

**Variations:**

- a) Ask the students to write a summary of the story.
- b) After the students have understood the story, ask them to enact the story.

**V-shesh** is a social enterprise working with people with disabilities. The deaf teacher (Sakshi Aggarwal) and hearing teachers (Annu Gautam, Kanchan Kashyap and Neha Kulshreshtha) teach English to deaf students in middle and secondary school using Indian Sign Language as the medium of instruction.

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**Activity: Find the Meaning**

**Objective:** To help students develop dictionary-using skills, thereby improving their English reading writing skills.

**Level:** Class 11

**Materials:** Smartphone with a working internet connection/Oxford Pocket Dictionary, Blackboard, Chalk, Notebooks, and pens

**Procedure:**

Web search a new word on the smartphone and use the dictionary to understand its meaning to develop reading skills

1. Start with any short story in English related to the lives of the students. For example, a visit to a historical monument.
2. Discuss the story in ISL.
3. Write a new word from the English story that hasn't been discussed before in class on the board. Ask the students the meaning of the word. Allow them to explain the meaning. If it is wrong, ask them to look for the meaning of the word in the dictionary.

4. Some students may find a meaning that does not match the context of the story.
5. Encourage a variety of answers and discuss how they relate to the context.
6. Also ask the students to do an internet search on the smartphone using Google Images. Instruct the students on how to do it.
7. Students can figure out the meaning and concept by referring to the images that come up in the search and by using the dictionary.

**Outcome:** This activity helps children to develop independent learning skills by using a simple smartphone and a dictionary. Students can compete with each other in coming up with a good story and the correct answer. Also, this activity gives the students the freedom to use a phone in class, which is enjoyed by all.

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**Activity: Sign Language and Written Language**

**Objective:** To practice simple present tense

Deaf students are taught the similarities and differences between the structures of the sign language that they use and written language to help them build language awareness and develop writing skills.

**Level:** Class 5 upwards

**Materials:** Board, chalk

**Procedure:**

1. Ask the students to come up one by one and write a verb on the board. Once there are 15-20 verbs on the board, ask the students the meaning of each verb in ISL.
2. Write a sentence on the board with the simple present tense of the verbs already discussed (e.g. You play) and ask a student for its ISL translation. Do this for about 10 sentences.
3. Sign a sentence (e.g. She plays) and ask a student to come up and write the translation in English. Ask the other students whether it is right or wrong. Again, do this for about 10 sentences.
4. Ask the students to work in pairs. The students have to repeat the activity with one student signing a sentence and the other student translating it into English and vice versa.

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