

SIGN BILINGUALISM IN MAINSTREAM DEAF EDUCATION IN HK (2006-NOW)

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Current situation of deaf education in Hong Kong:

About 200 life births with hearing difficulties every year

- 40-50 severe to profound hearing loss
- no cochlear(s), auditory neuropathy,..etc.

Deaf education:

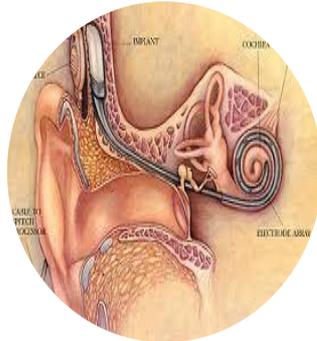
- Oralist mainstream
- Oralist to total communication with the deaf school
- Officially, no sign language in deaf education

Communication Barrier Remains

New technology improves deaf children's hearing ability, but **NOT ABLE** to bring normal hearing to them



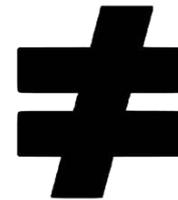
Hearing Aids



Cochlear Implants



Auditory Brainstem Implants

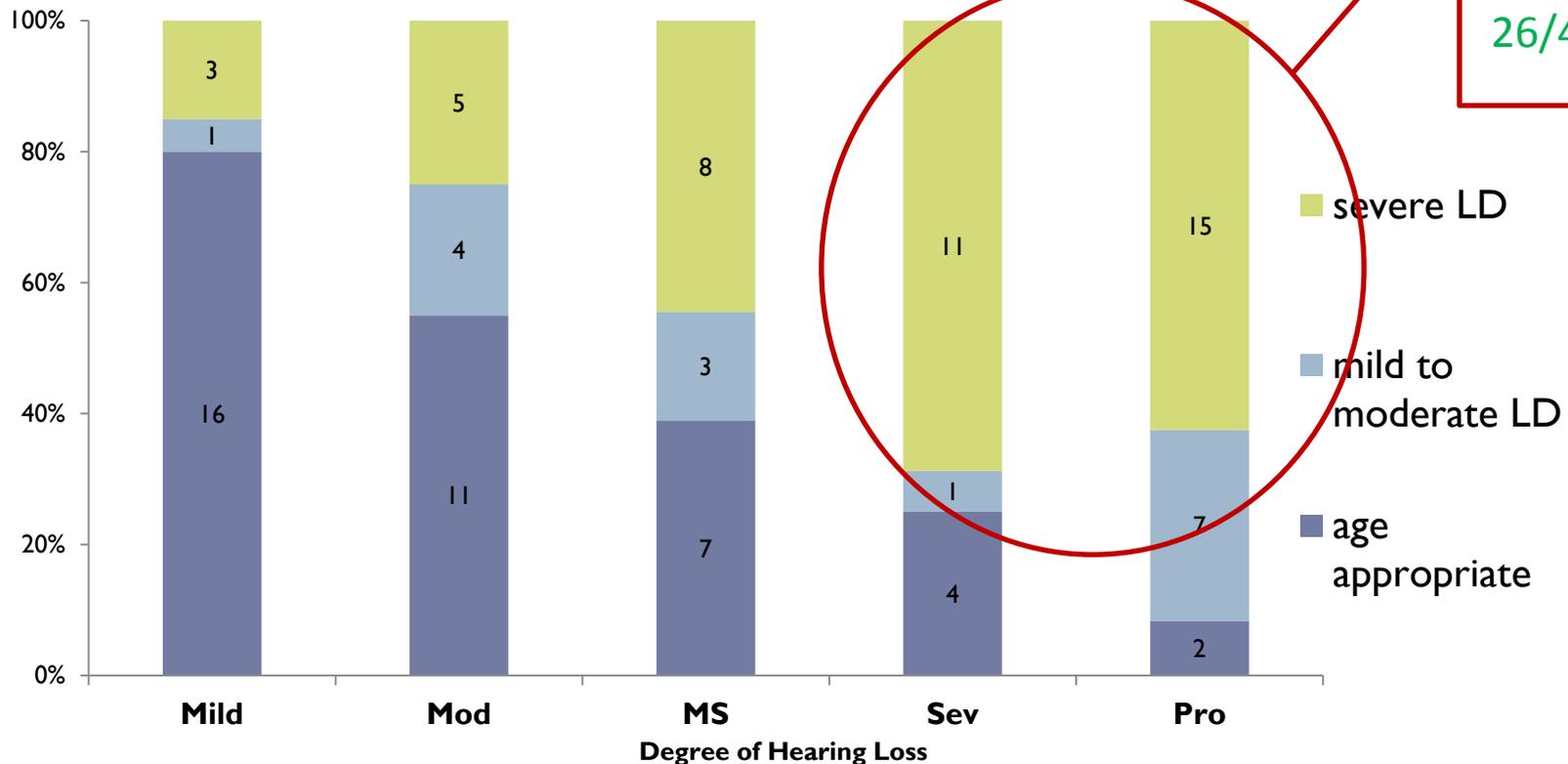


Normal Hearing

SEVERE LANGUAGE DELAY observed

Language Delay of Mainstream Deaf Students (Lam et al., 2014)

Oral Language Abilities of 98 Mainstream Primary Deaf and Hard of Hearing Students



- **58 (59.2%)** were having different degrees of language delay based on HKCOLAS.

The difficulties in communication severely affect their:

- **Language and literacy**
- **Class participation**
- **Academic performance**
- **Social development**

Sign Bilingualism and Co-enrollment Education Programme

(2006-NOW)

Acknowledgement

Providing seed money for the establishment of
Sign Bilingualism and Co-enrolment in Deaf
Education (SLCO) Programme in HK
(2006-2014)

捐助機構 Funded by:



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The Hong Kong Jockey Club Charities Trust

Acknowledgment:

**Strategic
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LEE HYSAN
FOUNDATION

Funder:



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Fu Tak Iam Foundation Limited

Basic Components of a SLCO Classroom



**Co-teaching of
Deaf and Hearing
teachers**

**Signed and Spoken
Language as
Medium of Instruction**

**Critical Mass of Deaf
Children in a Mainstream
Classroom**

1:3 or 1:4

Building a “Trough-train” System in HK

- The SLCO Programme is extended to secondary education since 2013
- Sign bilingual education in regular baby crèches started in 2012 (collaborated with The Hong Kong Society for the Protection of Children)



Baby
Signing
/Baby
Crèches
Programmes



Sign
Bilingual
Literacy
Programme



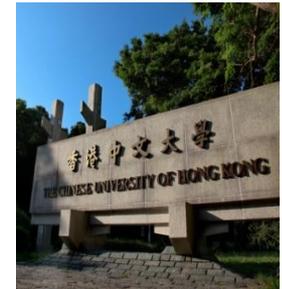
Peace
Evangelical
Centre KG
(Ngau Tau
Kok)



Kowloon
Bay St. John
the Baptist
Cath. Pri.
School



Notre
Dame
College



The
Chinese
University
of Hong
Kong

Children in SLCO Programmes (2014-15)

| Programmes | DHH students |
|---------------------------------------|--------------|
| Baby Signing + Baby Crèches Programme | 22+3 |
| Sign Bilingual Reading Programme | 18 |
| Kindergarten SLCO Programme | 12 |
| Primary SLCO Programme | 36 |
| Secondary SLCO Programme | 12 |
| Total | 103 |

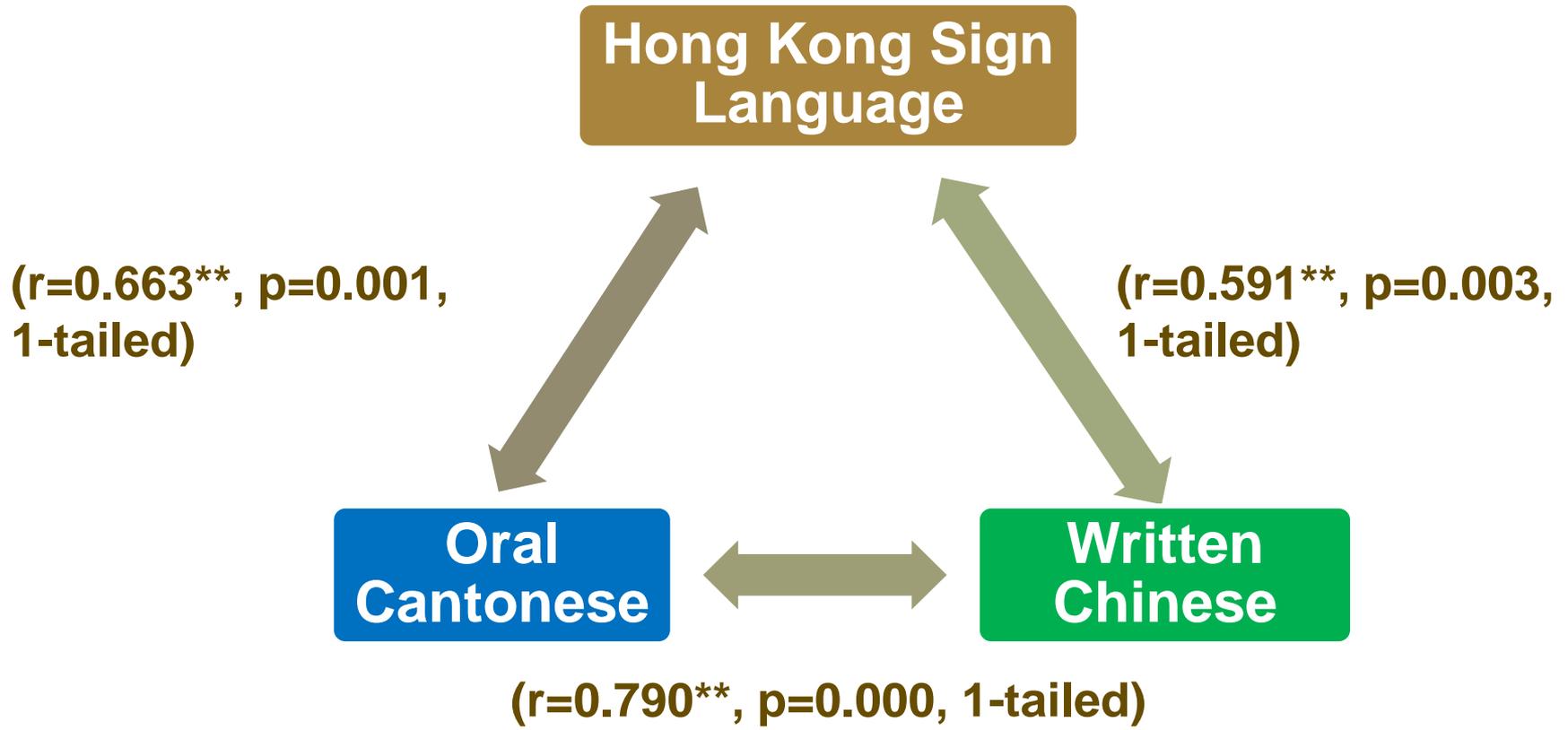
Sign Bilingualism and Co-enrollment Education Programme in HK

Research Findings

BILINGUAL DEVELOPMENT OF DEAF
STUDENTS
(TANG, LAM & YIU, 2014)

Significant Positive Correlations among the 3 Languages

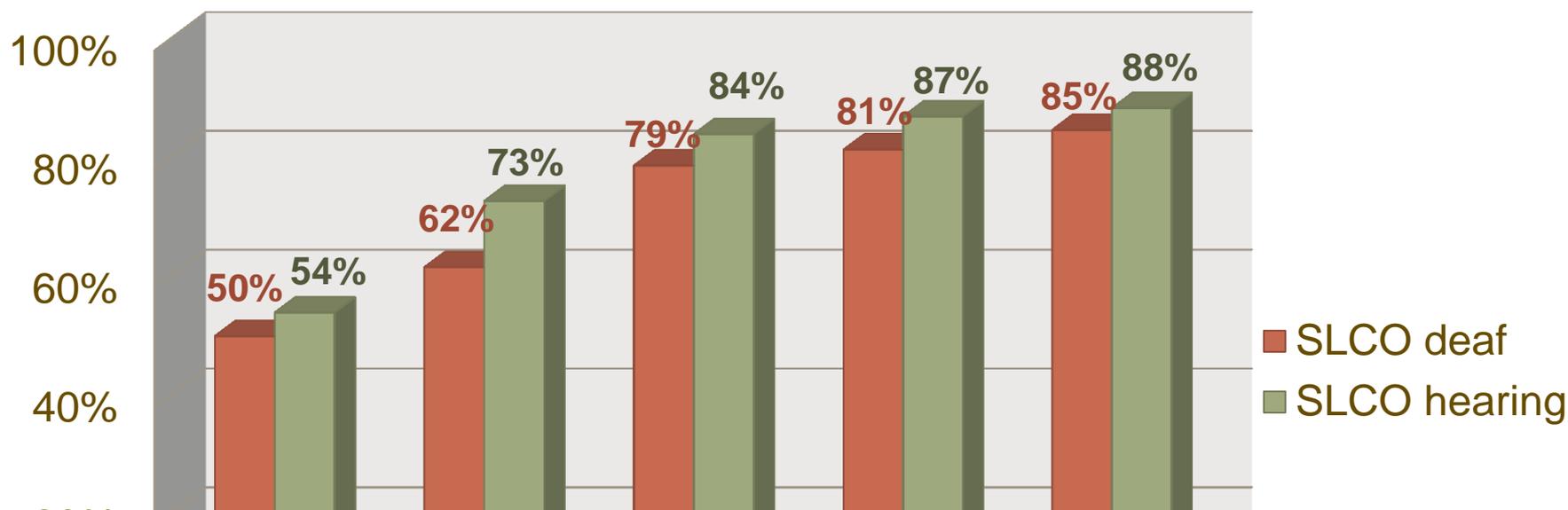
They are developing together....



LITERACY DEVELOPMENT:
GRAMMATICAL KNOWLEDGE OF
WRITTEN CHINESE
(LI et al. 2014)

Literacy Development in Chinese of SLCO Deaf Students (Li et al. 2014)

Overall Performance in the Assessment of Chinese Grammatical Knowledge



>>As a whole, no significant difference was found between deaf and hearing students in their Chinese grammatical knowledge.

Year 1* $t(67) = -2.172, p=.033$

Li et al. (2014)

ORAL LANGUAGE(CANTONESE)
DEVELOPMENT
(LEE et al. 2014)

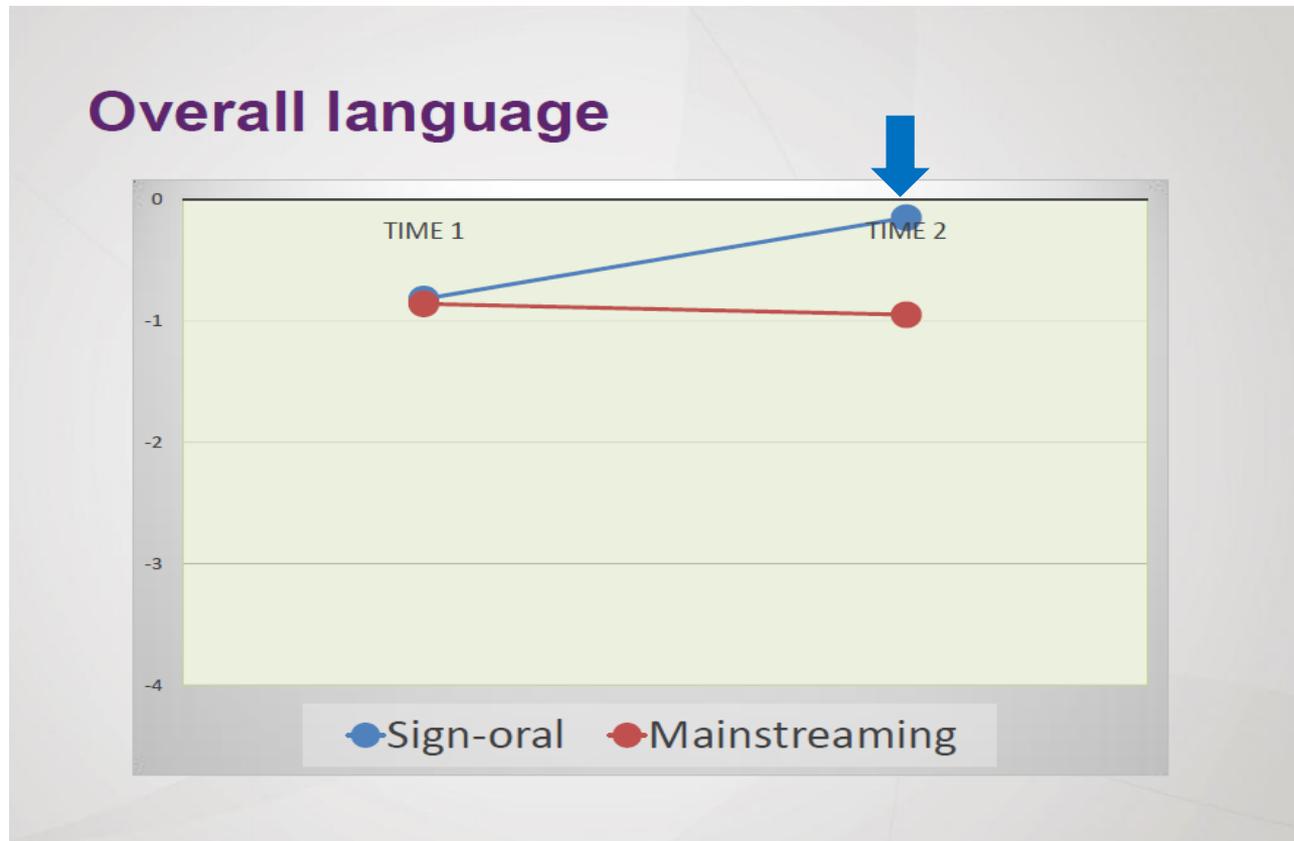
A 3-year Longitudinal Study on Students' Development in Cantonese (Lee et al. 2014)

(based on HKCOLAS (T'sou et al. 2014))

Repeated measures ANCOVA on the language scores
Controlled variables of hearing level and speech perception

| Time point | |
|------------------|-------------------------------|
| 1 (Baseline) | Data collected 2008-2010 |
| 2 (3 year later) | Participants were in P3 to P6 |

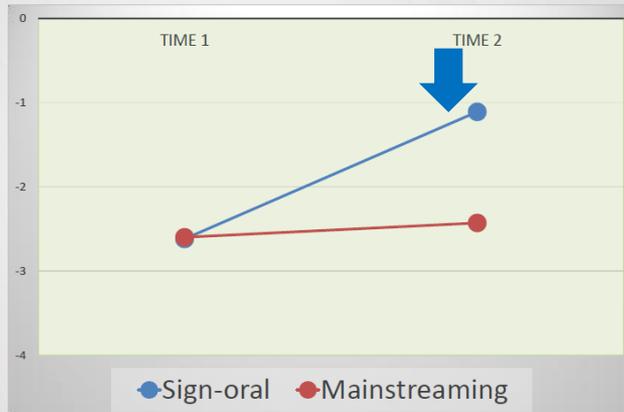
Comparison between 12 SLCO and 16 Mainstream Deaf and Hard of Hearing Students



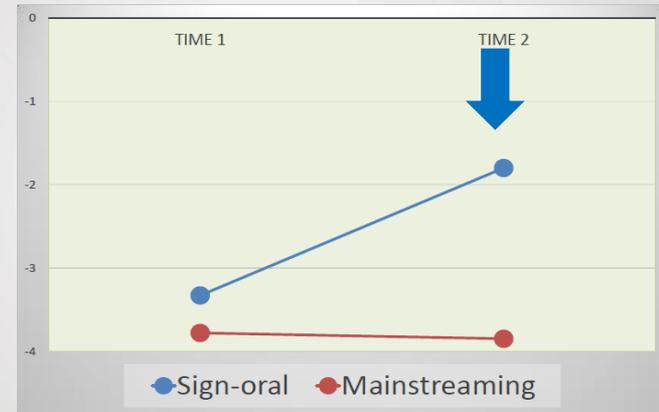
Overall oral language growth rate of DHH students:
SLCO > Mainstream

(SLCO > Mainstream in 4 sub-tests)

Textual comprehension



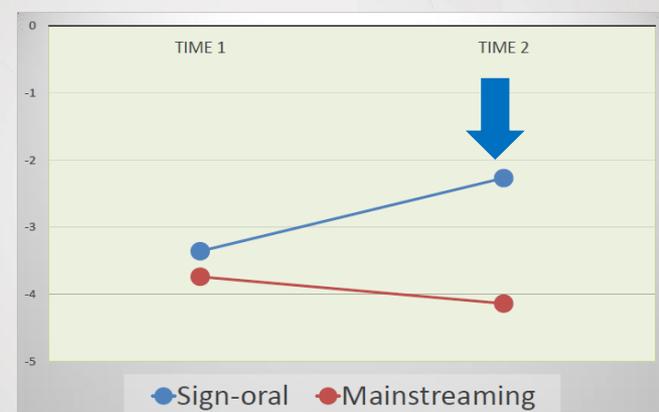
Cantonese Grammar



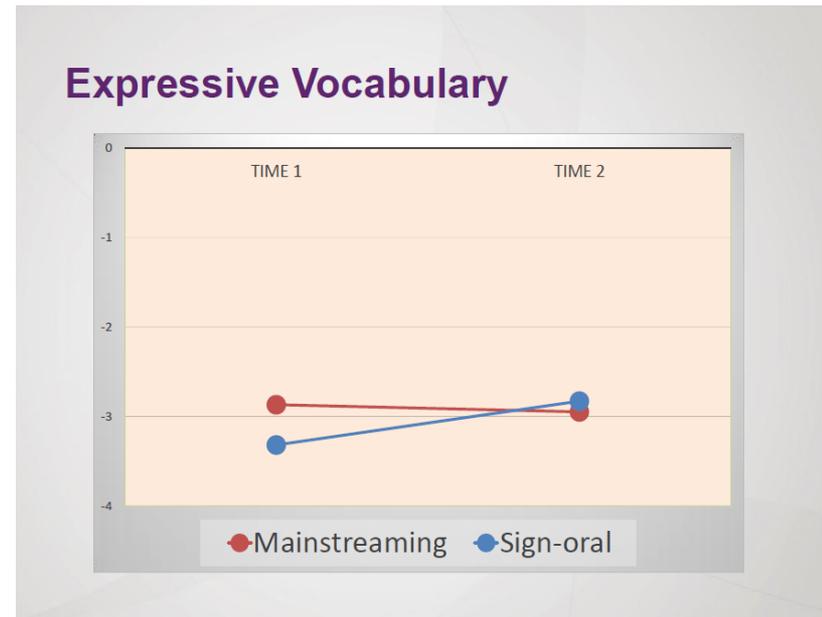
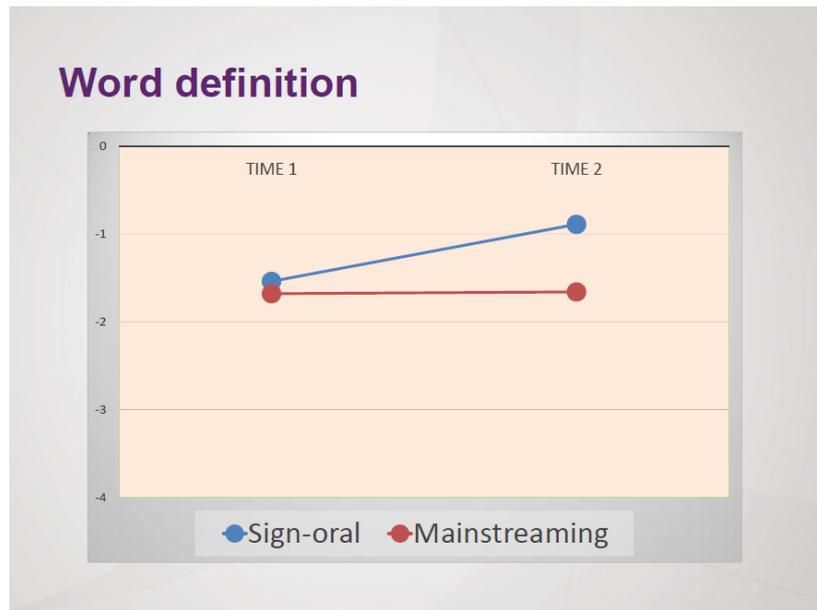
Lexical-semantic



Story Retelling



Subtests: (no sig. differences in 2 subtests)

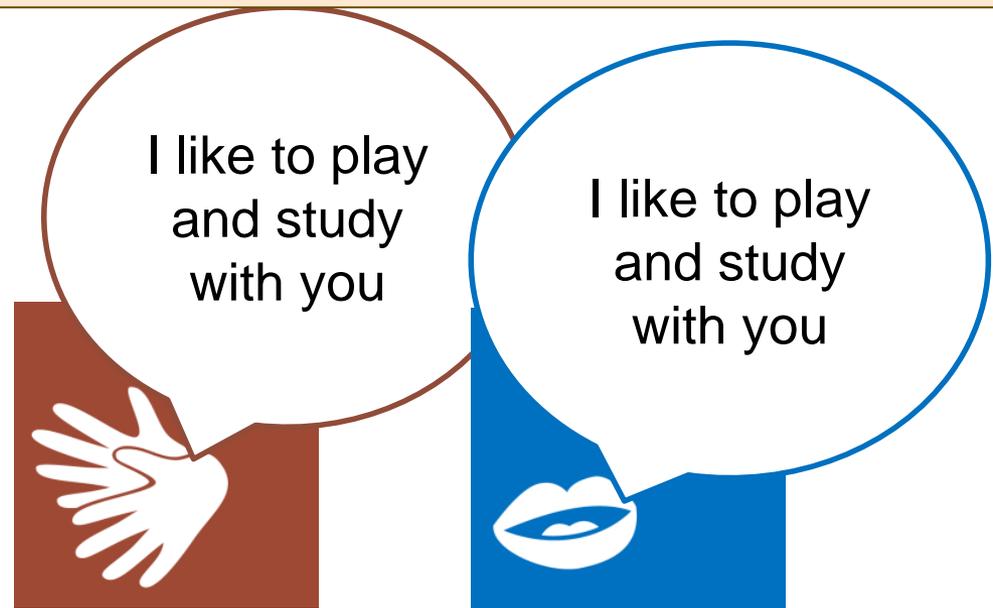


>>Exposure to sign language in the SLCO group does not hinder students from developing their oral language

SOCIAL INTEGRATION (YIU & TANG, 2014)

Peer Ratings between Deaf and Hearing Students (Yiu & Tang 2014)

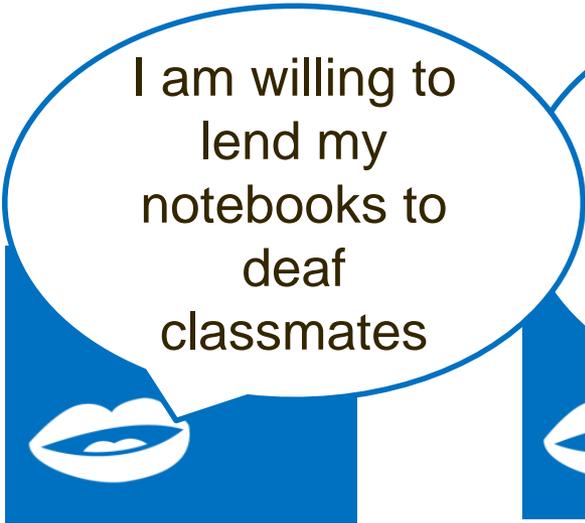
- Positive ratings toward each other.
- No significant difference between hearing students' ratings given to deaf and hearing peers (i.e. H-rate-D and H-rate-H) – **mutual acceptance observed**



Hearing Students' Attitudes toward Deaf Students (Yiu & Tang 2014)

- Mean scores of 289 hearing students was 3.8 out of 5 – attitudes toward deaf peers are positive.
- Hearing students in SLCO classes > non-SLCO classes (** $p=.000$);
- The longer time they are in SLCO class, the more positive attitudes they have.

The hearing students were ready to render positive actions, care, and support their DHH peers.



I am willing to lend my notebooks to deaf classmates



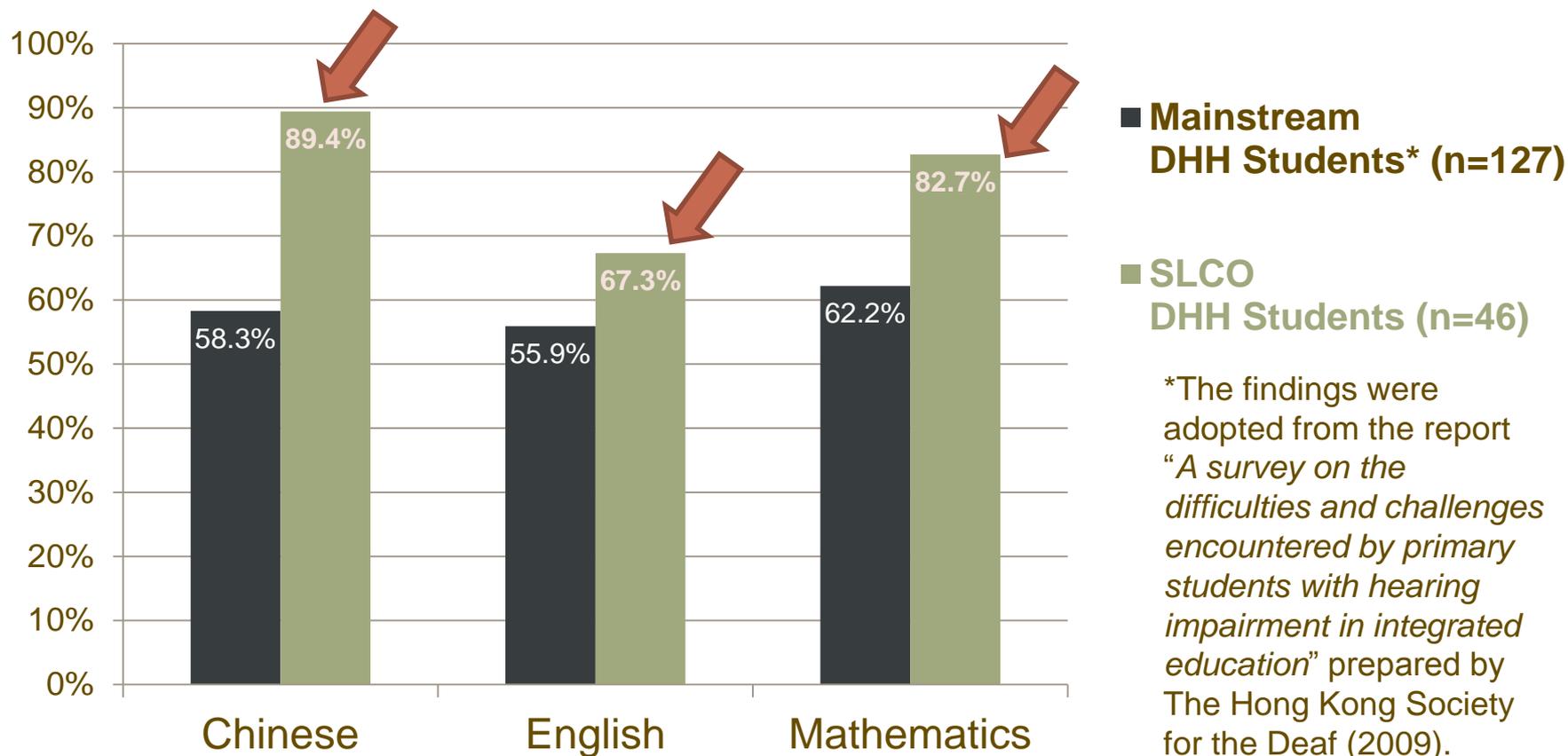
I think deaf students are capable of helping others.



I am willing to play with deaf students.

ACADEMIC PERFORMANCE

Survey on Academic Performance (Results for the last 3 years, involving 46 SLCO students):



* Two SLCO DHH students who have additional disability are excluded from the survey.

CONCLUSION

Conclusion

- Presence of hearing technologies and sign language - **helps remove the communication barriers**
- Both deaf and hearing students become bilingual users – **appreciate differences between deaf and hearing students**
- Deaf-hearing Co-teaching – **helps develop positive attitudes toward signed language and demonstrates how Deaf person is relating to a hearing person**
- Early signing – **important in enhancing deaf children's language abilities**

Early Signing is good for both Deaf and Hearing Babies

Love Ideas ♥ HK
集思公益計劃資助項目
香港仁愛香港

主辦機構：



協辦機構：



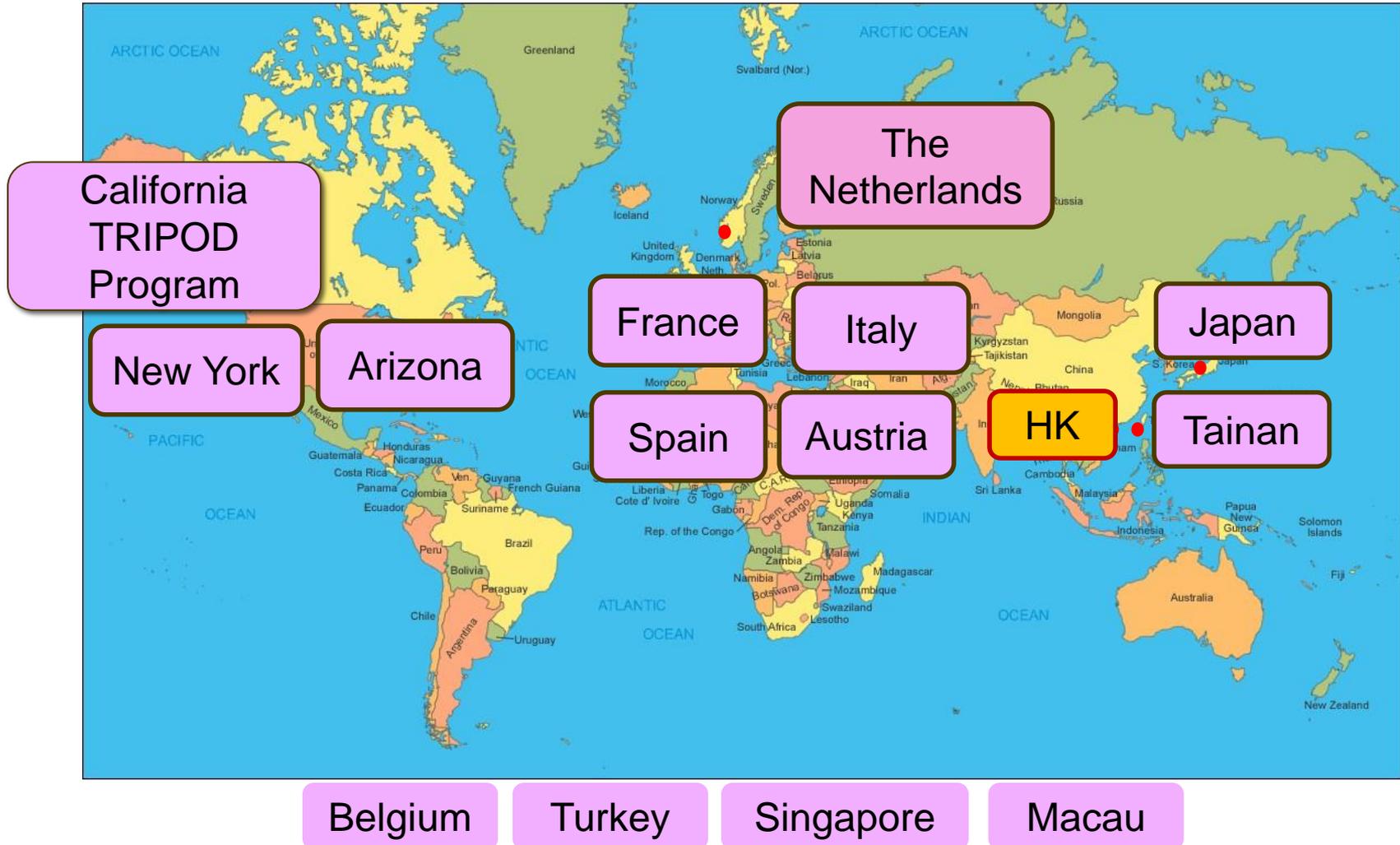
香港保護兒童會
Hong Kong Society for the Protection of Children



「認識手語—由幼兒開始」項目分享



Sign Bilingual and Co-enrollment Programme - A Growing Trend Worldwide



Thank you!

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