

A STUDY OF THE PROBLEMS IN EXPRESSIVE LANGUAGE LEARNING FACED BY HEARING IMPAIRED CHILDREN

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ABSTRACT

Research is the systematic process where the goal is acquiring the new knowledge through variables by examination of data. Since the objective of the study is to find out the problem in expressive language teaching faced by the language teacher of Hearing Impaired Child and detailing the diversity of needs experienced by the children in a range of educational contexts as well as approaches to meeting special education need more over identify which source of communication is effective in learning. Therefore we need such type of statistical technique which helps us to determine the significant factors associated with problem in expressive language teaching faced by the language teacher of Hearing Impaired Child. Where the research findings are age, gender, qualification, expressive language difficulties faced by teachers, Social and behavior difficulties of child and special educational needs of child, cooperation of higher authorities, content with profession, certified teacher, assessment strategies. First section is use to collect the personal information of the respondent, while in the second section used to collect information of teachers, Social, Professional and child related problems. It is assessed on five point Likert scale.

Keywords: Hearing Impaired Children, Expressive Language Learning, Deaf and Defective Hearing Schools

INTRODUCTION

The two methods i.e. spoken or written of human communication are made up of words as a structured and conventional way. Language is the capability to use and grab complex system of communication. Communicating is the verbal means of speech (Rabiner L R, 1993). Language disorder is three types. In receptive language disorder a person face difficulty what next person wants to say. Expressive language disorders are when a person face difficulty to convey the thoughts and ideas. In mixed receptive–expressive language disorder, a person face difficulty in understanding and communication (Noterdaeme M et al., 2002). In expressive language disorder a person feel difficulty to judge the gestures, cues of next person. Indicate in such language disorder individuals apprehension is good as compare to expressive language. Late talkers have to face such disorder (Beitchman et al.,1986).

As many problems arises in early stages the more risk reveal of language delay which lead to clinical intercession. Shortly, many factors i.e. individual, environment involve in language delay. A good solution and version is to combine all social, biological, environmental factors (Wilbur RB, 2000). As Ellis and Thal in 2008 concluded as more factors in language disorder followed clinical intercession. In conclusion, it is important for late talking child to identify such order in early stages (Olswang et al., 1998). According to nature of problems of children with speech and language difficulties professionals from health and education intersecting together. However evidence indicates that professionals from health and educationist's problems and needs of such children are different (Dockrell et al., 1998). Moreover, problems arise for primary teachers as some times needs of such child not clear. Such

comprehension case is not due to failure in understanding but due to the child inappropriate behavior. In spite of number of research have done about the nature of children difficulties and continuing try to explain the variation within population (Evans, J. L. 2001).

Expressive language is the source of communication of thoughts, ideas and feelings which transfer verbally or nonverbally. In expressive language disorder individual has to face problem in communication and gesture and also face difficulty in written form (Morris C A., 2005). A child suffering from problem with expressive language may be judged or by verbally produce sounds, words, sentences moreover include elements of phonology, semantics, morphology, syntax and pragmatics (Adams et al., 1981). Expressive language means to assemble ideas into words or grammatically correct and valid sentences which make some sense (Emmorey, K. 2001). Expressive language has no specified reason but it can be evolved due to brain damage or a stroke (Benton A. L, 1964). In children expressive language disorder is found commonly. The children who lack verbal communication skills face expressive language disorder. Expressive language disorder may emerge coincidence with receptive language problems (Lewis et al., 1992) Children who suffer expressive language disorder they may have problems with, sentence making, grammar, pronouns, verbs, concepts, and requirements of expression. Younger children may not communicate or combine words into sentences due to little knowledge of expressive vocabularies. In peers children seem tedious who face expressive language disorder and unaware to form new skills quickly. These children may use gesture or indication quickly as compare to comment as they face lack of knowledge in language (Somerville M. J, 2005). It is difficult to judge about resulting language as belonging to either families of language that were its sources. In case of hearing impairment children the situation become worse. The most challenging area of education of deaf student is language testing (Licht, 1983).

In teaching a language teachers are suffering many difficulties including cognition level of students, age, deafness, old and ordinary methods, way of teaching, learning experience, cognition and education of teacher and classroom practice (Borg S, 2003).

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To find out the problem in expressive language teaching faced by the language teacher of HIC.
2. Detailing the diversity of needs experienced by the children in a range of educational contexts.
3. Approaches to meeting special education need
4. Identify which source of communication is effective in learning.

METHOD

Descriptive (frequency distribution) and chi sq and correlation to find association.

Population

Teachers of HIC schools at Lahore including, Shahlimar special education center johar town, Govt. Secondary school of special education for boys Gulberg II, Govt. Central high school of the deaf for girls Gulberg II ,Govt.def & defective hearing model high school for girls raj garh road chauburji, and Hamza foundation Gulberg.

Sample

103 teachers of the HIC School. Sample will include the teachers using expressive language teaching methods, both male and female having age between 25 to 60 years. Teachers using other methods of teaching instead of expressive language teaching will be excluded of teaching

Instrumentation

The Questionnaire is a source of gathering of information from the respondents. For this study the survey- questionnaire instruments were used to achieve the main objective of the study.

Data Collection Procedure

The success of survey depends upon the accuracy of the data collection. The collection of accurate data depends upon the careful construction of a tool for data collection. For the particular study the face to face schedule was used. The data was collected within 20 day. Face to face method was used data collecting keeping in mind the difficulties of locating the teachers after giving them the questionnaire. So it was the best way to give questionnaire to the respondents and be there for a while until the respondents fill and give it back.

Data Analysis

Data will be analyzed using the SPSS. Descriptive Statistics like frequency distribution and bar charts will be used as well as Chi sq and correlation will be used to find association.

Finding of the study

Following results are compiled on the basis of data analysis.

Frequencies, mean and standard deviation:

The table summarizes the distribution of values in the sample, mean as well as stander deviation which shows how much the member of the group differ from the mean value in the group.

No	Variables	Frequencies of responses						
		SA	A	N	D	SD	Mean	SD
1	Teaching difficulties	21	30	25	20	7	2.63	1.20
2	Social problems	18	36	33	10	6	2.51	1.07
3	A.V aids	10	33	30	26	4	2.81	1.04
4	Solutions	31	42	23	6	1	2.06	0.92
5	Curriculum	12	22	18	28	23	3.27	1.33
6	Communication	22	46	22	12	1	2.26	0.95
7	Conversation	18	43	21	19	2	2.45	1.04
8	Classroom	15	37	13	26	12	2.83	1.28
9	Thinking processes	28	58	14	2	1	1.93	0.75
10	Scaffolding	30	47	20	5	1	2.02	0.87
11	Difficulty in reading	16	37	30	18	2	2.54	1.07
12	Interact in peer	23	52	13	6	9	2.28	1.14
13	Inferior complex	14	34	20	29	6	2.79	1.16
14	Group activities	9	21	23	42	8	3.18	1.11
15	People's social cues	7	29	26	33	8	3.05	1.09
16	Certified teacher	62	25	11	4	1	1.61	0.899
17	Content é profession	52	31	16	2	2	1.74	0.92
18	Updating skills	31	42	24	3	3	2.07	0.95
19	Teacher's problems.	29	39	25	7	3	2.18	1.01
20	Cooperation of head	27	45	20	10	1	2.15	0.95
21	Teacher's mistakes	29	44	17	10	3	2.16	1.03
22	Education quality	27	44	25	4	3	2.14	0.95
23	Open-ended	26	53	12	10	2	2.11	0.96
24	Formative feedback	27	53	15	7	1	2.04	0.87
25	Summative review	27	48	21	4	3	2.10	0.93
26	Strategies	39	46	13	4	1	1.85	.85

Mostly respondents are Agree about the statement difficulties as a teacher in teaching of hearing impaired children. (M = 2.63, SD = 1.20) Mostly respondents are Agree about the statement that social problems of deaf children hinder the way of your teaching process. (M = 2.51, SD = 1.07) Mostly respondents are Agree about the statement that it is difficult task to prepare A.V aids for deaf children i.e. Materials, manipulative, and resources are current and of high quality. (M = 2.81, SD = 1.04) Mostly respondents are Agree about the statement that students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved. (M = 2.06, SD = 0.92) Mostly respondents are disagreeing about the statement that satisfied with current curriculum being provided for hearing impaired children. (M = 3.27, SD = 1.33) Mostly respondents are Agree about the statement that communication problem is the biggest hindrance while teaching of hearing impaired children. (M = 2.26, SD = 0.95) Mostly respondents are Agree about the statement that child feel difficulty in speaking fluently without any breaks in conversation. (M = 2.45, SD = 1.04) Mostly respondents are Agree about the statement that the classroom is adequately resourced with materials, supplies, and technology, and reflects an appreciation of difference. (M = 2.83, SD = 1.28) Mostly respondents are Agree about the statement that thinking and reasoning processes are more important than specific curriculum content. (M = 1.93, SD = 0.75) Mostly respondents are Agree about the statement that teacher consistently adjusts instruction and provides appropriate scaffolding to meet the learning needs and interests of all students. (M = 2.02, SD = 0.87) Mostly respondents are Agree about the statement that difficulty occurs in reading aloud at normal speed in classroom's activity i.e. reads too slowly, too quickly, or fails to read fluently.(M = 2.54, SD = 1.07) Mostly respondents are Agree about the statement that students are encouraged to interact with each other across peer groups, differences, and cliques. (M = 2.28, SD = 1.14) Mostly respondents are Agree about the statement that some children often express a feeling of being worthless or inferior to other children. (M = 2.79, SD = 1.16) Mostly respondents are disagreeing about the statement that student's feel difficulty to participate in group activities in classroom. (M = 3.18, SD = 1.11) Mostly respondents are disagreeing about the statement children feel difficulties to understand clearly other people's social cues e.g., facial expressions, gestures, tone of voice, or body language in daily way of life. (M = 3.05, SD = 1.09) Mostly respondents are strongly agree about the statement that they are certified teacher from a recognized institute (M = 1.61, SD = 0.899) Mostly respondents are strongly agreed about the statement that they are content with profession as a teacher. (M = 1.74, SD = 0.92) Mostly respondents are Agree about the statement that principal ensures that teachers are informed about possibilities for updating their knowledge and skills. (M = 2.07, SD = 0.95) Mostly respondents are Agree about the statement that when a teacher has problems in his/her classroom, the principal takes the initiative to discuss the matter. (M = 2.18, SD = 1.01)

Mostly respondents are Agree about the statement that head teacher helps teachers to make their jobs purposeful and effective. (M = 2.15, SD = 0.95) Mostly respondents are Agree about the statement that head teacher concentrates his/her full attention on dealing with mistakes, complaints, and failure. (M = 2.16, SD = 1.03) Mostly respondents are Agree about the statement that principal and teachers act to ensure that education quality issues are a collective responsibility. (M = 2.14, SD = 0.95) Mostly respondents are Agree about the statement that that teacher assesses students' understanding during instruction by asking open-ended, higher order thinking questions (M = 2.11, SD = 0.96) Mostly respondents are Agree about the statement that teacher shares formative feedback with students during instruction to guide and enhance learning. (M = 2.04, SD = 0.87) Mostly respondents are Agree about the statement that summative assessments are used to measure students' conceptual understanding of targeted content. (M = 2.10, SD = 0.93) Mostly respondents are

Agree about the statement that teacher uses a variety of strategies to stimulate students' interests and motivation for learning. (M = 1.85, SD = 0.85)

CONCLUSIONS

Mostly respondent are female and having qualification is M.A. Mostly respondent agree that they feel difficulty while teaching HIC, student's social and communication problem hinder in teaching HIC, it is difficult to prepare A.V aids, Class room must be resourced with materials, technology. Mostly teacher agree that students should allowed to think of solution to practical problems themselves as thinking and reasoning process is more important than specific curriculum. Mostly respondents agree that some students face inferiority complex and must be encouraged while interaction with peers. Teacher consistently adjusts instruction and provides appropriate scaffolding to meet the learning needs and use different strategies to stimulate interests of all students. Formative, summative, open ended questions are used to assess student's knowledge. Mostly respondent agree that the principal are ensured about their staff are updating knowledge and skills. Mostly respondent agree that Head teacher help teachers to resolve problems and making their job purposeful. In the end all staff agrees that education quality is collective responsibility. Mostly teachers disagree with current curriculum there is a room for improvement. Mostly respondents disagree that students feel any difficulty to participate in group activity understand facial gestures. Mostly respondents strongly agree that they are qualified teacher as well as they are content with their profession. Strong correlation exist between content with profession and (certified teacher , Cooperation of head teachers in making job purposeful, Principal ensure teacher's updating skills, Cooperation of head teacher in dealing teacher's mistakes, teacher uses strategies to stimulate students' interests, Education quality is collective responsibility, Cooperation of head teacher in dealing teacher's mistakes). Correlation exist between certified teacher and (Summative assessments to measure students' concept, The teacher shares formative feedback with students, teacher assesses students' understanding by asking open-ended, teacher uses strategies to stimulate students' interests, Education quality is collective responsibility, Social problems of child hinder teaching process, teacher provides scaffolding to meet student's learning needs, Students are encouraged to interact in peer groups). Correlation exist between Inferiority complex in child and (child face difficulty in reading in classroom's activity, Difficulty to participate in group activities, Child's difficulty in conversation).

RECOMMENDATIONS

After completion of my research the researcher will recommend some ideas which can be explored later. Take the data of receptive children from different schools and colleges and then take a comparison of results findings. Methodology may used descriptive i.e. proportions/percentages. In comparing groups then use Mann Whitney for non-parametric data and T-test for normal distribution. It is also possible to dichotomies the scale and use Chi-square or Fisher's Exact.

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