, etc. Good connectors – “example”, “like” (Viv is like her mother), “similar”, “yet” (not yet).	d. pronouns	Pronouns – he, she, its, this, using referents (pointing in space), and possessive pronouns mine, hers, ours, his, theirs. Also establishing items in space and referring back to them
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	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">e. expressions to identify or discuss numerical data</td> <td> Plurals – went three times to the shops. Fractions – one third, quarter, half. Statistics – number of people or items, percentages </td> </tr> </table>	e. expressions to identify or discuss numerical data	Plurals – went three times to the shops. Fractions – one third, quarter, half. Statistics – number of people or items, percentages						
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(fractions, statistics, all numbers)	All numbers – calendar, time, dates, money, weight, measures, size, ages. Metric and imperial weight, i.e. kilo/pound; gram/ounce; litre/pint.
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Learning outcome 4: Be able to use a range of grammatical forms.

4.1	Use BSL/ISL Sign Order
	Using structures such as ‘Topic Comment’, ‘Question Forms’, ‘Chronological Order’ – (Time), ‘Conditional Clauses’ – also correct usage of mouth patterns
4.2	Use varied grammatical forms, positive and negative, to express:
a. present	Now – today, this week. I drove here today (express positive by nodding head).
b. past	Yesterday, last week, two days ago, last year, not last week. I didn’t go to the Deaf Club last week (express negative by shaking head).
c. future	Next week, tomorrow, next month, later on.
d. conditional	Expresses the relationship between two sentences – if I am late for work tomorrow then I can’t leave early. Conditional – go to seaside if lovely weather. If rain, I will go to cinema. (do not sign or fingerspell “if”) If I decide to work today then I can have tomorrow off. If I found her email I would have sent her an email. It is unlikely it will rain tomorrow, if it does rain then I will cancel the BBQ.

4.3	Express modal verbs (can, must, want, should)
	Use with NMF, with stress and emphasis.
4.4	Use standard questions forms
	<p>Open – where a longer answer is needed.</p> <p>Closed – where a shorter answer is needed.</p> <p>Probing/WH questions – e.g. What do you mean? Where did you learn that? When did you do that? Where were you born?</p> <p>Follow up questions – questions to follow up on points made during a discussion.</p> <p>Rhetorical (RH) questions – e.g. my name what? Sarah.</p>

Learning outcome 5: Be able to use reference sources.

5.1	Use language reference sources effectively to clarify and confirm meaning of signs in varied usage
	<p>If the candidate is planning a presentation on health procedures and needs to learn a new sign to present information they could:</p> <ul style="list-style-type: none"> • use various websites • use reference books for example Dictionary of British Sign Language • use DVDs, video tapes (there are old ones about) • ask role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers • ask other people who have Level 3 or above – peers, communicators, interpreters. <p>The candidate should show the reference source they have used in their presentation or conversation.</p>

Topics

The topics for this qualification are listed below and also in the Qualification Specification and must be taught. Assessment material will focus on one or more of these topics:

- Home life
- Social/Recreational Activities
- Education and Training
- Employment
- Consumer Issues and Daily Living
- Deaf History and Culture

In preparation for teaching these topics the teacher should do their own research and prepare classroom/homework activities.

Here are some examples of what could be taught for each topic. The bullet points listed under each topic are only suggestions of what could be covered in the teaching programme but will be used as a foundation in preparing assessment material.

Home life

- Good parenting
- How have things changed over time?
- Hearing parents and deaf children
- Deaf parents and hearing children
- Deaf parents and deaf children
- What are the differences in a Deaf home compared to others?
- How do these homes cope with technology? – What would be the best advice?

Social/recreational activities

- Leisure activities
- Cinema - types of films, a good film I have seen, access to the cinema for deaf people, frequency of subtitled films – new films
- Sport/exercise – are these accessible for Deaf people?
- Deaf clubs
- Social exclusion for deaf people
- Deaf Conferences e.g. BDA, Deaf Utility, Rallies, Deaf Sport
- Interpreted theatre, Deaf theatre (Deafinitely Theatre, Graeae)
- Deaf Comedy, humour

Education and Training

- Pre-school education
 - Nursery costs, should every child have a free nursery place?
 - Will any nurseries accept deaf children or deaf children with additional needs?
- What age should children start school?
- Deaf children
 - What support is available in mainstream schools for deaf children?
 - Why are deaf schools closing?
- BSL in schools
 - Should BSL be part of the National Curriculum?
- University costs - What support is available?

Employment

- Getting a job
 - Young people's attitudes to work – do they expect a job to 'come on a plate'?
 - Can Deaf people gain support? Access To Work

- What obstacles do Deaf people face in getting a job?
- Where can unemployed Deaf people get support in applying for jobs?
- Having a job
 - Flexible working hours – should everyone be entitled to this or just parents?
 - Discrimination at work
 - What obstacles do Deaf people face in employment?
 - Will Access to Work be available to all?
- Modern Apprenticeships (Positive Signs)
- Retirement
 - What age should people be able to retire?
 - Pensions – should people be expected to work longer than 65 before getting a pension?
 - How will Deaf people decide on annuities or pensions?

Consumer Issues and Daily Living

- How can Deaf people contact the bank/electric or gas board, contact the Council?
- Telecommunication – what is there for Deaf people?
- What barriers do Deaf people face on a daily basis?
- How could shops/supermarkets be more accessible?
- Health
 - food, drink, obsessions and addictions
 - keeping fit
 - dieting
 - access to health services for deaf people, communication barriers

Deaf History and Culture

- History of fingerspelling
- The origins of Sign Language up to BSL Recognition

- The Milan Conference 1880 and 2010 official apology
- History of deaf schools
- Deaf culture
 - Social norms – Deaf people do not view deafness as a disability
 - Different rules of etiquette/manners
 - How Deaf people communicate with others, attract others attention
 - Are Deaf people more direct than hearing people?
 - How does Deaf culture differ to hearing culture?

Classroom Activities/Preparing for Assessment

Unit 321 (Receptive activities)

Additional study/practice for this unit could include:

- Teachers could find BSL/ISL clips of people having a conversation then create questions linked to these clips and allow time in the lesson for candidates to watch and answer questions.
- Two or three centres could work together and create ‘conversation’ BSL/ISL clips linked to the topics and assessment criteria to share amongst their centres **(Remember that students will need to learn regional variations)**.
- The teacher could sign a story or ask students to watch a video clip in BSL/ISL and ask them to write a transcript of what they have seen.
- Having access to Deaf magazines is useful – British Deaf News, One in 7, Deaf History Society – Deaf History Journal, check NDCS website etc.
- The teacher could give students a topic to research and create a quiz on the topic that will be signed in BSL/ISL. Students can discuss the topic and answer the questions.
- Teachers should encourage students to watch clips in BSL/ISL on websites or watch TV programmes that are interpreted as homework to practice their receptive skills.

Unit 322 (Productive activities)

Additional study/practice for this unit could include:

- Introducing a number of new signs and asking students to keep a diary/vocabulary bank for them to review regularly.
- Asking students to research a topic and prepare a presentation on the topic. Research could include interviewing Deaf friends, going to a Deaf Club asking questions, creating a questionnaire, etc. The teacher and student could also have a conversation based on the topic as this would be good practice for the assessment.
- Students could work in groups to discuss the topics in the Qualification Specification and present their material/research to the rest of the group or the teacher.
- Debates - the class could have a group debate on a specific topic, the teacher should make sure all candidates have the opportunity to participate.
- Interviews – students can interview each other on a specific topic and feedback to the group on their findings.
- Teachers should provide the names/contacts of local Deaf Clubs/Pubs to students and encourage them to attend.

The above lists are just an example of activities that teachers could prepare. It is very important that teachers try to link the activities during lessons to the topics in the Qualification Specification.

Ideas of Assessment Criteria that could be covered by the presentation (Part A)

AC	How candidates could cover the Assessment Criteria
1.2	Remember formal style should be used as it is a presentation
2.1a	Possibly give advice or suggestions on something they have researched, give instructions on something
2.1b	Explain how they felt about something they have found during their research
2.1c	Give opinion on what they have found in their research
2.2	Make sure they choose the right signs (in context) keep signing smooth
2.3	Make sure hand shapes are clear, correct orientation and movement. Use facial expressions and emphasis to demonstrate stress
3.1a & b	Should have a good range of vocabulary – may need to research signs for topic which would also cover 5.1
3.1c	Use connectors, pauses, change facial expressions, shrug shoulders, hold a sign. Don't use 'and; 'but', 'also' etc
3.1d	When signing all the information establish items in signing space and refer back to the item, without signing the name again. Also use for he, she, them etc
3.1e	How many times, how often, percentages, statistics found in research etc
4.1	ESSENTIAL – all candidates should use BSL sign order/structure
4.2	Use positive or negative findings from research and link to time lines.
4.3	Could include modal verbs such as can, must, want, should - you felt must do that or should do this, but want that etc
5.1	Candidates may have to research into new signs for their presentation.

Ideas of Assessment Criteria that could be covered by the conversation (Part B)

AC	How candidates could cover the Assessment Criteria
1.1a	Start the conversation - introducing topic, introduce one another.
1.1b	Thank the teacher at end of conversation
1.1c	At end of conversation say 'farewell, or goodbye' to teacher
1.2	Most conversations should use informal style
1.3	Use head nodding, eye contact, turn taking
1.4 a	Use follow up questions, back channelling, head nodding, make comments, add information to conversation.
1.4b	Ask for repetition or clarification of something the teacher has signed
2.1a	Possibly give advice or suggestions on something they have researched, give instructions on something
2.1b	Explain how felt about something they have found during their research
2.1c	Give opinion on what they have found in their research
2.2	Use the right signs (in context) keep signing smooth
2.3	Use handshapes that are clear, with correct orientation and movement. Use facial expressions and emphasis to demonstrate stress
3.1a &b	Use a good range of Level 3 vocabulary
3.1c	Use connectors, pauses, change facial expressions, shrug shoulders, hold a sign. Don't use 'and', 'but', 'also' etc
3.1d	When signing information try to establish items in signing space and refer back to the item, without signing the name again. Also use for he, she, them etc
3.1e	How many times, how often, percentages, statistics found in research etc
4.1	ESSENTIAL - all candidates should use BSL sign order/structure
4.2 a-d	Use positive or negative findings from research and link to time lines.
4.3	Could include modal verbs such as can, must, want, should - you felt

	must do that or should do this, but want that etc
4.4	Can ask teacher some question about the topic

Additional information

- Teachers should make sure that candidates are aware and understand the assessment criteria when preparing for their assessment to make sure that they include everything.
- Remind candidates that they will not be marked on the structure of the presentation just the BSL content.
- Teachers could make notes throughout the candidates presentation to look out for what has been missed so they can cover it in the conversation
- **Remember Essential Criteria E1, E2 and E3 for unit 322 - candidates must achieve an overall score of at least 38/64, including two or more points for each of the Essential Criteria in order to pass the assessment.**

Hints for effective lesson planning

Lesson planning is very important. Good planning will keep teachers organised and on track while teaching. There is a lot to cover in the Level 3 BSL/ISL qualification and planning lessons will help both the teacher and students.

When planning you must remember to:

- Keep the learners interested and prevent boredom
- Have good and interesting learning materials/resources

- Give them plenty of activities
- Make sure lesson is balanced not just the teacher signing

When teaching you must:

- Try not to follow lesson plan too rigidly – be flexible
- Allow learners to question or tell their own experiences
- Keep the activities short – no more than 20 minutes long
- Give no more than 25 signs per lesson – learners usually remember no more than 7 new things in one go
- Give plenty of reinforcement – this will help them to remember better
- Make lessons fun

Learners need:

- Time to remember, recap and check
- To be given few signs to remember, in any one phrase
- Group activity
- Stories, question & answer and conversation to learn, rather than a list of words

Resources

Suggested websites:

- Signature – www.signature.org.uk
- See hear – www.bbc.co.uk/seehear
- Sign Post – www.signpostBSL.com
- Sign Station – www.signstation.org

Suggested Deaf magazines:

- British Deaf News
- One in 7
- Deaf History Society – Deaf History Journal
- NDCS website

Suggested DVDs/CD-ROM:

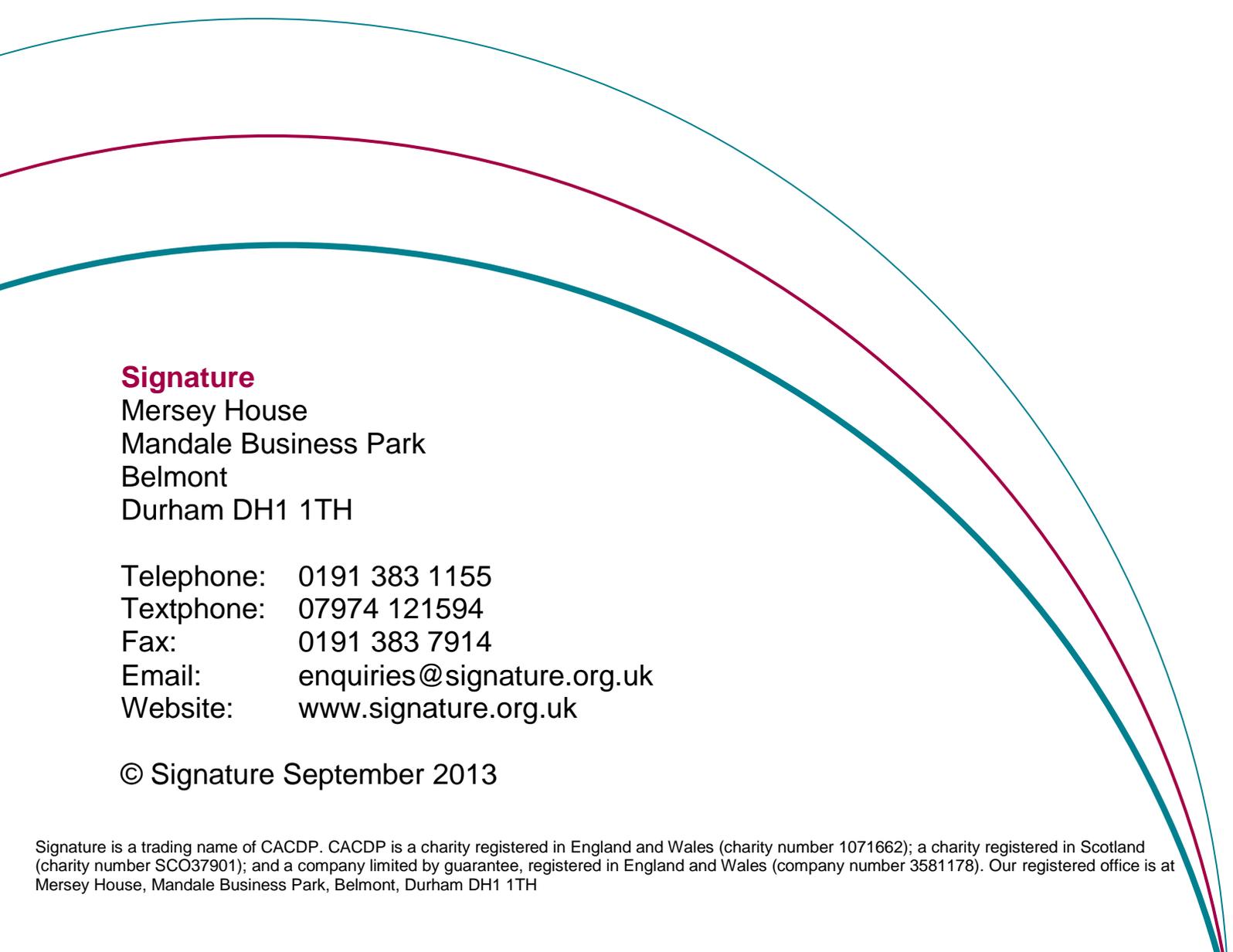
- Deaf Voices/More Deaf Voices DVDs –
<http://shop.signature.org.uk/products/show/level3>
- Advanced Dictionary of British Sign Language – Microbooks
- Complete Dictionary of BSL
- Sign-Away CD-ROM
- BSL Works CD-ROM
- www.thesignlanguagepeople.co.uk
- Also see www.actiondeafness.org.uk and www.forestbooks.com
- The Linguistics of BSL - An Introduction – R Sutton-Spence and B Woll

Suggested Books:

- Dictionary of BSL/English – British Deaf Association
- Sign Language – The Study of Deaf People and their Language – Cambridge University Press
- Words in Hand – a structural analysis of the signs of BSL
- The Linguistics of BSL - An Introduction – R Sutton-Spence and B Woll

Students should be encouraged to gather up-to-date information from websites, journals and magazines wherever possible.

- Media: TV, newspapers, magazines
- Relevant textbooks
- Internet: educational websites
- Organisations, e.g. Signature, British Deaf Association (BDA), Deaf Ex-Mainstreamers Group Ltd (DEX), Deaf Education for Listening and Talking (DELTA)
- Schools, colleges and universities, locally and nationally



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