

# Research on Teaching Sign Language in Special Education of Hearing Impaired Students

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**Abstract:** In higher education of hearing impaired students, teaching sign language is main language of communication means. Teachers should explicitly teaching sign language for hearing impaired students to create barrier-free communication environment for them to get more accurate and specific understanding of professional knowledge, which provides an important position for their return to general population and services. Therefore, dominant position of sign language teaching for hearing impaired students should be established in higher education.

**Keywords:** Hearing impaired; Special education; Teaching sign language

## 1. Introduction

Sign language is a special language because hearing-impaired person communication needs arising, which is gradually accepted by people. Sign language mainly includes finger language and sign language. Finger language with style changes and action on behalf of letters, and in accordance with order of phonetic spell words; in ancient times, mankind are in simple language with sound stages, often hand to do a variety of positions to represent meaning. Gradually most gestures are indicative and image of action, called natural gestures. Since then, with progress of society, especially hearing impaired generation and development of education, which began to create a gesture with linguistic nature, which in hearing on the basis of language and script produced, and there is sign language closely integrated sound language, called people for the gesture. Natural gestures and human gesture combined into sign language.

Education of hearing impaired more than one hundred years of history, Yantai Qi An School is the first school for the deaf. Since then, universities have been able to recruit people with hearing impairment Changchun University Special Education, Deaf Institute of Tianjin Technology University, Special Education College of Beijing Union University and other schools. These special education start-up, and hearing impaired can be like a normal person with opportunity to learn cultural knowledge, become knowledgeable, skills, able to make contributions to society of people. In special education, teacher uses sign language teaching hearing impaired students who can make more accurate understanding of specific expertise to enhance interaction between teachers and students, providing more favorable bridge. There-

fore, in education of hearing impaired students, we should establish dominant position of sign language teaching.

## 2. Development of China's Sign Language

Early in the 19th century, there has been hearing impaired education in our country. In 1950's, sign language was started to regulate and unify work. In late 1980's, experts on the basis of original sign language research, combined with sound of language and finger language use, edited and published a unified standard, namely Chinese Sign Language. The book has been nineties edited and published, which is Chinese Sign Language (Continued) and has become a sign language specification, embodied unity outcomes. However, according to statistics, China Xinhua Dictionary income of about 11100 words, and Modern Chinese Dictionary contains words, phrases, idioms about more than 56,000 pieces [1], and first, two added episodes of Chinese sign language only have hand word article 5500 multiple, although according to principle preparation of Chinese hand language, have published a number of complementary version of sign language books, such as Computer Professional Sign Language, Chinese Sign Language Daily Conversation and other books, but vocabulary is far less than that of Modern Chinese Dictionary, but opponents language syntax is unspecified. So, sign language can not establish a corresponding relationship with Chinese vocabulary, word order and grammar, especially special professional respect. This allows hearing-impaired people better in understanding, learning and use of professional knowledge. Therefore, further strengthening teaching of sign language research is especially important.

### 3. Sign Language Teaching in Particular Higher Education

#### 3.1. Important Position of Sign Language Teaching in Special Education

Sign language is the first language of hearing impaired persons, which is a complete language with a natural language system, and a complex spatial visual language used by deaf community, known as mother tongue of many deaf people [2]. Teachers make use of sign language, and hearing impaired students in special education is an important teaching method. Rational use of sign language teaching, teaching is a prerequisite for smooth operations. Because it determines nature of teaching process of teacher-student interaction, the system determines whether to carry out scientific and educational activities, and thus directly affect classroom teaching. Currently, electronic blackboard, multimedia teaching equipment, network remote education and so on. These advanced teaching methods developed rapidly, as modern teaching into a new atmosphere, which will undoubtedly provide more convenient, more direct and more favorable conditions for impaired students' learning to listen. However, these advanced teaching methods alone can not fundamentally solve hearing impaired students from learning difficulties, communication difficult issue that must be organic through its mastery of sign language in order to achieve desired results. Because sign language is an independent language, it is foundation, intermediary and a tool of communication. Therefore, teaching sign language plays an irreplaceable role in hearing impaired students in special education.

#### 3.2. Teaching Sign Language for Hearing Impaired People can Serve to Let Them Return to Mainstream Society

Hearing impaired students' special education is based on that they can act like a normal person, who learns cultural knowledge, becomes knowledgeable, gets communication skills, sets up public understanding, communication, and return to mainstream society. This community should make due contributions. Sign language between teachers and hearing-impaired students, or hearing-impaired communication between university language and hearing impaired students and public to communicate with each other is a sign language and written language. Most of language to express love when deaf to emphasize that part of the advance, resulting in expression of Chinese grammar of sign language does not match phenomenon, forming a wrong sentences, although many times does not affect understanding, but in the long run, will inevitably lead to their language ability can not be improved. In particular, written word is expression of wrong sentences which are more poor logic. Therefore, teachers should seriously learn language players, when applying to be

accurate specifications, in strict accordance with Chinese sign language in words to play each gesture to express, but also requires students to play correct specification of sign language, in strict accordance with rules of Chinese grammar to express. If long-term in accordance with such specifications for teaching hearing impaired students, their sign language skills and writing skills will be greatly improved, more conducive to future social integration, social services [3].

### 4. Problems Faced by Sign Language Teaching in Special Education

#### 4.1. Unbalanced Development Between Special Higher Education Development and Sign Language Development

With rapid development of hearing impaired students in higher education, country with special educational institutions have opened with art-related professions, such as oil painting, visual communication design, ancient architecture in painting, animation and other design professionals. Professional creation, teaching sign language put forward higher requirements, although co-edited in 2013 by the China Federation of Disabled Persons' Federation Employment Ministry of Education, China Association of the Deaf. In book of Chinese art professional sign language, its sign language vocabulary far less than amount of jargon daily study involved more than number of abstract nouns, which some teachers spent a lot of spelling words up performance. Although this method is largely made up for lack of sign language expressive problems, but with sign language of intuitive visualization features do not meet, there is a lot of opposition and resistance in hearing-impaired university students. Seen in this light, professional sign language was not fully established or achievement unity, even some design jargon still in blank period. We can say that at present development of sign language with respect to development of hearing-impaired university students of higher education is lagging behind.

#### 4.2. Educators' Standard Problems in Sign Language Teaching

An investigation report had stressed, hearing impaired students that sign language communication skills of teachers needs to be improved. This problem embodied in two aspects: first, teacher will not sign language; second, teachers are not using a standard sign language. Teachers of hearing impaired students in special education are more like "halfway decent, before most of them do not understand sign language. However, this particular group does not use sign language teaching, which is not enough, and simply use blackboard or paper-writing seriously affect speed and efficiency of teaching [4]. Solution to this problem is urgent. Colleges and universities

to enable professional teachers, regular opponents language unskilled teachers sign language proficiency assessment; create attend a formal sign language training conditions for teachers; invite well-known sign language experts for teachers sign language theory lectures, which are in order to better play role of sign language in hearing impaired students in special education. Furthermore, hearing-impaired students in special education jargon involved, more abstract nouns, although use of phonetic head teacher be expressed in sign language but intuitive visualization features not in line with Deaf Comparison large boycott. Deaf Development and use its ability to abstract thinking should establish higher expectations, research and practice have shown that as long as exchange is clear, teachings properly, these students can understand and use abstract concepts. Teachers should be based on students understand meaning of words to play with similar language out of hand, even though I feel very difficult to express them, but also to minimize the situation prefix pronouns, when necessary, teachers can create a sign language based on context, which is to be advocates free instead of transliteration [5].

### **4.3. Standardization of Sign Language is Imperfect**

As we all know, our country since the late 50s of last century sign language to regulate and unify. Today, however, sign language and spoken same place, with regional. There are many places in China to set up special education schools, because standardization of regional language reason has not got enough attention to opponent, which makes sign language to larger regional differences in use. Mainly around hearing-impaired sign language where students play a lot and standardization of sign language play are different. This is largely due to setting up of special education schools relatively late, for sign language research is lagging behind. While twenty-first century society has undergone tremendous changes, China's comprehensive national strength, education received extensive attention and developed rapidly, but opponent study language and sign language standardization lacks degree of attention as Mandarin specification. When investigated reasons, first, some special education schools do not have teachers systematic sign language training, which makes teachers enter classroom teaching in particular teaching of artistic knowledge, professional and very strong, gestures are not standardized, mastered sign language vocabulary less, ability to use sign language to communicate shipped difference, meaning it is difficult to articulate, resulting in a lot of non-standard large-scale use of sign language in teaching. Secondly, lack of teachers in sign language school supervision and management results in some standardization of sign language where teachers pay enough attention, so standardization of sign language students is low. Thirdly, sign language as a special communication language is with a strong regional.

Hearing impaired students are usually higher arts education enrollment across country, students from across country, and their sign language with a strong local color, there is a term more often play, students interact more difficult, especially in school. Initial stage, there regionalism, and interpersonal loose, class cohesion is not strong and other issues. This is due to some domestic special education schools did not offer sign language courses for students training system, especially arts education very professional, involves a lot of jargon, no training. It causes students to sign language vocabulary and diverse, mixed, gestures are not standardized sign language scale and local sign language accounted for relatively large, meaning nowhere, ambiguous. Sign language inconsistencies resulting consequences more serious students of standard sign language specification suited, they are professional teachers of sign language Sidongfeidong, a smattering of what they learn [4], thus affecting the smooth progress of teaching activities. And these have a serious impact on exchange around deaf people, hampered China's special development of higher education in sign language. Solving above problem is urgent, teachers should use standardized standard sign language teaching, even in peacetime to communicate with students, communication, interaction should use standard sign language. So, after a period of study, running, students will receive standard sign language, not only allows exchanges between students from different regions of flow, and more importantly, can make teaching activities carried out smoothly.

## **5. Countermeasures of Special Sign Language Teaching in Higher Education**

### **5.1. Master Finger Language in Teaching**

Sign language includes finger language and sign language. Teaching master finger language is necessary. Languages finger-type changes represent letters, in alphabetic order syllable words played sequentially, a form of words to express sentences. Finger language is an important part of sign language. Finger language added greatly enriched expression sign language, which is expressing more accurately and more closely. Sign language is parts of speech less, such as lack of quantifier, particle, interjection, etc. These words can not be expressed with gestures, thus making gestures incomplete sentences, where you can use your fingers to supplement these deficiencies and sign language. Many foreign countries have their finger language, such as Britain, the United States, Japan, and Russia and so on. Finger language and related languages has become a single hands that language categories, hearing-impaired in most countries have adopted single finger language, hearing impaired only Britain is hands that language. Since 1963, Chinese legal language using a single finger, finger Chinese pho-

netic alphabet, using it to fight for Chinese words and sentences. Order is first syllable initials spell fight, then fight to play finals, so capable of expressing any sign language beyond words and sentences, but fight to beat slower rate than spoken language, distance to see clearly, image can not express particular things in expression of course can not reflect changes in facial expression and posture, did not learn pinyin people can not read, can not show finger-type tones, refer to same type of words is not easy to distinguish between different languages, and therefore has its limitations. In addition, some words or new words appear in a number of professional teaching, often can not find a suitable sign language to express, then you can use your fingers to spell syllable break out. Especially in sign language translation names, names and proper nouns, finger alphabet involvement is necessary, this will allow teachers to understand each other more clearly to express the meaning [3].

### 5.2. Grasp Relationship Between Chinese Sign Language and Local Sign Language in Teaching Sign Language

As spread of language, disseminate sign language in some areas has to form a local variant with local characteristics, namely sign language. Hearing impaired country are likely to create life according to demand of some new words and gestures form a habit, which appeared in local sign language. Chinese sign language in gesture of words can be said that China hearing impaired, standard language, so teachers in classroom using sign language should be used Chinese sign language in gesture word play, promoting use of commonly used Chinese sign language in words of gesture, in school as much as possible with Chinese sign language common gestures to encourage students to learn Chinese sign language, with formation of mechanism of Chinese sign language words, it's like the same class talk in Mandarin. However, on hearing impaired students in teaching can not be completely without local sign language, as a hearing-impaired students, there will be a psychological self-enclosed or self-centered ideas, how likely would exclude standard sign language of the play, then teachers in classroom for Chinese sign language in gesture word, and local sign language in exactly word play in teaching advisable to use

local sign language, for Chinese sign language in some word orders, should be used; Further, if the local sign language in play is more vivid than Chinese sign language in play, it is desirable to use the local sign language in play, in order to meet or arouse students' enthusiasm for learning. With further scientific and standardized Chinese sign language style of play, play some local sign language will be incorporated into Chinese sign language [3].

## 6. Conclusions

In summary, teaching sign language for hearing impaired students in special education is very important, which plays an important role for hearing impaired students in life, learning, and is to improve knowledge and thinking process is to promote sign language and written language integrated with each other complement each other in the process. In special education of hearing impaired students, teachers must establish dominant position of standard sign language teaching in improving self sign language specification, proficiency, based on clear sign language teaching is to create a barrier-free communication environment for hearing impaired students, for more them to accurately and more specifically understand expertise, ideas for hearing impaired students return to mainstream society and services. Let society create a better learning environment for hearing-impaired students, and better living environment for development of higher education in particular and work together.

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