



## Erasmus+ – Cooperation partnerships in the field of Higher Education (KA220-HED)

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EDUSIGN & SIGNEDU

### JOINT VENTURE OF CURRICULUM STUDIES AND ARTIFICIAL INTELLIGENCE IN SIGN LANGUAGE

Project Result 1	European Sign Language Coordination Network (ESLCON) in Higher Education
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#### Glossary of the Terms:

- Curriculum
- Local Sign Language
- Deaf Community
- Spoken Language
- Transliteration
- Fingerspelling
- Syllabus

#### A. INTRODUCTION

The Convention on the Rights of Persons with Disabilities (CRPD) by UN in 2006, the articles 2,9,21,2, and 30 shed light on the rights of the Deaf and the importance of sign language. Likewise, The European Disability Strategy (EDS) 2010-2020, followed by EU Strategy for the rights of persons with disabilities 2021-2030 describes a set of objectives and actions for the implementation of the disability policy and CRPD to promote a barrier-free Europe where the disabled can enjoy their rights.

The main objective of the EDUSIGN & SIGNEDU project is to promote equal educational opportunities for deaf people through development of sign language education and sign language interpreter training. The project was coordinated by İstinye University and partner organizations included the Stockholm University, Sweden, University of HUMAK Applied Sciences, Finland, Association of Sign Language Interpreters, Turkey and Turkish Confederation of the Deaf, Turkey.

In accordance with the targeted solutions of the international strategic plans, EDUSIGN & SIGNEDU project has aimed to offer a variety of solutions on the problems of Deaf community in education and communication from a consensus-based European perspective.

It has built its solutions on 3 main dimensions:

1. ESLCON: European Sign Language Coordination Network
2. Modelling of AI Based Sign Language Interpreting Infrastructure in Finnish Sign Language
3. Deaf and Sign Language Research Center

In ESLCON project result, professionalization of sign language education and sign language interpreting have been targeted: Creating a common curriculum framework describing the course content as the Bologna Process standardize sign language interpreting undergraduate



programs. With the help of this suggested course content framework, more collaboration and mobility across countries will be possible. A new sign language interpreter training curriculum at international (academic) standards including technology-based sign language interpreting courses and sign language corpus courses will contribute to the training of more professional and competent sign language interpretation. We believe that providing a common curriculum framework for sign language interpreting and sign language education to equip participants with enough knowledge and skills to perform required tasks effectively and help them train and result in competent and professional sign language interpreters. This will contribute the Deaf community in equal access to communication and awareness in the society, thereby enabling integration and eradicating any biases.

In addition to the sign language interpreting curriculum, starting a sign language prep school which does not exist in Europe to prepare the students for the sign language interpreting education. Sign language interpreting undergraduate programs will lead to spread of sign language education in society. In general, sign language interpreting is dominantly carried out by the CODAs or the Deaf in societies. Such a prep school education before the sign language interpreting undergraduate education will lead to broaden the scope of sign language users among the hearing people as well.

## **PROJECT RESULT 1: ESLCON EUROPEAN SIGN LANGUAGE COORDINATION NETWORK: CURRICULA STUDIES; R1A, R1B AND R1C**

Curricular development, European Sign Language Coordination Network (ESLCON) in Higher Education, was divided among project partners in accordance with their strengths:

- a. Sign language interpreting undergraduate curriculum work,

For the curricular work for this task, following stages have been adopted:

- ✓ Context Analysis & Needs Analysis
  - Reaching sign language interpreters and deaf as research participants through observation, questionnaires, interview and document analysis methods; collecting and reporting data about their needs, issues to be developed, current studies and services, deficiencies of these studies and services, technological infrastructure etc.
  - In order to create the representative demographic structure in the data collection processes, it is important to reach participants from all professions, genders, people with different education and training backgrounds, age and geographical regions. Appropriate methods and instruments considering accessibility and reliability must be used, in other words, scales to be used should be prepared and presented in sign language.
- ✓ Determining Goals and Objectives
  - Examination of undergraduate, graduate, doctoral or course programs providing sign language interpreting education in the world, Europe and Turkey; reporting the pros and cons of these programs



- What should be the goals and objectives of the curriculum being designed? What are their suggestions in the light of the context and needs analysis they will carry out?
- ✓ Identifying Courses and Contents
  - Course suggestions for the program in line with the general goals and objectives determined by the programs/curricula and context and needs analyzes being implemented in the world and in Europe.
  - Courses that are not in the examined programs but observed as a need can also be offered.
- ✓ Identifying Roles of Instructors/Learners/Materials
  - What should be the roles and qualifications of the instructors/ learners /course materials in the applied and theoretical courses?
- b. Sign language education preparatory school work,
  - ✓ Context Analysis & Needs Analysis
    - Investigation of national and international legislation on sign language education needs in society,
    - Examining the language levels determined according to the Common European Framework of Reference for Languages and its adaptation PROSIGN study and Common European Framework of Reference for Languages: Learning, Teaching and Assessment): Companion Volume in sign language education. Skills should be offered so that sign language can be used at desired levels at each language level.
    - Collecting and reporting data on the needs of deaf and interpreters, issues to be developed, current studies and services, deficiencies of these studies and services, technological infrastructure etc., by means of observation, questionnaires, interview and document analysis methods.
    - In order to create a demographic structure suitable for the representation of interpreters and the deaf in the country, it is important to reach people from all professions, genders, people with different education and training backgrounds, age and geographical regions, and the applications should be carried out in **sign language**.
  - ✓ Determining Goals and Objectives
    - Determining the main goals of the program in the light of the data obtained
    - Determining the objectives of the program
    - Why is such a preparatory school program needed?
  - ✓ Identifying Courses and Contents
    - Course recommendations for the program in line with the general goals and objectives determined by the programs/curricula and context and needs analyzes being implemented in the world and in Europe.



- Courses that are not in the examined programs but observed as a need can also be offered.
- ✓ Identifying Roles of Instructors/Learners/Materials
  - What should be the roles and qualifications of the instructors/learners/course materials?
- c. Innovation of sign language certificate program curriculum
  - ✓ Context Analysis & Needs Analysis
    - Investigation of national and international legislation on sign language education needs in society; reporting the pros and cons
    - Examining the language levels determined according to the Common European Framework of Reference for Languages and its adaptation PROSIGN study or Common European Framework of Reference for Languages: Learning, Teaching and Assessment): Companion Volume in sign language education. Skills should be offered so that sign language can be used at desired levels at each language level.
    - Reaching sign language interpreters and the deaf through observation, questionnaires, interview and document analysis methods, collecting and reporting data about their needs, issues to be developed, current studies and services, deficiencies of these studies and services, technological infrastructure, etc.
    - In order to create a demographic structure suitable for the representation of the deaf community in the country in the implementation of the scales to be used, it is important to reach people from all professions, genders, people with different education and training backgrounds, age and geographical regions, and the practices should be carried out in **sign language**.
    - In order to create a demographic structure suitable for the representation of the deaf community in the country in the implementation of the scales to be used, it is important to reach people from all professions, genders, people with different education and training backgrounds, age and geographical regions, and the practices should be carried out in **sign language**.
    - In order to create the demographic structure of the participants in the data collection processes, it is important to reach people from all professions, genders, people with different education and training backgrounds, age and geographical regions, and attention should be paid to their ratios. Appropriate methods and tools should be adopted, taking into account accessibility and reliability, in case the interpreter is hearing or deaf at the scales to be used.
  - ✓ Determining Goals and Objectives
    - Determining the main goals of the program in the light of the data obtained
    - Determining the objectives of the program
    - Why is such program innovation needed?
  - ✓ Identifying Courses and Contents



- Course recommendations for the program in line with the general goals and objectives determined by the programs/curricula and context and needs analyses being implemented in the world and in Europe.
  - Courses that are not in the examined programs but observed as a need can also be offered.
- ✓ Identifying Roles of Instructors/Learners/Materials
- What should be the roles and qualifications of the instructors who will teach in the program, students and course materials?

To ensure corresponding contents, objectives and methods, all project partners cooperated closely in the development process. Three intermingled curricula share methodological research stages and structure consisting of general objectives, objectives.

## CONTEXT ANALYSIS SURVEY AND RESULTS:

### Content:

- TID and Education Resources
- Sign Language Education in Primary and Secondary Education
- Sign Language and Education in Undergraduate Programs
- Sign Language and Interpreting Education in Graduate Education
- Sign Language Interpreting Academic Resources

### Turkish Sign Language (TID)

- ▶ It can be said that Turkish Sign Language (TID), one of the oldest sign languages, is not derived from any other sign language and has no direct historical relationship with other sign languages (Arık 2016).
- ▶ TID is a language based on visual and gestural form, which has a long history and a unique language structure, used by hearing impaired and d/Deaf individuals in Türkiye.
- ▶ Academic studies on TID started in Türkiye in the early 2000s.
- ▶ Following the fact that the disabled are not discriminated against in the Law No. 5378 on Disabled People and Amending Certain Laws and Decrees, adopted by the Grand National Assembly of Türkiye (TBMM) on 1 July 2005, and the phrase "Turkish Sign Language" is included as the first article (Article 15), it has now been accepted that Turkish Sign Language is a language used in Türkiye. Since this process, both social and scientific interest in TID has been increasing day by day (Kemaloğlu, 2016).

Another important factor that plays an important role in the use and education of sign language in our country is the United Nations Convention on the Human Rights of Persons with Disabilities.



This convention, which is an important step regarding the language rights of hearing-impaired individuals, entered into force on 28 October 2009.

In the section three of Article 24 of the Convention, which concerns the education of hearing-impaired individuals, following statements are included as follows;

(b) To assist in the learning of sign language and the development of the linguistic identity of the hearing and speech impaired,

c. To ensure that the education of the visually, hearing or both visually and hearing-speech impaired, especially children, is provided in the most appropriate language, communication tools and forms, and in environments that increase their academic and social development (Kubuş, İlkbaşaran, & Gilchrist, 2016).

### **Dictionary and Grammar Resources in TID Education:**

- The first official study known in the field of TID vocabulary is the Sign Language Manual for Adults, published in 1995 by the Ministry of National Education, General Directorate of Special Education Guidance and Counseling Services.
- Published in 1995, this guide was renewed and published as the Turkish Sign Language Dictionary (1986 words and phrases) in 2012.
- Between 2001-2004, Koç University prepared a 750-word Turkish Sign Language Vocabulary List within the scope of the project on TID grammar (Özyürek, İlkbaşaran, & Arık, 2004).
- Turkish Hand Signs Book prepared by Evren Barışık,
- Smart Turkish Sign Language Prep Book prepared and published by Ankara Çankaya Hearing Impaired Youth and Sports Club Association,
- Sign Language Education Book/DVD prepared by Istanbul Disability Center (İSEM),
- An online dictionary prepared by Ege University Faculty of Education, Computer and Instructional Technologies Education senior students within the scope of the “Speaking Hands Hearing Eyes” project.
- TID is also included in the multilingual sign language dictionary, which was created with the Spread the Sign project in the international arena and mainly includes technical and professional idioms.
- Updated Turkish Sign Language Dictionary in 2017. Ankara: The Dictionary of the Ministry of Family and Social Policies is based on the Turkish Sign Language Corpus obtained from 26 different provinces of Türkiye and 116 TID native speakers. All content in the dictionary, which is designed in a video-based online environment, is presented in two different languages, Turkish Sign Language and Turkish. For this reason, it can be defined as a combination of both mother tongue dictionary and translation dictionary types. The dictionary's user base includes groups with very different needs such as the Deaf community, deaf students, TID learners, interpreters, special education teachers, researchers.

This corpus-based dictionary consists of 2,000 words/concepts that have the highest frequency in the corpus. The videos in the dictionary, which consists of a total of 11,428 videos in three different genres as sign, meaning and example, have been prepared with different background





colors according to their types. The lexical variety (variant) of the word/concept and its meanings are listed according to the frequency in which they appear in the corpus in the dictionary, which is prepared based on frequency in terms of the whole contextual arrangement. Thus, the content and organization of the dictionary were determined according to the linguistic use of TID native speakers living in different regions.

With two different search engines, the user can find the sign they want to learn by using Turkish words or the visual (phonological) features of the sign. It is thought that the option of playing videos at different speeds will provide convenience, especially for new learners of TID. In addition, with the help of sample videos, they can learn about the usage of the related word in the sentence. It is aimed that the transcription and Turkish interpretations of all the words in these videos will contribute to the Turkish learning of the Deaf and to the learning of TİD for the hearing people. With these features, the dictionary contributes to the Deaf community in many ways such as access, education and concept development. ( Access address: <http://tidsozluk.net>. )

As the first example of branch studies in sign languages, the signs of 800 religious concepts were published in the Religious Concepts Dictionary of the Presidency of Religious Affairs in 2013.

- T.C. The Turkish Sign Language Grammar book was published after the "Turkish Sign Language Project" carried out by the Ministry of Family and Social Policies, Disabled and Elderly Services Directorate within the scope of the 2015-2017 investment budget.

## Sign Language and Sign Language Education in Primary and Secondary Education

- ▶ The primary school attended by the hearing impaired was opened in Istanbul in 1889 by the Austrian merchant Ferdi Grati during the reign of Abdülhamid II, and was closed in 1926 (İlkbaşaran, 2016).
- ▶ It is stated that the combined use of **sign language and auditory-verbal education** is supported in education in this first school for the deaf (Miles, 2009).
- ▶ Following the Second International Congress on the Education of the Deaf held in Milan in 1880, the education system that completely banned sign languages all over the world came to the fore in Türkiye and the **auditory-verbal method** was adopted as the only method in education (İlkbaşaran, 2016)
- ▶ It can be seen that the education system that continued after the 1950s in Türkiye directed the hearing impaired children to special boarding schools rather than the mainstreaming approach in general education schools (Kemaloğlu and Yaprak-Kemaloğlu, 2012).
- ▶ Although inclusive education has been increasingly adopted in recent years, children with poor speech development are generally directed to “schools for the hearing impaired”. However, until the last few years, efforts to provide auditory-verbal



education to children who did not develop speech until this age have continued instead of education in TID.

- ▶ When it comes to the 2016-2017 academic year; **The Turkish Sign Language Course** (1, 2 and 3rd Grades) Curriculum, which is taught in the 1st, 2nd and 3rd grades of the Hearing Impaired Primary Schools as 2 hours per week, was accepted with the Decision of the Board of Education dated 26.07.2016 and numbered 52. (MEB, 2016).

However;

- ▶ While a small portion of **d/Deaf or hearing-impaired children** who use sign language in our country (with hearing-impaired parents) learn sign language during the language development period, the majority of them can learn sign language from their upper-class friends who use sign language when they start primary school....
- ▶ TID is not taught in high schools, secondary, primary and kindergartens **for hearing children**, except for some private and temporary enterprises.

### Sign Language and Interpreting Education in Undergraduate Programs

- ▶ The “**Regulation on Training and Working Principles of Personnel to Provide Sign Language Interpreting Services**” published in the Official Gazette No. 26264 on 19 August 2006 is the first for the state to recognize TID interpreting.
- ▶ TID interpreter certification exams have been held in our country since 2007.
- ▶ However, there is no undergraduate program in the field of Turkish Sign Language or TID interpreting yet.
- ▶ Only as stated in the announcement of the Ministry of Family and Social Policies, General Directorate of Services for the Disabled and Elderly titled “Sign Language Included in the Curriculum of Universities”, “Sign Language” is included in all higher education programs from the 2013-2014 academic year, according to the decision taken on September 3, 2013. added as an elective course.
- ▶ It has been carried out as a compulsory course in the Teaching Programs of the Hearing Impaired since the 2014-2015 academic year. With the new arrangement, “**Turkish Sign Language**” has been included in the program as a 2 credit compulsory course in the 3rd Term in Special Education Teaching Undergraduate Programs in the 2016-2017 academic year.
- ▶ In 2017, **TID became a language recognized by the Grand National Assembly of Türkiye, albeit late, and started to be taught as an optional course in various courses and universities, and as a compulsory course in the undergraduate program of the special education department.**
- ▶ As of the 2018-2019 academic year, it has been decided to teach it as an elective course in all undergraduate programs of education faculties.

Additionally;





- ▶ The Ministry of National Education has been authorized to organize Turkish Sign Language instructor and interpreting courses.
- ▶ Within the scope of this authorization, according to the Turkish Sign Language Program prepared by the Ministry of National Education, 120 hours of Turkish Sign Language Basic Education Course Program that every literate individual can take, and 200 hours of Turkish Sign Language Instructor and Interpreter Program that can be taken by associate or undergraduate graduates The right to open a Training Course Program has been granted.
- ▶ Today, TİD training is provided in almost every province in our city, in public education centers, municipalities, continuing education centers of universities and private courses, and individuals can have Turkish Sign Language Instructor and Interpreter certificates.

### Sign Language Interpreting Graduate Education

- Postgraduate studies in the field of sign language in our country have focused on documenting the structure of sign language, similar to the West, and researching this communication tool with grammar and linguistics methods.
- However, it can be stated that this development in linguistics has just begun to reflect on Translation Studies Departments.
- An example of this is the Turkish Sign Language Interpretation Thesis/Non-Thesis Master's Program at Ankara University, which was opened in the 2018-2019 academic year.
- Another example is the Turkish Sign Language Studies and Practices Master's program at Hacettepe University, which started to provide education in the fall semester of 2019-2020.

### Why Was It Needed?

According to the Education and Training Section of the Law on the Disabled No. 5378 is in Article 15 on **“The Turkish sign language system is created in order to provide education and communication for the hearing impaired. The principles and procedures of the works for the creation, development and implementation of this system are determined by the regulation issued jointly by the Ministry of National Education and the Presidency of the Turkish Language Institution, under the coordination of the Ministry of Family and Social Policies.”**, REGULATION ON PROCEDURES AND PRINCIPLES ON THE DEVELOPMENT AND DISSEMINATION OF TURKISH SIGN LANGUAGE APPLICATIONS was approved by the Official Gazette dated 14.04.2006 and numbered 26139.

The regulation, which was approved in 2006, needed to be regulated in the light of today's developments, Sign Language research and academic developments. In this context, the Turkish Sign Language Science and Approval Board (TİDBO), which has started its work and includes representatives of institutions authorized by law, started to work on amendments to the



aforementioned regulation in 2017. In order for the regulation to be functional, some training modules need to be implemented.

There are 3 issues that need amendments in the regulation.

1. Turkish Sign Language (TİD) Proficiency Exams
2. Turkish Sign Language Interpreter training module and proficiency Exam
3. Turkish Sign Language Master Trainer and Turkish Sign Language Expert Trainer training module and qualification and assignments

### SECTION THREE

#### Procedures and Principles on TID Trainings

#### TID Trainings

**ARTICLE 11-** (1) According to the Language Levels in Annex-1, TID training modules are created by the Ministry of National Education in cooperation with ASPB and YÖK.

(2) TID trainings are organized by opening course programs approved by the Ministry of National Education.

(3) At the end of the course, the trainees are taken to the exams, the content of which is arranged in accordance with the A1, A2 and B1 levels by the proficiency commission. Exams are administered electronically by distance exam method. Those who are successful are entitled to receive TID certificates appropriate to their level. Registration or attendance is not required to take the exam.

(4) The condition of being able to take TID B2, C1, C2 level exams is to have a B1 level certificate. (B1 level document requirement is not required for deaf educators)

(5) TID B2, C1, C2 level exams are administered by the proficiency commission by interview method.

**The article is about the Turkish Sign Language (TİD) Proficiency Exams that need to be prepared.**

#### 1. Turkish Sign Language (TİD) Proficiency Exams

In order to be able to implement the language levels (A1,A2,B1,B2,C1,C2) determined by the common application text specific to sign languages created by the European Center for



Modern Languages, with the language proficiency exam in our country, the Language Sufficiency Exam was conducted by Ankara University TÖMER. Examination system studies have been started. Subsequently, "Turkish Sign Language Interpretation II. The opening of the "Non-Thesis Master's Program in Education", "Turkish Sign Language Interpretation Master's Program with Thesis" and "Turkish Sign Language Interpretation Doctorate Program" were accepted by the board decision on April 30, 2018 and the Non-Thesis Master's program was started. Since the graduate program is a non-thesis program, it is a program for self-development. Its contribution to language levels will not be in this area. However, the sign language language levels trainings and sign language proficiency exam, which were prepared by academicians doing doctorate in the Department of Linguistics at Ankara University and planned to be implemented at TÖMER, are a study for the language proficiency mentioned in the Regulation and for the language proficiency exam to be conducted by Ankara University (TÖMER). It has entered the process of making a protocol with the Ministry of Social Security.

### **TID Interpreters**

**ARTICLE 16–(1)** For TID interpreter, it is required to have at least C1 level TID Proficiency Certificate.

(2) TID Interpreting Training Module, the content of which is specified in Annex-3, is prepared with the cooperation of the Ministry of National Education and YÖK, with the contribution of NGOs.

(3) Those who successfully complete TID interpreting course programs are given a "TİD Interpreter" certificate.

(4) TID interpreters, in cases where they cannot communicate with the hearing impaired person, work with deaf interpreters (with B2 level and above competence) with the support of NGOs.

### **2. Turkish Sign Language Interpreter training module and proficiency Exam**

While the amendments to the regulation were in progress, Hacettepe University Department of Translation and Interpretation completed its studies on this subject and prepared the training module. One of the important issues here is the proficiency exam. Regarding the proficiency exam, the regulation created by the Vocational Qualifications Authority and which is in the process of approval will be arranged in a way that will be integrated with the regulation to be approved by TIDBO, and by whom the proficiency exam will be conducted and the application conditions will be made by the institution to be authorized by the Vocational Qualifications Authority. This shows that when the studies are taken into consideration, the proficiency exam will be held by Hacettepe University.



**ARTICLE 12 – (1)** TID expert and master trainers are required to have at least a C1 level TID Proficiency Certificate.

### **TID Expert Tutorials**

**Article 13-** In order to become a TID expert instructor, it is required to have completed the courses and credits in Annex-2 of the Regulation (Annex 2).

(1) It is not required to have a TID Specialist Instructor Certificate from graduates of undergraduate teaching departments of universities.

(2) It is not required to have a TID Specialist Instructor Certificate from those who have received a Pedagogical Formation certificate from universities.

(3) TID expert instructors can take part in courses opened in public and private education institutions affiliated to the Ministry of National Education and in TID courses opened in Higher Education institutions.

### **TID Master Tutorials**

**Article 15-** (1) In order to become a TID master trainer, it is required to have completed the courses and credits in Annex-2.

(2) TID master trainers can take part in courses opened in public and private education institutions affiliated to the Ministry of National Education and in TID courses and courses opened in Higher Education institutions.

**The article is about the Turkish Sign Language Master Trainer and Turkish Sign Language Expert Trainer training module and the proficiency Exam that needs to be prepared.**

### **3. Turkish Sign Language Master Trainer and Turkish Sign Language Expert Trainer training module, qualification and assignments**

According to the aforementioned regulation; Turkish Sign Language Master Instructor is a high school graduate who has at least C1 level of Turkish Sign Language proficiency and has completed the courses and credits in the Annex of the Regulation (Annex 2), Turkish Sign Language Expert Instructor, Turkish Sign Language proficiency at least C1 level and Appendix 2 It defines the person with a bachelor's degree who has completed the courses and credits in.

The courses and credits in Annex 2 can be possible with a certificate program that will be created by adding the courses of Phonology and Phonology in Turkish Sign Language, Morphology in Turkish Sign Language, Semantics in Turkish Sign Language, Syntax Structure of Turkish Sign Language and Deaf Culture courses to pedagogical formation courses. In this way, sign language instructors and experts who meet the conditions will be trained.



The study that we plan to start at Gazi University Faculty of Educational Sciences is a study to be carried out in order to implement these items. Educational management and planning department and pedagogical formation training modules will be prepared and they will be given the opportunity to complete the courses and credits in the annex of the Regulation (Annex 2). After the pedagogical formation, the planned study is to open an undergraduate department. Education faculty is needed for Turkish Sign Language teaching department. One of the conditions required for the opening of graduate programs planned in other departments, namely in medical faculties and sports sciences, means the completion of the certification program in educational sciences and the implementation of Turkish Sign Language Specialist Instructors after they have official documents.

At the end of this certificate, in order for the certificate to become functional, the Sign Language Specialist Instructor must be included in the 80th article of the Board of Education. In this way, it will become functional. At the same time, it can bring a solution to another problem. When the undergraduate department is opened, since teachers who know Sign Language will be trained, branch teachers will also be able to use sign language in their lessons and a major reform will take place in the education of the hearing-impaired.

## SIGN LANGUAGE INTERPRETING QUALIFICATION EXAMS AND TRAININGS

The United Nations Convention on the Rights of Persons with Disabilities (BMEHS) was accepted at the United Nations (UN) General Assembly on December 13, 2006, opened for signature on March 30, 2007, and with the signing of a total of 82 countries on the same day, the largest number of countries in the history of the UN on the day it was opened for signature. The contract has been signed by Our country has been a party to this convention since 2009. Since our Constitution accepts international conventions above our national legislation, the provisions of these conventions are an integral part of the current legislation.

According to Article 2/e of the United Nations Convention on the Rights of Persons with Disabilities, **“Providing various live aids and tools, including guides, readers and professional sign language interpreters, to facilitate access to public buildings and facilities”**, according to Article 25 of the Health title, **“States Parties recognizes the right to enjoy the highest attainable standard of health without discrimination based on States Parties shall take all appropriate measures to enable persons with disabilities to access gender-sensitive health services, including health-related rehabilitation.”** and Article 9 of the Convention, **“States Parties shall ensure the independent living of persons with disabilities and their full participation in all areas of society, and the physical environment, transport, information and communication, including information and communication technology and system, both rural and urban, on an equal basis with others. should take appropriate measures to ensure access to other facilities and services open to or offered to the public in the regions. These measures should include identifying and removing barriers to access. Beyond emphasizing the basic truths and rights and responsibilities with the article 2/(f) Encouraging the provision of assistance and support**



**to persons with disabilities through appropriate means in order to ensure their access to information, an internationally prepared analytical principles based on the data provided by a large number of scientific research, in order to prevent discrimination against persons with disabilities.** It should be noted that it is the whole. According to this convention, each signatory country is obliged to provide disabled people with the same opportunities that society provides to its citizens (general society) who are considered "normal". With the talk of "accessibility", **"States Parties shall take appropriate measures to ensure the realization of this right, for the recruitment of teachers who know sign language and Braille, and for the training of professionals and staff working at all levels of education, including those with disabilities."** Education and public service in sign language are among the most important obligations of states. For the realization of this right; people with disabilities should not be excluded from the system because of their disability. States parties should ensure that persons with disabilities acquire life and social development skills to facilitate their full and equal participation in society as members of society. To this end, States Parties should take appropriate measures, specified by States Parties as assisting in the learning of sign language referred to in Article 3 on behalf of the deaf and in the development of the linguistic identity of the deaf.

The twenty-fourth article of the same convention, "**Education**" and the twenty-sixth article of the same convention list similar measures to be taken on "**Habilitation and Rehabilitation**". When these and other articles are examined; It is seen that the most important issue that BMEHS emphasizes in the context of the hearing impaired is sign language. Sign language is also extremely important in this context. When all the relevant articles are evaluated collectively, it can be concluded that the BMEHS approaches sign language with a mother tongue logic and its accessibility and visibility in the society is discussed in this context. This issue has been clarified by the fact that many countries have legally added sign language to their constitutions or laws by accepting that it is the mother tongue of the deaf.

In this context, some measures have been initiated in our country in accordance with the Circular (47308) of the Ministry of Health on the Provision of Health Services for Disabled Persons dated 07 December 2010. According to the circular, **"sign language-speaking personnel will be employed to communicate with hearing-impaired patients by providing written, audio and visual directions in common areas and elevators in a way that can be perceived by people in each disability group."** phrases are indicated.

According to the data of the World Health Organization, 600 million people with hearing impairment live in the world. The Prime Ministry Administration for Disabled People, on the other hand, gives the number of people with "hearing and speech impairments" as follows, according to the latest research conducted in 2002: There are 8.5 million disabled people in Türkiye. 22 percent of this number are hearing and speech impaired. In other words, there are approximately 2 million hearing and speech disabled people in Türkiye.

It is thought that there is no sign language interpreter degree program in Türkiye, the hearing-impaired have communication problems and have difficulty in learning the news, keeping up with the agenda, or trying to meet their interpreter needs with their own efforts. It will be the first of the studies to be carried out in Türkiye to train interpreters for the hearing impaired to follow the news and to be informed, to communicate with the hearing impaired, to





ensure the rapid return of requests that may come from them, and to eliminate communication problems.

In addition, while there are universities abroad that provide undergraduate programs where deaf interpreters are trained together with interpreters who can hear, it means breaking new ground in our country with our training module project to be prepared, since there is no program to train interpreters who can hear, let alone deaf interpreters.

## METHODOLOGY IN CURRICULUM DESIGN

This part presents information about the issues to be considered and procedures to be followed in the realization of the project Result 1 which includes a proposal for BA curriculum for SL Interpreters, a proposal for a Sign Language Prep School Curriculum in Europe and one for a Sign Language Interpreting and Sign Language Education Certificate Curricula.

Curriculum design work in the general sense involves the implementation of a series of certain steps before the formation of the final product, which involves those from the definition and analysis of the context and the problem, determination of goals and needs at the beginning and evaluation procedures in the end. Although commonly acknowledged approaches to general curriculum design look similar in relation to the progression of the work, a language teaching curriculum, especially one about second/foreign language teaching, differs from the general curriculum concept as it involves issues which are specific only to language acquisition other than technical and procedural ones.

## CURRICULUM DESIGN IN EDUCATION

When educational programs are taken into consideration it can be seen that many suggestions have been made on how an education program should be formed depending basically on the writer's pedagogical stance and his/her priorities of the local environment or the educational context the work is being carried out.

The formal work on the basics of curriculum design can be traced back to the works of Taba and Tyler where Taba (1962:12) suggested 7 core elements which later became foundation for many other forms.

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences



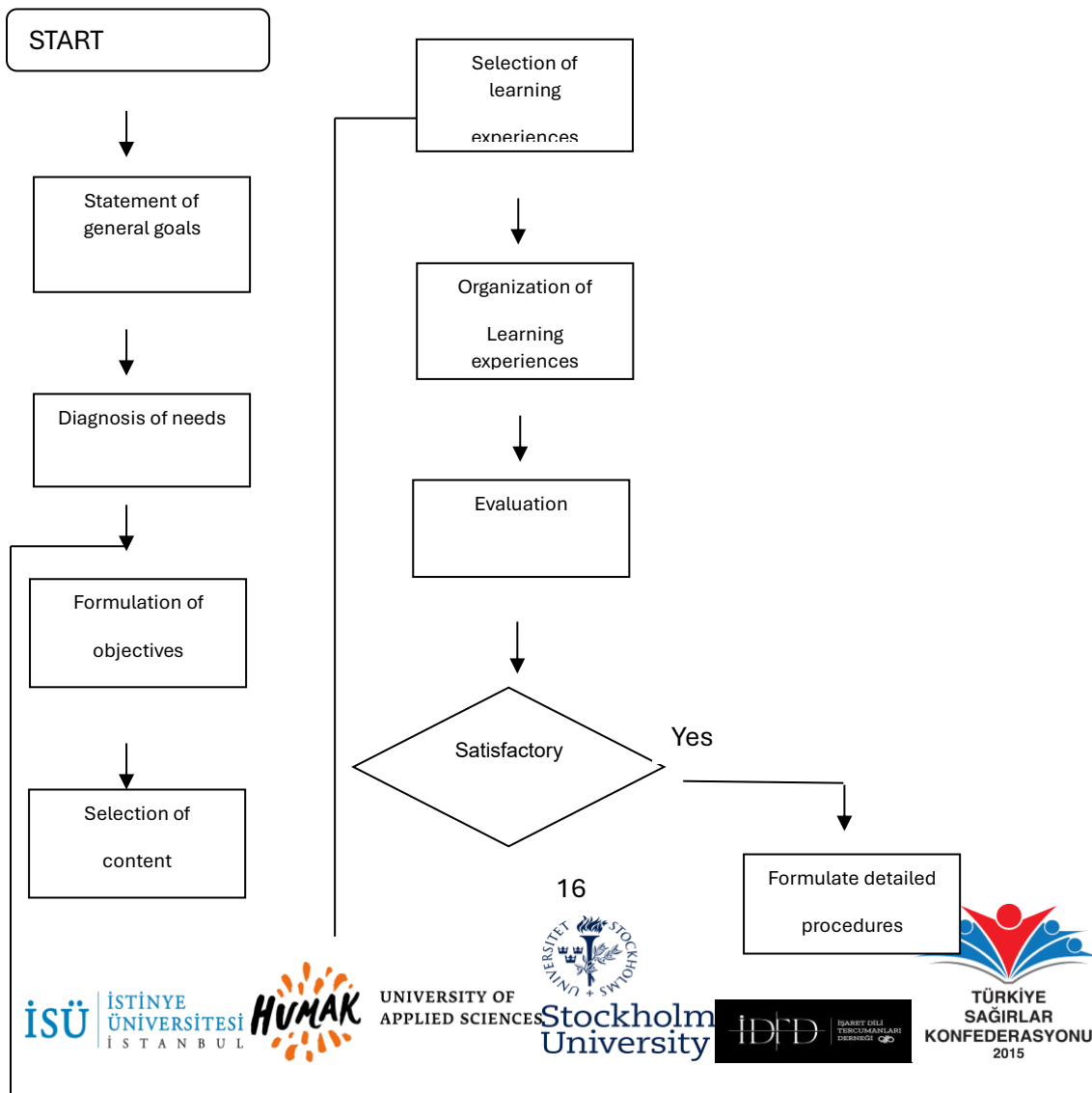
## 6. Organization of learning experiences

## 7. Determination of what to evaluate, and the means to evaluate

Tyler(cited in Nunan, 1988b:11) proposed four basic questions as to what consideration any curriculum design must be based on, which then came to represent the essentials of any design work. His questions stated below refer respectively to aims, content, organization and evaluation of the instruction.

- 1) What educational purposes should the school seek to attain?
- 2) What educational experience can be provided that are likely to attain these purposes?
- 3) How can these educational experiences be effectively organized?
- 4) How can we determine whether these purposes are being attained?

As White (1988:26) did with Taba & Tyler model, it has also become customary to present the procedures to be followed in curriculum design in a flowchart representation which gives the readers a more comprehensible and dynamic view of the process.



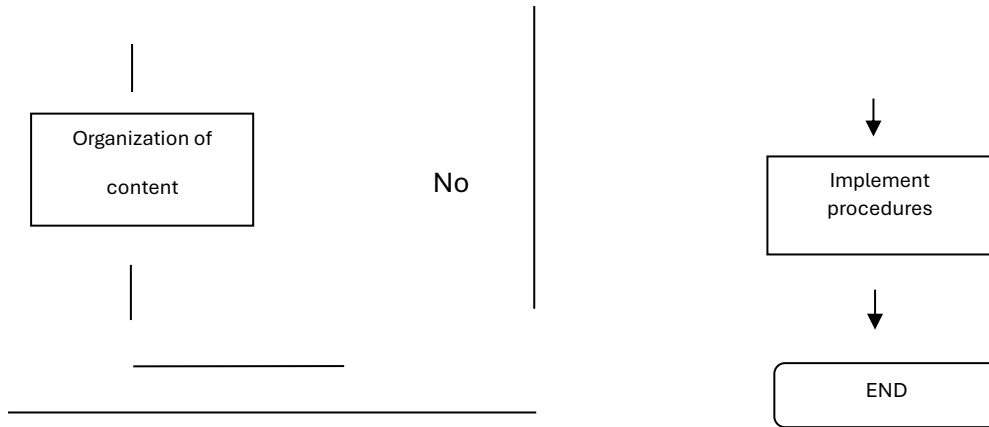


Figure 1: Flowchart representation of the Taba-Tyler curriculum development model (White, 1988:26)

Brown (1995) proposes his “Systematic Approach to Designing and Maintaining Language Curriculum” as a general language curriculum development model where he, like Yalden (1987: 88), places the evaluation process as requisite for each phase of the process. His distinction between the teaching and curriculum activities is specific in that he suggests new terms with new definitions and tries to elaborate the interface of teaching and curriculum activities.

TEACHING ACTIVITIES

CURRICULUM ACTIVITIES

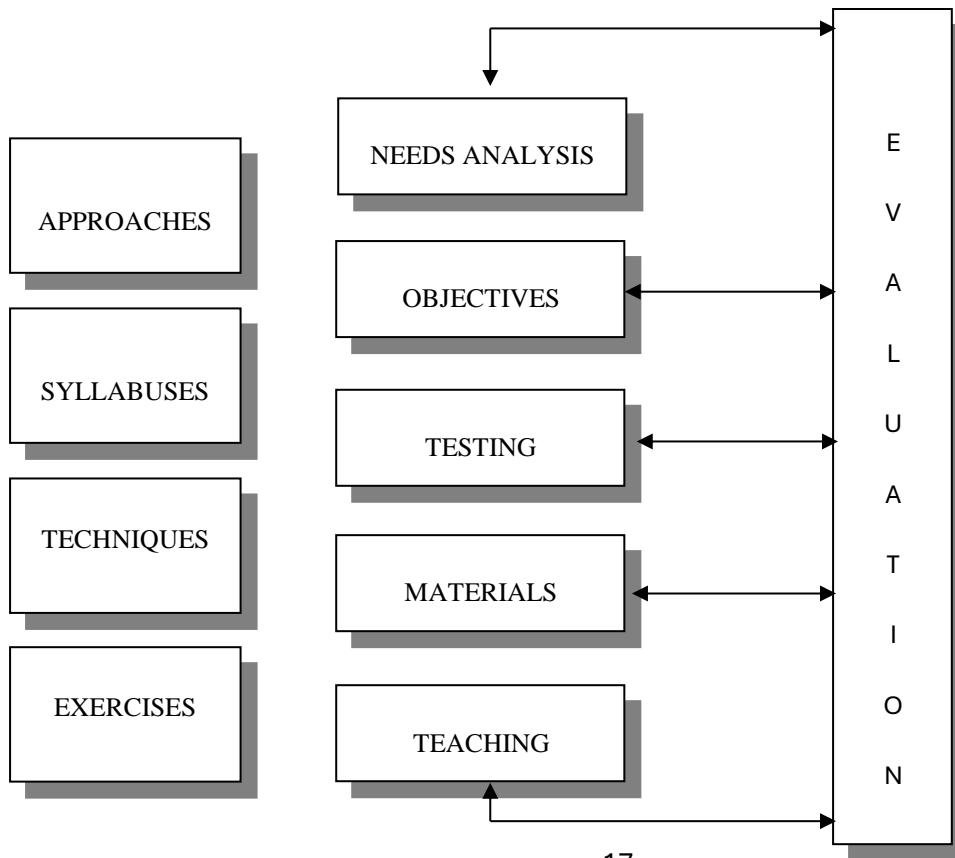




Figure 2: Interface of teaching and curriculum activities (Brown, 1995:29)

Approaches in Brown's (1995:5) model refer to "ways of defining what and how the students need to learn", syllabuses to "ways of organizing the course and materials", techniques to "ways of presenting the materials and teaching", and exercises to those of "practicing what has been presented". It is important to see here the inclusion of the concept of approach in the design work which seems to diverge it from general curriculum models and syllabus designs.

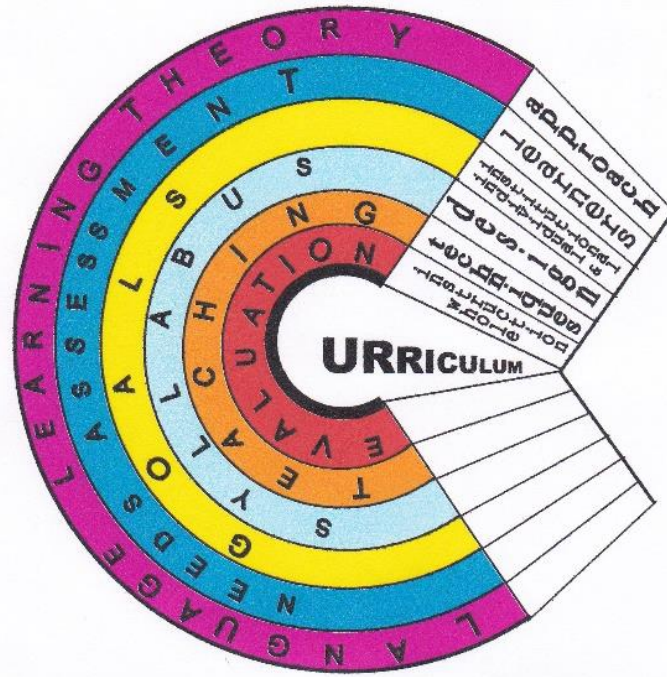
The views of language and language learning in syllabus design became crucially important as a result of research studies on both natural and classroom language learning. Chomsky claimed the presence of a Language Acquisition Device (LAD) and universal grammar in human brain which form the base for the acquisition of all languages that it is exposed to. Krashen later (1982) made a distinction between conscious learning where information about the language is processed and subconscious acquisition where LAD is active and language learning-acquisition-takes place naturally and subconsciously. His ideas of receptive skills of listening and reading as the main determinants of language acquisition and productive skills of speaking and writing as natural outcomes of language acquisition are highly important. Krashen's distinction between productive and receptive skills actually throws light into the evaluation of present language teaching programs and into the design of the future programs. In fact research studies support the view that that language being systematic and describable does not mean that it can be taught in the same logical and systematic manner (Hutchinson & Waters ,1987:67,68)

Second and foreign language approaches and methodologies are divided into two categories as the synthetic and the analytic. The former, the synthetic approach, as a more traditional and bottom-up approach like grammar translation method assumes the power of teaching linguistic skills and units separately and in a step-by-step fashion, which look contrary to findings in many a research studies on second language acquisition (Isık & Isık 2019). The analytic approaches, on the other hand, are more top-down and not interested in teaching explicitly the individual units of the language. They focus on selecting topics, tasks and texts which are relevant to the learner needs and interests. One distinctive feature is the place of grammar teaching in the approach. As can be seen in the common content-based instruction examples of the method grammar rules are taught, when necessary, as the comprehension-based work on the authentic course materials progress (Fromkin et al., 2019:302)

## CURRICULUM DESIGN IN THE PROJECT

Before proceeding to the details of the curriculum work in the project, it is necessary to emphasize the idea that language teaching programs should be given in the environments that will speed up the natural acquisition process. Therefore, the design and implementation of the language teaching curriculum models in this project will be based on the analytic view and content-based instruction. Thus, the assessment of the environment, needs goals, present programs, syllabus design, teaching and evaluation procedures will have references to and affected by the approach chosen.

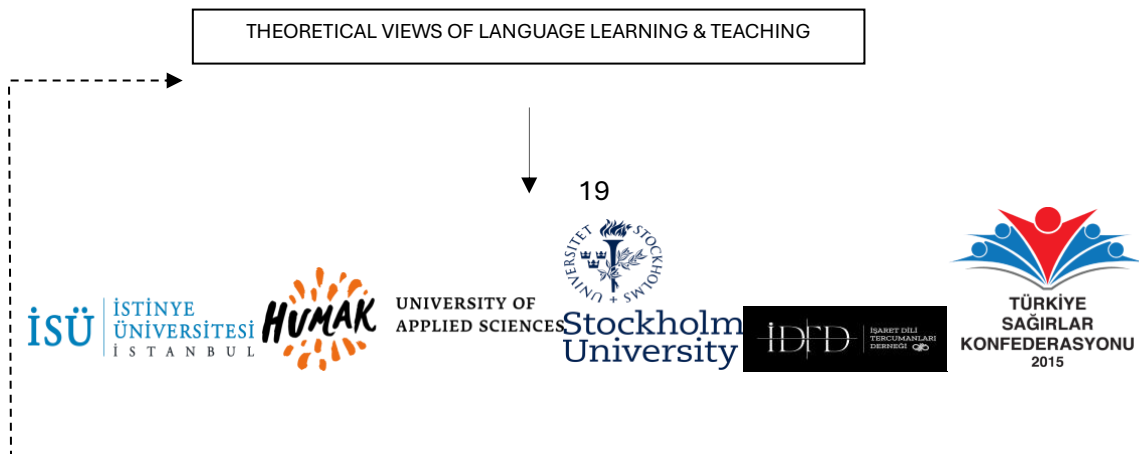
The relation of the approach (view of language learning) can be seen in the following figure of interceded arcs where the elements of language curriculum is symbolized.

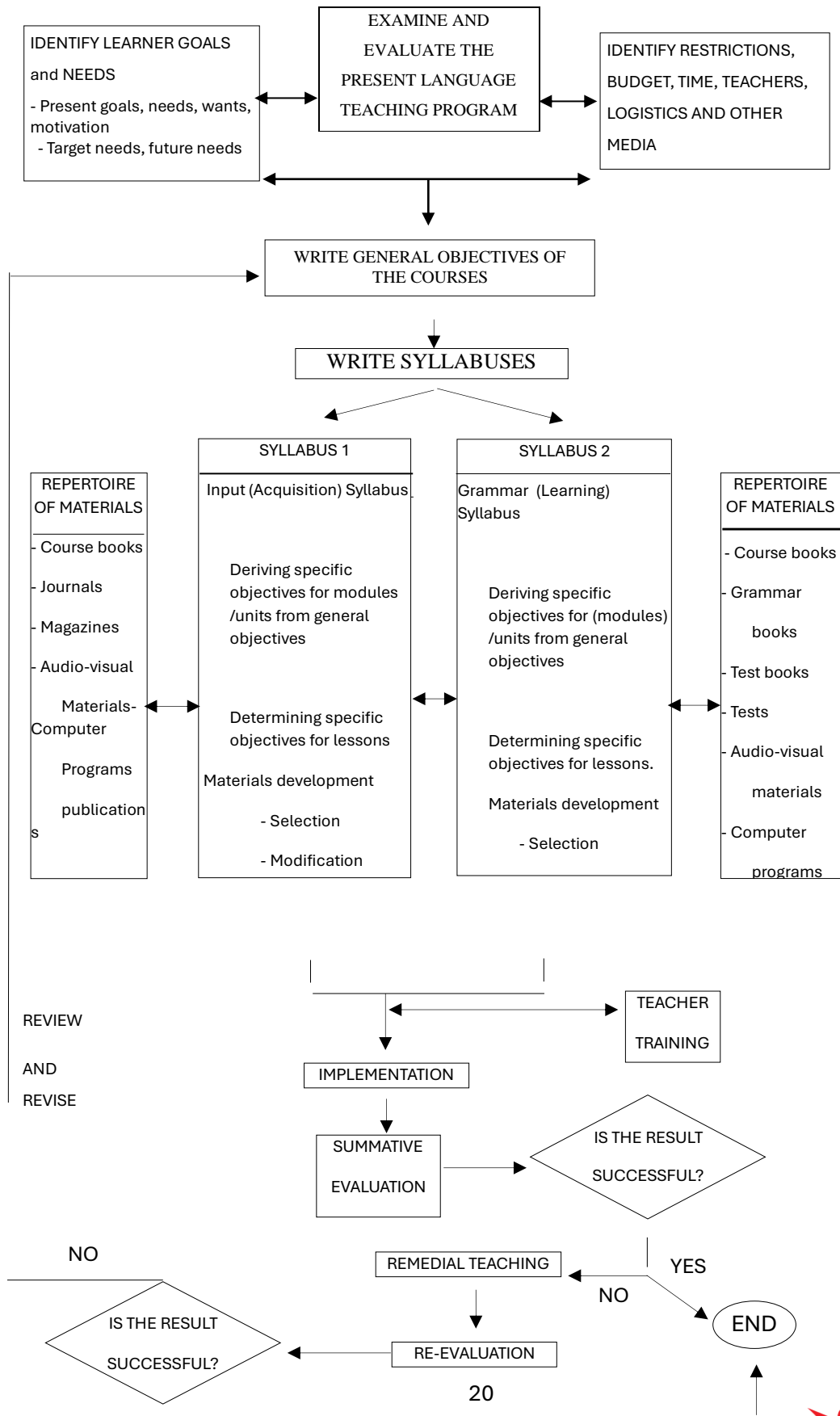


A CURRICULUM MODEL

Figure 3: Elements of Curriculum

The steps to be followed in the formation of the prep-class sign language education and certificate programs can be outlined in the following flowchart representation.









YES

Figure 4: Suggested Curriculum Design for Language Teaching

In our model, the design will not be divided into teaching and curriculum activities as previously shown in Figure 2. The curriculum work will cover all issues from the needs, goals, present situation (environment) analysis to the evaluation of the teaching practices and the whole curriculum.

The needs assessment data that was provided by the institutions influenced the strength and quality of the evaluation work which will inevitably determine the power of the whole language teaching program.

As there is no prep-class education for Sign Language in Turkey, the present certificate courses will provide preliminary assessment data for language education. The course programs will be analyzed, and the problem areas will be determined. The program analysis will cover both contextual issues such as setting, teaching staff, teaching materials, evaluation and certification criteria and issues about teaching methodology.

## **RIA: SIGN LANGUAGE INTERPRETING CURRICULUM**

The undergraduate curriculum study for sign language interpreting was carefully designed and meticulously conducted to address and deeply examine the urgent needs in the field of sign language. Recognizing the importance of structured and informed educational frameworks for sign language interpreters, this initiative was guided by the perspectives of scholars who are experts in the field. These valuable academic insights were supported by carefully prepared survey questions to ensure that we were taking an approach that was consistent with educational standards and responsive to the real needs of the deaf community. Through this data-driven and participatory approach, we established a solid foundation that provided a clear understanding of the needs of the field, thus paving the way for significant advances in education.

The extensive survey process conducted within the deaf community collected valuable feedback from approximately 212 participants, creating a rich dataset that clearly illustrates the diverse needs and challenges in the field. Our engagement with this community not only revealed diverse perspectives and needs in the field of sign language, but also laid a strong foundation to ensure that the curriculum was inclusive and responsive to the nuanced demands of the profession. Please go to the link for the survey details: <https://docs.google.com/forms/d/e/1FAIpQLSdOllv18-ZLSC2GtOH0c9muuyvUPsjHPjkiooYqTiKiFUzIlgA/viewform> The results of this survey was discussed and evaluated in online project meetings and CODA camp activity of the project.

We also conducted a comprehensive literature review to bring together and synthesize existing resources from across Europe and the world. During this process, many meetings and dynamic discussions with international partner institutions enabled the sharing of knowledge, the discovery of innovative ideas and the provision of constructive feedback. These collaborative interactions played a crucial role in increasing the impact of the project, contributing greatly to



the project. The active participation of our European partners provided us with a valuable perspective informed by international experience and strategies. The fact that there is no undergraduate program in Sign Language Interpreting in Turkey yet further increases the importance and urgency of these curriculum development efforts. This gap not only reinforces the importance of our work, but also requires us to set a high standard for future educational programs in Turkey. The exemplary programs in Europe and the knowledge sharing provided by our partners inspired us and guided us in shaping our strategies. These contributions are invaluable in creating a sustainable and high-impact curriculum that can set new standards for sign language interpreting education in Turkey in the future.

The following curriculum table was composed according to the Turkish HE credit system. Our partners stated that the pool of the courses studied can be used in their two- three-year curriculum reforms and will present valuable contributions as the reflection of a international cooperation in sign language interpreting education.

European Sign Language Coordination Network (ESLCON)													
RIA: Sign Language Interpreting Undergraduate Curriculum Work													
COURSE PLAN (CURRICULUM)													
1st Year							2nd Year						
1st Semester							2nd Semester						
C. Code	Course	C/E	T	P	ECTS	Language of Instruction	C. Code	Course	C/E	T	P	ECTS	Language of Instruction
	<a href="#">Introduction to Sign Language Interpreting</a>	C	3	0	5			<a href="#">Introduction to Sign Language Interpreting</a>	C	3	0	5	
	<a href="#">Sign Language Awareness</a>	C	3	0	5			<a href="#">Introduction to Language and Linguistics</a>	C	3	0	5	
	<a href="#">Survey of World Sign Languages</a>	C	3	0	5			<a href="#">Deaf Culture</a>	C	3	0	5	
	<a href="#">Public Presentation/Speaking for Interpreters</a>	C	3	0	5			<a href="#">History of Sign Language Interpreting</a>	C	3	0	5	
	<a href="#">Local Sign Language 1</a>	C	5	0	5			<a href="#">Local Sign Language 2</a>	C	5	0	5	
	Turkish Language I	C	2	0	3	TR		Turkish Language II	C	2	0	3	TR
	Atatürk's Principles and History of Turkish Revolution I	C	2	0	2	TR		Atatürk's Principles and History of Turkish Revolution II	C	2	0	2	TR
<b>Total</b>			<b>21</b>	<b>0</b>	<b>30</b>		<b>Total</b>			<b>21</b>	<b>0</b>	<b>30</b>	
3rd Semester							4th Semester						
C. Code	Course	C/E	T	P	ECTS	Language of Instruction	C. Code	Course	C/E	T	P	ECTS	Language of Instruction
	<a href="#">Discourse Analysis in Sign Language Interpreting</a>	C	3	0	5			<a href="#">Contrastive Analysis</a>	C	3	0	5	
	<a href="#">Interpreting Settings and Practices</a>	C	3	0	5			<a href="#">Modern Interpreting Concepts</a>	C	3	0	5	
	<a href="#">Deaf and Sign Language Literature</a>	C	3	0	5			<a href="#">Sign Language Education</a>	C	3	0	5	
	<a href="#">Local Sign Language 3</a>	C	5	0	5			<a href="#">Local Sign Language 4</a>	C	5	0	5	
	<a href="#">International Sign Language 1</a>	C	5	0	5			<a href="#">International Sign Language 2</a>	C	5	0	5	
	Free Elective	E	3	0	5			<a href="#">Interpreting Monologues</a>	E	3	0	5	
<b>Total</b>			<b>22</b>	<b>0</b>	<b>30</b>		<b>Total</b>			<b>22</b>	<b>0</b>	<b>30</b>	
3rd Year													



5th Semester							6th Semester						
C. Code	Course	C/E	T	P	ECTS	Language of Instruction	C. Code	Course	C/E	T	P	ECTS	Language of Instruction
	<a href="#">Well-being and Ergonomics at Interpreting Work</a>	C	3	0	5			<a href="#">Theory and Practice in Sign Language Interpreting</a>	C	3	0	5	
	<a href="#">Consecutive Interpreting</a>	C	3	0	5			<a href="#">Simultaneous Interpreting</a>	C	3	0	5	
	<a href="#">Technology in Interpreting</a>	C	3	0	5			<a href="#">Local Sign Language 6</a>	C	5	0	5	
	<a href="#">Local Sign Language 5</a>	C	5	0	5			<a href="#">International Sign Language 4</a>	C	5	0	5	
	<a href="#">International Sign Language 3</a>	C	5	0	5			<a href="#">Interpreting in Specific Fields 2</a>	E	3	0	5	
	<a href="#">Interpreting in Specific Fields 1</a>	E	3	0	5			<a href="#">Foreign Language (Elective)</a>	E	3	0	5	
<b>Total</b>			<b>22</b>	<b>0</b>	<b>30</b>		<b>Total</b>			<b>22</b>	<b>0</b>	<b>30</b>	

7th Semester							8th Semester						
C. Code	Course	C/E	T	P	ECTS	Language of Instruction	C. Code	Course	C/E	T	P	ECTS	Language of Instruction
	<a href="#">Professional Ethics in Sign Language Interpreting</a>	C	3	0	5			<a href="#">Contemporary Issues in Sign Language Interpreting</a>	C	3	0	5	
	<a href="#">Research in Sign Languages and Sign Language Interpreting</a>	C	3	0	5			<a href="#">Internship (Observe and Network)</a>	C	0	5	5	
	<a href="#">Interpreting Project</a>	C	1	4	5			<a href="#">Local Sign Language 8</a>	C	5	0	5	
	<a href="#">Local Sign Language 7</a>	C	5	0	5			<a href="#">International Sign Language 6</a>	C	5	0	5	
	<a href="#">International Sign Language 5</a>	C	5	0	5			<a href="#">Foreign Language (Elective)</a>	C	3	0	5	
	<a href="#">Foreign Language (Elective)</a>	C	3	0	5			<a href="#">Free Elective</a>	C	3	0	5	
<b>Total</b>			<b>20</b>	<b>4</b>	<b>30</b>		<b>Total</b>			<b>19</b>	<b>5</b>	<b>30</b>	

TOTAL ECTS: 240						
C/E	Compulsory/Elective					
T	Theoretical					
P	Practice/Practical					
ECTS	European Credit Transfer and Accumulation System					

The details of suggested syllabi of the courses can be examined by clicking the course links in table above. Since, every instructor in a course design the courses themselves, this kind of syllabus suggestion seemed unnecessary. However, we wanted to share in which direction we composed the curriculum studies in our online and face-to-face meetings and remote project works. This kind of lesson based syllabus study resulted in an understanding of the further needs pedagogically through the course design, material needs discussions. This led us to discuss project ideas and collaboration in sign language interpreting field.

## R1B: SIGN LANGUAGE PREPARATORY SCHOOL CURRICULUM

The purpose of this curriculum design plan is to be able to form a sound procedural foundation on which all the necessary curriculum components will be built. As EDUSIGN &



SIGNEDU researchers, efficiency and productivity of sign language education model relies on a certain design to develop a curriculum.

In the adoption of ESLCON (European Sign Language Coordination Network) acronym in project developing stage, we focused on the perspectives of European sign language education dynamics which brought researchers from Sweden, Turkey and Finland. In the design of our curriculum, we examined the CEFR (Common European Framework of Reference for Languages: Learning, Teaching and Assessment): Companion Volume. The CEFR “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.” (CEFR, 2001, p.1)

Various CEFR scales we have examined in forming our “General Program Goals” are as follows:

- Communicative Activities (Reception / Production / Interaction)
- Communication Strategies,
- Communicative Language Competence (Linguistic / Sociolinguistic / Pragmatic)

Level based program rationales and the general CEFR-based curriculum goals of EDUSIGN & SIGNEDU have been discussed and the course syllabi have been presented. 5 main parts have been included in the general curriculum design: course content, learning objectives and outcomes, required/suggested course materials, suggested evaluation and assessment methods/materials.

EDUSIGN& SIGNEDU curriculum is always committed to continuously seeking the answers of the questions below:

1. What should the students know and be able to do at the end of the program? (outcomes)
2. How will our students and instructors know if the learning outcomes have been accomplished? (assessment and evaluation)
3. What needs to be done to achieve the learning outcomes? (activities – instructional designs)

Instructional design of EDUSIGN & SIGNEDU curriculum (R1b) has been discussed and designed in accordance with a learner-centered educational perspective. It aims to train the students to prepare for sign language interpreting education at undergraduate level sign-linguistically and achieve their specific language learning objectives, which will indirectly serve to the expansion learning and using of sign language education among the hearing people as well, since sign language or sign language interpreting education is narrowed into deaf or CODA people in general.

We as EDUSIGN & SIGNEDU researchers preferred to provide/suggest curriculum goals and level-based, well-calculated, achievable and realistic specified objectives together in accordance with CEFR standards or PROSIGN or Common European Framework of Reference for Languages: Learning, Teaching and Assessment): Companion Volume, which present the sign language level indicators. These objectives are well-organized and linked to social and academic needs of the students.

In CEFR (Common European Framework of Reference for Languages: Learning, Teaching and Assessment): Companion Volume, descriptors for the spoken languages have been



applied for the sign languages since sign languages are used for similar communicative purposes. However, due to the differences between sign and spoken languages, terms for linguistic competencies were converted in line with the nature of sign languages. Grammatical competencies in the use of space have been defined as “diagrammatical competence”. “Text” notion has been broadened for the video-recorded signing which is not a “written” script. These competences go far beyond the paralinguistic features of communication through spoken language. The signing space is typically used to establish and later refer to relevant persons, places and objects in a form of spatial mapping. Sign languages then have syntax, semantics, morphology and phonology just like any other language. These differ of course from one sign language to another, as there are different sign languages in different countries, and sometimes more than one sign language in the same country.

The categories for signing competences relate to the linguistic, pragmatic and sociolinguistic competences found in spoken languages, and therefore the descriptor scales specifically for signing competences are provided here under those three headings: linguistic, sociolinguistic and pragmatic. Scales are provided for receptive and productive competences in seven pairs: two for linguistic competence, one for sociolinguistic competence and four for different aspects of pragmatic competence.

In accordance with those competences, the course syllabi at A1, A2, B1 and B2 were composed for the instructors as a suggestion.

Please go to the course syllabi to the links below:

- [A1 in Sign Language](#)
- [A2 in Sign Language](#)
- [B1 in Sign Language](#)
- [B2 in Sign Language](#)

**R1c: Innovation of Sign Language Certification Programs:** We discussed the curriculum of the sign language interpreting implemented in Turkey under the coordination of Ministry of Education. Alumni or graduates of those certificate programs in Turkey can be employed as sign language interpreters at the public units which pose a drastic obstacle in front of the Deaf people to reach communication, social services, education etc due to the low quality and insufficient content in addition to technical problems in teaching, learning and assessment process. One of the exemplary curricula was examined in terms of the qualitative and quantitative measures by following the abovementioned stages of curricula methodology. Please see the table summarizing this program below:

Week 1	<b>1. General Features of Sign Language</b>		
	<b>a. Definition</b> - Definition of Local Sign Language - Hand and Finger Shapes - Position of hands relative to body - Function of facial expressions	<b>b. Visualization</b> - Teaching/Learning Methods - Relationship between abstract/Concrete concepts	<b>c. Use Forms</b> - One and two-handed use - The relationship between signs and spoken language - Sentence structure - Negation - Asking questions - Complements
	<b>2. General Features of Sign Language</b>		



	<b>a. Self expression</b> - Understanding the sign - Original expression style - Correct transfer	<b>b. Body Language</b> - Hand-body harmony - Facial expression-message harmony - Aesthetics	<b>c. Harmony</b> - Using sign language and spoken language together - Not exaggerating lip movements	<b>d. Sentence Formation</b> - Sentence structure - Single-word sentences - Daily conversational sentences - Simple and compound signs - Differences in meaning in the same signs - Hand and body movements appropriate to the sentence		
Week 2	<b>Communication and Daily Speech</b>					
	<b>a. Daily Speech</b> - Greeting - Asking how people are - Expressing wishes and desires	<b>b. Communication</b> - Communicating with a hearing impaired individual using local sign language - Transferring feelings and thoughts - Understanding the other party	<b>c. Education/Interpreting</b> - Teaching local sign language - Translating and interpreting - Interviewing deaf individuals	<b>d. Research</b> - Following developments regarding local sign language - Researching the meanings of new words in local sign language	<b>e. Understanding/Explaining</b> - Understanding the messages and information given with local sign language correctly - Being able to explain the messages and information given with local sign language correctly to the other party	<b>f. Providing information</b> - Informing - Guiding
Week 3	<b>Sentences According to the Features of Local Sign Language</b>					
	<b>a. Expression of emotions</b> - Joy - Sadness - Happiness - Feeling sorry - Being bored	<b>b. Expression of thoughts</b> - Expressing an idea - Offering a suggestion - Criticizing	<b>c. Elements of a sentence</b> - Subject, predicate, object, complement - Using elements in the right place - Using elements meaningfully	<b>d. Arrangement of sentence arrangement</b> - Order of words in a sentence according to local sign language - Meaningful element array according to sentence structure	<b>e. Sentence Types</b> - Positive sentence - Negative sentence - Interrogative sentence - Time in a sentence	<b>f. Sentence Translation</b> - Translating sentences created/established according to TİD into written and spoken language - Not making any shifts or changes in meaning in sentences
Week 4	<b>Suffixes and Time in Sign Language Sentences</b>					
	<b>a. Suffixes</b> - Use of suffixes in local sign language - Signs replacing suffixes			<b>b. Time in Verbs</b> - Use of time suffixes in verbs - Adverbs indicating time in sentences (Now, then, later, before, before etc.) - Present tense - Future tense - Present tense		
Week 5	<b>Sentence Elements in Local Sign Language Sentences</b>					
	<b>a. Nouns</b> - Proper nouns - Common nouns - Abstract and concrete nouns - Singular and plural nouns	<b>b. Verbs</b> - Simple verbs - Compound verbs	<b>c. Adjectives</b> - Qualifying adjectives - Descriptive adjectives - Interrogative adjectives	<b>d. Adverbs</b> - Adverbs of place and direction - Adverbs of time - Adverbs of situation - Interrogative adverbs	<b>e. Using Elements Correctly</b> - Choosing the right element - Using elements in the appropriate place - Creating meaningful sentences with elements	
Week 6	<b>Prepared and Unprepared Speech According to Sign Language</b>					
	<b>a. Prepared Speech (Text Translation)</b> - Written texts - Meeting and seminar topics - Presentation - Media news		<b>b. Unprepared Speech (Spontaneous Translation)</b> - Daily conversations - Discussions - Information on needed topics - Conversation		<b>c. Use of Sign language in Areas</b> - Education - Health - Sports - Security - Art-culture	





	-Memories, tales, stories, novels, movies - Information about historical and touristic places and topics		- Public institutions
Week 7	<b>Interpreting According to Sign Language Rules</b> <b>a. Interpreting</b> - Communicating with local sign language in all areas of life - Conveying the desires, wishes and thoughts of a hearing and speech impaired individual to another individual accurately and through local sign language - Translating written and spoken texts into local sign language without errors <b>b. Translating Verbal Language into local sign language</b> - Conveying the desires and wishes of a hearing individual to a hearing impaired individual accurately using local sign language - Facilitating communication between a hearing individual and a hearing impaired individual using local sign language <b>c. Points to Consider</b> - Getting to know the environment - Place and people to interpret - Mastering the subject - Explaining the subject - Terms related to the subject - Correct information - Speaking fluently - Asking for time with each other - Confirming information - Figurative expressions in Turkish - Idioms <b>d. Professional Ethics</b> - Complying with the legal rules of the profession - Paying attention to professional ethics - Not putting both parties in a difficult situation <b>d. Subject Processing</b> - Student/trainee-centered course processing - Preparing the environment and materials - Getting the most out of it - Using the right techniques <b>e. Commenting</b> - Comments about daily events - Comments about our lives - General culture		

Basic problems at first glance about them were listed as follows:

- Ambiguity of the program: Is it a sign language interpreting program or sign language education program? While there are BA programs to train foreign language teachers and interpreters in spoken languages, which are even found inefficient and additional education and examinations to test their qualification is required in employment, certification is completed without any of those criteria in sign languages. This increases the obstacles of the Deaf people and poses challenges in their inclusion.
- Insufficient course hours,
- Non-existence of internship hours, assessment in quality of the outcomes,



- Teaching qualification of the instructors at those programs, low teaching competencies result in low quality educational and linguistic outcomes.
- Interviews of those alumni in employment process,

Our researchers proposed the R1b courses to be implemented as a sign language education program. But, for sign language interpretation, a separate program must be prepared.

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