



3.

TEACHING ENGLISH
FOR DEAF STUDENTS

TOOLBOX



COMPREHENSION

LISTENING COMPREHENSION

Sign language hearing impaired users



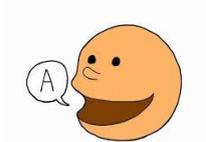
Specific recommendations

- No inclusion in a mainstream class if English translated into sign language.

Methods

- No listening activities.
- Use videos with English subtitles.
- The teacher can speak English isolated words and short and simple phrases to make the pupils used to lip shapes and intonation and able to know when English is used around them.
- Inclusion into mainstream system is therefore not relevant, due to the place given to oral activities.

Oral language hearing impaired



users

Specific recommendations

- Do not play the tape,
- Read the text aloud,
- Ensure visual contact for lip reading,
- Speak isolated words, simple phrases,
- When available/suitable use cued speech as a supportive method (see description in separate part below)
- Inclusion in the mainstream English class if information and advice given to the English teacher and the hearing pupils about the consequences of hearing impairment / possibility of a Cued Speech support during the lessons with a Cued Speech transliterator.

Methods

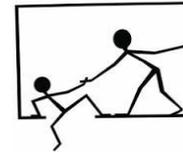
- Listening to the new words and simple phrases with visual helps : lip-reading / Cued Speech (see cued speech chart document) if the pupils have been trained in Cued / written support (the words or phrases) / illustrations (images of the words or phrases) / phonetics of the words and phrases even if the pupils don't know phonetics / English



subtitles for videos/phonetics of the words by using common written sounds like:
boat→[beuwt] or choose→[tchouuz]

- Listening comprehension: Cued Speech during auditory documents if deaf pupils have been trained in CS- if they can read CS. Adapt the CS speed according to the pupil's CS reading level.
- New vocabulary: pupils practice with a computer program

Hearing impaired users with additional disabilities

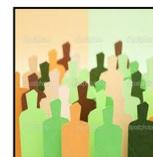


Specific recommendations

- Do not play the tape,
- Do not read the text aloud,
- Speak isolated words (greetings, simple short words, very basic vocabulary),
- Ensure good visual contact.

Methods

- Listening activities of simple words or / and sentences if the pupils have access to oral language with visual help: lip reading / illustrations / Sign Language images.
- If possible, listening activities of simple words or / and basic sentences if the pupils have access to oral language with no visual help.



Hearing impaired users in a mixed group

Specific recommendations

- Do not play the tape.
- Read the text aloud only if your students can profit from loud reading and if you intend to teach them pronunciation, in this case ensure visual contact for lip reading.
- Speak isolated words, simple phrases.
- Use finger alphabet (that should be in maternal sign language, just for older and motivated students you can later switch for BSL finger alphabet) to visualize the spoken form.
- When available/suitable use cued speech as a supportive method (see description in part Cued Speech).

See docs. attached

EXAMPLES OF TEACHING METHODS	TARGET GROUP
<p>Doc.1. listening to new vocabulary pupils drill with computer program ensure visual contact for lip reading</p>	



COMPREHENSION

READING COMPREHENSION



Sign language hearing impaired users

Specific recommendations

- Pupils are introduced to use internet dictionary or picture dictionary, translator;
- Support autonomous work;
- Prefer texts with clear picture support, comics etc.;
- For A1 level translate new texts word by word;
- They translate to maternal lang. (sign or verbal) or any indication of understanding is accepted;
- Do not correct the verbal maternal lang. if used;
- For the first (second) year they are also given selected new vocabulary just for the specific lesson, later on this help is not given
- New vocabulary: pupils always learn with flash cards and word cards – method of global reading.

Methods

- Use of texts same level as the hearing pupils, comics : work with the pupils on a reading methodology based on the paratext to find the topic (pictures, title, author, source if there is any) and a simple analysis of the language (identifying the verbs, the subjects + answering the 4 WH questions with a colour code: Who, What, Where, When).
- Read the text once; catch known words or words similar to words from another written language they know.
- Use of flashcards.
- General questions using Sign Language to avoid mixing reading and writing tasks (concentrate on understanding only).
- True/False exercises, charts to fill with information from the text and / or detailed questions in English (answers and justifications are asked).



Oral language hearing impaired users

Specific recommendations

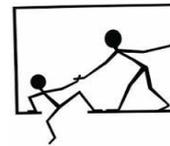
- Use online dictionaries and picture dictionaries;



- Support autonomous work;
- Prefer texts with clear visual support, comics, flash cards.

Methods

- Detailed questions in English (+ written if needed) or maternal language if the pupil is really blocked in English.
- Methodological reading support: study of the paratext + analysis of the language + colour code for the 4 WH questions.
- For pupils included in mainstream for support lesson: Additional text according to the topic studied during the lesson or text from the lesson that needs to be read again.



Hearing impaired users with additional disabilities

Specific recommendations

- Pupils are introduced to use picture dictionary and Google picture searching;
- They have always access to them;
- Support autonomous work;
- Prefer texts with clear picture support, comics etc...;
- For A1 level translate new texts word by word (only the meaningful words – omit the, a, are, did etc...);
- They translate to maternal sign language or any indication of understanding is accepted;
- New vocabulary: pupils always learn with flash cards, word cards and British finger spelling – method of global reading.

Methods

- Functional reading of simple texts (reading a text to do/create something, see example: create your own game)
- Texts with illustrations
- Texts written by the teacher
- Introduce BSL online dictionary.
- Introduce „Google picture way“.
- New vocabulary is always given.
- Vocabulary is always presented through pictures and/or maternal sign language.



Hearing impaired users in a mixed group

Specific recommendations

- Support student's autonomous work.
- Use internet/PC dictionary/translator/ „Google picture way“ (to work out the meaning of the word through pictures)
- Always prefer texts with clear picture support, comics.
- For A1 level translate new texts word by word (only the meaningful words – omit the, a, are, did etc...;
- Translate to maternal language (sign or oral) or any indication of understanding is accepted.
- Do not correct maternal lang. if used.
- For the first (second) year they are also given new vocabulary lists just for the specific lesson in advance, later on this help is not given.
- New vocabulary for very beginners: always teach with flash cards and word cards – method of global reading.

Methods

- First introduce IT skill (how to find a word on the internet/PC and use it, use translator for pupils that can benefit from it).
- Students are instructed – not to translate whole sentences.
- Check the words they pick.
- Correct if the meaning is wrong, go back to dictionary/translator, emphasize the meaning of the sentence, the story or the visual support and help them to choose a more appropriate word.
- Working with the new text (very beginners, young learners):
 - Students are given a new text.
 - They are allowed to use the internet/PC help.
 - They are asked to prepare own „help“ – words they do not know, write in their notebooks and work out their own vocabulary list in the same order as the words appear in the text.
 - When students are ready, we check the translation together.
- Work on English cultural topics.
- Work on deaf topics, use English Art Pi! Magazine on deaf culture (see link in part Special recommendations)
- For very beginners or young learners:
 - Introduce the text with the pictures or as comic.



- Work out the general meaning and do the translation with the help of the pictures.
 - Use the same text rewritten without visual help, the text is translated again at the same and at the following lesson.
 - Few words are extracted from the text and kids are supposed to put them on the right place.
- Working with text for 2nd and 3rd yr of learning:
 - Same conditions as for the beginners, add a different task for understanding:
 - according to text pick from possible answers;
 - decide – true/false
 - answer a simple question with one word;
 - correct the sentence;
 - write into a notebook – all adjectives, animals, vegetables, verbs (according to current lesson, vocabulary or grammar).
 - Working with the text for all years – matching whole texts / parts of the text with pictures, or choose from two similar pictures the right one.

See docs. attached

EXAMPLES OF TEACHING METHODS	TARGET GROUP
Doc. 2 Text with clear picture support	
Doc. 3 Chart to fill with information from the text	
Doc. 4 Detailed question in English	
Doc. 5: Few words are extracted from the text and kids are supposed to put them on the right place	
Doc. 6 Few words are extracted from the text and kids are supposed to put them on the right place	
Doc.7 Work on English cultural topics	
Doc. 8 Work on English cultural topics	
Doc. 9 Work on English cultural topics	
Doc.10 Work on English cultural topics	
Doc. 11 Work on English cultural topics	
Doc. 12 Work on English cultural topics	



Doc. 13 Work on English cultural topics



Doc. 14 reading new word helping



SPEAKING

INTERACTION



Sign language hearing impaired users

Specific recommendations

- Work on speaking skills only if the pupil is intelligible enough and motivated by it.
- When possible, work on greetings or very short usual sentences or words (ex: “hello” / “how are you?” / “I’m fine” / “good bye”). No complex sentences.
- If those pupils do not talk in their maternal language, there is no point in making them speak English.... Their inclusion in the mainstream system using maternal sign language to make them have access to the sense is not relevant in an English lesson: in order to acquire a foreign ORAL language.

Methods

- Use drama and role play, basic social situations.



Oral language hearing impaired users

Specific recommendations

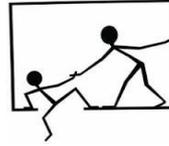
- No background noise,
- Work one to one or in small groups,
- Ensure visual contact for all group members,
- Speak slowly and clearly.

Methods

- Reading aloud to work on pronunciation.
- Repeat the words and phrases.
- By the English teacher or by the transliterator in mainstream class: use Cued Speech when pupils are talking in class in order to let the deaf pupil have access to what they are saying (if he can read CS).



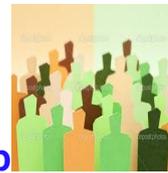
- By the transliterator in mainstream class: use Cued Speech when pupils are working in groups if there is/are (a) deaf pupil(s) who can read CS.
- For pupils included in mainstream, for support lessons: Conversation using the words and expressions from the pupil's lesson.



- Hearing impaired users with additional disabilities

Specific recommendations

- Practise greetings only.



Hearing impaired users in a mixed group

Specific recommendations

- Make sure there is a proper eye contact – sitting in the circle, lights on.
- Do not let the conversation be quick or chaotic, keep it short.
- Always support the speaking of new words with finger alphabet (first written form then spoken one, if used).
- Let students lip read right pronunciation.
- Let them say and sign (finger alphabet) the spoken form of the word.
- Always repeat the person's input to the rest of the group (use finger alphabet, prefer written form of the word).
- Keep interactions basic, simple, do not use long sentences (use maximum 3 - 4 words).
- Do not force students to speak aloud.
- If they are willing to speak, do not correct their pronunciation too strictly.



SPEAKING

SPEECH

Sign language hearing impaired users



Specific recommendations

- Do not teach oral speech
- According to the pupil's skills and willingness, accept BSL speech.

Oral language hearing impaired users



Specific recommendations

- Monologue possible depending on the intelligibility of the pupils and their motivation / willingness.

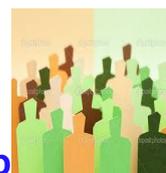
Hearing impaired users with additional disabilities



Specific recommendations

- No monologue speech

Hearing impaired users in a mixed group



Specific recommendations

- If pupils are able/willing they can speak.
- Always translate (finger alphabet) or sign to the rest of the group.
- Use PowerPoint presentation as a visual help (pictures related to topics, titles, main ideas).

Do not correct the pronunciation too strictly.



WRITING

Sign language hearing impaired users



Specific recommendations

- When writing sentences always use the whole correct example/sentence/structure on work sheets or on the black board.
- Make sure pupils understand all the words (sign them).
- Start with short, simple texts.
- Personalize the task (ask them to write about their personal dates, family, hobbies, favorite animals etc...)
- Check if what is written is actually what they want to say (let them sign).
- Make it gradually longer and more difficult.
- Practice writing regularly.
- Keep on mind that sign language structure is completely different from oral language one.

Methods

- Set the structure and the layout.
- Support your students with many examples of suitable vocabulary – use pictures, mind maps, elicit ideas from students, brainstorm.
- Give students a model.
- Make it understandable, work on the text – ask your students for general, detailed or specific information, ask them to translate the text into their mother tongue.
- Make them pay attention to the key points (underline or color them),
- Give them structure, form and layout.
- Write down most important words and phrases and drill them.
- Give students a formula with blanks and explain what goes where.
- Use a lot of guided writing – e.g. filling gaps (first with prompts, then without), scrambled text etc.
- Ask students to write similar texts with different data (data chosen by teacher).
- Ask them to write their own text following general guidelines (no data chosen by teacher, students use their own ideas).
- Ask students to think how they can make the letter longer – encourage them to add a few sentences to each paragraph.
- Gradually use more advanced structures and vocabulary.



- See more examples.
- Use colors/pictograms/shapes for different categories of words.
- Always use visual pattern for sentence structure.
- Use e-mail messages / Facebook and other social networks to write real people (for example to students they know from Youth exchange JUNIOR HIPEN).



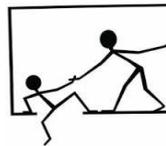
- Oral language hearing impaired users

Specific recommendations

- When writing sentences always use the whole correct example/sentence/structure on work sheets or on the black board.
- Make sure pupils understand all the words.
- Start with short, simple texts.
- Personalize the task (ask them to write about their personal data, family, hobbies, favorites animals etc.)
- Make it gradually longer and more difficult.
- Practice writing regularly.

Methods

- For pupils included in mainstream, support lesson: writing sentences or short texts using the new vocabulary from the lesson done with the hearing pupils.
- Use e-mail messages/Facebook and other social networks to write to real people (for example to students they know from Youth exchange JUNIOR HIPEN).



- Hearing impaired users with additional disabilities

Specific recommendations

- Simple writing, functional writing (with a concrete result).
- Use exercises like: finish the sentence; fill in the blanks, match questions and answers.



Methods

- Use written possibilities on the labels, right and wrong answers mixed.
- Let them choose and combine.
- Check, correct.
- Students write correct version into their notebook / workbook.



- Hearing impaired users in a mixed group

Specific recommendations

- Use the recommendations as in Sign language users part and Oral language users part, adapt to your group.
- Answer simple wh-questions according to abilities (one or two words, simple sentences).
- Fill in exercises: write the correct word from given examples (not for older students, or depends on abilities) into sentence according to visual support.
- Compare two pictures, two situations, persons etc... with visual support (use peers, teachers, close environment if possible) – give example sentences, always focus on one list of vocabulary or one grammar element.
- Use help in maternal language on the blackboard word by word to create the correct English sentence (even if language is not correct, use /brackets/ which mean: this is not correct oral maternal language, it is just a help; do not let them write it, just a translated variant).
- Use e-mail messages/Facebook and other social networks to write to real people (for example to students they know from Youth exchange JUNIOR HIPEN).

See docs. attached

EXAMPLES OF TEACHING METHODS	TARGET GROUP
Doc. 15 Pictures mindmaps	
Doc. 16 Make them pay attention to the key points (underline or color them)	
Doc. 17 Guided writing – e.g. filling gaps (first with prompts, then without), scrambled text	
Doc. 18 Write similar texts with different data	
Doc. 19 Write similar texts with different data	



Doc. 20 See more examples



Doc. 21 Practice writing doing in PC program PowerPoint



VOCABULARY

Sign language hearing impaired users



Specific recommendations

- Always use visual aids, picture dictionaries,
- Also see the part Hearing impaired users in mixed groups

Methods

- Words with pictures that can be in the pupil's copybook and on a poster.
- Use of words in sentences.
- Understand the word in a sentence using real situations.
- When extra time during a lesson: word games to repeat in a more motivating way: picture cross words, dominos, memory cards, flashcards, work on CD-rom activities (ex: CD-rom Enjoy English in 6ème, Didier).

Oral language hearing impaired users

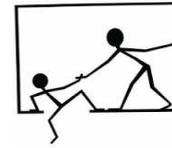


Specific recommendations

- If pupil is willing to learn pronunciation we practise more
- Do not be too strict with pronunciation, ask them repeat just once
- Ensure that they understand all words in maternal language
- Ensure to make pronunciation accessible (do not use special Eng. Sound symbols as „ʃ, ɔ:“);
- Also see the part Hearing impaired users in mixed groups

Methods

- For pupils included into mainstream, for support lessons: no introduction of new vocabulary, revision of the words from the lesson and addition of pictures if needed.
- Revision through listening, speaking, reading and writing (see above).



Hearing impaired users with additional disabilities

Specific recommendations

- Always with visual support
- Only limited list of words to memorize

Methods

- Basic words with pictures
- Use a lot match word/picture exercise
- Use a lot scrambled English/maternal words on labels, let them to match
- Use different colours for English and maternal words



Hearing impaired users in a mixed group

Specific recommendations

- Use visual aids (flashcards, pictures, power point presentations etc) when presenting new vocabulary.
- Translate English words or phrases into student's maternal language.
- Be careful your students may also not know the word in your maternal language.
- If your students can speak your native language quite well. They will also be able to speak English. Tell them/write them how we pronounce English words. Ask them to repeat after you.
- Individually decide to teach or not to teach the correct pronunciation (according to student's project and his/her abilities).
- Ensure to make pronunciation accessible, do not use special Eng. sound symbols as „ʃ, ɔ:“); use sounds of students maternal oral language to get the English pronunciation.
- Even if your students are profoundly deaf you can still teach them to speak often used words like hi, bye, please, thank you.
- See also Sign language users part and Oral language user part
- For help to create crosswords and ideas see the list of websites in part SPECIAL SUGGESTIONS, NOTES AND RECOMANDATIONS)



- To practice spelling you can also ask students to write their own crosswords. Write an English word vertically and ask them to supply words horizontally. Tell them to use words from the lesson.
- Revise words with your students by playing vocabulary games: e.g. matching words with pictures, playing 'memory' game. We recommend Jill Hadfield's 'Elementary Vocabulary Games' to get more ideas.
- HI students have excellent visual memory. Make use of it. Label things in the classroom. Put posters presenting e.g. parts of body, types of food on the walls. Keep record of recently learnt words on a poster in visible place in the classroom.
- For teaching pronunciation (if you decided to do so) use maternal finger alphabet to make it easily accessible for students.
- Example of vocabulary lesson plan.
- For each lesson give students list of vocabularies written + accessible spoken form. They stick it to their notebooks, during all lessons focus on this specific vocabulary encourage student use this help. Ensure that they understand the translated word in maternal language. Assess and practice by writing each single set of vocabularies.
- In different sets of vocabulary repeat difficult, easily confusing words (when, where, there, these, they, that, what).

Methods

For very beginners and young learners:

- Keep new vocabulary visible for the all lessons focusing on new theme/subject (pictures + words, poster, written on the board – is less accessible for HI students).
- First students translate/sign the cards with words.
- Then students sign letter by letter the word for picture.
- At the end of each lesson let students pair cards and words.
- After presenting new vocabulary, ask your students to write simple sentences e.g.:

I've got...(name of furniture)

I like/I don't like...(name of food)

My brother is a /an...



See docs. attached

EXAMPLES OF TEACHING METHODS	TARGET GROUP
Doc. 22 Words with pictures that can be in the pupil's copybook and on a poster	
Doc. 23 Use of words with pictures in sentences	
Doc. 24 picture cross words	
Doc. 25 Word games to repeat in a more motivating way - dominos	
Doc. 26 Example of vocabulary lesson plan	
Doc.27 Matching pictures and world card	   
Doc. 31 Create your own game	   



GRAMMAR

Sign language hearing impaired users



Specific recommendations

- When explaining (tenses for example) use drama, space in classroom
- Make comparisons between oral language (English) and sign language.

Methods

See part Hearing impaired users in mixed group

Oral language hearing impaired users



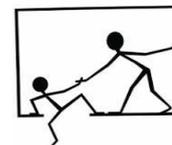
Specific recommendations

- Similar for mainstream pupils
- Grammar structure needs more practising, explanation (because it is not so obvious)
- Use different colours for different word categories
- See also part for Hearing impaired users in mixed groups

Methods

- Support lessons: Additional explanations and exercises if needed
- Create tool cards (for example when teaching present simple make separate cards for DO, DOES, verbs etc... to make a sentence, negative, question, short answer)
- See also part for Hearing impaired users in mixed groups

Hearing impaired users with additional disabilities



Specific recommendations

- No specific work on grammar or very simple elements.



Methods

- Write a simple rule using French and / or fill in a chart without using complex grammatical terms. Apply the rule in simple exercises very similar to the examples, adapted to their lives.
- Teach grammar through games associated with the movement (TPR - Total physical response) – for teaching tenses divide the classroom space into parts (past, present, future), create short sentences in different part of classroom, stage present simple continuous/plural.



Hearing impaired users in a mixed group

Specific recommendations

- Use space, colours to emphasize the structure.
- If possible present grammar through graphs, diagrams, drawings.
- Problematic grammar categories (especially pronouns) keep displayed in the classroom for all year.
- Focus only on one new grammar structure.

Methods

- Read the text with new grammar presented.
- Explain it – but make it simple, emphasize the correct understanding not the translation.
- Write examples in the notebooks.

See docs. attached

EXAMPLES OF TEACHING METODS	TARGET GROUP
Doc. 28 chart without using complex grammatical terms	
Doc. 29 Apply the rule in simple exercises very similar to the examples, adapted to their lives	
Doc. 30 If possible present grammar through graphs, diagrams, drawings	
Doc. 31 Create your own game	

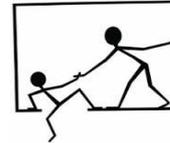


BSL

Sign language hearing impaired users



Hearing impaired users with additional disabilities



Hearing impaired users in a mixed group



Specific recommendations

- Learning BSL allows pupils to communicate with deaf English people.
- According to teachers' abilities use BSL during lessons.
- BSL is a motivating activity for deaf pupils.

Methods

- If the pupil wants to be included into the mainstream system, there should be a reflection about having a professional into the classroom using BSL to translate oral interactions...this suggests though that the pupil would have to acquire this sign language too (which means a lot of work).
- Introduce BSL online dictionary (for example : <http://www.signstation.org/index.php/bsl-dictionary/desktop-dictionary> with free access).
- Pupils work individually – looking for single English words/signs from texts for reading, new vocabulary list or as help for writing exercise.
- Pupils teach peers, the teacher. They can compete or play guess game (set category: animals, colour, weather, one student use BSL – single sign, students guess).
- Introduce BSL finger alphabet.
- Let them stick it in front of the notebook, keep it displayed in classroom.
- Students sign their personal information.
- Use BSL finger alphabet as an additional activity.



CUED SPEECH

Cued speech (CS) is a supportive method - visual tool that completes lip patterns, enables to see the language and to receive every part of the speech.

In English mainstream class:

- 1, 2 or 3 deaf students at the same time is possible but with the same language project : oral/same needs in language.

A transliterator in Cued Speech cue auditory documents, the teacher's speech and the pupil's speech to the deaf student according to his needs and his language level. He modifies the language and the length of sentences if necessary in order to match with the student's CS reading level and with his needs. The transliterator never changes the content of the speech. Step by step he enhances the deaf student's CS reading level and his vocabulary level.

In an English class for deafs:

- Number of students does not matter.
- The teacher can use Cued Speech at the same time he is speaking to the class. He can adjust the speed because he cues what he says. It will complete his lipshape. The teacher can choose to cue all his speech or only part of it (new words, sentences...).

In 1 to 1 lesson:

- If the deaf student uses the CS in class, he can need it during 1 :1 lesson. If he doesn't use the CS in class, CS can help him to recognize sounds in new words for example.

The teacher can use Cued Speech at the same time he is speaking to the class. He can adjust the speed because he cues what he says. It will complete his lipshape. The teacher can choose to cue all his speech or only part of it (new words, sentences...).

Difficulties that can have a deaf student in his mainstream English class and tips to avoid them:

- **Note taking** during an auditory document with cued speech: give him a paper and teach him to take notes without watching his paper
- **Different speakers** : cue with both hands and tell the student which hand is used for each person
- **When the auditory document is too fast compared to the student's level in cue-reading** : ask the student to turn his hearing aids off in order to cue slower the document. The transliterator needs (at that time) to have the written document with him in order to follow the story
- **During auditory documents, the deaf student can be bothered with what he can partially hear and what he can read with cued speech** : it's possible to suggest him to turn his hearing aids off only during the auditory document in order to give him a better concentration and less confusions. This suggestion has to be done before class, during cued speech reading class for an example



- **Pronunciation** : the deaf student can be shy and can hesitate to speak in english. It's important to show him that the other pupils can have exactly the same difficulties even if they are not deaf. In order to let the deaf student know he is not the only one who can have troubles to speak in english, the transliterator must cue exactly what the pupil says with the exact pronunciation. With the cued speech it is possible to show the deaf student how people speak.
- **Phonetics representation** : a common reflex for deaf and non deaf person is to use his mother tongue phonetics for a foreign language. Cued speech enables to show the proper phonetics of the english language. Each language has its own cued speech. It is important to associate, during cued speech reading class, the written and oral language to show to the deaf student that a letter can have different pronunciation
- **To help them to memorise the english sounds and the place next to the face or the handshape (for cued speech)** : use a common phonology : (next to blank face and next to each vowel position) church → tcheurch ou hello → heleuw. Better for them to use common written sounds, easier for them to remember the right pronunciation. add a word you're sure the student knows and pronounces well (next to the proper place on the face)

Auxiliary articulation signs - AAS

It is an artificially designed system which utilizes one or several articulatory, acoustic (sound) and auditive (hearing) characteristics of Slovak phonemes (speech sounds) – voicedness, voicelessness, nasality, tongue placement... (O. Matuska, 1974).

They complement lip-reading and help with pronunciation of individual speech sounds. Using this system of signs, it is possible to recognize even those sounds that are not visible on mouth; by means of these signs, a child not only can lip-read specific sounds, but they enable the child to feel sounds'vibrations.

The signs are used:

- in the process of creating sounds and speech stereotypes
- for compensation of auditory feedback of person's own speech production
- for compensation of auditory perceptions in inter-personal communication
- during training of analysis and synthesis of spoken and written speech

Similar systems around the world:

- *Visible Speech in America* (A.M.Bell, 1849)

- *Phonembestimmtest Manualsystem – PMS* (Prillwitz, 1991, Leonhardt, 2001)

[See docs. attached](#)

EXAMPLES OF TEACHING METHODS	TARGET GROUP
Doc. 32 supportive method - visual tool that complete lip patterns, enables to see the language and to receive every part of the speech	



SPECIAL SUGGESTIONS, NOTES AND RECOMENDATIONS

Useful links for additional activities

For extra reading activities go to:

<http://www.rong-chang.com/>

For word searches, crosswords, word scrambles go to:

<http://mes-english.com/>

<http://bogglesworldesl.com/>

<http://www.anglomaniacy.pl/>

<http://learnenglishkids.britishcouncil.org>

If you want to create such aids with words of your choice go to:

<http://mes-english.com/>

<http://www.theteacherscorner.net/>

ART PI! Magazine:

www.art-pi.fr (click on US version)