Course descriptor: Promoting Achievement and Curriculum Access for Bilingual and/or Deaf Learners

Course code: EDUA11241

Course coordinators: Andy Hancock / Rachel O’Neill
SCOTCAT rating: 20 Scottish Master Credits

Short description of course
This course is designed for teachers of pupils who are learning English as an additional language and teachers of deaf children. Both groups of learners face similar issues as they access the curriculum and assessment. Teachers, managers and educational support teachers will critically review the arrangements made internationally, nationally and locally to support developing bilingual and deaf learners. The course will review the very different policy approaches adopted towards the support of Gaelic medium education and the education of other minority community language users in Scotland, and will compare this situation with educational support for bilingual and/or deaf learners in other countries. It will consider the development of policy and practice in Scottish schools towards the educational support of bilingual and deaf learners within an inclusive and anti-discriminatory framework. It will particularly address the educational support role of teachers in relation to the changing language demands of certain subject areas through ACfE, Scottish secondary qualifications and an understanding of the different theories of literacy development with deaf and/or bilingual pupils.

Course learning outcomes
Upon completion of this course, course members will be able to:
• Critically review, and extrapolate key principles from and approaches to deaf and/or bilingual education currently found in Scotland and other countries;
• Critically review the possible barriers to access for bilingual and deaf learners to curriculum and assessment, with recommendation for local and school policy towards their educational support, and inclusive/anti – discrimination perspectives;
• Develop a critical and informed approach to adapting and modifying curricular access and assessment procedures using different strategies to suit the needs of a range of bilingual and/or deaf learners;
• Define and describe the changing language demands of selected curriculum and assessment areas across the Curriculum for Excellence, Assessment is for Learning and Scottish qualifications.
• Demonstrate an awareness of the different theories relating to literacy development in deaf and/or bilingual pupils;
• Plan a long-term programme of support and linguistic access arrangements with a Principal or Senior Teacher, showing an awareness of the importance of collaborating with fellow professionals to facilitate access and learning;
• Maintain an awareness of the rights of deaf and bilingual pupils to have full and equal access to all aspects of curriculum and assessment, of learning from their insights and keeping them and parents fully informed.

Research Skills - Using databases to gather evidence, literature review, action research in collaborative settings.
Teaching and learning approaches
Class Contact
24 hours on campus in two blocks of 3 days and 2 days
This will take the form of tutor input, workshops and group discussion activities to encourage the application of theory to practical planning or problem-based learning. These sessions will be supported by pre-reading and/or evidence-gathering tasks. The structure of the course is designed to enable course members to undertake work for the assignment as the course progresses.

Self-directed Study (176 hours) - this will be partially structured and will include:
• A programme of essential readings which will inform each session;
• Planning and preparation for a class presentation;
• Research and evidence-gathering for the practice-based enquiry which will underpin the assignment;
• Course members will undertake both recommended readings as well as access to research reports.
Course supported by WebCT.

Course assessment
Either - Using subject syllabuses and textbooks/teaching programmes, trace the changing linguistic demands of one curriculum area over a 6 year period (e.g. P1-7; P5-S4; P7-S6) and make suggestions about the most appropriate ways to support deaf or bilingual learners who are facing these language demands. (4,000 words)
Or - Produce a critical review of the policy and provision for the support of deaf or bilingual learners in a school or local authority (using international or national comparators) and make detailed recommendations for change. (4,000 words).

Recommended reading
All these readings are available via Learn in electronic form. Starred readings are pre-readings in advance of particular course sessions.


Council of Europe (2006): Plurilingual Education in Europe: 50 years of international cooperation. Strasbourg: Language Policy Division

* Creese, A. (2005) Is this content-based language teaching? Language and content in mainstream Classrooms. Linguistics and Education 16 (2): 188-204


Progress in reading Literacy Study (PIRLS) (2006) Assessment framework and specifications. PIRLS

Rowe, H. (Dec. 2007) Teaching World War II to an isolated EAL learner in Key Stage 2. NALDIC Practice Papers 3. Luton: NALDIC


**Examples of Key Journals**
- British Education Research Journal
- British Journal of Special Educational Needs
- Deafness and Education International
- International Journal of Bilingual education and Bilingualism (Deaf Education students see special issue 2010, vol .13 issue 2)
- International Journal of Inclusive Education
- Journal of Deaf Studies and Deaf Education
- Language and Education
- Language Policy
- Linguistics and Education
- Scottish Educational Review
- TESOL Quarterly
- The Curriculum Journal

Remember that the UoE library contains many specialist electronic journals for particular areas of the curriculum that you are interested in. Under electronic journals look at Advanced Search and enter the key word, e.g. *science education*. 