ISENSE WP3
A3.1 – State of the art of available training courses

Summary

INTRODUCTION

The WP3 of I-SENSE project aims at designing and delivering the training course SONAR addressed to the Universities staff involved in five partner countries (Italy, Spain, Austria, Poland, Germany). The training course will consist in teaching the basics of national sing language and will be combined with learning scenarios based on virtual and augmented reality.

The first activity of this WP is the "State of the art of available training courses" meant as an overview of existing training courses for teaching the basics of Sign Language in the partner countries, with special regards to learning experiences combining technology and innovation in the teaching approaches.

The main findings from this overview represent relevant insights to be considered in designing the next WP activity regarding the Training Program on Sign Language basics addressed to the academic staff.

METHODOLOGY

TUCEP, as the activity lead partner, provided detailed guidelines and template enabling the partners to collect the existing good practices in their country.

The first activity has been implemented by the partners experienced in organising and implementing sign language courses in their country, as follows:

- TUCEP, supported by AUSRU and UNITUS, to identify existing training programs in Italy
- FCNSE to identify existing training programs in Spain
- PITAGORAS to identify existing training programs in Poland
- ZGH to identify existing training programs in Austria

The mapping of existing training courses took into consideration the following characteristics:

- Use of technology during the implementation of learning experience
- Innovative teaching approaches
- Adaptation of training methodology to the university environment

In order to collect good practices based on a homogeneous and systematic approach, the lead partner provided a common template to be used including the following information:

- o Title of the training program
- o Brief description of learning objectives, duration, target groups
- o Lead organization
- o Financing source
- o Geographical coverage/implementation
- o Use of technology during the activity implementation
- o Innovative teaching approaches
- o Application and adaptation to the academic environment
- o Sources

OVERVIEW OF EXISTING SIGN LANGUAGE TRAINING COURSES

The existing training programs to teach national Sign Language selected by the involved partners are below summarised:

AUSTRIA	ITALY	POLAND	SPAIN
1.Sign language courses for hearing people – *equalizent* 2.Sign language courses for hearing students – *Centre for Sign Language and Deaf Communication, Klagenfurt*	1.4-year onlineTraining Program to learn ISL - *TUCEP* 2.Art&Signs training course for museum workers – *Erasmus+ partnership* 3.Training courses for hearing people to learn ISL – *ISSR Rome*	1.Polish Sign Language online courses - *PITAGORAS* 2.Online sign language course – *POMIGAM Aleksandra Pyrek* 3.PMJ-ONLINE platform - *Towarzystwo Tłumaczy i Wykładowców Języka Migowego "Gest"*	1.State network for teaching of Spanish Sign Languages – *State Confederation of Deaf People CNSE*

AUSTRIA

Title of the training program	**equalizent, Vienna**

Brief description of the learning experience	Sign language courses for hearing people taught by native signers (A1.1. – B2.2):
	• Semester courses (15 units on a weekly base; in presence or online via ZOOM)
	• Intensive courses
	• Special seminars
	    o free communication
	    o specialist vocabulary (social area)
	    o Sign Language Diploma (beginners, intermediate, intermediate 2)
	    o Communication assistant
	    o Private lessons/webinars
	• Hands Up (exhibition about Deaf awareness and sign language for hearing people)

Lead organisation	*Name of organization:* equalizent *Type of organisation:* Qualification centre; social franchise *Mission:* diversity, bilingual communication, inclusion, sustainability, networking
Financing source	Governmental funding and different social funds, supported by the Austrian Employment Service (AMS)
Geographical coverage of the initiative/practice	☐ International (specify the countries involved in the project) 1 affiliation in Hamburg ☐ X National ☐ X Regional ☐ X Local
Use of technology	- Videos; - Video language lab; - Self-assessment tests with Avatar Simax - https://equalizent.wien/fuer-hoerende/oegs-selbsteinschaetzungstest-neu - Sign Dictionary (with videos, partially with Avatar Simax)
Innovative teaching approach	Playing "Chinese whispers" with non-verbal communication Sign Karaoke
Application/adaptation to the University environment	Adapt the vocabulary to academic / university environment
Sources	https://www.equalizent.com/ ; https://equalizent.wien/

Title of training program	**Centre for Sign Language and Deaf Education, Klagenfurt**

Brief description of the learning experience	Sign language courses for hearing students taught by native signers:
	• Semester courses (15 units on a weekly base, supported by the LMS Moodle; in presence or online via BigBlueButton (BBB))
	    ○ Austrian Sign Language I-V
	    ○ Austrian Sign Language VI-IX: Conversation classes
	    ○ Theoretical lectures on Deaf History, Deaf Culture, etc.

Lead organisation	*Name of organization:* Centre for Sign Language and Deaf Education *Type of organisation:* University faculty centre *Mission:* By practice-oriented scientific work it is our aim to improve the situation of hearing-impaired and Deaf people within our society
Financing source	university funding
Geographical coverage of the iniziative/practice	☐ X International (specify the countries involved in the project) EU-projects ☐ X National ☐ X Regional ☐ X Local
Use of technology	- Video studio (recording of vocabulary needed) - E-Learning courses (exercises with sign language videos) - Online sign language dictionary (https://ledasila.aau.at ; www.spreadthesign.com)
Innovative teaching approach	Video analysis Self-recordings in sign language Interactive games (e.g. spelling competitions) Lip reading (e.g. workshops/riddle games during events) Non-verbal exercises (e.g. passing on different objects with respective handling and facial expression – bomb or balloon)
Application/adaptation to the University environment	Vocabulary and dialogue situation according to language level of the course
Sources	https://www.aau.at/gebaerdensprache-und-hoerbehindertenkommunikation/

ITALY

Title of training program	**4-year Training Programme to learn the Italian Sign Language**
Brief description of the learning experience	It is a full training programme aimed at getting to know the culture and language of deaf community by training learners in the technical and structural skills of visual-gestual communication. It is a program with a total duration of 800 hours divided into 4 training courses at the end of which a specific linguistic level is reached (based on the Common European Framework of Reference for Languages (CEFR-LS): 1. Level A1/A2 2. Level A2-/B1 3. Level B1/B2+ 4. Level C1/C2 The completion of the 4-year training programme enable participants to attend the courses for getting the diploma of Italian Sign Language Interpreter and Italian Sign Language Communication Assistant.
Lead organisation	*Name of organization:* TUCEP *Type of organisation:* VET Provider *Mission:* Training, guidance and active labor policy activities to promote the employability and personal and professional development of young people and adults. Organize training courses for reskilling, upskilling and job placement.
Financing source	The training program is supported with the participants' own funding.
Geographical coverage of the initiative/practice	☐ International (specify the countries involved in the project) ☒ National ☒ Regional ☒ Local
Use of technology	- Online platform for the synchronous activity - Telegram channel to manage the asynchronous activity assigned by the teachers to the learners - Videos - Social blogging forum (Facebook, Instagram, Youtube) - Online dictionary www.spreadthesign.com/it.it
Innovative teaching approach	- Task-Based learning based on the spontaneous use of language to complete a task designed to reproduce real-life situations: the teacher assigns a specific task to students who, working in pairs, try to accomplish the task using their knowledge of the language and other skills, without focusing too much on the correctness of the structures used. It is a methodology that prioritizes fluency rather than accuracy and correctness of expression. - Cooperative Learning which involves cooperation among the class members (in pairs or small groups) in order to complete the task assigned by the teacher. This methodology generates positive interdependence, individual and collective responsibility,

	constructive interaction, and the development of interpersonal social skills and the ability to self-evaluate.
Application/adaptation to the University environment	The task-based learning methodology is suitable to academic staff as it promotes the use of real-life situations/simulation.
Sources	www.tucep.org

Title of the training program	**Art&Signs Training program for museum workers**
Brief description of the learning experience	It is a curriculum addressed to museum workers aimed at transferring them the necessary knowledge and skills in order to be able to welcome and accompany Deaf visitors in the museum by explaining the meaning of the artworks hosted in. The training programme includes. • knowledge about the Deaf culture • communication processes and approaches to be adopted with Deaf people. • basic language skills of the National Sign Languages used in the partner countries (Slovakia, Italy, Cyprus, Netherlands, Romania and Spain) • sectoral signs related to the art and culture
Lead organisation	*Name of organization:* Partnership involving 8 organisations from 6 EU countries *Type of organisation:* Deaf associations, VET providers, IT company *Mission:* increasing knowledge of Deaf culture and language among hearing people
Financing source	Erasmsu Plus Programme
Geographical coverage of the initiative/practice	☒ International (Slovakia, Italy, Cyprus, Romania, Netherlands, Spain) ☒ National ☒ Regional ☒ Local
Use of technology	e-learning platform video-dictionaries with art-related sectoral signs
Innovative teaching approach	Blended-learning methodology Role-play methodology
Application/adaptation to the University environment	The basics of national sign language; Deaf culture knowledge; communication strategies to be used with Deaf students
Sources	https://www.artsignsproject.eu/

Title of training program	**Training courses to teach Italian Sign Language**
Brief description of the learning experience	Annual and intensive courses for learning Italian sign language from basic to advanced level. Courses include hours of theory, practice and internship. Courses provide a certificate for beginning, intermediate and advanced levels.
Lead organisation	*Name of organization:* ISSR Istituto Statale per Sordi - Roma *Type of organisation:* Public school for Deaf people *Mission:* Provide assistance to teachers, psychologists, speech therapists, families, and deaf educators on the language training needed to communicate with the deaf.
Financing source	The training programme is supported with the participants' own funding.
Geographical coverage of the initiative/practice	☐ International (specify the countries involved in the project) ☒ National ☒ Regional ☒ Local
Use of technology	Videos Other digital tools during the implementation of teaching activity
Innovative teaching approach	Methodology that combines the practical and theoretical parts closely interconnected.
Application/adaptation to the University environment	Use of specific vocabulary
Sources	https://www.piattaforma.issr.it/mod/book/view.php?id=68

POLAND

Title of the training program	**Polish Sign Language (PJM) online course**
Brief description of the learning experience (learning objectives, duration, target groups)	The PITAGORAS Association deals with the promotion of Polish Sign Language as an official, legally recognized means of communication for the Deaf. It also works on broadly understood accessibility, striving to assimilate the Deaf in a hearing society: schools, offices, places of culture, health clinics, workplaces, meeting places. One of the forms of this activity are Polish Sign Language courses. They are conducted for various target groups - private individuals, family members of the deaf, employees of offices and public institutions, students, school and academic teachers. The course covers levels from A1 to C2 according to the CEFR. Each of them lasts from 60 to 80 teaching hours.
Lead organisation	*Name of organization:* Stowarzyszenie Rozwoju PITAGORAS *Type of organisation:* NGO *Mission:* Support for the Deaf and hard of hearing; sign language education.
Financing source	Participants of the courses cover the cost from their own funds. In Poland, it is possible to obtain co-financing for an individual person from public funds. The amount of co-financing ranges from 50% to 90% of the cost of the course, but only for people who have permanent or direct contact with Deaf people.
Geographical coverage of the iniziative/practice	☐ International (specify the countries involved in the project) ☐ **National** ☐ Regional ☐ Local
Use of technology	Classes are conducted in the form of videoconferences via the Zoom program or in stationary form. Participants receive training materials in the form of pdf files with a description of the vocabulary and grammar of sign language. In addition to the descriptive material, they receive video files with vocabulary assigned to each lesson and practice sentences. An important element of the classes is the e-learning platform, which was created as part of the Erasmus+ project, on which theoretical issues regarding sign language, Deaf people and Deaf Culture are placed. Each participant outside the course hours is obliged to read the theoretical materials and pass the test after each thematic module. In addition, the platform includes videos and sentences in sign language for self-practice. Participants are required to submit "homework" in grammar and then in the form of videos. The OneDrive cloud service is used to send materials and transfer and check tasks. As part of the classes, videos are also recorded with exercises that participants receive to create translations from sign language into Polish. Participants are provided with ongoing, immediate communication with teachers via e-mail.
Innovative teaching approach	The course assumes the maximum use of digital tools, such as a computer, camera, Internet. The participants of the course are often elderly people or those who do not use technology in their daily work/life to the extent that they are proficient in using it. The technical support provided by the course organizer, in addition to the course itself, allows to increase and strengthen digital competences among participants. The transfer of the entire training and

communication process to the virtual space, with the constant assistance of the association's employees, enables the trainees to acquire additional knowledge going beyond the field of sign language.

In addition, the use of the Internet allows for a wider coverage of the service, in this case the entire country. Many times this led to establishing contacts among participants from different parts of Poland and creating smaller groups in which these people learned the language together, including their relatives and friends, passing on knowledge and information about PJM.

Depending on the level of the course - participants prepare their own film recordings on phones or other devices and send them for analysis and correction. The films concern simple messages, but also include telling fairy tales or presenting serious educational topics.

For each class, participants must prepare grammar tasks, thanks to which during the course they can effectively learn the rules of PJM. Lectors make corrections outside of class hours, which the course assistants then send back to the participants.

Classes are conducted by both Deaf and hearing teachers, but they must meet high requirements in the use of sign language and have adequate experience in this area.

Application/adaptation to the University environment	The organizer offers the possibility of adapting the course to the needs of its recipients. As his experience from already conducted groups of academic teachers shows, the schedule and content of classes are tailored to the needs of the participants. It is possible to expand or change the vocabulary learned.
	In the case of the basics of learning sign language, in our opinion, there is no need to dedicate the material to a specific group of recipients. Participants must first learn the specifics of the functioning of Deaf people, their culture, grammar rules of the language and basic phrases for communication in various social areas. The basics of sign language acquired in this way allow for dedicating further forms of learning this language according to the preferences of a group of recipients, e.g. the academic community.
	The described available trainings are based on Pitagoras' own many years of experience in the field of learning sign language. There are many other training units in Poland that have their own teaching methods and curricula.
Sources	https://www.pitagoras.org.pl/

Title of the training program	Online sign language course
Brief description of the learning experience (learning objectives, duration, target groups)	POMIGAM (a wordplay in Polish: I sign/I help) Aleksandra Pyrek is a hearing child of deaf parents. Her first language was sign language, which accompanies her in everyday life at work and at home. Her goal is to broaden the knowledge of Deaf people and make as many people as possible want to learn sign language. She works as a sign language interpreter on the medical line, teaches sign language at a post-secondary school, volunteers at a foundation translating information into sign language, and conducts individual and group sign language classes. The course is designed for people who want to start learning sign language. Online courses are organized; group, individual and on the platform, where the client decides how much time and when he will devote to learning sign language. The courses cover levels from A1 to B2, which consist of 60 teaching hours. The course includes additional materials in the form of a video and an original book for learning sign language.
Lead organisation	*Name of organization:* POMIGAM Aleksandra Pyrek *Type of organisation*: individual entrepreneurship *Mission:* Sign language education.
Financing source	Participants of the courses cover the cost from their own funds. In Poland, it is possible to obtain co-financing for an individual person from public funds. Co-financing may be granted to those who are entitled persons, i.e. Deaf or hard of hearing - up to 95% of the cost of the course. Another group are family members of people with hearing impairments or people who have contact with people who use sign language - up to 90%. PFRON decides on the amount of co-financing.
Geographical coverage of the iniziative/practice	☐ International (specify the countries involved in the project) ☐ **National** ☐ Regional ☐ Local
Use of technology	Classes are conducted on an online platform. The sign language course works with over 30 videos and 100 tasks. The entire material contains over 30 hours of teaching. You can open lessons from your phone, tablet or computer at any time. Each lesson has been designed with a specific level of sign language learning in mind. The lessons are designed to be interactive and fun. There is the possibility of repetitions and exercises, thanks to which the trainee remembers more characters through exercises and checks the memorized knowledge. Within a few minutes, the participant learns more signs from the sign language. The participant needs only to register using the platform on a phone, computer or tablet and create an account. After selecting the course he is interested in and making the payment, he will receive access to the Platform and start learning.
Innovative teaching approach	The course is organized in small groups, which gives the opportunity to communicate with the participants, but also a guarantee of correct learning. You work at your own pace. Small training groups are created, focusing primarily on the quality of the training. Thanks to the prepared video materials and the author's book for learning sign language, clients are able to learn sign language even faster and repeat the material outside of classes. When buying a course, you are under

	constant substantive supervision, which means that in case of any questions or difficulties, you can contact the teacher.
Application/adaptation to the University environment	The organizer, after recognizing the client's needs and expectations, selects the appropriate form of teaching. If the participant needs signs related to his profession, he has the opportunity to receive an individual range of material that will meet his expectations. The teacher has the option of choosing personalized classes available online. Thanks to many years of experience in teaching sign language, the organizer has developed an original teaching program that will allow you to remember signs for longer.
Sources	https://pomigam.pl/

Title of the training program	PJM-ONLINE platform
Brief description of the learning experience (learning objectives, duration, target groups)	The Association of Sign Language Translators and Lecturers "GEST" (gesture) aims to integrate sign language interpreters and lecturers. They operate in various areas related to the support of the Deaf. The main goal is to conduct educational activities in the field of learning sign language. They promote communication through sign language and support all forms of education in this area; educating interpreters and sign language lecturers; overcoming communication barriers between the environment of Deaf and hearing people; organizing courses, training, lectures and workshops; vocational and social rehabilitation of people with disabilities; professional and social integration of people with disabilities and its promotion. There are two options for participating in PJM e-learning courses: the possibility of learning with a lecturer or self-education without a lecturer. Learning time and access to materials lasts 120 days. The target group is everyone who wants to learn PJM. Among others - private individuals, employees of public institutions, employees of employment offices, employees of city and county offices, social welfare centers, teachers and students and members of non-governmental organizations.
Lead organisation	*Name of organization:* Towarzystwo Tłumaczy i Wykładowców Języka Migowego "Gest" *Type of organisation:* NGO *Mission:* Action for the deaf in Poland.
Financing source	Participants may apply for co-financing of the costs of Polish Sign Language training. An eligible person, a member of their family and a person who has permanent or direct contact with the eligible person may apply for co-financing. The amount of co-financing for the entitled person is not more than 90% of the training costs. Participants of the courses cover the cost of participation from their own funds.
Geographical coverage of the iniziative/practice	☐ International (specify the countries involved in the project) ☐ **National** ☐ Regional ☐ Local
Use of technology	Classes are conducted on the PJM-ONLINE platform, which allows you to learn PJM without leaving your home. To use the platform, you must register using a computer, tablet or phone. You must have access to a webcam as well internet. Registration is free. After registration, participants receive an activation link to the site. Then they have to login to the site. On the start page, they can choose the course they are interested in. After registration, the participant has the option of free trial lessons offered by the organizer. When the student decides to continue learning with the Platform, he must sign up for the course and then make the payment. When the organizer makes the course available, you can start learning with the Platform. The important thing is that the education works linearly. That is, you must complete Lesson 1 first to move on to Lesson 2 etc. Due to the fact that the hard of hearing people also want to learn Polish Sign Language, the organizer made sure that all films had subtitles in Polish. On the

	Platform there are additional materials, which include films about Deaf Culture and sign language. Learning PJM is not only signs and grammar, it is primarily a Deaf community centered around sign language.
Innovative teaching approach	The offer includes the possibility of learning without a teacher who only provides access to the Platform, as well as with a teacher who, in addition to access to the Platform, provides online consultations with a PJM teacher. Lectors on the courses are both hearing and Deaf people with certificates confirming qualifications to conduct courses and many years of experience in this field. The faculty of hearing lecturers has contact with Deaf people on a daily basis, improving their communication skills, and moreover, they are constantly training in terms of methodology and content, dealing with Polish Sign Language from the linguistic side. The organizer has significant publishing achievements. In addition to the "MIGAJ.EU" educational platform and the "MIGAJ Z NAMI: PJM" mobile application, they have published many books for learning Polish Sign Language. They have also published many articles on sign language. The participant learns PJM using the video material provided. After watching the videos, the participant must proceed to the exercises. There are thematic blocks in the course, and each block consists of individual lessons. At the beginning of each lesson there is a list of all the characters that the participant should learn in it. In addition, there will be audio material with a lector, which can be used during the repetition of the material, as well as a link to exercises assigned to a given lesson. The exercises include language games, and at the end of each thematic block, the organizer offers stories in PJM, which will allow the trainee to test his knowledge. At the end of each thematic block there is a test.
Application/adaptation to the University environment	On the home page of the Platform you can find all the online courses that are on offer. From elementary level A1, through various levels of advancement to C2. There are also courses dedicated to specific groups of recipients. For example, a course for civil servants, employees of cultural institutions, educators, university employees, police officers, as well as for people working in AMAZON due to the employment of Deaf people in this company. Which shows that the training organizer offers the possibility of adapting the course to the needs of its recipients.
Sources	https://pjm-online.pl/, towarzystwogest.eu, https://migaj.eu/

Title of the training program	State network for teaching of Spanish Sign Languages
Brief description of the learning experience	Network of associated centres throughout Spain that offers courses in Spanish Sign Language (LSE) and Catalan Sign Language (LSC) at national, regional and local level. All training activities are organised in accordance with the guidelines of the Common European Framework of Reference for Languages (CEFR) up to level B2 for all types of learners and in all modalities (face-to-face, blended and distance learning). In addition, the State Network periodically reviews curricular proposals, teaching materials, methodologies and is responsible for the training of professionals specialising in sign language. The students of the courses have opportunities to participate in real communicative situations with deaf people, specifically in the associations of deaf people as natural spaces for signed interaction. The network has trained 9,469 students in the 2020/2021 academic year.
Lead organisation	*Name of organization:* State Confederation of Deaf People (CNSE) *Type of organisation:* State-level NGOs *Mission:* To defend the rights of deaf people and their families in order to achieve full citizenship through empowerment, the strengthening of their associative movement and the safeguarding of Spanish sign languages, based on diversity, linguistic identity, political advocacy and active participation.
Financing source	The main source of funding comes from student fees, approximately 90 %. In some cases, organising bodies often receive external public and private funding to implement specific courses.
Geographical coverage of the iniziative/practice	☐　International (specify the countries involved in the project) X National X Regional X Local
Use of technology	State network for teching of Spanish Sign Languages uses the Signocampus platform of the CNSE Foundation to offer online sign language courses, blended learning courses and to produce its own online courses. All didactic material is interactive and promotes the autonomous learning of the students. The platform includes other functionalities: communication tools (forums and internal messaging), sign language tasks, student monitoring, technical support, student certificate, satisfaction questionnaire and course for tutors.
Innovative teaching approach	The network's courses have an added value of solidarity, contributing to the development of programs and activities to improve the quality of life of deaf people throughout Spain. The commitment of this network is the permanent updating of the teaching of sign language with criteria of quality and excellence. The methodology of the courses is fundamentally designed so that the students develop their sign language communication skills, and the flexibility of the training offer is promoted in order to adapt to the existing demand, adjusting the training to each group and specifying the methodology to each context.
Application/adapt ation to the	The network of centres offering LSE and LSC courses has collaboration agreements with universities for the organisation and dissemination of training and academic activities with or without recognition of ECTS credits. The

University environment	university environment usually has professionals specialised in LSE trained by the CNSE state network, uses the materials produced by the CNSE Foundation and takes into account the new features of the CEFR in terms of the specific scales for competences in sign languages published by the Council of Europe.
Sources	https://www.cnse.es/index.php/lengua-de-signos https://cnlse.es/es/recursos/otros/formacion/red-estatal-de-ensenanza-de-las-lenguas-de-signos-espanolas/red-estatal-de https://signocampus.es/ https://cnlse.es/es/recursos/otros/formacion/materiales/volumen-complementario-mcer

MAIN CONCLUSIONS

The training experiences selected by the partners as good practice in teaching Sign Language represent important contributions on content, learning methodologies and the use of digital tools in teaching.

Although targeting different audiences, we have drawn excellent insights from the above experiences to be taken into consideration when designing and developing the SONAR training program.

In particular, the aspects to be taken into account concern the use of technology and innovative methodologies. Below, are the most noteworthy points:

Use of technology:

- Online platform during the implementation of the learning process (synchronous and asynchronous)
- Interactive didactic materials
- Promotion of self-learning through asynchronous activities under the supervision of the teachers
- Self-assessment tests with Avatar system
- Online Sign language dictionary (physical person or avatar)
- Social network and social blogging (Facebook, YouTube, etc..)

Innovative teaching approaches/methodologies:

- Approach fostering the communication skills
- Blended-learning methodology to ensure the flexibility of the training program to the participants' needs
- Task-based learning (to complete a task designed to reproduce a real-life situation)
- Cooperative learning by working in pairs or small groups
- Playing "Chinese whispers" with non-verbal communication
- Self-recordings in Sign Language
- Interactive games (e.g. spelling competitions)
- Non-verbal exercises to enhance the facial expression

The best practices presented in this document have several aspects that can be adapted to the academic context and customized on the SONAR training course learners. Specifically, the points found most interesting for this target group are as follows:

- Recognition of the acquired language skills based on CEFR adapted to the SL
- Vocabulary according to the language level of the course
- Simulation/role-play of real-life situation in the academic context
- Training program combining basics of national sign language, Deaf culture knowledge and communication strategies to be used with Deaf students