

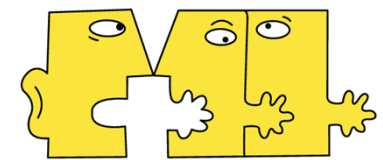


# ● Sign Bilingualism and Co-enrolment ● in Mainstream Deaf Education: ● A response to the global trend of nurturing inclusiveness in societies with diversities

Prepared by: Prof. Gladys Tang and Mr Chris Yiu  
The Centre for Sign Linguistics and Deaf Studies (CSLDS), CUHK  
19 May 2014

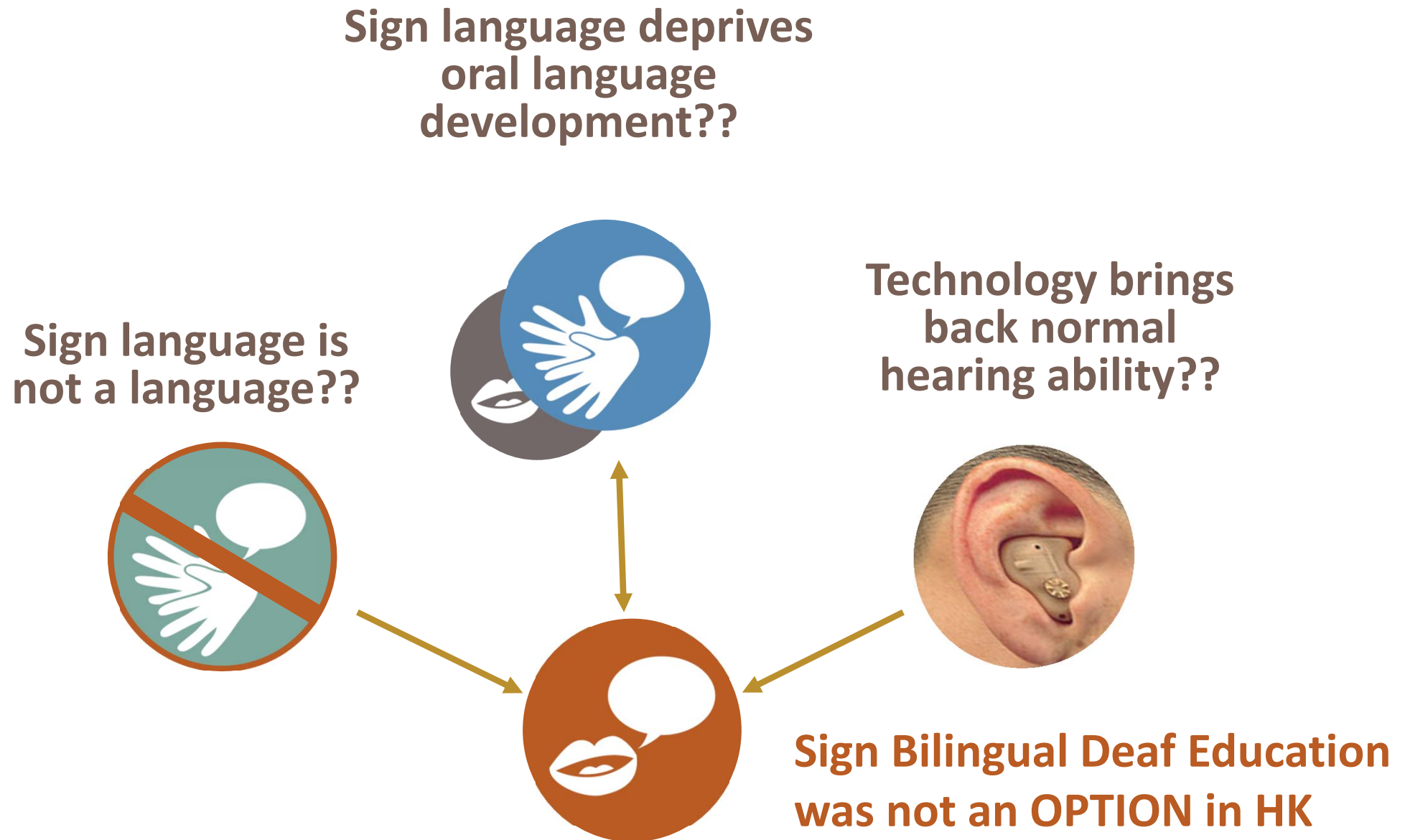


香港中文大學  
THE CHINESE UNIVERSITY OF HONG KONG

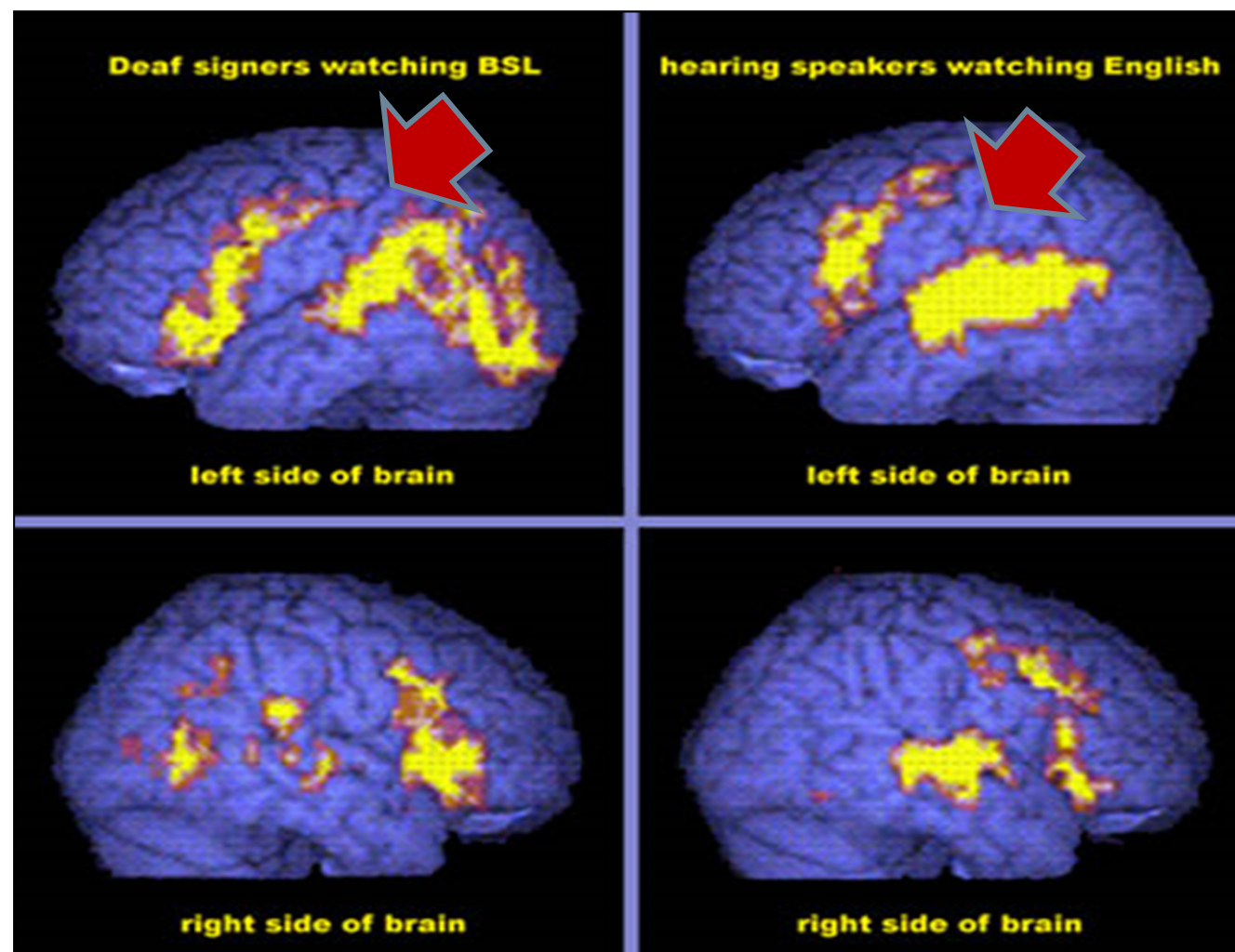


手語及聾人研究中心  
Centre for Sign Linguistics and Deaf Studies

# Misconceptions about Signed Language



Brain research have identified striking parallels between signed and spoken languages (Poeppel et al, 2012)



**Left-hemisphere lateralization during language processing**

\* Courtesy of Centre for Deafness Cognition and Language, University of College, London.

See also Campell, MacSweeney and Waters (2007), Emmorey, McCullough, Mehta, Ponto, and Grabowski (2010), and among others

# *Benefits of Early Sign Language*

**No evidence** so far determined that learning of a signed language of a deaf or hard of hearing child will hinder the development of their spoken language (Marschark, 2004)

Rather...

Sign language learning leads to greater **vocabulary knowledge** (Mollink, Hermans & Knoors, 2008; Wauters et al, 2001).

Early sign language **supports speech development**, with (Giezen, 2010) or without (Calderon and Greenberg, 1997) cochlear implant.

.....



# ***Benefits of Early Sign Language***

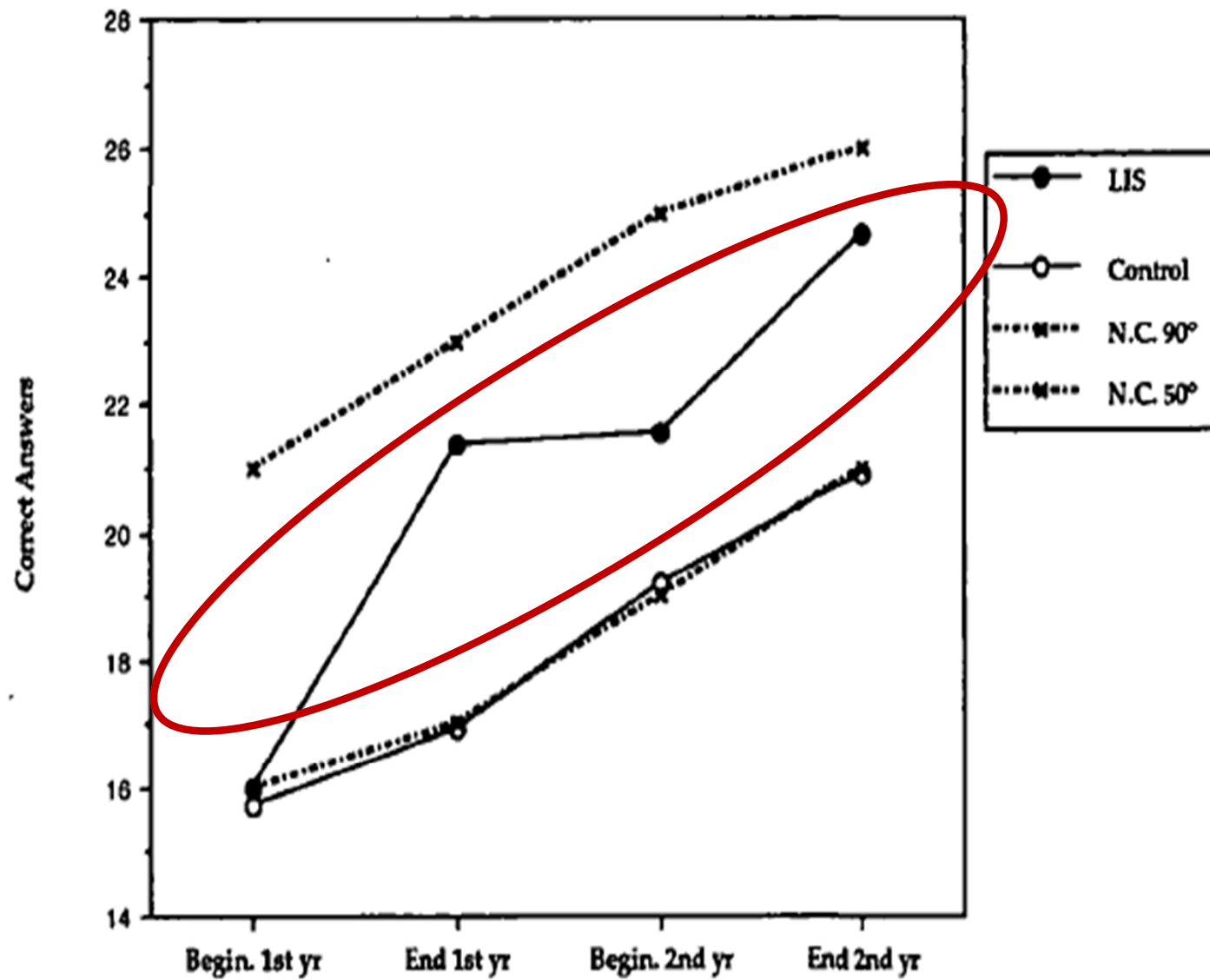
Different areas of **cognitive skills** such as:

- **Categorical thinking** (Courtin 1997)
- **Spatial thinking** (Conrad & Weiskrantz 1981)
- **Nonverbal cause effect reasoning** (Sisco & Anderson 1980)
- **Cognitive flexibility in thinking** (Courtin 1997, 2000a)
- **Visuospatial cognition** (Klima, 1996)

# *Possible Enhancement to Hearing Children*

Daniels (1993, 1994) demonstrated that normal hearing preschoolers who learned sign language showed **a better acquisition and a greater understanding of English vocabulary**.

Capirci, Rossini and Volterra (1998) found that normal hearing students with sign language training (**1 hr per week for 2 years**) showed to have **a better non-verbal cognitive development** (based on their performance in Raven PM 47 Test (Raven, 1949)).



N.C. 90° = Normative Control 90° percentile scores  
N.C. 50° = Normative Control 50° percentile scores

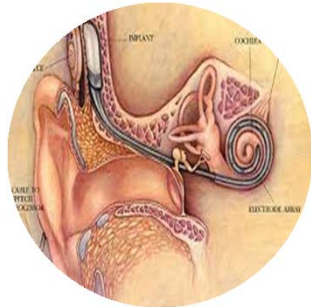
Figure adapted from Capirci, Rossini and Volterra (1998)

# Communication Barriers Remain

Technology **CANNOT** bring normal hearing to DHH children



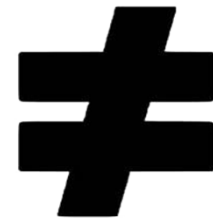
Hearing Aids



Cochlear Implants



Auditory Brainstem  
Implants



**Normal  
Hearing**

From recent study conducted by the Centre, **out of 98** DHH integrators:

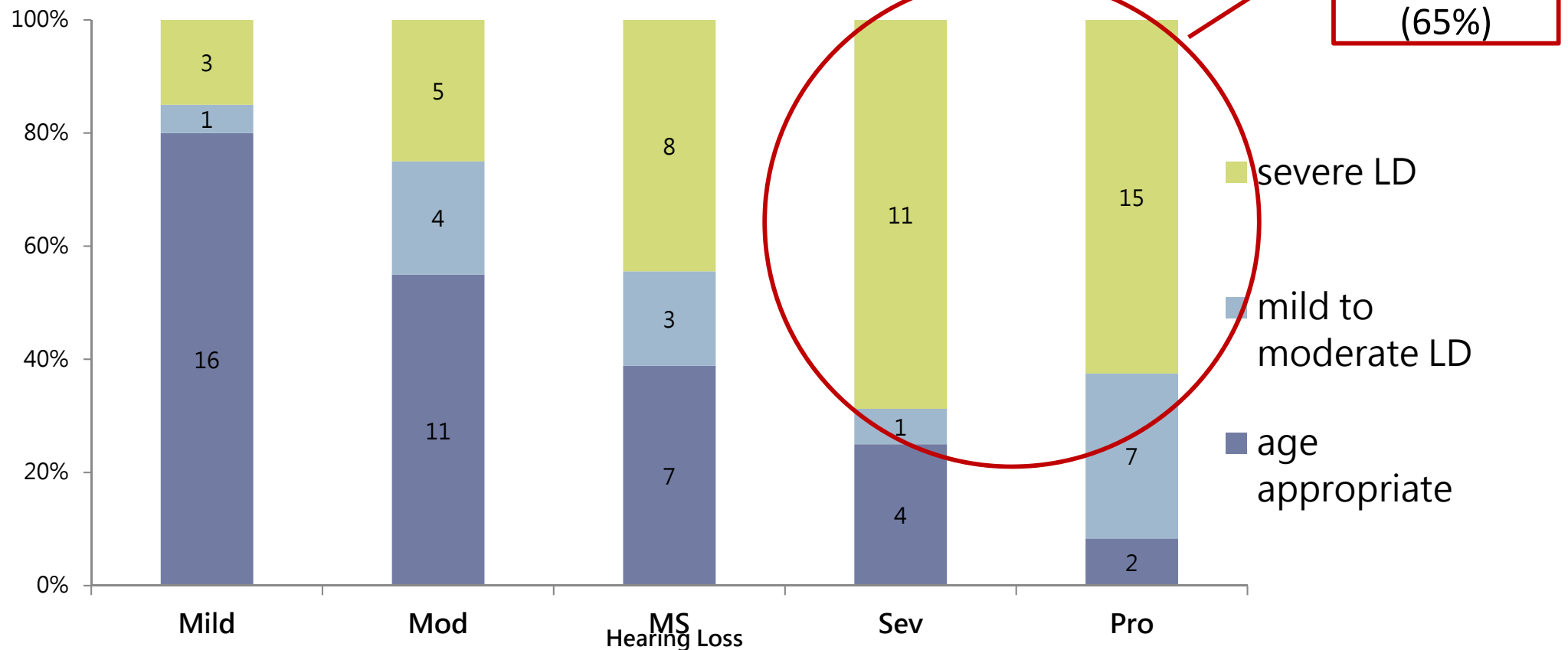
- **58 (59.2%)** were having different degrees of language delay; and

- **42 (42.9%)** of them are suffering from **SEVERE LANGUAGE DELAY.**



# Spoken Language Development - HK

Language Abilities of 98 Mainstreamed Primary DHH Students in Cantonese (using HKCOLAS)



For severe and profoundly hearing impaired students, 26 (65%) of 40 students were identified as having severe language delay.

# A Paper in the **Harm Reduction Journal**:

Language acquisition for deaf children: Reducing the harms of zero tolerance to the use of alternative approaches (Humphries et al., 2012)

- Sign language **provides early language inputs** to DHH children without barrier.
- It helps to **prevent from language delay** because of limited speech perception ability.

# Disability Discrimination Ordinance

## ***Code of Practice on Education***

by Equal Opportunities Commission, HK:

### **16. Providing Goods, Services and Facilities**

16.2 The provider needs to ensure that:

16.2.2 **appropriate medium of communication** is available, such as electronic mail or **sign language**;

# UN Convention on the Rights of Persons with Disabilities (China - signed in 2008)

## **Article 21: Freedom of expression and opinion, and access to information**

- (b) Accepting and facilitating the use of **sign languages**, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of **their choice by persons with disabilities** in official interactions;
- (e) Recognizing and promoting the use of sign languages

***Concluding observations on the initial report of China, adopted by the Committee at its eighth session (17–28 September 2012)***

71. The Committee takes note of the **difficult situation of persons with hearing impairments in accessing information due to lack of official recognition of the significance of sign language by Hong Kong, China.**



# Global Trend of Deaf Education

Findings from research on sign linguistics have led **the UN Convention on Persons with Disabilities** and the **21st International Congress on Educating for the Deaf (ICED)** to support:

- **Sign language in deaf education**
- **Training of deaf adults to be Teachers for the Deaf**



**2006**

UN Convention on  
Persons with Disabilities  
Article 24



**2010**

21<sup>st</sup> International Congress  
on Educating for the Deaf

**Sign Language + Deaf Teachers**





**賽馬會手語雙語共融教育計劃**  
**Jockey Club Sign Bilingualism and**  
**Co-enrolment in**  
**Deaf Education (JC-SLCO) Programme**  
**(2006-2014)**

捐助機構 Funded by:



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

# JC-SLCO Programme – A Ground-breaking Deaf Education Programme in Asia

Seed money from The Hong Kong Jockey Club Charities Trust helps **establishing a solid foundation for future development of sign bilingual deaf education** in Hong Kong as well as Asian countries.

***New development includes:*** Different levels of sign bilingual education programmes, training for sign bilingual teachers, Deaf training, assessment tools for bilingual development, teaching and speech training materials, etc.

# New Development from JC-SLCO Programme





# Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education (JC-SLCO) Programme (2006-2014)

CSLDS pilots the sign bilingualism and co-enrolment (SLCO) model at a mainstream kindergarten and a mainstream primary school in HK



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



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



Saturday Reading Programme  
星期六閱讀計劃



Baby Signing Programme  
嬰兒手語班



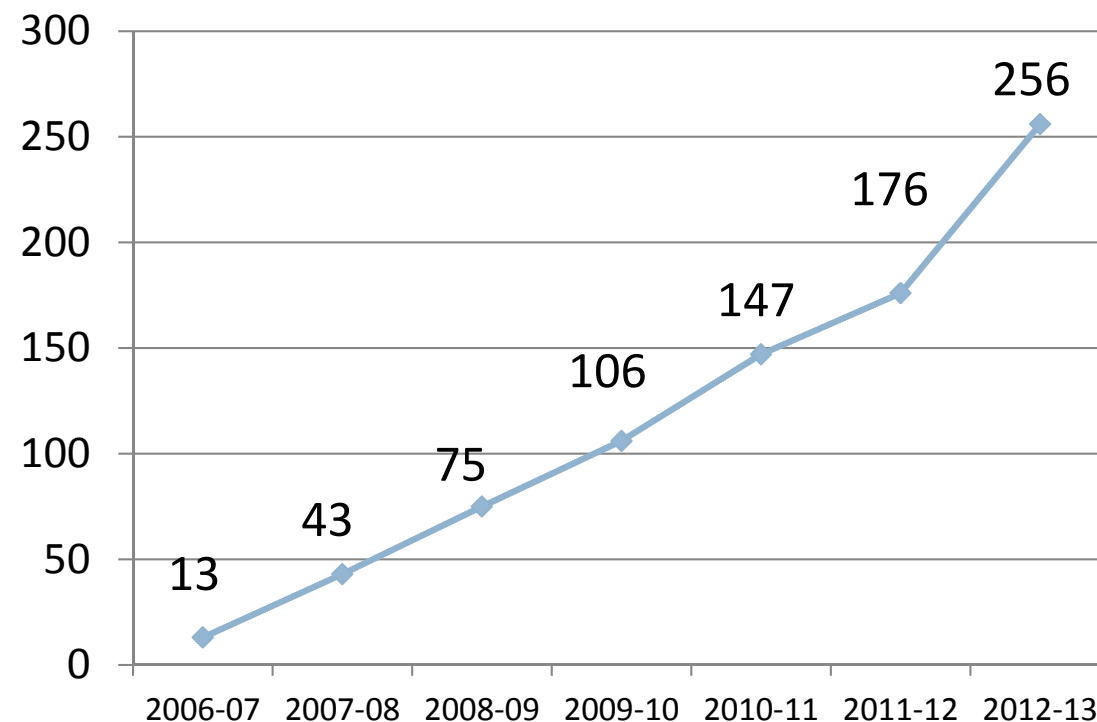
賽馬會手語雙語共融教育計劃  
JOCKEY CLUB SIGN BILINGUALISM AND  
CO-ENROLMENT IN DEAF EDUCATION PROGRAMME

捐助機構  
Funded by:



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

D/hh Children Served by the JC-SLCO Programmes in man count (from 2006-2013)



# Children under JC-SLCO (2013-14)

Programmes	DHH students
Baby Signing Programme	34
Sign Bilingual Reading Programme	18
Kindergarten SLCO Programme	11
Primary SLCO Programme	36
<b>Total</b>	<b>95</b>

## A Critical Mass of DHH Students in Class (2013-14)

KG-Kindergarten PS-Primary school	DHH Students	Hearing Students
KG1	2	14
KG2	3	15
KG3	6	15
PS1	5	26
PS2	6	21
PS3	5	21
PS4	6	21
PS5	7	20
PS6	7	23
Total:	47	176

DHH : Hearing ~ 1:3 to 1:4

# Some Preliminary Findings



# Grammatical Development of Deaf Children - US

Scores of deaf students at age 18 lower than hearing students at age 8-10.

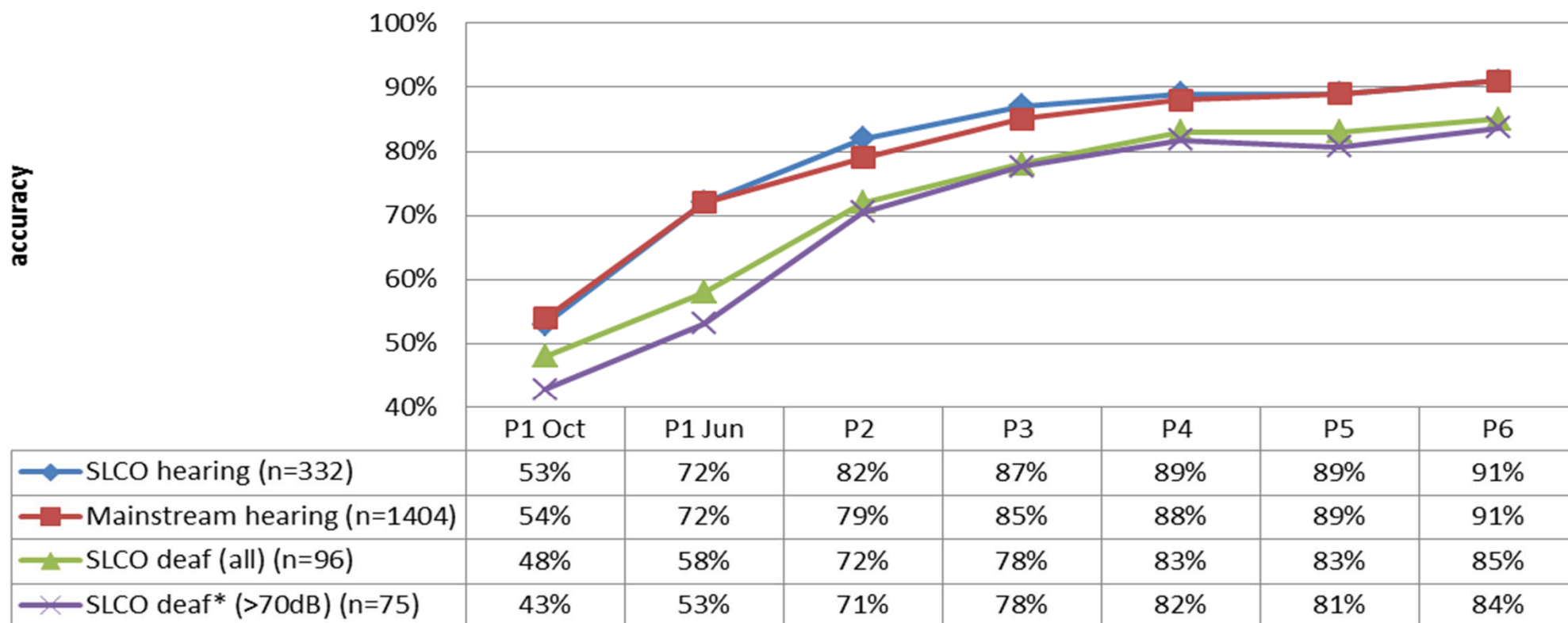
STRUCTURES	DEAF STUDENTS				HEARING STUDENTS
	Average Across ages (10-18 yrs ) (%)	Age 10 (%)	Age 18 (%)	Increase* (%)	Average Across Ages (8-10 yrs) (%)
Negation	76	57	83	26	90
Conjunction	73	57	86	29	92
Question Formation	66	46	78	32	98
Pronominalization	60	39	78	39	90
Verbs	58	53	71	18	79
Complementation	55	50	63	13	88
Relativization	54	46	63	18	82
Disjunction and Alternation	36	22	59	37	84

\*Represent the percentage increase between the Age 10 group to the Age 18 group.

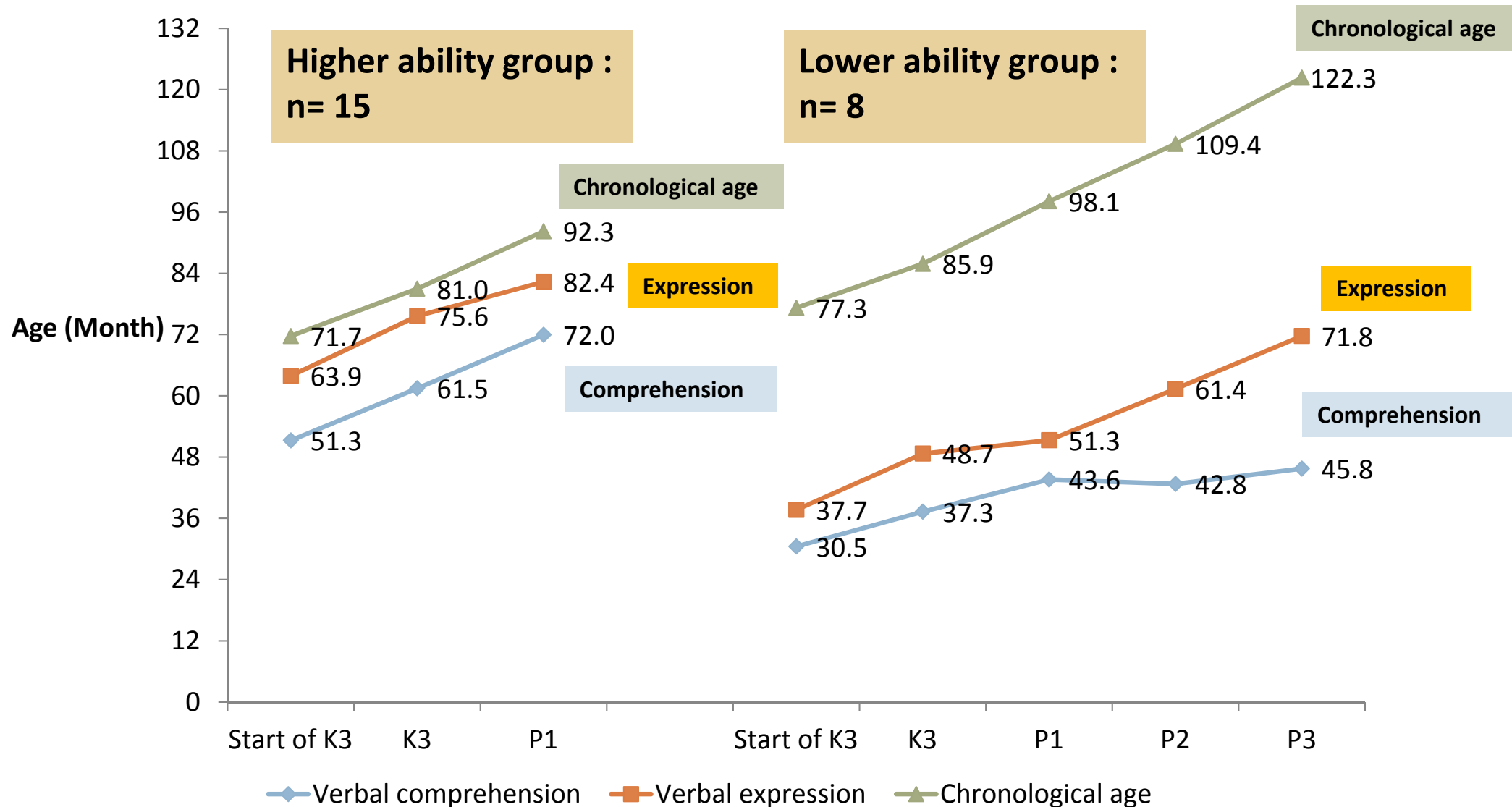
# Development in Chinese Grammar:

## Results in ACGK (Assessment of Chinese Grammatical Knowledge)

**ACGK performance by grade**



# Oral Language Development by Reynell (including the first 4 cohorts)



# *Academic Attainment (Reading)-US*

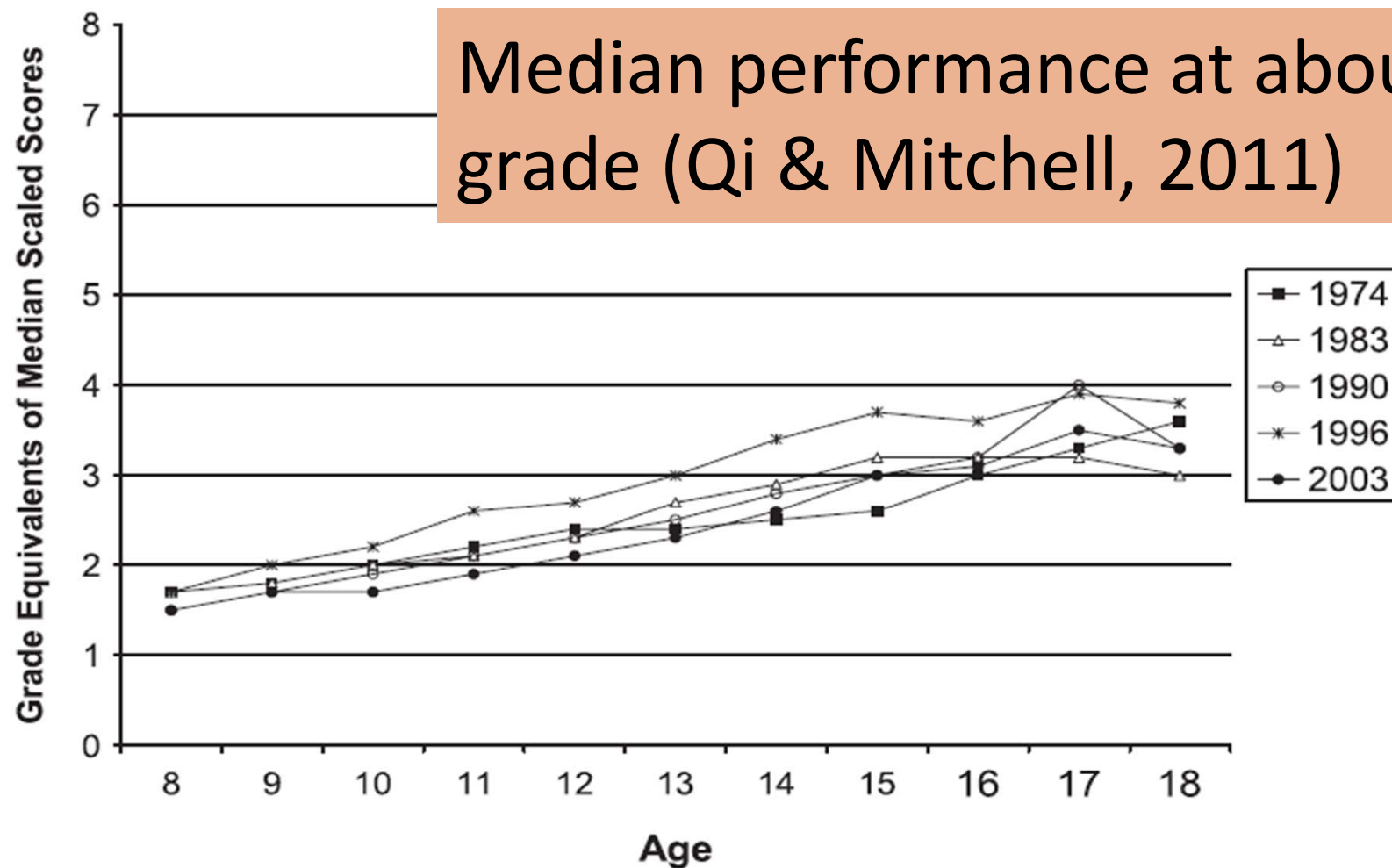
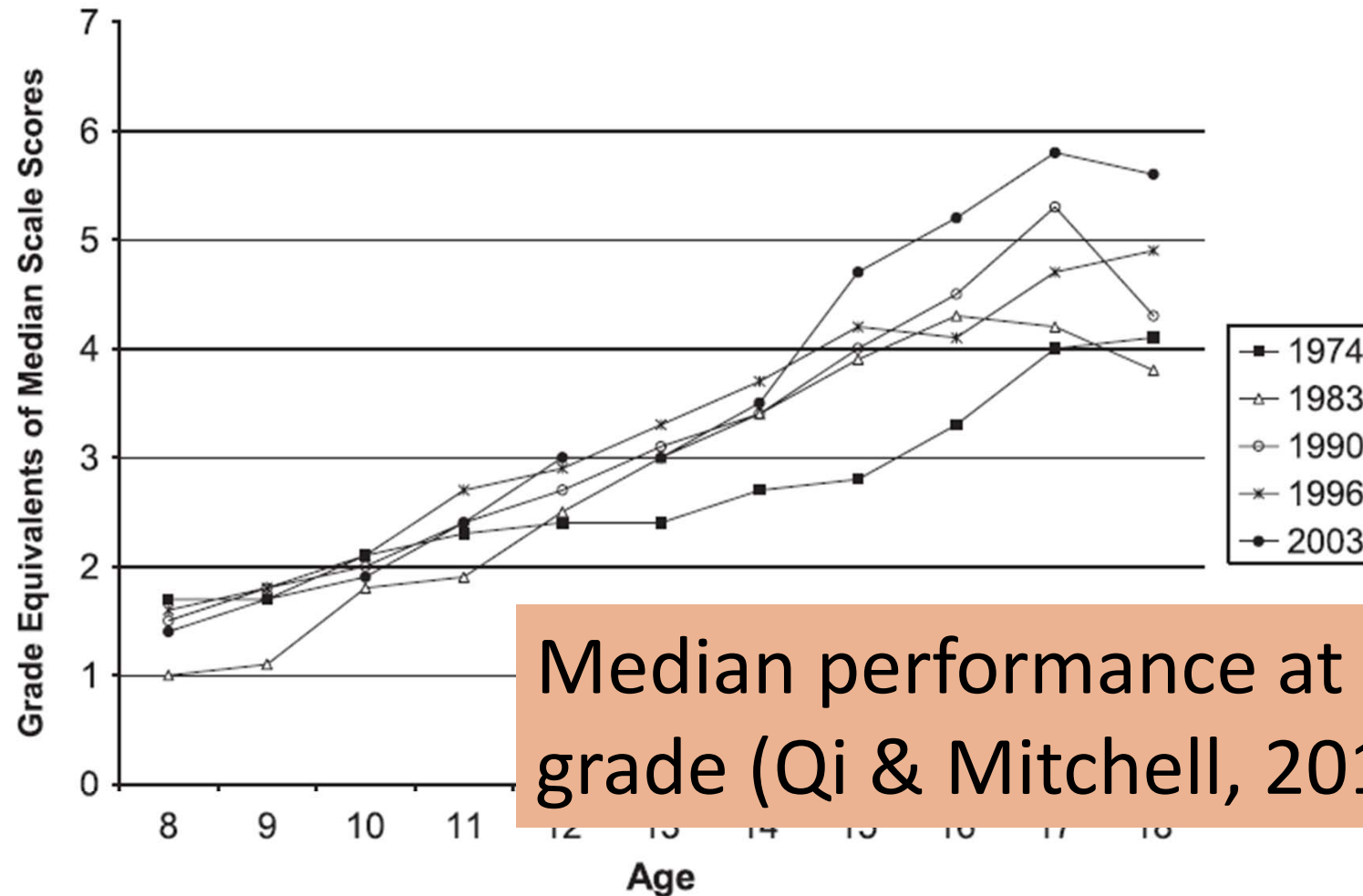


Figure 1 Grade equivalents of median scaled scores on Stanford Achievement Test for Deaf and hard-of-hearing student norming samples in the United States, by age, 1974–2003: reading comprehension.

# *Academic Attainment (Maths)-US*



Median performance at about 6<sup>th</sup> grade (Qi & Mitchell, 2011)

Figure 2 Grade equivalents of median scaled scores on Stanford Achievement Test for Deaf and hard-of-hearing student norming samples in the United States, by age, 1974–2003: mathematical problem solving.

## American Sign Language/English Bilingual Model: A Longitudinal Study of Academic Growth (Lange, Lane-Outlaw, Lange & Sherwood, 2013, p.542)

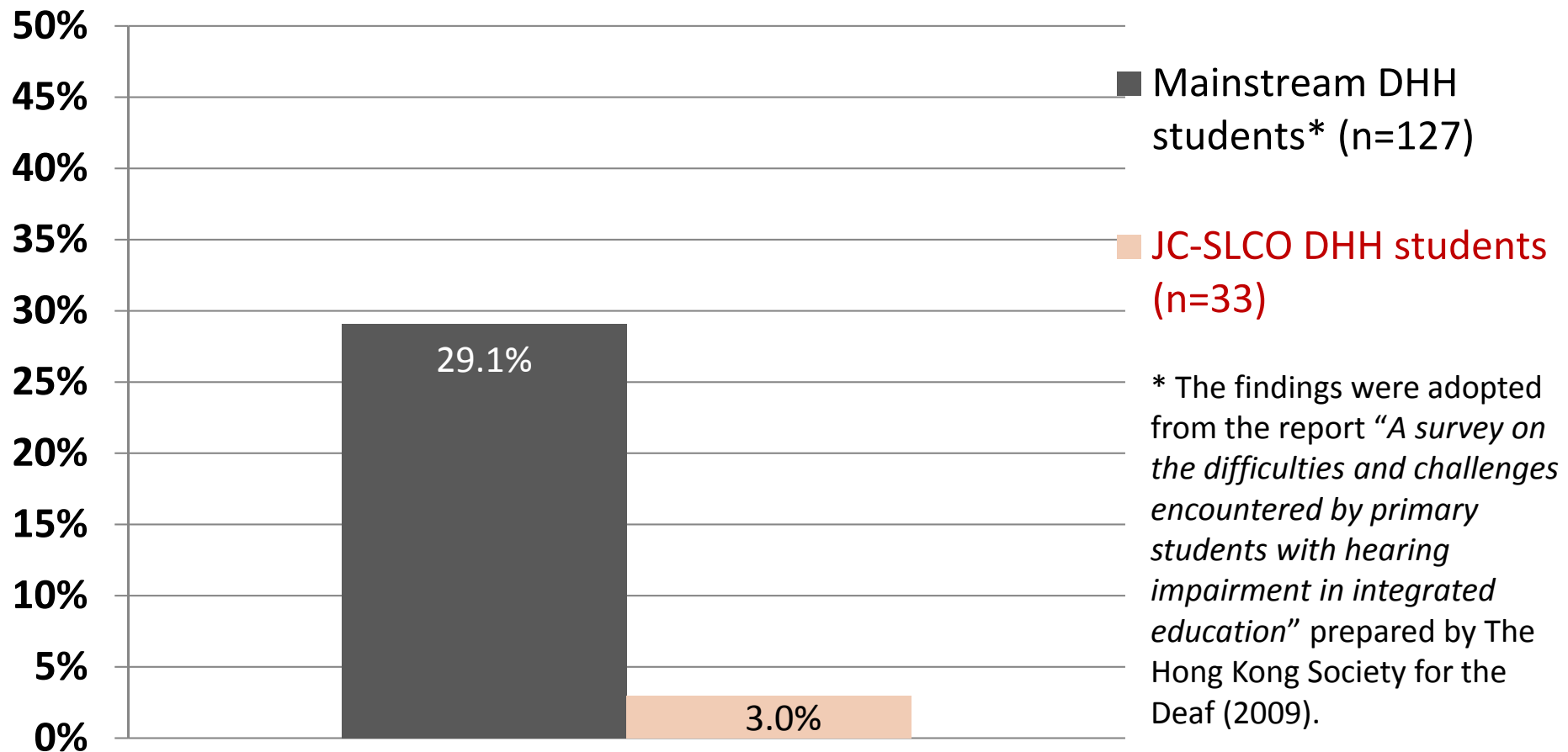
“The findings support the efficacy of the ASL/English bilingual model as an effective instructional delivery model for DHH students. The academic growth of the study group was initially slower than the comparison group, but **after a period of time, they outperformed the comparison group that was comprised of primarily hearing students**”

## Percentages at the Average or Above Average Range (Lange, Lane-Outlaw, Lange & Sherwood, 2013)

Students	Reading	Maths
<b>Hearing students (national standard)</b>	<b>66%</b>	<b>66%</b>
DHH (overall) – initial	28%	19%
<b>DHH students after 4 years</b>	<b>50%</b>	<b>71%</b>
DHH students with secondary disability after 4 years	32%	23%

# Academic Performance (end of 2012-13):

Percentage of primary DHH students **failed in Chin., Eng. AND Maths**

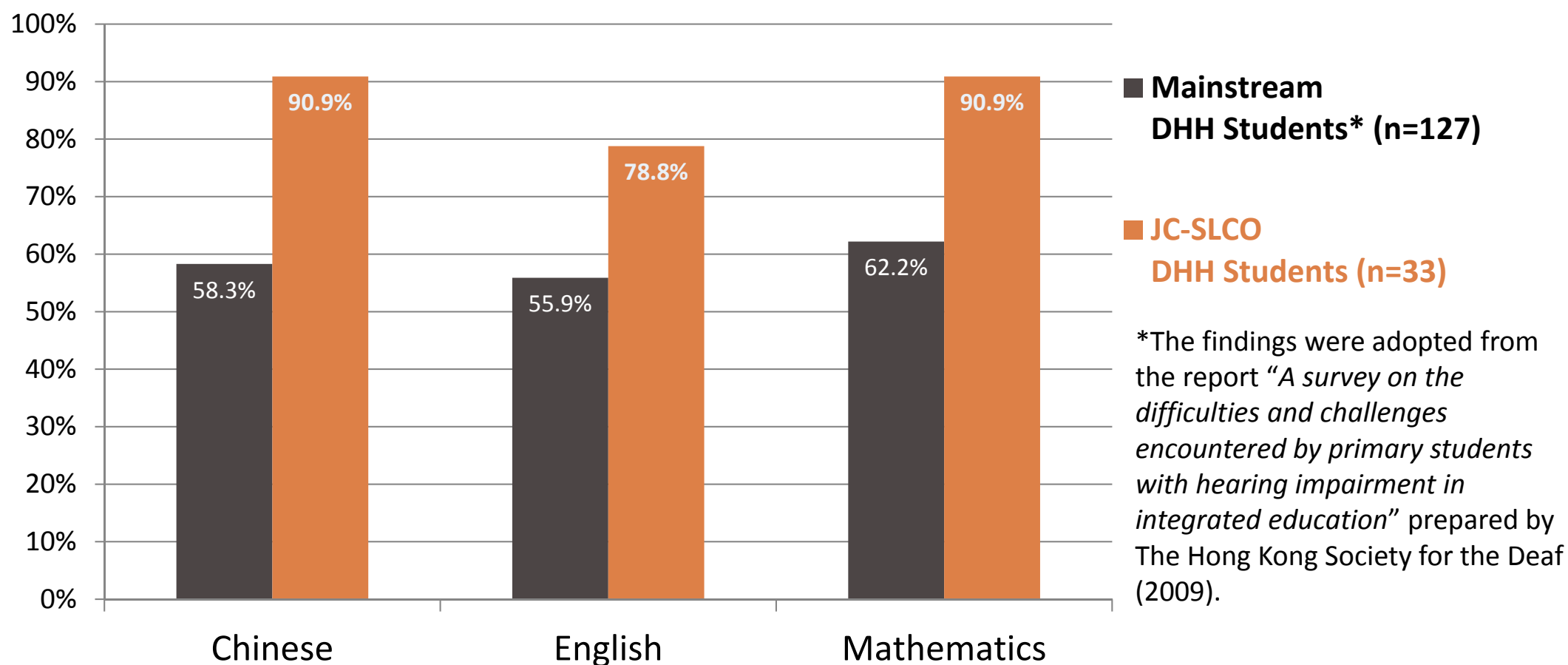


There are two DHH students with additional disability, only one failed in 3 subjects.



# Academic Performance (end of 2012-13):

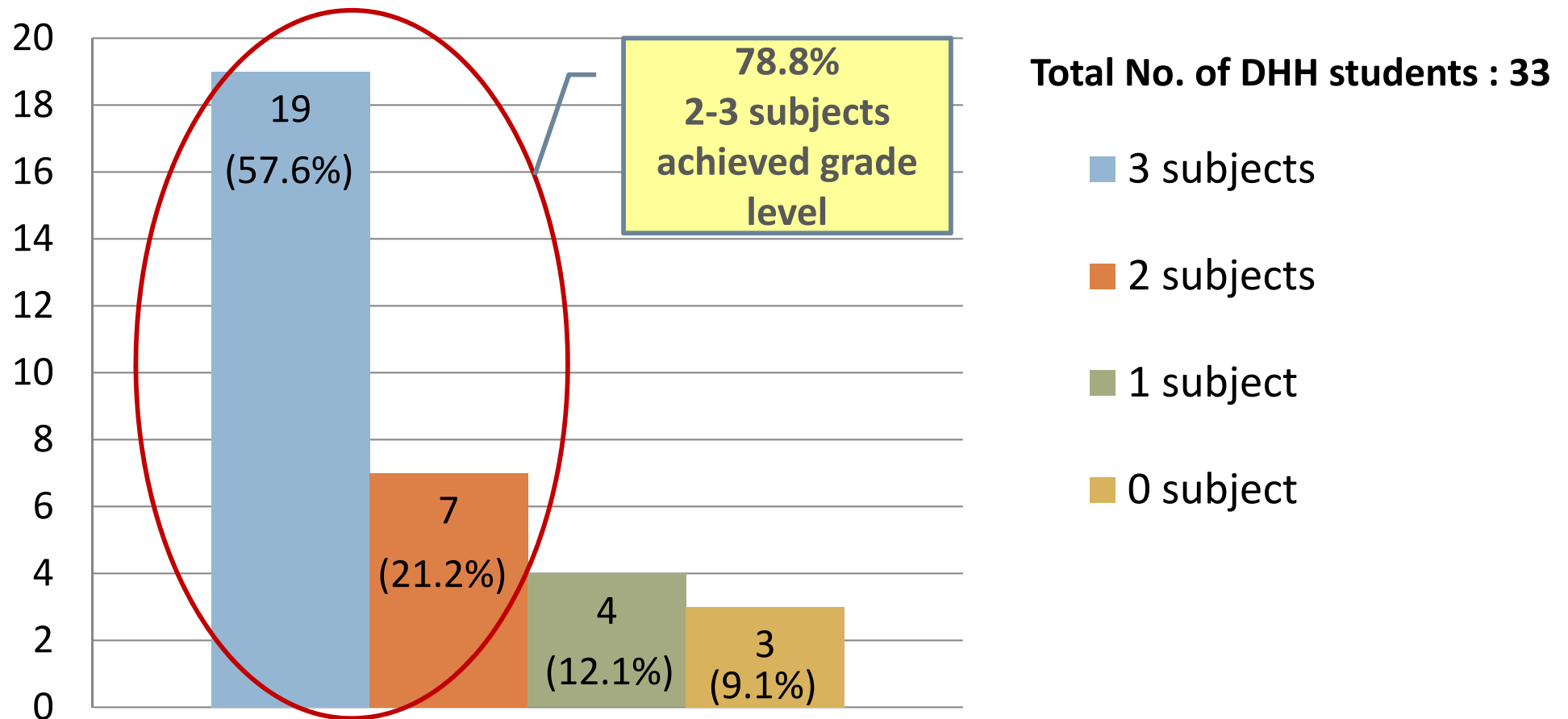
## Pass percentage of primary DHH students in Chinese, English and Maths



\* There are two DHH students having additional disability, one passed in all 3 subjects, another one failed in all 3 subjects.

# LAMK Results (in 2102-13)

No. of DHH students meeting his/her grade level



\* There are two DHH students having additional disability, one achieved grade level standard in one subject, one could not achieve grade level standard in all 3 subjects.

# Psychosocial development

- Similar peer ratings among DHH and hearing students – **positive social acceptance;**
- Hearing students in SLCO classes showed significantly **more positive attitudes toward DHH students** (Yiu & Tang, in press).

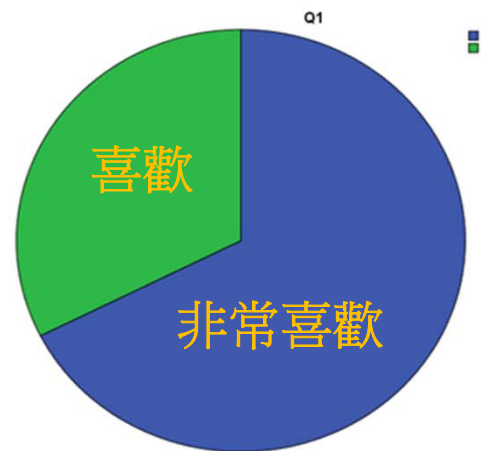


# Parents Feedback – Do their children like the programme?

1. 你認為你的子女喜歡在共融班上課嗎?

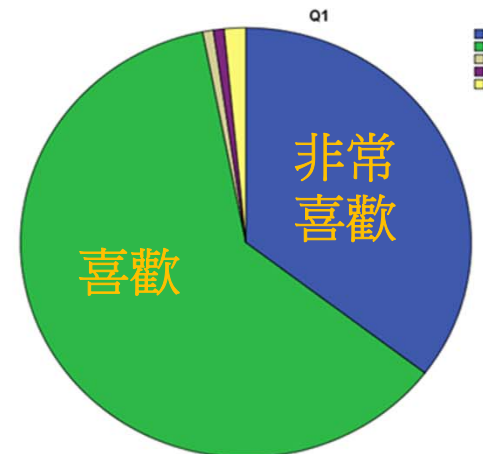
## Parents of Deaf Children

		Q1	
		Frequency	Percent
Valid	5	非常喜歡	25
	4	喜歡	12
	3	不大喜歡	0
	2	非常不喜歡	0
	1	不清楚	0
	Total	37	100.0



## Parents of Hearing Children

		Q1	
		Frequency	Percent
Valid	5	非常喜歡	46
	4	喜歡	80
	3	不大喜歡	1
	2	非常不喜歡	1
	1	不清楚	2
	Total	130	100.0





# Junior Sign Interpreters:

## As a Bridge between DHH and hearing persons



**26** P2 –P6 hearing students were selected as Junior Sign Language Interpreters from **85** applicants



[Taiwan PTS Sign Language news on Junior Sign Language Interpreters](#)

# Awards Received

2012 Advancement Academy Scholarship (Oct 2012)



**3 SLCO d/hh** students awarded the scholarship:

- **Tang Wing Kit (P5)**
- **Chan Kei Yau (P3)**
- **Lo Yan Yee (P2)**



# Awards Received

## 2013 Advancement Academy Scholarship (Oct 2013)



**5 SLCO d/hh** students awarded the scholarship:

- Lo Yuet Ching (P2)
- Wong Suet Ying (P6)
- Tong Yuen Wing (P6)
- Lai Ka Yau (S1)
- Chan Tsz Ying (S1)

# 奧迪慈善基金「以愛傳聲」獎勵計劃2011-12

## 2位聾生獲頒獎項

彭天恩 (小三) - 優異獎

王雪盈 (小五) - 才藝獎





# Recognition



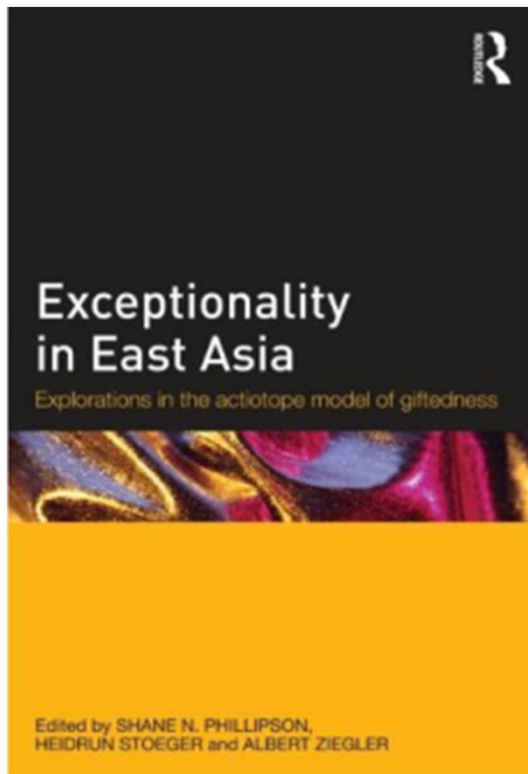
***“In reality, inclusive education provides real benefits, and not just for those with disabilities. A case in point is the **Kowloon Bay St. John the Baptist Catholic Primary School**, whose inclusive-education programme is supported by expertise from the **Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme at Chinese University...*****

***The programme’s success dispels the lingering myth that pupils with special-educational needs are disruptive. Rather, the experience of all students learning together, including those with different needs, equips all of them with the **ability to communicate despite their differences, and promotes understanding and compassion.**”***

**- Lam Woon Kwong,** former-Chairperson, Equal Opportunities Commission

**South China Morning Post** 南華早報 3 Dec 2012

# Recognition



*“Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme... has created **an excellent environment for students with D/HH to learn effectively...The social environment is free from segregation**”*

*“賽馬會手語雙語共融教育計劃...提供了一個絕佳的環境讓聾生/聽障生能有效地學習...這樣的社交環境並沒有任何隔膜”*

*(袁志彬教授, 2012)*

# Experts' Comments



*"HKJC program **offers new opportunities for deaf and hard-of-hearing children as well as for society**...these children have the opportunity to continue their bilingual education in a co-enrollment setting as they move through higher grades."*

**- Prof. Marc Marschark**, Professor and Director, National Technical Institute for the Deaf, Center for Education Research Partnerships, Rochester Institute of Technology



*"The strength of the project in providing an evidence base for practice has the **potential to make an enormous difference to deaf children's development, education and adult lives**. You and your colleagues have achieved an enormous amount in a short space of time."*

**- Dr. Bencie Woll**, Chair of Sign Language and Deaf Studies, Director, Deafness Cognition and Language Research Centre, Vice-Dean for Research, Division of Psychology and Language Sciences, University College London



*"This is an innovative "breakthrough" program that is already having a direct and positive impact on the group of deaf/hh children involved. Also impressive is the result that the **hearing children, who are co-enrolled with the deaf students, are experiencing linguistic and academic benefits, and indeed are outpacing their hearing peers who not in the programme.**"*

**- Dr. Jenny Singleton**, Department of Educational Psychology, University of Illinois at Urbana-Champaign

# Recognition

The School is awarded the:

- “Caring School Award” and
- “Outstanding Caring School for Caring Students with Special Needs”





# Programme Extension

The programme has already **extended to secondary education** in Sept 2013, as supported by Lee Hysan Foundation.



Baby  
Signing  
Programme



Saturday  
Literacy  
Programme



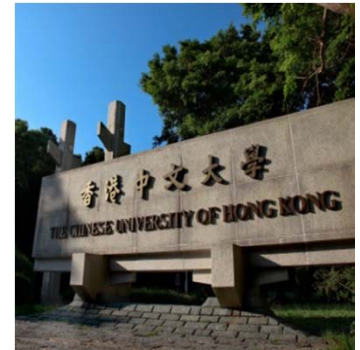
Peace  
Evangelical  
Centre KG  
(Ngau Tau Kok)



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



Notre  
Dame  
College



The Chinese  
University of  
Hong Kong

# Close Friendship Developed –

6 DHH and 9 hearing students from St. John Primary School





# Featured Story in a TV Programme



## 香港電台 電視部 沒有牆的世界 IV 他和他的兩文四語

兩顆單純沒偏見的心，讓健聽的凱乘和有聽障的竣竣走在一起成為好友。  
一份共融的精神，為他倆開創了新天空。

不同語言，你我都活在同一個世界。傷健之間，有時就只欠一道橋樑。  
凱乘和竣竣，一人一方，一手一腳，築起了一道語言的橋樑。

龔凱乘和司徒銘竣(竣竣)由小一至今，已經做了五年的同班同學。學校為有特殊教育需要的學生提供支援，包括實行手語及口語雙語共融教育計劃。因此，健聽的凱乘從課堂中及竣竣身上學習手語，而竣竣因為時常與好友凱乘玩耍而提高了口語能力。

五年的相處，鞏固了凱乘和竣竣一起建立的友誼橋。凱乘不想因為升中而折毀。

面對升中，凱乘本考入媽媽心儀的中學，可是他不想與竣竣分離，也不願放棄學習手語，竟向媽媽爭取要和竣竣升讀同一中學。凱乘告訴媽媽，他喜歡手語，已立志將來成為手語翻譯員，以幫助好友和其他聽障人士。媽媽最終了解凱乘的想法，決定尊重和支持他的選擇。

學會一種語言，開啟你和他的新世界。



竣竣和凱乘在專心上中文堂。



兩個好朋友不需說話，有默契地在玩砌模型。



經過六年的同窗生活，終於畢業了。



← Scan/click to watch the programme



# 2 Deaf Adults admitted to HKIEd

04 要聞 News 2013年9月2日 星期一

晴報 www.skypost.hk



## 衝破命運 教院破格取錄 兩失聰女 誓圓教師夢

**雙健合教** 新學年伊始，兩名全失聰女生獲香港教育學院破格取錄，成為首次有聾人修讀教育課程，並展開校園新生活。他們希望畢業後成為教師，實行「雙健合教」，打破聾人難當教師的命運。

現年39歲的潘頌詩及24歲的魏美珍，今年破格入讀教院三年兼讀制的教育榮譽學士（特殊需要）課程，成為該校首批以手語為母語的聾人學生，將來有望成為「雙老師」。但聾人老師要在主流學校教健聽學生，乍聽似是難以想像。

其實過去六年，頌詩一直透過中大手語及聾人研究中心的「賽馬會手語雙語共融教育計劃」，在九龍灣聖若翰天主教小學教數學、英文及手語班，她負責的班別有六個聾學生，其餘24名為健聽學生。

頌詩笑言，首年她教小一，學生對新事物的接受性高，故很快適應。該校採用「手語雙語並行」教學模式，頌詩會與一名健聽

老師合教，上課時他們大多運用電腦投影片，健聽老師進行解說時，或她用手語說故事時，對方便充當翻譯。

### 手語雙語並行

獲年幼學生接受是欣喜的事，但「雙健合教」的方法始終需要拍檔配合。頌詩坦言，合作初期曾有健聽教師指自己已經很忙，沒有時間一起備課，寧願自己一個人任教；又或只將所有聾學生的教學工作分配給她，令她倍感難受。

不過，慢慢有健聽學生或透過簡單的手語，或透過寫字條，主動向她發問問題，當學生們也衝破了雙健之間的隔膜時，她與教師拍檔也逐漸建立了合作默契。

頌詩本身已獲全球首間聾人大學——英國嘉路達大學的數學學士學位，入讀教院是想提升教學技巧，教授同時患其他殘疾如自閉症、學習困難及過度活躍症等聾童。她透過手語翻譯員說：「雖然我是聾人，但也可以教書，只是媒介用手語。我都教過健聽



過去兩年，香港教育學院共錄取18名特殊學習需要學生，但未有分類其中聾障生的人數。  
(資料圖片)

學生，學生亦慢慢接受，希望社會明白，聾人不需要同情，只想要一個公平機會。」

### 修畢課程 有齊專業資格

負責與教院商討會否破格取錄聾學生的中大手語及聾人研究中心主任鄧耀蘭指，一般聾人較難取得專業教師資格的相關學位，故多數只能當教學助理，當發現教院有心栽培殘疾人士成為教師，她稱：「今次她們修畢教院的課程，就有齊專業資格，可申請學校的教席。」



潘頌詩（左）和魏美珍打破教院傳統，入讀教院的教育課程，希望獲得專業教師資格後，可成為聾的「雙老師」。  
(潘頌詩攝)

其實聾人都很努力，但得到的卻很少。

魏美珍（24歲）

希望社會明白，聾人不需要同情，只想要一個公平機會。  
潘頌詩（39歲）

### 協助更多聾童取得資源

與頌詩一同入讀教院的魏美珍，原本是平面設計師，惟工作兩年後發現，雖然她的實力獲同事肯定，但修圖期間涉及大量重複的文件溝通過程，令要靠「寫紙仔」與人溝通的她吃不消，遂決定接受新挑戰，透過當教師協助更多聾童。

美珍在香港專業教育學院（IVE）修讀設計後，曾加入一間具規模的設計公司。她指每項設計都要

經多次修改，與同事需靠文字交換意見，「過程真的很辛苦。」

經歷兩年寒暑後，年紀尚輕的美珍希望轉換環境，偶然看到中大手語及聾人研究中心聘請聾人教師，她成功獲聘，過去一年她在九龍灣聖若翰天主教小學協助教授中、英、數，並在音樂和普通話堂找聾學生作抽離輔導。她指聾人長大後一般難找工作，希望協助更多聾童取得資源。



魏美珍在學生時代的設計作品之一。  
(受訪者提供)

### 聽障生入高等院校 機會微乎其微

本地資助高等院校取錄聽障學生的數字，可謂微乎其微。除了香港大學，其餘各校每年平均取錄約二至六名聽障生，亦未有完全失聰而依靠手語的學生記錄。

據各大學回覆本報的查詢，過去四年，港大和浸大分別錄取了59名及15名聽障本科生，平均每年分別取錄約15人及4人；理大在過去三年共收18名聽障本科生，但三院校均表示，

未有完全失聰的學生記錄。

另外，城大和嶺大在過去三年，分別收了七名及五名聽障本科生；教院在過去兩年，共收18名特殊學習需要學生，但未有分類其中聾障生的人數。中大則表示，現有七名聽障本科生；科大至截稿前仍未回覆。

而公開大學在過去五年，就錄取了七名聽障全日制課程學生，其中二人屬極度失聰。●



# Resources development shared with other schools – for both DHH and hearing children

## Learning Materials

中文部首學習遊戲  
閱讀計劃、視覺教具、  
工作紙

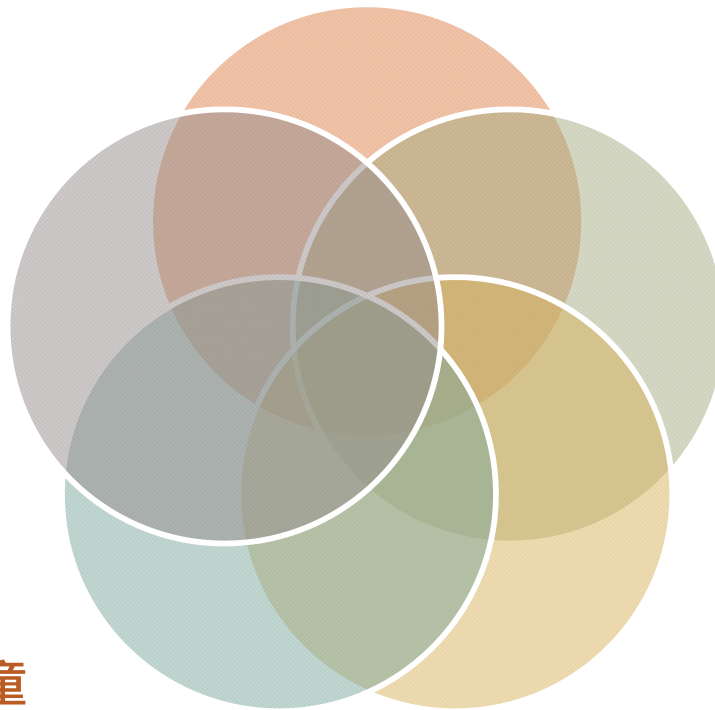
## Publications

《讀故事學語法》系列

《聲音層層疊》聽障兒童  
言語聆聽理解訓練手冊

## Online Materials

網上手語輔助閱讀系統



## Assessment Tools

中文語法知識評估

香港手語評估 (暫譯)

香港兒童口語(粵語)能力量表  
(錄像版)

香港手語故事敘述能力評估  
(暫譯)

# Through production of learning resources

Extension of the package  
“小學常識學習資源套  
(小四、小五、小六)”  
to secondary curriculum

The collage displays various learning resources:

- PowerPoint Slide:** Titled "生命的價值 (生存的權利)". It contains questions like "一個人的生命價值在於甚麼?" and "在於那個人的貧富? 性別? 身份?". It also includes a cartoon character and a speech bubble saying "我沒錢, 我在世上沒有生存的權利..... 我不是富有, 我不像他們有生存的價值。". A question at the bottom asks "人生存的權利在於貧富嗎?".
- Video Frame:** Shows a man in a blue shirt speaking, with the word "權利" (Rights) written on the screen.
- Worksheet:** Titled "生命的價值". It includes a section for "評語生命的價值" and a story about a boy named "Stone" who is blind and asks questions about the value of life. It also has a section for "優點 我眼中的自己" and "缺點 我眼中的自己".
- YouTube Video Player:** Shows a video titled "自己生命的價值" (The Value of My Own Life) with a drawing of a person and the text "自己生命的價值".

- 100 PowerPoint Presentations with worksheets
- > 1000 Videos of Signed Vocabularies & Explanation

# Online Sign-supported Reading Materials



Continued to extend the platform from:

- **Baby Signing (25 themes)**
- **“I can Read” Series (84 books)**
- **English Book Series (58 books)**
- **Syntax-based Chinese Reading Series (50 books)**

3092 video clips online

# Speech and Language Training Kits

## 2.1 延長的元音及塞擦音 活動2.1.2：熱騰騰的杯麵

活動：活動2.1.1-2.1.5（第22至23頁）

訓練項目：

(A) 元音

1. 嗚
2. 欸 (/e/)
3. 依
4. 咿
5. 柯

目標：2.1 延長的元音及塞擦音

預備物資：工作紙（第43頁）、鉛筆（自備）

方法：

1. 示範時，一邊發出一個延長的聲音，一邊用鉛筆在杯麵上畫「蒸氣」。聲音開始時即開始畫，結束時立即停止動作。
2. 發出聲音，孩子在杯麵上畫「蒸氣」，並在聲音結束時停止動作。

活動2.1.2：熱騰騰的杯麵



## 聲音層層疊 –

## 聽障兒童言語聆聽理解訓練手冊

- First Cantonese-based Speech Perception Training Kit
- 4 levels with over 100 activities

Used by over **315** NGOs, government organizations, mainstream and special schools



# Building of Satellite Programmes

**Adopting some  
forms of SLCO  
Model**

Baby Crèche

Kindergarten

Primary Sch

Secondary Sch

Post-secondary

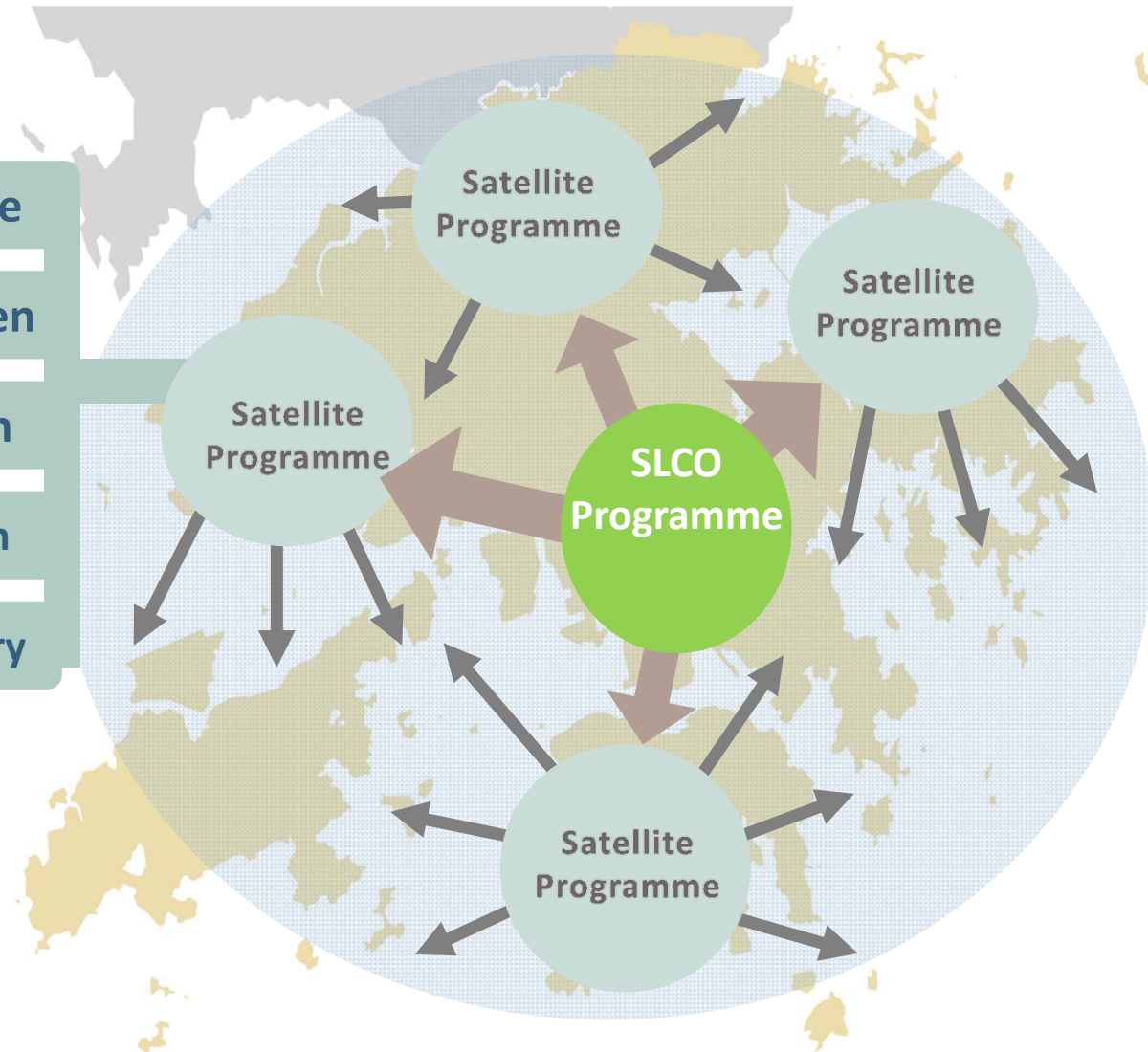
Satellite  
Programme

Satellite  
Programme

Satellite  
Programme

**SLCO  
Programme**

Satellite  
Programme







# 「認識手語—由幼兒開始」項目分享





# Supporting other Chinese-speaking Societies

**Provide consultation to:**

- Mainland China
- Taiwan
- Japan.....



# 中文大學手語及聾人研究中心建議：

- (一) 香港政府應落實聯合國殘疾人權利公約的要求，訂立清晰的發展計畫，讓聾生無論在主流學校或聾校就讀，都能在課堂上得到手語支援；
- (二) 政府應提供專業聾人教育及手語培訓；
- (三) 培育更多能有效進行口語訓練(包括口頭語和書面語)及手語支援的老師及言語治療等專業人員；
- (四) 政府應發展聾人教師專業培訓，訓練聾人成為教師；及
- (五) 政府應提供資源，繼續在香港發展手語雙語共融教育。



2013.09.02 Hong Kong Economic Times (經濟日報)

# 「聾人不需同情 只要公平機會」

## 本港聽障中小學生數字

學校類別	2010-11學年	2011-12學年	2012-13學年
公營主流學校 (中小學)	780	800	690
特殊學校	136	145	129
總數	916	945	819

資料來源：教局交立法會財務委員會審核2013至2014年度開支預算報告文件



# Thank You !!

Email: [chrisyiu\\_cslds@cuhk.edu.hk](mailto:chrisyiu_cslds@cuhk.edu.hk)

Office Telephone: 3943 1134