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EFFECT OF ACTIVITY BASED INSTRUCTION ON IMPROVING READING SKILLS AMONG CHILDREN WITH HEARING IMPAIRMENT AT PRIMARY LEVEL

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ABSTRACT

Reading and writing are two pillars of education. development of literacy is one of the major aims of early education. reading and writing are to be taught to both the children with hearing impairment and children with normal hearing through rigorous reading instruction as a component of special education. the children with hearing impairment exhibit various errors in reading and writing. activity based instruction is the form of learning where the learner is actively engaged in a task. Thus, in accordance the present study has been taken to find out the effectiveness of activity based instruction on improving reading skills among children with hearing impairment at primary level. The sample of 20 students age range from 9 to 12 years were identified from Special school for the Deaf. The major findings of the study are there was a significant improvement in reading skills with the activity based instruction.

Keywords: Activity Based Instruction, Reading Skills, Children with Hearing Impairment.

Introduction

Reading is receiving ideas, experiences, feelings, emotions and concepts. It is a complex cognitive process of decoding symbols for the purpose of deriving meaning reading comprehension under constructing meaning. Reading is a means of language acquisition, of communication and of sharing information and ideas. reading is the key to personal and social adjustment and for successful monument in the community activities (Pollway & Patton, 1993).

Reading is the road to knowledge everywhere we go there are science that we need to read and interpret. . sometimes we need to read the labels on the bottles of medicine. Reading is important for all the children and while there has been debate over the components of reading and how it is best taught. Its value has not been challenged however has noted about the separate functional curriculum for students with hearing impairment.

Technically reading is the process of gaining meaning from print for some reading is a fashion and avenue to which they can turn to escape the challenges of life a place where their most terrific fantasies can come true. For the others it's a tedious core where nothing makes sense and even reading small sentence requires a mammoth effort.

Students who are deaf or hard of hearing Face unique challenges when reading particularly those youngsters who have been deaf since birth. Yet with targeted interventions and accommodations in reading instruction and assessment students who are deaf or hard of hearing can become proficient readers. Understanding the characteristics of students who are deaf for hard of hearing as well as communities in which they live is an important step towards developing effective instruction and appropriate assessment for these students. Well known that reading provide the base for improving the academics. Thus, it is very important to teach reading to children with and those without hearing impairment.

According to AAP (American Association of Pediatrics) Reading is a significant and to brain development and encourage solidifying emotional bond between parents or teachers and their child.

Children with hearing impairment lack in reading due to various reasons like poor memory in academic curriculum. they also need to improve reading ability to become self reliant and independent. As the activity based instruction is appeals to those who enjoy learning through doing and gives fun and motive the students, the activity based instruction has been selected. An important technique to develop reading skills among the children with hearing impairment further this technique may be helpful in teaching other concepts like writing.

Activity based instruction is the form of learning where the learner is actively engaged in a task. the focus is on making the abstract concrete and on learning by doing. It can be teacher driven with direction from an instructor or learner driven with the learner having freedom to explorer.



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Reading is necessary for participation in a democratic society is a common place. In the words of ability to read intrinsically linked to the quality of persons life. in accordance the present study has been taken to find out the effectiveness of whole word on learning to read words among children with hearing impairment. the findings of the study would be beneficial to teachers and other professionals working in the area of hearing impaired children to educate them. the teachers' principals are learners and professionals would employ whole world. Method for teaching reading to children with hearing impairment in various settings where special education is offered.

Objectives of the study

- To find out the reading skills of primary level students with hearing impairment with reference to gender parents literacy level locality and type of the family.
- To study the effectiveness of activity based instruction on developing reading skills among the children with hearing impairment.

Hypothesis formulated for the study

- There will be no significant difference in the reading skills of primary level students with hearing impairment with reference to gender parents literacy level locality and type of family
- There will be no significant difference Between the main scores in pre test and post test on reading skills of children with hearing impairment.

Methodology

For the present study 20 samples were selected age range ranging from 9 to 12 years from 4th and 5th class students comprising of teen boys and teen girls. Single group Pretest and post-test experiment design was adapted for the study.

Results and discussion

The demographic variables considered for the study were Gender, Parents literacy level, locality and type of family. Variable wise distribution of all the subgroups with all possible combinations of the variables were discussed here. The reading skills and academic achievement scores of both 4th and 5th class children with hearing impairment were calculated to see whether there is any significant difference in retest and post-test scores.

Table - 1: Distribution of Means, S.D and "t" value of Reading skills of hearing Impaired with reference to Gender

S.No.	Gender	Mean	S.D.	T - value
1.	Male	47.5	17.64	@ 0.89
2.	Female	54	15.13	

@ Not significant at 0.01 level.

Table - 2: Distribution of Means, S.D and "t" value of Reading skills of hearing Impaired with reference to Parents literacy level

S.No.	Gender	Mean	S.D.	T - value
1.	Educated	61	15.77	@ 1.10
2.	Un Educated	68	12.48	

@ Not significant at 0.01 level.

Table - 3: Distribution of Means, S.D and "t" value of Reading skills of hearing Impaired with reference to Locality

S.No.	Gender	Mean	S.D.	T - value
1.	Rural	45.41	17.25	@ 0.98
2.	Urban	42.5	20.46	

@ Not significant at 0.01 level.

Table - 4: Distribution of Means, S.D and "t" value of Reading skills of hearing Impaired with reference to Type of family

S.No.	Gender	Mean	S.D.	T - value
1.	Nuclear	62.94	26.60	@ 1.13
2.	Joint	48.33	19.28	

@ Not significant at 0.01 level.



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It is evident from the Table 1,2,3 &4 that, there is no significant difference in reading skills of children with hearing impairment with reference to Gender, Parents literacy level, Locality and type family.

Table - 5: Distribution of Means, S.D and “t” value of Reading skills of hearing Impaired with reference to Pretest and post-test

S.No.	Gender	Mean	S.D.	T - value
1.	Pre test	21.15	20.68	* 9.18
2.	Post test	66.65	8.21	

* significant at 0.01 level.

The results from table no. 5 depicts that, there is a significant difference between the pre test and post test Mean scores. This results clearly indicates that the activity based instruction is more effective in improving reading skills among children with hearing impairment studying at primary level.

Conclusion

The findings of the study would be beneficial to the teachers and other professionals working with hearing impaired children to educate them. The teachers and professionals would employ whole word method for teaching reading skills to children with hearing impairment in various settings where special education is offered.

References

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