

Learning Problems of Deaf Students and their Solution Strategies

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Abstract

There are many sense organs in the human body. From the point of view of teaching and learning to increase the knowledge of students, visual senses are suitable and easy. Knowledge is an understanding gained through learning or experience. There are many obstacles in the learning of students with abnormal physical and mental abilities, which complicate their learning process. Deaf students come under the category of physical disability. Due to hearing loss in deaf students, the process of development of their oral language gets blocked. Therefore, they have to depend more on lip reading, speech reading, written language, manual language, visual signals, movies etc. to learn. The vocabulary of these students is limited. When they participate in written examination, they try to write their answers within the same word limit. Their understanding of grammar is also poor, due to which they make many errors in sentence structure. For the education of deaf students, various types of teaching-learning materials like pictures, charts, models, objects, maps, globes, power points, etc. should be used as much as possible; Along with this, they should be provided written material of the taught subject matter, they should be motivated to prepare their own notes, individual teaching should be done instead of group teaching, as well as the subject should be displayed in sign language through an interpreter, then the teaching-learning process would be improved.

Keywords: Teaching, Learning, Sense, Organs, Deaf, Hearing, Speech, Language, Communication, Grammar.

Introduction

The real meaning of education is to increase one's knowledge. Knowledge is an understanding gained through learning or experience. Learning is the basic basis of increase in knowledge. The desire to learn affects learning. If a student has a desire to learn, he can be taught new knowledge easily. But if the student is not interested in learning then he faces problems in learning. An interested student learns new knowledge even in adverse circumstances.

Some personal factors related to the students like their backwardness in any subject, their level of intelligence, their physical and mental health, their level of aspiration, their training for learning etc. have an impact on their learning. Some external factors also affect their learning. Such as - teacher's behaviour, teaching method, time table, teacher's desire to teach, teaching lesson plan, nature of subject matter, size of subject matter, language of subject matter, examples of subject matter, interest in the subject, class and school environment, students' Family environment etc. These elements affecting learning are directly related to students with normal physical and mental abilities, but if we talk about

students with abnormal physical and mental abilities, then there are some other hindering elements in their learning which make their learning process even more difficult. Complications arise. There are many categories within the category of physical disability. Deaf students also fall in this category.

Means of deaf students -

According to the Rights of Persons with Disabilities Act 2016, 'Deafness includes people whose hearing ability is reduced by 70 decibels or more in both ears. The category of hard of hearing includes those people whose hearing ability reduces by 60 to 70 decibels in both the ears. In this article, deaf students mean those students in whom hearing amplifying devices are not beneficial and who, in the absence of early identification and intervention, have very low or no verbal language and verbal communication abilities. Due to which their written language and grammar ability has also been badly affected and they use signs or sign language for interpersonal communication.

The role of sense organs in learning –

There are many sense organs in the human body. Some of them are visible and some invisible. The visible senses include eyes, ears, nose, tongue and skin and the invisible ones include vestibular input (balance), proprioceptive input (movement) and interoceptive input (internal). From the point of view of teaching and learning to increase the knowledge of students, visual senses are suitable and easy. LD Rosenblum and his colleagues found in their research that “We acquire 83.0% knowledge by seeing, 11.0% by listening, 03.5% by smelling, 01.05% by touching and 01.0% by tasting.” Similarly, generally people remember 10% by reading, 20% by listening, 30% by seeing, 50% by hearing and seeing, 70% by talking and 80 to 90% by hearing and doing. If we look at it on the basis of totality then 80 to 90% is learned by listening, seeing and doing. We learn 50% by hearing and seeing and 20% by listening. We remember only 70% of what is said after 3 hours and only 10% after 3 days; We remember up to 72% of a witnessed event after 3 hours and only 20% after 3 days and when we hear and see a thing or event together, we remember it up to 85% after 3 hours. And after 3 days they are able to remember only 65%. Any environmental stimulus like light or sound is first stored in its respective sense organ in coded form for a very short period of time. This storage is for a short period of time. Its time limit for vision is around 0.5 seconds and for hearing its time limit is around 2 seconds. After this time limit, this stored memory gets destroyed. The information at the sensory level is still preliminary and no conclusions can be drawn from it. These are yet to be combined and modified by the brain. After combination and refinement, the information is absorbed by the brain. The brain stores the received information in short or long term, temporary or permanent form according to need, effectiveness, situation, importance etc. and reveals that stored information in the situation of use. From the point of view of learning, ears play the second important role after eyes. Ear is a very important sensory organ. When the ear is damaged, the ability to learn is affected.

Learning related problems of deaf students -

Due to hearing loss in deaf students, the process of development of their oral language gets blocked. Therefore, they have to depend more on lip reading, speech reading, written language, manual language, visual signals, movies etc. to learn. The vocabulary of these students is limited. When they participate in written examination, they try to write their answers within the same word limit. Their understanding of grammar is also poor due to which they make many errors in sentence structure.

Due to lack of dictionary and limited understanding of grammar, they are not able to properly express whatever answer they want to write in the exam. They face less problem in writing answers to objective type questions and very short answer questions, because less words are required to answer them and these questions are more knowledge based and less understanding based, but when they write answers to short answer questions and long answer questions. When they have to write answers, they have to face more problems because their word limit is more and these questions are more understanding based and less knowledge based. To remember the content, these students repeatedly write it on the notebook and try to memorize it. In the process of memorizing the content, he keeps writing those words by moving one of his fingers in the air and while writing, he keeps touching that finger repeatedly on his head above his ear. This means that they are writing whatever they are reading in the air and then keeping it in their mind. Even if they are not able to understand the meaning of that subject matter, this process of memorization continues till they have fixed that subject matter in their mind.

Teaching deaf students according to their learning styles -

Deaf students learn more by seeing due to their inability to learn by hearing. Therefore their learning style is visual style. Fleming says that 'Visual style learners are those who learn more by seeing.' Silverman and Freed believe that 'They learn more through pictures than through words.' Since deaf students have severe hearing loss, therefore they are not able to listen to the content taught. When they are unable to hear, they learn the taught content more in a gross form than in a subtle form. They use their eyes i.e. visual sense as their primary form of learning. It is more purposeful to teach them through written language, illustrated materials, real objects etc.

For the education of deaf students, various types of teaching-learning materials like pictures, charts, models, objects, maps, globes, power points, etc. should be used as much as possible; Besides, they should be provided with written material of the taught subject matter, they should be motivated to prepare their own notes, individual teaching should be done instead of group teaching, maximum appropriate teaching-learning materials and techniques should be used during teaching, At the same time, if the subject is displayed in sign language through an interpreter, the teaching-learning process can be more effective and purposeful. It is more beneficial to teach them in small groups. Keeping the educational objectives in mind, sports, drama and other activities should be organized and during the participation of the students, they can learn more and more. When we practice any process or task repeatedly, we learn that process or task effectively. These students should be taught through power point presentation. If they are encouraged to note down the lecture while teaching and if they are provided with a peaceful environment for reading and writing, then they can learn the subject in a better way.

Things to keep in mind while teaching deaf students -

Teachers should keep in mind that deaf students lip read, so lectures should be clear and provide enough contextual cues to give their students the greatest chance of success. Students should be able to see the teacher's face. It should be remembered that do not cover your face with your hand or pen or any other object. Stay in one place and do not move your head unnecessarily. Be face-to-face with students wherever possible. Speak clearly and check understanding by asking relevant questions. Bring students to the front of the class and let them tell where their ideal seat is. Teachers should wear plain clothes and minimal shiny jewellery, because all this distracts students' attention. Students may need hearing aids or

other types of assistive devices to assist them. It also becomes necessary for the teacher to wear an amplifying device or have a sign language interpreter with them to help amplify their lectures.

Allow extra time to give deaf students a chance to absorb the information being provided. Teachers should also keep regular intervals in their lessons. With this, students will get relief from lip-reading. Provide contextual cues and be clear when the teacher is changing the teaching topic. To enable your students to engage in the learning process, always repeat any questions that come from behind them and allow only one person to speak at a time. Include visual materials in your lessons to help deaf students. Add things like flash cards, posters, captioned images, and captioned videos. Incorporate captioned signs and symbols into your teaching methodology to build the vocabulary of deaf students. Also teachers follow a structured lesson plan to provide a framework for students' learning.

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