

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NG**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- -Superclass-	0061513 HG	-Session-1986-87
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-Title-	LIP-READING SKILLS (x 2)
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-DESCRIPTION-

Type and Purpose	A <u>specialist</u> , double, needs related module which enables the hearing-impaired student and/or the deafened student, to develop lip-reading skills.
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Preferred Entry Level	No formal entry requirements.
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Learning Outcomes	The student should: <ol style="list-style-type: none">1. know the factors that affect lip-reading and apply appropriate coping strategies;2. lip-read short sentences at a slow conversational rate and in a known context;3. participate in and respond to a series of related short sentences presented at a slow conversational rate in a known context by a variety of speakers;4. participate in group discussion.
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Content/ Context	<u>Corresponding to Learning Outcomes 1-4:</u>
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Contexts should be chosen to develop the student's lip-reading ability to the maximum and to meet the particular needs of the student/group.

1. (a) Environmental factors: location; light; noise.
(b) Presentational factors: clarity; intensity of sound; speed; visibility; vocabulary structure; rhythm; eye contact; distance.

- (c) Personal factors:
- (i) speaker: mouth/lip movements; facial expression/body movement; facial features and mannerisms.
 - (ii) receiver: knowledge of context; level of concentration; anxiety; knowledge of visible and invisible sounds; guessing; ambiguities.
2. Learning to lip-read all phonemes in all positions in short sentences.
 3. Development of the student's lip-reading ability. Contexts should be chosen which will develop the student's lip-reading skills to the maximum. Support should be given by the teacher to build up the student's confidence both in lip-reading skills and also in the development of strategies for coping with difficult situations. Introduction to a variety of speakers.
 4. Development of group discussion skills, especially clarification and repetition of points and awareness of pauses and other non-verbal clues. Participation in simple group discussion with known contexts. How to cope with situations which may arise e.g. change of subject, change of speaker.

Suggested
Learning
and
Teaching
Approaches

Relating to Learning Outcomes 1-3:

A certain amount of tutor exposition will be required in this module, but this must be supported by visual material in printed, written, diagrammatic or pictorial form.

Initially the amount of time spent on the practice of lip-reading should be limited to short sessions. As students' confidence and skills develop these sessions could be increased and the content made more difficult. Opportunities should be made available for the student to lip-read in a variety of situations, from formal one-to-one to informal small group discussions.

Different speakers should be invited to speak to the group so that the student has the opportunity to lip-read different people and to discuss factors that can influence lip-reading.

The material to be lip-read should always be presented in context at a slow conversational rate but mouth movements should not be exaggerated or rhythm

distorted by over-emphasising each word or particular words.

Where possible 'live' lip-reading situations are recommended, but videos may be used to aid discussion or emphasise points.

Assessment
Procedures

Relating to Learning Outcomes 1-4:

Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome

IA Instrument of Assessment

PC Performance Criteria

LO1 IA A short role play involving 12 factors which impede lip-reading, at least 2 of which must come from each of Environmental, Presentational and Personal (Speaker), Personal (Receiver) factors. The roles of speaker and receiver should be played by teachers.

PC The student identifies 9 factors and either adopts or suggests a coping strategy for each.

LO2 IA This will be assessed by 10 short sentences presented for lip-reading. The sentences should be constructed to permit as many phonemes as possible to be included without creating artificiality. The speaker, vocabulary and structure of the sentences should be familiar to the students. In all of the questions the context should be known.

PC The student should be able to convey the meaning of all sentences presented. The exact reproduction of every word of every sentence is not required, but the meaning of each sentence should be conveyed accurately.

- LO3 IA 3 structured conversations with 3 different speakers, no more than 1 of whom should be involved in teaching lip-reading skills to the student. The others could be drawn from other members of staff involved in the student's programme within the college. Each structured conversation should be initiated by the speaker (not the student) and should comprise 5 statements and 5 responses. The context of each conversation should be known by the student.
- PC The student sustains each conversation and makes meaningful responses. If wrong responses are made, non-verbal clues may be given by the lecturer. The student may retrieve the situation and continue with the conversation at no penalty.
- LO4 IA Group discussion with known topic. Groups should normally consist of around 4 to 5 students. Groups should, if possible, contain both hearing and hearing impaired students. The teacher should initiate discussion and then withdraw from the group to observe. No further assistance should be offered by the teacher except to conclude the discussion.
- Joint assessment of Learning Outcome 4 and certain aspects of talking in the Communication modules could be helpful in setting up such groups.
- PC The student should:
- (a) make relevant contributions to the group discussion;
 - (b) be aware of who is speaking;
 - (c) respond relevantly to contributions made by other members of the group;
 - (d) seek clarification of any points misunderstood.

Wherever possible, all material used in the assessment of the Learning Outcomes should be retained on videotape for consideration by the Council's assessor. Alternatively, role play scripts, checklists, audio tapes and students' written responses should be retained to demonstrate the achievement by the student of each Learning Outcome.
