

International Journal of Speech and Audiology



E-ISSN: 2710-3854

P-ISSN: 2710-3846

IJSA 2024; 5(1): 03-05

© 2024 IJSA

www.rehabilitationjournals.com

Received: 07-11-2023

Accepted: 08-12-2023

Radha Rani Rawat

HOD and Assistant Professor,
Department of Higher
Education, AIRSR, Delhi,
India

Sunil Kumar

TGT SET, DOE, Delhi, India

Development of literacy in children with hearing impairment

Radha Rani Rawat and Sunil Kumar

Abstract

Human life is one of the supreme creations of God. Human are endowed with the power of thinking which helps them to control the environment. The power of thinking is nurtured by the act of education and the communication in human being can be categorized into oracy and literacy. Literacy is the secondary form of communication, involves reading and writing. Reading requires a substrate that is written matter. To write is to assume that somebody will read what has been written. Reading and writing are extremely complex skill and are interrelated. It means that they share similar underlying process. Both reading and writing build on the knowledge base and the grammatical base of a spoken language. While only humans have the ability to talk with each other using complex language and intellectual capacity. While communicating the reception and expression takes place through various modalities like hearing, speaking, reading and writing. If the modality of hearing is affected the other modalities also get affected. For the children with hearing impairment the primary handicap of hearing impose a secondary handicap of language and speech. Since the reading and writing based on oral language skills, literacy skill also gets affected.

Keywords: CWHI (Children with hearing impairment), literacy

Introduction

Literacy is an interactive process in which readers and writers attempt to construct or compose a working model of meaning. Reading involves reception and writing involves expression. There are multiple factors that contribute to the development of literacy in children with deafness or hearing impairment. Literacy development in children who are hearing has many similarities, but there are also some distinctive aspects for children who are hearing impaired or deaf. (Ewoldt 1985; Padden and Ramsey 1993; Rottenberg 2001; Rottenberg and Searfoss 1992, 1993) [1, 8, 9, 10, 11]. The regular education classroom's literacy activities can be beneficial for students who are deaf. CWHI do not acquire language naturally. When they learn to read they are confronted with two main problems. First most of them are severely deficit in their knowledge of verbal language. Secondly they have problems in perceiving the written word as reflecting language code. For most deaf children learning to read means learning the language at the same CWHI miss out on the supra segmental aspect like intonation, emphasis, grouping of words together in a phrase, putting appropriate stress etc. these are very crucial for comprehension of the text. So they find reading difficult. Even if a deaf child can recognize individual words understanding of the written material without a sure base language is not possible. Since there is absence of adequate language base writing also become difficult. This is because children may not have the linguistic forms ready to represent in print form.

There are some Errors which are generally made by CWHI in Reading

- Negative forms are difficult to comprehend than positives.
- Get confused with indirect question forms.
- Read word in isolation most of the CWHI do not relate words with other words in the sentence to comprehend the meaning.
- While writing answers from the text they do superficial visual matching of the words in the questions with the same words in the text.
- Make use of visual contiguity in written text so that a deleted subject is not inferred but is taken to be the noun closes to the verb.

Correspondence

Radha Rani Rawat

HOD and Assistant Professor,
Department of Higher
Education, AIRSR, Delhi,
India

- Negative forms are difficult to comprehend than positive.
- Have difficulties in comprehending figurative language.
- Comprehension of sentences is better in context than in isolation.
- Children with hearing impairment do not perceive the question which has same meaning.

There are some Errors which are generally made by CWHI in Writing

- Make errors in spelling, punctuation marks.
- Either omit or misplace conjunctions while combining sentences.
- Inflection are not used correctly.
- Make redundant use of preposition.
- Use more contents words like nouns, verb and use fewer adverb, conjunctions, auxiliaries case mark sheet etc.
- Make errors of addition (Of unnecessary words).
- Errors of word order in a sentence.
- Use simpler words, simple sentences and short sentences.
- Use incorrect tense marking.
- Over generalize certain forms.
- Tackle writing task sentences by sentence there is difficulty in linking sentences together through coordination and subordinations of

Strategies to develop reading and writing skills in Children with Hearing Impairment

Reading comprehension does not come automatically; it must be learned. Children with hearing loss have a more difficult time learning to read because they learn language and reading at the same time. Sometimes reading is also used to develop language. Therefore development of reading skills begins very early at the preschool. Each activity is designed to have a component of literacy. Specially planned reading sessions are also conducted. But, building a reading programme requires skill, knowledge, patience, imagination and readiness to experiment and explore. The reading programme needs here is much more differentiation, goals are clearly defined, and activities are designed with more variety to meet the needs of the children. The reading program provides a variety of materials, experiences, and activities for learning to read and learning to read.

Developmental reading: (Reading in familiar language)

Developmental reading consists of planned and scheduled reading sessions. The aim is to systematically develop and promote sequential reading skills. Ideally, developmental reading is done using materials in a language that the child is familiar with so that the development of the child's mature reading habits and skills is not compromised. This type of reading provides engaging reading material for children. Teachers observe children and guide them to strengthen their developing reading comprehension skills. This helps children learn to understand things on their own using appropriate reading skills.

Activities to develop reading skills at preschool level

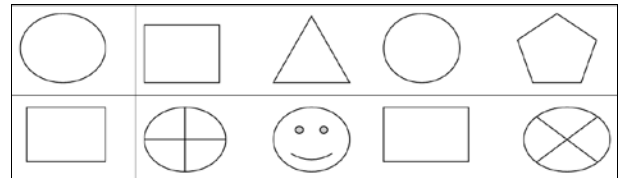
Readiness to read develops during the preschool years. This is about developing specific reading comprehension skills. Specific reading skills are especially physical motor skills

that help children develop physical and cognitive skills for reading. You can perform various activities for development.

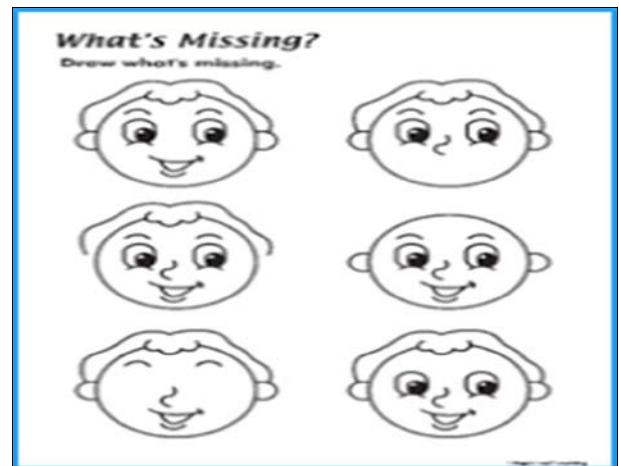
- Perceptual abilities (Auditory and visual discrimination).
- Eye and hand coordination.
- Movement of the eyes from left to right.

Some suggested activities are designed to develop the skills listed above

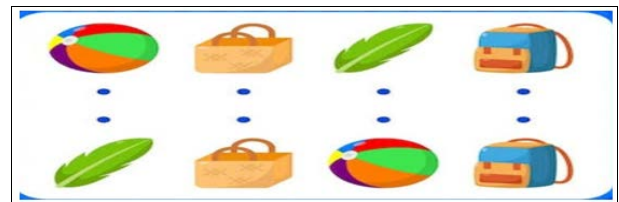
1. Tick the same shape, size, and color in the specified photo. For example, the same shape and the same size.



2. Find missing parts



3. Match object to object



4. Things go together



Activities to develop reading skills can be much more and should be given according to age appropriate.

Activities to develop writing skill

Various age appropriate exercises can also be given to the children

- Join the dots
- Copying the whole word
- Copying short passages
- Copying the stories
- Joining the dots to complete the picture
- Copying the alphabets
- Writing rhyming words
- Picture description
- Sequencing stories
- Forming questions
- Narrative stories
- Writing one word answer
- Write a letter
- Write short essays
- Write description

Conclusion

As we know that literacy play a significant role in human life. It relies on a more specific, formal and exact style of communication. When we talk about development of speech in CWHI we should give them habilitation program therefore the objectives of this program is to development of speech, listening skills and fitting a hearing aid to a child which will allow the child to learn the literacy skill. This could be done step by step training to ensure that the child learns to listen to whatever he or she hearing and the effective outcome are dependent on the amount of the parent involvement. Through this training the child learns to associate a sound with its source. He or she realize that each sound means something and its associated with an event. Writing is the expressive form of language. Teachers need to give a lot of encouragement and support to the child for development it. Literacy skill involved reading and writing and a CWHI made some errors and to correct these errors first the teacher should analyzed and then children should be explained about the errors this would help them to minimize the errors and write, read better. Literacy skill is important to develop in CWHI by giving them appropriate hearing devices and series of appropriate training sessions. These skills are the prerequisites of a spoken language.

Reference

1. Ewoldt C. A descriptive study of the developing literacy of young hearing impaired children. *Volta Review*. 1985;87(5):109-26.
2. Lowe RJ. *Speech-Language Pathology and Related professionals in the school*. Boston: Allyn and Bacon; c1993.
3. Harris GM. *Language for the preschool Deaf Child*. 2nd ed. New York: Grune and Stratton; c1969.
4. TDK, RM, VG, SSP, SA, *et al*. *Curricular Strategies and Adaptation for Children with Hearing Impairment*. New Delhi: Kanishka Publisher Distributors; [publication year not provided].
5. Williams D. *Early Listening Skills*. Winslow Press Ltd; c1995.
6. Bench J. *Communication Skills in Hearing Impaired Children*. Whurr Publisher Ltd.; c1992.

7. Harris GM. *Language of the Pre-school Deaf Child*. New York: [publisher not provided]; [publication year not provided].
8. Padden C, Ramsey C. Deaf culture and literacy. *American Annals of the deaf*. 1993;138(2):96-9.
9. Rottenberg CJ. A deaf child learns to read. *American annals of the deaf*. 2001;146(3):270-5.
10. Rottenberg CJ, Searfoss LW. Becoming literate in a preschool class: Literacy development of hearing-impaired children. *Journal of Reading Behavior*. 1992 Dec;24(4):463-79.
11. Rottenberg CJ, Searfoss LW. How hard-of-hearing and deaf children learn their names. *American Annals of the Deaf*. 1993;138(4):358-61.