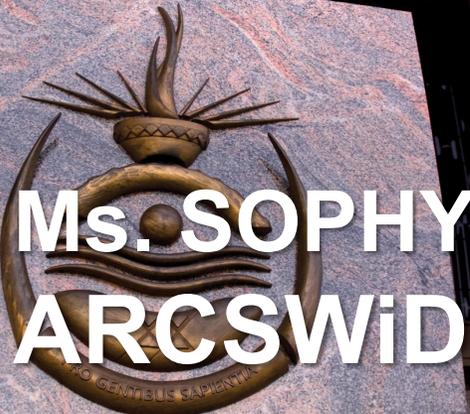


SIGN LANGUAGE AS AN OFFICIAL LANGUAGE IN SOUTH AFRICA



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Define tomorrow.

UNISA | 
university
of south africa

TYPES OF DEAFNESS

We have types of deafness

1. Those who are born. Being written by the big “D”
2. Those who become deaf accidental through the course of life: written with small “d”
3. Those who can hear little, they are defined as hard of hearing.
4. Multi disabilities. E.G Deaf blind, Deaf also using wheel chairs

HOW TO HELP DEAF/HARD OF HEARING STUDENTS

1. Find ways to communicate **more effectively** with the Deaf/ hard of Hearing. Don't talk while you're turned away from the students, such as when you're walking around the room
2. Reduce background noise as much as possible.
3. Help the student engage with the rest of the class
4. Consider hearing assistance technology such as hearing aid for Hard of Hearing.
5. Lecture or class rooms setting in “U” shape

TYPES OF COMMUNICATION

Deaf people depend 100% on Sign language, it can be structured or not structured language. We take South African Sign Language (SASL) as their first language.

Deaf people with small “d” can depend on lip reading or learn SASL reason being they have culture of talking people.

Most of hard of hearing depend on hearing aid and lip reading.

TYPES OF COMMUNICATION CONT....

- Communication can be through:
- Gestures
- Lip reading
- Pictures
- Using hearing aid
- And SASL

DIFFICULTIES FACED BY PEOPLE WITH HEARING LOSS/DEAF

- People with hearing often have problems with interpersonal communication that can lead to them having social problems, like feelings of being isolated and stigmatized (marked out/branded)
- In many instances, the condition of deafness is misunderstood and as a result Deaf people are often mistreated and ignored.
- Misconceptions, ignorance and apathy (boredom) towards people with hearing loss are often the causes of abuse and neglect
- There are often insufficient services available.

DIFFICULTIES FACED BY PEOPLE WITH HEARING LOSS/DEAF CONT...

- As a result the general public has little awareness of how to deal with the difficulties associated with deafness.
- Deaf children are being locked away from the view of the community and denied education
- Older Deaf people are neglected and denied basic care, even by their families.
- Also Deaf people suffer abuse in hospitals when medical staff cannot understand their sign language.
- There have been numerous cases of misdiagnosis and maltreatment in such circumstances.
- Other abuse types of abuse as a result of misunderstanding and miscommunication sometimes occur in public places such as police station or government offices when there is no one who
- can understand the sign language of a Deaf member of the public

CULTURE NORMS AND VALUES

- **DO'S**

- Tap gently on the shoulder to get attention
- If beyond reach to tap, wave in the air until eye contact is established
- Show that you are attentive by nodding slightly. If motionless and expressionless, it conveys inattentiveness
- Keep the face clear of any obstruction, e.g. Hair, scarf, etc.
- Establish a comfortable distance between you and the person involved in communication
- Switch light on and off to get attention
- Establish eye contact before beginning hearing
- ways but not in Deaf way. Sign language is a visual language, and therefore the eyes used to process the message
- Wait for your turn to start signing (equivalent to speaking).
- Eye contact can also be used as a turn-taking technique, especially in the group discussion where everyone looks at the next speaker. This is

CULTURE NORMS AND VALUES CONT...

- **DON'T'S**
- Don't touch elsewhere on the body to get attention. E.g. Head, face, stomach, buttocks, etc.
- Don't use fist/punch to get attention
- Don't kick or throw things to get attention
- Don't stand in dark place
- Don't sign with hands full of objects. E.g. books, pen, knife. etc.
- Don't stand too close
- Don't look away during the conversation as that denotes termination of communication
- Don't chew or eat anything while signing
- Don't pass between two people signing. If you have to, excuse yourself before walking through
- Don't stand against light or window
- Don't shout or blow a whistle to a Deaf person

INTERNATIONAL LEGISLATION

United Nations developed conventions protecting the human rights of persons with disabilities. The convention on the rights of Persons with Disabilities was adopted in 2006 by the United Nations and entered into force on the 3rd May 2008.

8 guiding principles that underlie (motivate) the convention:

- Respect for the dignity, individual autonomy (independence), freedom to make one's own choices, and the independence of persons
 - Non-discrimination
 - Full and effective participation and inclusion in society;
- Respect for the differences and acceptances of persons with disabilities as part of human diversity and humanity;
 - Equality of opportunity;
 - Accessibility
 - Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect

INTERNATIONAL LEGISLATION CONTINUE.....

- With regard to people with hearing loss, the conventions advocate (support) that:
- The Deaf must be able to learn life skills and social development skills so that they can participate fully in education and as members of community.
- Augmentative (largely) and alternative modes, means and formats of communication must be made available.
- Peer support and mentoring (guiding) must be encouraged
- The learning of Sign Language must be facilitated.
- The linguistic identity of the Deaf community must be promoted
- The education of persons, in particular children, who are blind, Deaf or deaf-blind, must be provided in the language and modes and means of communication that are most appropriate for the individual.
- Educational environments must maximize (make the most of) academic and social development.
- Persons with disabilities must be entitled to equal recognition (respect) and support of their specific cultural and linguistic identity including Sign

SOUTH AFRICAN EDUCATION SYSTEM TOWARDS INCLUSIVITY

- Grade 12 Deaf are now included in Umalusi certificate since 2018 and this help them to have an entry in Universities as students.
- Our universities also have pressure to include deaf people in all carrier they want to pursue.
- This also bring to board PANSLAB to launched SASL as the official Language.

INCLUSIVITY OF DEAF/HARD OF HEARING STUDENTS

DEAF FRIENDLINESS

- They need to be involved in decision making
- They need to learn in a barrier free institution
- They also need to know that they are EQUAL to all other non-disabled students
- They need to know that there are resources to accommodate them during any events. E.G. Sign Language interpreter
- Employment-A workplace that employs deaf individuals can develop the culture of their entire organisation! Adding diversity provides all employees the opportunity to work on effective communication and cooperation skills, while challenging people to explore new perspectives. With proper cultural skills training, each individual in an organization can learn to become more thoughtful, open minded, and willing to go the extra mile for the team.
- Telecommunication services
- decision making processes
- Method of teaching from school
- Learning style of Deaf students at the university level

TEACHING STRATEGIES

1. Encourage Deaf/ Hard of Hearing students to seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision.
2. Ensure that any background noise is minimised

WHAT TECHNOLOGIES HELP DEAF STUDENTS?

1. Such technologies for deaf individuals can include hearing aid, cochlear implants, Sign Language Interpreter and Lip reading

HOW DOES DEAFNESS AND HARD OF HEARING AFFECT LEARNING?

The major ways in which Deaf/Hard of hearing affects students:

- 1.It causes delay in the development of receptive and expressive communication skills (speech and language).
- 2.The language shortage causes learning problems that result in reduced academic achievement.

SOME OF THE COMMON CHARACTERISTICS OF DEAFNESS COMMONLY FOUND IN LECTURE ROOMS INCLUDE THE FOLLOWING:

1. Difficulty following verbal directions.
2. Difficulty with oral expression.
3. Some difficulties with social/emotional or interpersonal skills.
4. Will often have a degree of language delay.
5. Often follows and rarely leads.



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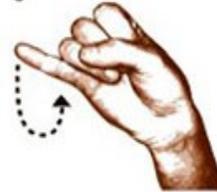
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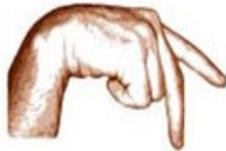
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IN CONCLUSION

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart" Nelson Mandela

Thank you

Define tomorrow.

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