

**Deaf education in Taiwan: recent changes of policies regarding sign  
language and students with hearing impairment**

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Sign bilingualism is more and more emphasized in international deaf education field. In Asia, sign bilingual deaf education model has been implemented in China, Hong Kong, and Japan, etc. Since 2006, sign bilingual reading model was implemented by Professor Huang at a private kindergarten in Kaohsiung, Taiwan. Since 2011, Hsing started to follow Hong Kong's model and began to conduct a sign bilingual partial inclusion experiment in Tainan, Taiwan at the hearing kindergarten level for 2 years. Since fall 2012, a sign bilingual experiment was conducted at a 1st grade classroom in a local deaf school till now. Since spring 2014, sign bilingual full inclusion experiments for one-week long were explored twice at a hearing kindergarten class (Hsing, 2014).

Some recent changes in deaf education and sign language policies in Taiwan include the national special education new curriculum outline announcement and a new kind of license offered for sign language interpreters -- advanced level. Recent practice changes emerged from Hong Kong sign bilingual team's visits to Taiwan and shared their successful experiences. Since then, few novice programs were conducted in Taipei by Professor H Chang (2014) and in Taichung by Professors Liu (since 2013).

Some obstacles were recognized, such as Taiwan government officials' ignorance of the importance of TSL for deaf students, and some teachers and parents' resistance to change attitudes. The conclusion is that sign bilingual deaf education model is beneficial for both deaf and hearing students and it is accessible. The road to sign bilingualism in Taiwan has already been opened. More endeavors are needed.