



The Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme: From Sign Linguistics to Inclusive Deaf Education

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賽馬會手語雙語共融教育計劃
JOCKEY CLUB SIGN BILINGUALISM AND
CO-ENROLMENT IN DEAF EDUCATION PROGRAMME

捐助機構
Funded by:



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust



Acknowledgement



Jockey Club Sign Bilingualism and
Co-enrolment in Deaf Education (JC-SLCO)
Programme (2006-2013)

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Outline

- Findings of Sign Linguistics Research
- Route of Knowledge Transfer

Sign Linguistics

Language Development of Deaf Children

Deaf Education

- Impact on the society



From Sign Linguistics to Deaf Education

Sign Linguistics	Sign Language Acquisition	Deaf Education
<ul style="list-style-type: none"> SL is not gesture SL is a highly structured linguistic system. SL is not universal. SL has its own grammar, which is independent of the grammar of spoken language 	<ul style="list-style-type: none"> SL and spoken language acquisition share similar developmental milestones. Deaf children can develop knowledge of SL and spoken language simultaneously. Deaf Children --> SIGN BILINGUAL!! SL supports, NOT HINDERS, spoken language development of deaf children 	<ul style="list-style-type: none"> SL supports deaf children in education for ease of access to information. Sign bilingual education – support deaf children's linguistic, social, cognitive and academic development. Deaf adults co-teaching with hearing teachers are excellent role models to both deaf and hearing children

Research Outputs

- Documentation of HKSL



Asian SignBank



HKSL Dictionary



Child HKSL Corpus and Child HKSL-Cantonese Bilingual Corpus

- Language acquisition by Deaf children

- Monolingual (HKSL)
- Bilingual Bimodal (HKSL & Cantonese)

Deaf education: HK Situation

- Mainstream education
 - oral language only, no sign language support
- Only **one** special school for the deaf
 - mainly oral approach
 - Starting to incorporate SL in classrooms
 - No SL professional support for teachers
- Outcome: Long-standing problems
 - Low literacy development
 - Low academic attainment
 - Failure to receive higher education

Global Change in Deaf Education

JC-SLCO
(2006 – 13)

A pioneering project in response to the New Era of Deaf Education

1880 in Milan: Removal of Sign Language in Deaf Education

After 130 years

2010 in Vancouver: Restoration of Sign Language & Deaf teachers in Deaf Education

Convention on the Rights of Persons with Disabilities (2006)

State parties shall:

- Facilitate learning of Sign Language ...
- Employ teachers, including those with disabilities, who are qualified in Sign Language ...

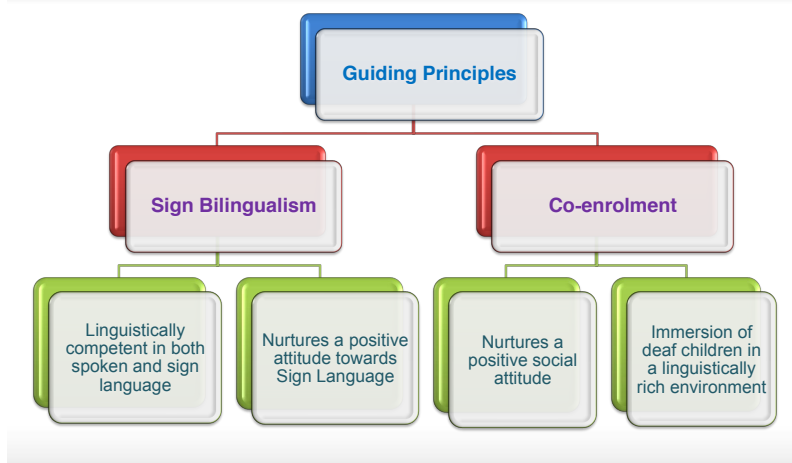
Significance of the JC-SLCO Programme



It is the first attempt in HK that examines the role of natural sign language in the inclusive education of deaf and hearing students.



It generates the first archive of research findings of the language development of deaf and hearing children who are educated using the JC-SLCO model.



Transfer of Knowledge of Sign Linguistics to the Educational Setting

Experimental Programmes



Change of School's Eco-system

- Whole-school approach to Deafness in education
- Inclusion of Deaf teachers (9x) and a sizeable number of Deaf students (40x) in the KG and PS Programmes

Impact

- School development towards inclusive deaf education
- Raising Deaf Awareness within the school system
- Appreciation for differences

Change of philosophy of inclusive deaf education

- Monolingualism → Sign Bilingualism as an option in a mainstream setting
- Total Inclusion – Same expectations, same curriculum

Impact

- Nurturing sign bilingual development of hearing and Deaf children, as well as teachers at school
- Nurturing inclusive culture within the school system

Evidence-based practices in the school environment

- Co-teaching strategies of deaf and hearing teachers
- Collaborative learning between Deaf and Hearing children
- Emphasize literacy development, use of visual learning strategies, provide SL support and speech training

Impact

- Professional development of hearing teachers – HKSL skills, understanding of deaf needs
- Enhancement of hearing-deaf communication
- Improvement in oral & literacy development, as well as academic attainment

Promoting HKSL at School



Sign Language class for teachers

Sign Language
Recess everyday

Providing Speech and Language Training



Intensive reading programmes



Professional speech training



Building Resources

Teaching Materials 教學資源

Games to Enhance Students'
Radical Awareness in Chinese
中文部首學習遊戲

Reading Programmes,
Visual aids, Worksheets
閱讀計劃、視覺教具、工作紙

Publications 出版

Syntax-based Chinese
Readers Series
《讀故事學語法》系列

Speech Perception Training Kit
聽障兒童言語聆聽理解訓練手冊

Web Library & Webpage 網上圖書館及網頁

Online Sign Language
Resource Library
網上手語輔助閱讀系統

Development of Assessment Tool 評估工具發展

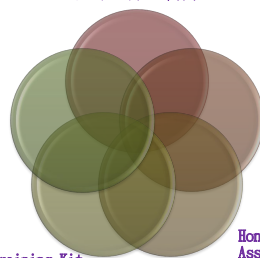
Assessment of Chinese
Grammatical Knowledge 中
文語法知識評估

Hong Kong Sign Language
Assessment Tool
香港手語評估 (暫譯)

Hong Kong Cantonese Oral
Language Assessment Scale
(HKCOLAS - video version)
香港兒童口語(粵語)能力量表
(錄像版)

Hong Kong Sign Language Narrative
Assessment Protocol

香港手語故事敘述能力評估



Teaching/learning Resources



Teaching/learning Resources



Sign-supported materials for General Studies



Reading Materials



Syntax-based Chinese reading materials (50 story books)



Sign-supported Reading Materials



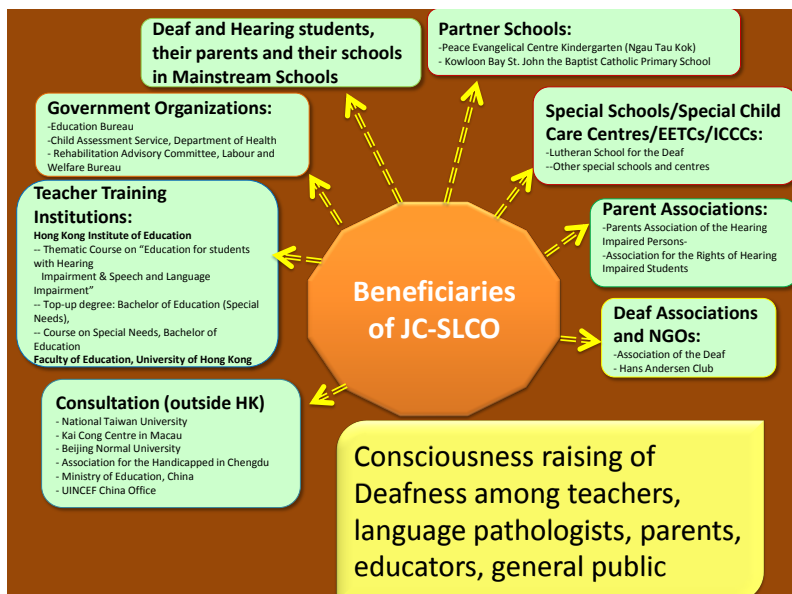
Web-based sign-supported reading materials



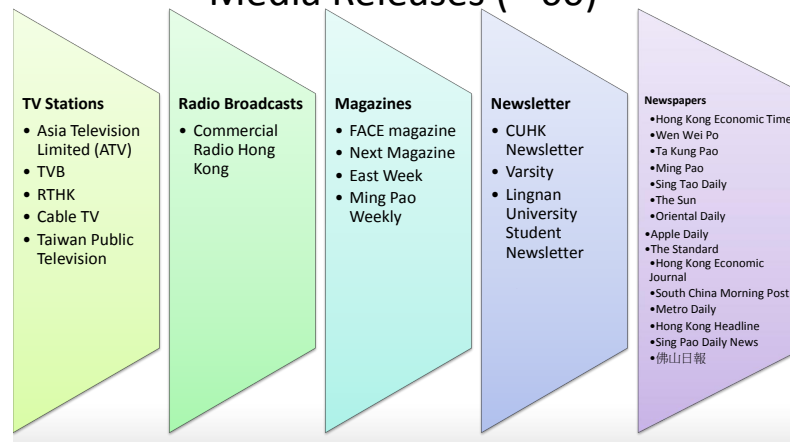
Speech Training Packages



Sound Jigsaw – A Speech Perception Training Kit



Media Releases (~ 60)





Future: The new model is taking root at school...

- Both the kindergarten and primary school have pledged to continue with this model in the future
- The Hong Kong Catholic Diocese have decided to extend the Programme to secondary education

Peace Evangelical Centre
Kindergarten (Ngau Tau Kok)
平安福音堂幼稚園(牛頭角)

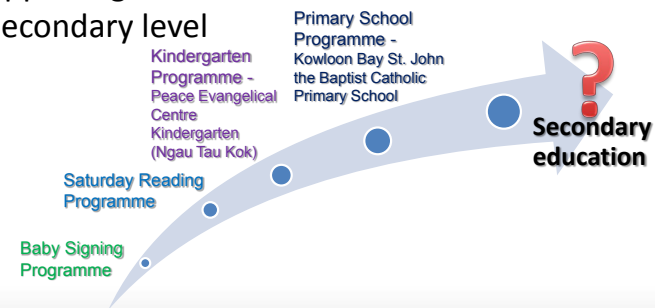


Kowloon Bay St. John the Baptist
Catholic Primary School
九龍灣聖若翰天主教小學



Future: Expansion of the model

- Parents of both D/hh and hearing children are appealing for continuation of the model at the secondary level



Future: Exporting the new model to...

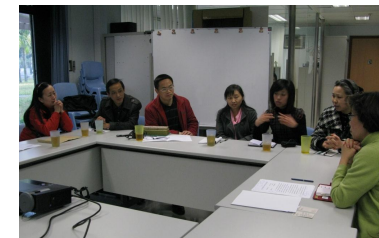


Visit : Beijing Officials (3-4 Jul 2011)

Ms. Wei Dan, Director of Synthesis Section, Department of Language Planning & Administration, Ministry of Education, PRC
Prof. Gu Dingqian, Deputy Dean of Faculty of Education, Beijing Normal University



Future: Exporting the new model to...

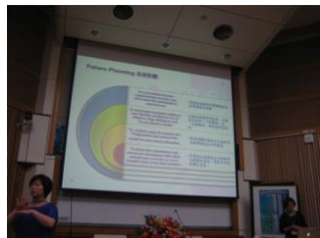


Visit: Personnel from Chengdu (10 Jan 2011)

Mr. Yang Zhixiao, Director of the Department of Education and Employment of the Association for the Handicapped in Chengdu
Ms. Dai Mei, the Chairperson of Chengdu Association of the Deaf
Mr. Wei Xiangming, Principal of the School of Special Education in Chengdu and the school's teachers



Future: Exporting the new model to...



Keynote delivered at National Taiwan University (8-9 Jun, 2011)

2011 International Conference on Bilingual / Bicultural Model in Deaf Education 國立臺南大學2011聽障教育雙語雙文化模式國際學術研討會



Future: Exporting the new model to...



Talk at Kai Cong Centre, Macau's Association of the Deaf
澳門聾人協會啟聰中心

手語研討會 (Nov 2010)

Seminar for parents on the Speech Perception Training Kit and the Syntax-based Chinese Readers (23 Jul 2011)



Contact us

- Websites:
 - CSLDS: <http://www.cuhk.edu.hk/cslds/v2/>
 - JC-SLCO: <http://www.cuhk.edu.hk/cslds/jcslco/>
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- Telephone Contact: 3943 4178