



手語及聾人研究中心
Centre for SIGN LINGUISTICS & DEAF STUDIES



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



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



IMPACT OF SLCO PROGRAMME – VIEWS FROM DEAF TEACHERS

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Acknowledgement



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Introduction

- “Jockey Club Sign Bilingualism and Co-enrolment Deaf Education Programme” was established in 2006.
- 36 deaf students was integrated in a mainstream school.
- 5-7 deaf students + 20 or so hearing students
- Guiding Principles: (1) Bilingualism (2) Co-enrolment
- A group of deaf teachers were immersed in the partner school.
- Deaf teachers co-teach with hearing teachers on a full time bases.

Literature Review

Potential Benefits:

- High expectation on deaf students

(Jimenez- Sanchez & Antia, 1999; Antia & Metz, 2004)

- Fear towards the hearing world can be reduced

(Jimenez- Sanchez & Antia, 1999)

- Adult role models

(Jimenez- Sanchez & Antia, 1999)

- A model for the cooperation between teachers

(Jimenez- Sanchez & Antia, 1999)

Literature Review

Overseas Experiences:

- The academic outcome is rather mixed

(Kreimeyer et al., 2000; Anita & Metz, 2014)

- Increased social interactions with specific instructions

(Kreimeyer et al., 2000)

- No differences on any aspect of self- concept compared to that of their hearing counterparts

(Kluwin, 1999)

- No differences on social acceptance among deaf and hearing students (Bowen, 2008)

However

- Unique educational model
 - ① Limited literature on its impacts.
 - ② Limited literature written merely from the perspective of Deaf teachers.

Deaf voice is important

- Deaf teachers are active participants and play a significant role in the SLCO Programme.
- They had direct experience in other modes of deaf education in Hong Kong
- Their views on the Programme with reference to their own learning and working experience are important reference to the future development of the Programme.

Background of Interviewees

- **Gender:** 6 females & 1 male
- **Hearing Loss:** 5 profound & 2 severe
- **Educational Attainment:** F.5 – undergraduate
- **Year of teaching in SLCO:** 1 – 6 years
- All interviewees finished their primary and secondary education in **deaf schools.**

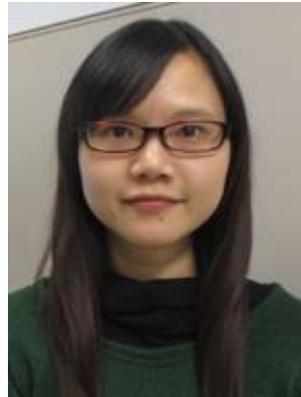
Background of Interviewees

	Year(s) Teaching in SLCO	Major Subject Taught	Hearing Loss	Parents' Hearing Status
Miss Bou	1	P.1 Chi, Eng	Profound	Hearing
Miss Cheung	2	P.1 Math, P.6 Chi	Profound	Hearing
Miss Kwan	2	P.2 Chi, Eng, Math	Profound	Hearing
Miss Lam	5	P.3 Chi, Eng, Math	Profound	Deaf
Miss Ngai	1	P.4 Chi, Eng, Math	Profound	Hearing
Miss Pun	6	P.6 Eng, Math	Severe	Hearing
Mr Sung	5	P.5 Chi, Eng, Math	Severe	Deaf

Deaf Teachers



Miss Amy Bou



Miss Christy Kwan



Miss Jenny Ngai



Miss Joyce Pun



Miss Kate Cheung



Miss Mila Lam



Mr Ricky Sung

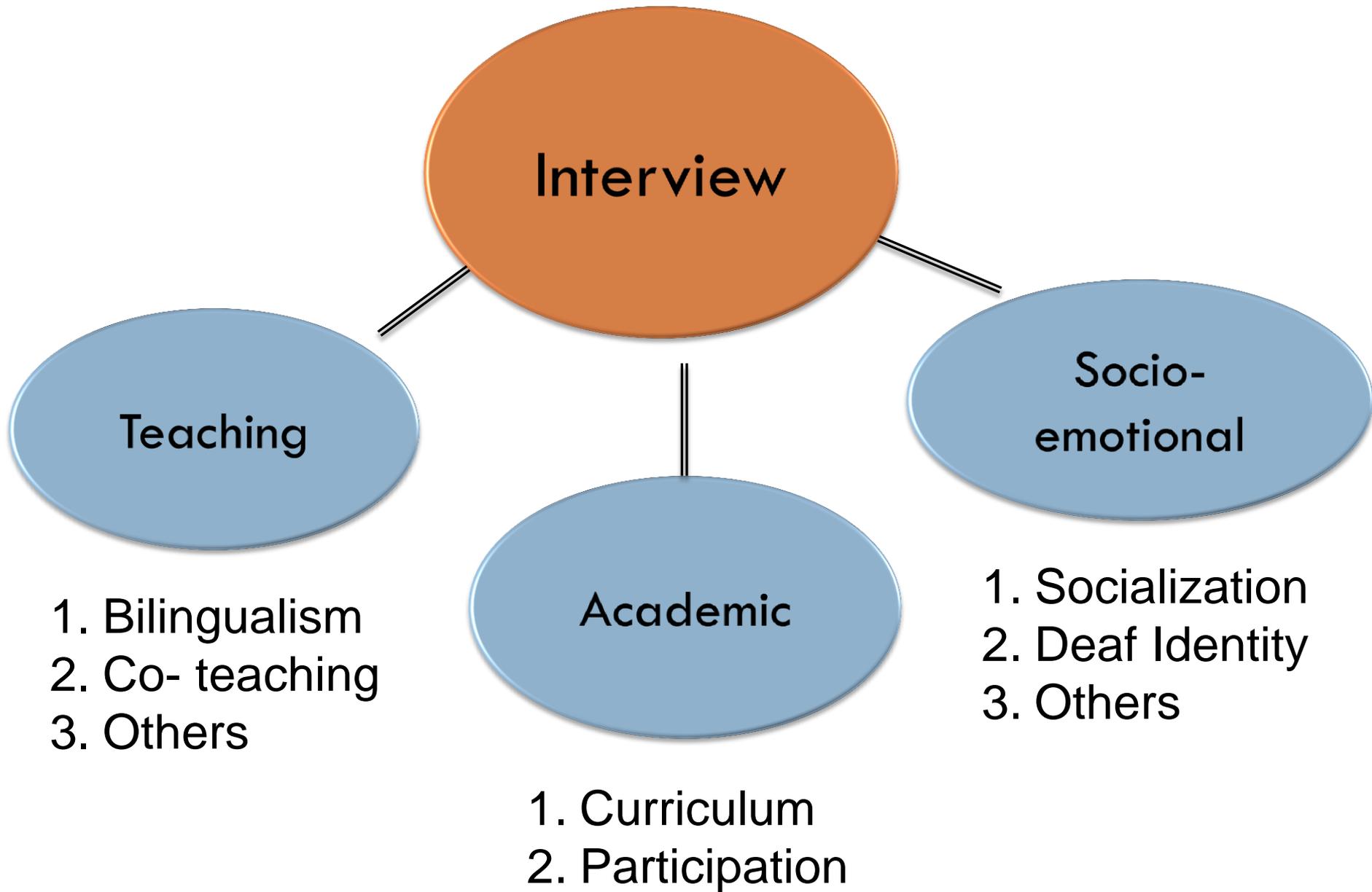


Interview

1. An interviewing protocol was developed
2. Individually 30- 45 minutes' interview
3. Videotaped
4. Hong Kong Sign Language was used as the medium of communication

Data Analysis

1. Transcribed by a postgraduate student who is proficient in Hong Kong Sign Language
2. Verified by the interviewees
3. Yielded 3 major themes of ideas.





Deaf Teachers' View

Teaching – Bilingualism

- Sign language is a language too
- To include both signed and spoken languages are 'normal' to deaf students
- Hearing Teachers: reminded deaf students of what the teachers said
- Deaf Teachers: teach hearing students sign language
Teachers support both signed and spoken language. They can choose either one (Miss Lam).'

Teaching – Bilingualism

Because both signed and spoken language were available:

Deaf Students :

- Learn as much as hearing students
- Would not miss out details
- Can associate new words with signs
- Confident in sign language
 - actively participate and answer questions
- Use natural sign to learn
 - may not understand fully

Teaching – Bilingualism

Hearing Students:

- Would not discriminate deaf students
- Do interpretation for deaf students

Teaching – Co-teaching



'It has good and bad in co-teaching (Miss Cheung).'

Good:

- Learn from both (deaf and hearing teachers through) oral language & signing
- Deaf teachers can understand deaf students' needs
- Hearing and deaf teachers complement each other
- Promote deaf culture
- Build up a model for better cooperation

Teaching – Co-teaching

Bad:

□ General Problems:

- ① Time consuming
- ② Limited proficiency in sign language of hearing teachers
- ③ Wrong expressions

- Assisting role: deaf teachers → interpreters
- Rushing to complete the syllabus → cannot follow
- Cannot lip-read Mandarin
- Do not meet on fixed dates for preparation

Teaching – Co-teaching

4 factors lead to good co-teaching:

- Willing to cooperate with deaf people
- Involving themselves in deaf and hearing mingling
- Learning sign language with heart
- Be patient



Others: Status of Deaf Teachers

***The status is 'not exactly the same,
but more- or less the same (Miss Ngai).'***

□ Perceived reasons:

- ① Deaf teachers have less chance to be the main teacher in the class
- ② Lower educational attainment of deaf teachers

□ But :

- ① This programme does not discriminate deaf participants
- ② Deaf people can work hard and have the same status
- ③ Students respect deaf teachers

Academic - Curriculum

- Same syllabus
- Same level of assessment
- Can take as many subjects like the hearing students
- *‘Now I teach, get to know that deaf students can also learn if you teach them (Miss Pun)’.*

Academic - Participation



- Participate actively
- If teachers communicate more with deaf students, they will be active in class
- Can participate in music lessons
- Can participate in different activities in school
 - : Visit to the MTR (Mass Transit Railway) depots
 - : Mai Po (Nature Reserve) etc.

Academic - Participation

Video:

- 'Participating in different activities' (Miss Ngai)

‘Participating in different activities’ (Miss Ngai)



Social Integration



Deaf Students:

- Know how to get on with hearing people
- Won't be afraid of telling people they can't hear clearly and ask people to speak slower
- Teachers encourage them to interact with hearing students
- Often use speech, sometimes signing

Social Integration

Hearing Students:

- Having activities at school to promote deaf culture
- Understand there is no problem for deaf people
- Know what to do when they come across deaf people
- Hearing students may sign or write
- Accepting and open-minded in the future
- But, socializing more with those who know signing

Social Integration

Video:

- 'Socializing with the outside world' (Miss Cheung)

'Socializing with the outside world' (Miss Cheung)



Socio- emotional : Deaf Identity

- Most deaf students have high acceptance.
- Having two languages → don't feel ashamed
- Presence of deaf teachers
- Not all students accept they are deaf
- A student asked his mom why he was born deaf
- But overall feedbacks are okay, only a few students refuse to admit their deaf identity

Others: Self Image of Deaf Students

- Deaf and hearing are equal
- Can achieve as much as hearing students can
- Have seen the success of other deaf (e.g. CSLDS staff).
- The Programme respects and supports for deaf people
- Students have a dream to be a sign interpreter, a police etc.
- But still, some deaf students have lower self- image

Constraints of the SLCO Programme

- Hong Kong Educational System
 - ① No professionally trained hearing teachers for the deaf
 - ② Take up duties
 - ③ Limited educational opportunities for the deaf
 - ④ Heavy workload of teachers
 - ⑤ Tight syllabus
- Family
 - ① Low family expectation
 - ② Overprotection
 - ③ Deaf/ hearing parents

Limitation of the research

- Limited generalizability
 - ① Single site
 - ② Small sample
 - ③ Deaf teachers at Primary school only
- Background of the interviewees
 - ① All interviewees finished their primary and secondary education in deaf schools.
 - ② 5 out of 7 interviewees were born to hearing parents

Conclusion

'I envy them as I didn't have such programme when I was young. This teaching method is good and it's the first time (in Hong Kong) that hearing and deaf students study together...they are happier. It's good. (Miss Bou)'

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