



WWJMRD 2017; 3(12): 54-56
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
UGC Approved Journal
Impact Factor MJIF: 4.25
e-ISSN: 2454-6615

Penda Annie
Kwame Nkrumah University,
Kabwe, Zambia

Teaching Children with Hearing Impairment

Penda Annie

Abstract

This transcript was a study conducted on the teaching of learners with hearing impairment at one special unit for learners with hearing impairment found at one ordinary school in Lusaka in Zambia. It was discovered that the teacher taught grade one class and used an appropriate and suitable teaching method which was demonstration method. It was used to teach the concepts and practical skills of washing the face, brushing the teeth, combing the hair and cutting of nails. The teacher used concrete and a well labeled chart as visual aids and were used as teaching and learning aids though some materials were not enough for each learner. However, she used initiative of using a well labeled chart for all the materials she used. The classroom was conducive despite being multi-graded. The teacher took into account the grade level and needs of learners and used total communication as medium of instruction. The specialist teacher was effective probably because she was trained and was a specialist teacher in teaching learners with hearing impairment. The school administrator was supportive.

Keywords: Hearing impairment, Specialist teacher, Visual aids, Demonstration method, Teaching and learning aids, and Special unit

Introduction

The researcher visited a special unit for learners with hearing impairment and observed a lesson on which she focused the attention on the teaching methods being used, the teaching and learning aids used, the classroom environment, media of instructions and the teachers qualification. The study ended with suggestions, recommendations and a concluding remark.

Hearing impairment

Smith (1998) defined hearing impairment as having hearing loss significant enough to require special education teaching or training. In other words hearing impairment is the inability to perceive sound which calls for a special service. This implies that, learners with hearing impairment cannot learn with the use of the sense of hearing but need special education to cater for their need. Learners with hearing impairment are composed of the deaf and hard of hearing. Gear heart et al (1998) defined the deafness as inability to usefully perceive sound in the environment. In other words the deaf cannot hear any sound. Smith (1998) defined hard of hearing as having insufficient residual hearing to be able with a hearing aid to comprehend other's speech and communication. This means that, learners with hard of hearing remain with some residue hearing and can hear if there is amplification of sound.

The science lesson observed

Before observing the science lesson for grade one pupils at the special unit, permission was sought from the school administration as well as from the teacher and pupils and the consent form was used.

Thus, during the observation the teacher started the lesson by revising the previous lesson which was on the parts of the tree such as leaves, stem, roots and branches. Then the teacher proceeded to a new topic called 'keeping ourselves clean'. The teacher taught and demonstrated on how to brush the teeth, wash the face, cut the nails and comb the hair. Thereafter, pupils were given chance to practice what the teacher taught. Then the teacher

Correspondence:
Penda Annie
Kwame Nkrumah University,
Kabwe, Zambia

gave the class exercise to pupils. Pupils were made to copy the sentences the teacher wrote on the board. One pupil was given to trace a word the teacher had already prepared. Thereafter the teacher marked the work written by pupils as a concluding exercise.

The teaching method used during the lesson

According to Brennan (1998) teaching methods are the manipulation of learning in which pupils are involved and value total complex of relationships and it is a communication that exist in a classroom in which pupils assimilate important attitudes, values, knowledge that affect their behavior and a kind of a person they become. In other words, the teaching methods used matters than what pupils learn or content in the process of assimilate what is learnt.

Thus, the teaching method used by the teacher was demonstration. According to Hallahan and Kauffman (1994) demonstration method include showing, doing, demonstrating, modeling and telling when teaching. It was observed that, the teacher showed and demonstrated to the pupils the task of how to brush the teeth, wash the face, cut nails and comb the hair. The teacher showed how to perform these tasks to the pupils while accompanying by the words of explanations on how the tasks are done. Lewis and Doorlag (1987) pointed out that demonstration method centers on the principle of directive teaching. This was done by the teacher who after demonstrating each particular task allowed pupils to practice under strict guidance and assistance until the pupils were able to show mastery of the skills. Demonstration method depend on the teacher's skill and interest and multi-sensory such as the use of concrete materials and visual aids (Mwansa, 2003).

The teacher was observed using real objects. For instant the teacher used the real objects during the revision time such as leaves, roots, branches and stem. Then during the time when the new topic was introduced the teacher used the real objects such as a comb for combing the hair, the tooth brush for brushing the teeth, water and tooth paste which were used when brushing the teeth. A face towel and a tablet of bathing soap used for washing the face were brought by the teacher. Nail cutters and razor blades were also brought to be used for cutting nails. Then a chart which was well labeled was used to give emphasis on the skills being taught. A chart as a visual aid was used as a means of communicating knowledge and skills being taught to the learners.

The teacher used an appropriate and suitable teaching method which was child centered. The method enabled the pupils to participate actively during the lesson since the method was practically and participatory oriented and was suitable. This was confirmed by the Ministry of Education (2001) that, demonstration method is a method based on learners centered principle and a teaching approach that is practical and participatory oriented.

Teaching and learning aids used during the lesson

The difference between teaching aids or materials and learning aids or materials are as follows. In the classroom when the teacher is using the materials they are called teaching materials and when the pupils start using the same materials they are called learning materials. This is so because the teacher uses the material to teach and learners use them to learn what is being taught. In the lesson observed the teacher took into account the pupils grade

level and ability level and their disabilities as well as individual differences. Thus the teacher used real objects and these were leaves, roots, branches and stem during the revision period. Then during the time when the new topic was introduced the teacher used the real objects and these were a comb for combing the hair, the tooth brush for brushing the teeth, water and tooth paste which were used when brushing the teeth. A face towel and a tablet of bathing soap were used for washing the face. Nail cutters and razor blades were also brought to be used for cutting nails. Then a chart which was well labeled was also used.

The teacher used the teaching materials as follows; pupils were made to identify the items by showing the actual items for each task to them. Secondly, the teacher explained and demonstrated how they are used. Thereafter, the teacher asked them to name the materials and explain and demonstrate how they are used. Some pupils responded positively and were praised and other pupils failed to respond positively and were not praised by the teacher. Thereafter, the whole class was asked to repeat names of each material with the use of actual materials and with the aid of a chart on which the teacher drew all the items in order to help those who were failing to answer correctly. The teacher gave the materials to learners to practice what was demonstrated, it took a bit of time because the materials which were available were not enough to be used by all the children.

Smith (1998) stated that, for learners with hearing impairment to learn better the teacher should clearly explain the concepts being taught with the use of visual and concrete teaching and learning materials. This implied that, the teacher should not assume that learners with hearing impairment understand the skills or concepts being taught by mere writing them on the board but it should be through the use of concrete objects, visual aids. The teacher proved exactly what Smith narrated.

The researcher's point of view was that, the teaching aids were used appropriately and were suitable to the grade level of learners with hearing impairment who were at concrete stage in terms of learning.

Classroom environment

Lewis and Doorlag (1997) stated that, the conducive learning environment for learners with hearing impairment should have good lighting system, transparent sheets of window panes, a lot of visual aids, talking walls, notice board, acoustically treated walls and good peer and teacher relationship. This kind of learning environment assists pupils to learn better. For instance, those who are deaf enough lighting system helps them lip read the information correctly.

The learning environment was noticed having good lighting system, talking walls acoustically treated walls, notice board, a shelf where text books were kept, friendly atmosphere among pupils as well between the teacher and pupils. The materials used during the lesson were provided by the school administrators.

On the other hand it was noticed that the classroom was partially conducive because it was a multi-grade classroom of grades one, four, five and six and the room was not very big. Thus pupils were observed being distracted such that the teacher spent some time controlling the pupils to pay attention to what was being taught.

Media of instruction

According to Smith (1998) the media of instruction suitable for learners with visual impairment is total communication. Total communication involves the combination of sign language and oral language being used simultaneously while teaching.

The teacher was observed using total communication as a media of instruction to a grade one class which had the learners who were deaf and those with hard of hearing. Total communication assisted the pupils greatly in grasping the skills and concepts the teacher was teaching. This was because the learners who were deaf benefited from the sign language that was used and those with hard of hearing benefited because the teacher was talking while signing.

The researcher's view was that, the teacher's media of instruction which was used catered for both the learners who were deaf and those with hard of hearing and was suitable.

Teacher' qualification and role

The teacher who was observed was a specialist for learners with hearing impairment. The teacher was holding a certificate in special education which was obtained from Zambia Institute of Special Education (ZAMISE). Thus the teacher was very effective due the qualification which was being obtained.

The role of a special teacher was observed to be very vital because the teacher was knowledgeable about the specific needs of learners with hearing impairment. Smith (1998) purports that, the special teacher for learners with hearing impairment usually are aware of the children's needs in terms of knowing the mode of communication such as total communication, category and level of the disability, sitting arrangement and methodologies to use. All these were observed being implemented by the teacher. For instance pupils with hard of hearing were observed to be placed or sitting closer to the speaker or teacher in order to hear what the teacher was teaching, pupils with hard of hearing were wearing hearing aids for sound amplification, learners were being taught according to their level of ability or performance. The teacher was also knowledgeable of the subject matter being taught, she gave the right type of instructions and method of teaching.

Recommendations and suggestions

Recommendations

The recommendations from the researcher basing on what was observed at the time of study were as follows;

- The teacher was recommended for using real objects and a chart as teaching and learning aids. This was because the use of these aids promoted the retention of the concepts and skills which were taught.
- The teacher was recommended for making the lesson so practical for it made the lesson to be learner centered.
- She was recommended for being a specialist for learners with hearing impairment because she was able to understand the nature of learners' disabilities and this could have contributed to her effective teaching.
- The teacher was recommended for being patient and giving attention to pupils which was clearly noticed.
- The school administrator was recommended for providing the teaching and learning aids and other provisions which made the learning environment to be conducive for pupils.

- ZAMISE was recommended for training the teacher effectively and this was observed when the teacher was teaching.

Suggestions

The suggestions from the researcher's observation at the time of study were that;

- There should a creation of other classrooms for each grade.
- The teacher should have taught two skills only in order to help the slow learners grasp the skills and concepts being taught with fewer difficulties.

Conclusion

Based on what was observed at the time of study, it was concluded that this was a very good lesson being taught to grade one pupils with hearing impairment. This was so basing on the findings that, the teacher used appropriate and suitable demonstration method to teach the concepts and practical skills of washing the face, brushing the teeth, combing the hair and cutting of nails which unlocked pupils potentials. The teacher also used visual aids as teaching and learning aids though they were not enough for each learner of which she used initiative of using a well labeled chart for all the materials she used. The classroom was conducive despite being multi-graded. The specialist teacher was effective probably due to being a specialist teacher in terms of teaching learners with hearing impairment. The school administrator was supportive by providing all the teaching and learning aids and a conducive learning environment.

References

1. Brennan, W.K. (1988). Curriculum for Special Education Needs. Philadelphia: Open University press.
2. Gearheart, B.R, Weishalin, M.W. and Gearheart, C.J. (1998). The Exception Student in Regular Classroom. Columbus: Merrill publishing company.
3. Hallan, D.P. and Kaufman, F.M. (1994). Exceptional Children. London: Allyn and Bacon.
4. Lewis, R.B. and Doorlag, D.H. (1987). Teaching Special Students in the Mainstream. London: Merrill publishing company.
5. Ministry of Education (2003) Teachers Curriculum Manual. Lusaka: Govt printers.
6. Mwansa, D.M. (2003). Psychology of Adult Learning. Lusaka: Open Learning press.
7. Smith, D.D. (1998). Introduction to Special Education. London: Allyn and Bacon