



## “Comparative Effect of Sign language Instruction and Oralism on Learning Selected Parts of Speech among Students with Hearing Impairment at College Level”

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**Abstract:** *Hearing impaired children are behind in language development when compared to normal hearing children due to low speech perception. So in most of the special schools the special teachers are concentrating on language development. They focus on teaching mother language vocabularies, and their medium of instruction in the classroom should be in the mother tongue only because it is the first and foremost one for the hearing impaired children to communicate with the society. The present study is about teaching Parts of Speech to hearing impaired students through Pictorial Method and sign language at college level. The objective of the study is to find out effect of sign language instruction and Oralism on learning selected parts of speech among students with hearing impairment at college level. The researcher has selected experimental design with experimental and control groups. For the present study, the researcher formulated a research tool in the form of a Teacher Made Test (TMT) for the present study based on the content of the instructional package developed for intervention. The study reveals that there is no significant effect between sign language instruction and Oralism on learning selected parts of speech among students with hearing impairment at college level.*

**Key Words:** *Sign language Instruction, Oralism & Hearing Impairment*

### Introduction

Language is our primary medium of communication, and it is through this medium that most instruction occurs. Before we begin the review of related information about language acquisition and development, it is important to know that the normal development of language in children is systematic and relatively predictable. Language acquisition is special problem for many children.

Auditory sense is the fastest, easiest, and most direct means to acquire spoken language. Children with normal hearing develop speech and language as a

result of auditory input combined with communicative experience. But the hearing impairment children due to lack of auditory sensitivity misses the chance to acquire language at a correct period when compared to normal hearing children. As like other children the hearing impairment child also starts cooing in the early stages but when he unable to hear its own cooing sound the child stops cooing. One has to clear that spoken language is closely associated with hearing and listening. Due to the lack of auditory sensitivity the hearing impairment children's language development delayed in childhood and



continuing to be deficient in adulthood. These descriptions are true in cases where there has no early intervention.

The brains of hearing impairment are no different from those of hearing children. Hearing impairment children also have the language acquisition device and an innate ability to learn language. However the primary difference between them and hearing children is the lack of auditory input due to hearing loss. Verbal language depends heavily on auditory inputs because speech is an important mode through which it is communicated and most easily understood. Children learn verbal language as a result of constant exposure to it. Obviously any condition that causes the child to lose the benefit of auditory input will result in an inability to learn spoken language effectively through the natural means i.e. the auditory mode. The development of language in the hearing impairment children is also based on the severity of hearing loss of the children.

While speaking about the language of the Hearing Impaired, sign Language is considered as the mother tongue of them. It is the natural form of communication. It does not entail an accurate knowledge of either spelling or grammar of a spoken language. For the Hearing Impaired, Sign language is born indeed! But hearing impaired cannot live independently only with the knowledge in sign language, because throughout the world, hearing communities use spoken languages as their primary system of communication, and most have developed writing systems that are based on the spoken language. Hence, the hearing impaired, have to learn a language, to meet out their needs and to cope up with the hearing society. India is a multi-

lingual country. Most of the hearing impaired, undergo education in their regional language. There are only a few institutions which are widely spoken and have become an official language in India.

### **Statement of the problem**

“Comparative Effect of Sign language Instruction and Oralism on Learning Selected Parts of Speech among Students with Hearing Impairment at College Level”

### **Operational definitions of important key terms**

*Sign language instruction:* In this study, sign language instruction refers to a method of communication and instruction using manual and non-manual features such as hand shape, hand movement, orientation and facial expressions.

*Oralism:* In the present study, Oralism method refers a method of communication to teach SWHI through aural/oral mode.

*Parts of speech:* Parts of speech refer to noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjections. For this present study, parts of speech refers to (i) Pronoun (ii) Adverb and (iii) Adjective.

*Student with hearing impairment (SWHI):* In this study, SWHI refers to those students who are having hearing loss of moderately severe and severe degree studying at college level.

### **Significance of the study**

The present study is about teaching Parts of Speech to hearing impaired students through Pictorial Method and sign language at college level. We all know that English language



has a vital role in this society. It has its influence on education also mainly on higher studies. Mother language mostly withdraws its effect in higher level studies in spite of that English occupies its position. So in higher level studies English is an effective medium. This fact is accepted in the field of special education also. The main problem faced by the hearing impaired students is second language acquisition when entering into college level. English is also the major problem faced by students with hearing impairment at college level. So they need a lot of English knowledge at college level. The present study is based on this need only. The present study is about teaching Parts of Speech to hearing impaired students at college level through pictorial method and sign language. Reason for selecting grammar is because it is the basic thing for framing sentences and uses that language in a meaningful way. Keeping all this view, a need was felt to study effect of different delivery system on learning selected parts of speech among students with Hearing Impairment at college level.

#### **Objectives of the study**

1. To find out effect of sign language instruction and Oralism on learning selected parts of speech among students with hearing impairment at college level.
2. To find out effect of sign language instruction and Oralism on learning pronoun among students with hearing impairment at college level.
3. To find out effect of sign language instruction and Oralism on learning adverb among students with hearing impairment at college level.

4. To find out effect of sign language instruction and Oralism on learning adjective among students with hearing impairment at college level.

#### **Hypothesis:**

1. There is no significant effect between sign language instruction and Oralism on learning selected parts of speech among students with hearing impairment at college level.
2. There is no significant effect between sign language instruction and Oralism on learning pronoun among students with hearing impairment at college level.
3. There is no significant effect between sign language instruction and Oralism on learning adverb among students with hearing impairment at college level.
4. There is no significant effect between sign language instruction and Oralism on learning adjective among students with hearing impairment at college level.

#### **Methods**

##### **Methods Adopted:**

The researcher has selected experimental design with experimental and control groups. The participants of the study were divided into two groups: experimental and control.

##### **Sampling:**

*Sampling Technique:* Under non-probability sampling technique, purposive sampling was used.

*Sample Size:* Totally, 10 students with hearing impairment were selected as sample for the present study out of which 5 students with hearing impairment were



in experimental group and other 5 were in control group.

**Research Tool:**

*Assessment tool:* For the present study, the researcher formulated a research tool in the form of a Teacher Made Test (TMT). The TMT used for the present study was developed on the basis of selected parts of speech i.e. Pronoun, Adverb and Adjective.

A questionnaire with 45 questions (Identify and circle-30, objective type questions-15) was developed to assess the understanding level of the students while learning parts of speech.

*Instructional package:* As per the need of the study, an instructional package was prepared for the intervention. Three parts of speech were selected a book on English Grammar and Composition for High School.

**Intervention schedule:**

There were two groups of students: one experimental group and one control group. Both groups received 2 weeks of instruction on selected parts of speech. Students in the experimental group were taught parts of speech through sign

language instruction whereas students in the control group were instructed using the traditional way of Oralism. The researcher used two strategies for teaching: A strategy by using sign language and the traditional strategy Oralism.

**Statistical techniques used:**

- Computation of Frequencies and Percentages.
- Computation of Arithmetic Mean and Standard Deviation.
- Computation of U-value to test the significance of difference between the means of two groups of data (Man-Whitney U- Test).

**Results**

The present chapter aims at studying the comparative effect of sign language instruction and Oralism on learning on selected parts of speech among students with hearing impairment at collage level.

*Hypothesis: 1-There is no significant effect between sign language instruction and Oralism on learning selected parts of speech among students with hearing impairment at college level.*

**Table- 1 showing 'Man Whitney' test analysis for effect of sign language instruction and Oralism on learning selected parts of speech among SWHI**

Variable	Methods of Instruction	No. of SWHI	Std .deviation	Man-Whitney U	Assymp 'p' (2-tailed)	Result
Intervention Package	Oralism	5	3.564	4.000	.074	NS
	Sign language	5	3.209			

From the above table, it can be observed that computed 'U' value is 4.000 and the corresponding 'p' value (2-tailed) is 0.74. Since the 'p' value is greater than 0.05 (the level of significance). Therefore, the null hypothesis is accepted. It implies that there



is no significant effect between sign language instruction and Oralism on learning selected parts of speech among students with hearing impairment at college level.

*Hypothesis: 2-There is no significant effect between sign language instruction and Oralism on learning pronoun among students with hearing impairment at college level.*

***Table- 2 showing 'Man Whitney' test analysis for effect of sign language instruction and Oralism on learning pronoun among SWHI***

Variable	Methods of Instruction	No. of SWHI	Std .deviation	Man-Whitney U	Assymp 'p' (2-tailed)	Result
Pronoun	Oralism	5	1.095	2.000	.065	NS
	Sign language	5	3.130			

From the above table 2, it can be observed that computed 'U' value is 2.000 and the corresponding 'p' value (2-tailed) is 0.65. Since the 'p' value is greater than 0.05 (the level of significance). Therefore, the null hypothesis is accepted. It implies that there is no significant effect between sign language instruction and Oralism on learning pronoun among students with hearing impairment at college level.

*Hypothesis: 3-There is no significant effect between sign language instruction and Oralism on learning adverb among students with hearing impairment at college level.*

***Table- 3 showing 'Man Whitney' test analysis for effect of sign language instruction and Oralism on learning adverb among SWHI***

Variable	Methods of Instruction	No. of SWHI	Std .deviation	Man-Whitney U	Assymp 'p' (2-tailed)	Result
Adverb	Oralism	5	2.950	6.500	.206	NS
	Sign language	5	3.271			

From the above table- 3, it can be observed that computed 'U' value is 6.500 and the corresponding 'p' value (2-tailed) is 0.206. Since the 'p' value is greater than 0.05 (the level of significance). Therefore, the null hypothesis is accepted. It implies that there is no significant effect between sign language instruction and Oralism on learning adverb among students with hearing impairment at college level.

*Hypothesis: 4-There is no significant effect between sign language instruction and Oralism on learning adjective among students with hearing impairment at college level.*

***Table- 4 showing 'Man Whitney' test analysis for effect of sign language instruction and Oralism on learning adjective among SWHI***

Variable	Methods of Instruction	No. of SWHI	Std .deviation	Man-Whitney U	Assymp 'p' (2-tailed)	Result
Adjective	Oralism	5	2.881	3.500	.058	NS
	Sign language	5	1.140			



From the above table 4, it can be observed that computed 'U' value is 3.500 and the corresponding 'p' value (2-tailed) is 0.58. Since the 'p' value is greater than 0.05 (the level of significance). Therefore, the null hypothesis is accepted. It implies that there is no significant effect between sign language instruction and Oralism on learning adjective among students with hearing impairment at college level.

#### **Discussion:**

It is generally regarded that for teaching verbal language and its grammar, only oral method is suitable as the nature of language and the method by which it is taught is based on aural/oral mode. As a result it facilitates teaching and learning. However, contrarily it was found that instruction through sign language is equally effective in teaching grammar of English language especially selected parts of speech. It is inferred that teaching verbal language through sign language is as at par with Oralism hence teacher is suggested to select the method of instruction as per the need of the students with hearing impairment as well as keeping in view their mastery over different methods of instruction.

When the hypothesis 2 was tested for individual part of speech as in the case of present hypothesis where it was tested that whether there is significant effect the effect of sign language instruction and Oralism on learning pronoun among students with hearing impairment at college level. The result was found to be same. It can be inferred that irrespective of nature of parts of speech both the methods have been found equally appropriate.

This result reveals that the Students with hearing impairment learn the parts of speech through Oralism method and Sign Language method, almost in the same manner. No method has higher effect in learning parts of speech among SWHI especially adverb & adjective. When we put a glance over mean scores of sign language instruction and oralism, it reveals that Oralism is comparatively better.

#### **Key findings**

1. There is no significant effect between sign language instruction and oralism on learning selected parts of speech among students with hearing impairment at college level.
2. Both the selected methods for the present study namely sign language instruction and oralism have found to be equally effective for teaching grammar in general and pronoun, adverb and adjective in particular to students with hearing impairment.

#### **Recommendations of the study**

1. It is recommended that the institutions offering inclusive education program for SWHI should ensure that the students with hearing impairment are getting optimum chance to get the need based method of instruction.
2. It is recommended that for successful implementation of inclusive education, adequate training and support should be provided to the regular teachers in inclusive education programme. Rather than using a single method of communication, more options should be available and selection of method of teaching grammar should be base on needs of students.



3. It is highly recommended that grammar teaching for students with hearing impairment should not be avoided.
4. The language and information barrier among SWHI should be overcome by using effective communication strategies as per the students' need. For this first need analysis must be carried out.

### **Conclusion**

The study measures the effect sign language and oralism while teaching selected parts of speech to hearing impaired students at college level. The study also reveals that there is better understanding among students with hearing impairment while learning selected parts of speech if effective method is handled in teaching-learning process. Students with hearing impairment lacking behind in English language because in their schools they are educated in their mother tongue only. As a result of that they are unable to cope up with the academic side in the colleges because of English language interruption. We all know that grammar is basic for all languages. It gives a structure to the languages. This study deals with the effective method of teaching selected parts of speech to hearing impaired students at college level. This study helps to find out the understanding level of the students while learning selected parts of speech. It also helps to develop English language among students with hearing impairment .It prefers oralism and sign language as a effective medium of teaching grammar to hearing impairment students

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