



COMMON COMMUNICATION STRATEGIES USED BY TEACHERS OF HEARING-IMPAIRED CHILDREN IN CLASSROOM SETTINGS

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ABSTRACT

BACKGROUND: Communication strategies that currently teachers of special education are using in classroom includes: babbling method, the acoustic method, visible speech, the TVA (tactile verbal auditory) procedure, direct instruction, total communication and cued speech. It is yet to find out that which strategy is more common and helpful among all of them.

OBJECTIVES: To investigate the common communication strategies used by teachers for hearing impaired children in classroom settings.

METHODS: This was a cross-sectional survey conducted over six months in the government sector. The study utilized a well-structured questionnaire, designed based on expert opinion and literature review, which was administered to 268 teachers of hearing-impaired children. The questionnaire's reliability and validity were confirmed with a Cronbach's alpha of 0.78. Teachers were selected using a convenient sampling technique based on predefined eligibility criteria. Data collected via the questionnaire was analyzed using SPSS 21 software, applying descriptive analysis including mean, standard deviation, frequency, and percentages. The cross-

tabulation method was used for data examination, and End Note software was utilized for referencing.

RESULTS: The survey was administered to 268 teachers with a mean age of 35.26 and a standard deviation of 7.386. The majority of the respondents, 208 (77.6%), held a Master's degree, while 59 (22.0%) held an M.Phil degree and only one (0.4%) had a PhD. Regarding the work settings, 210 (78.4%) of the teachers worked in schools and 58 (21.6%) in centers. Experience varied with 46 (17.2%) having 1-3 years of experience, 74 (27.6%) with 4-7 years, and 147 (54.9%) with more than 8 years of experience. Regarding teaching methods, the majority of participants reported frequent use of various methods: total communication (93%), direct instruction (92%), babbling (86%), acoustic (81%), cued speech (81%), sign language (80%), tactile visual auditory (78%), and visible speech (63%).

CONCLUSION: It was concluded from study that the most common strategy used by teachers of hearing impairment is total communication. It was also concluded that getting attention of the hearing-impaired child is a pre-requisite for good communication.

KEYWORDS: Total Communication, Tactile Visual Auditory, Hearing Impairment, Hearing Loss

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INTRODUCTION

Effective communication plays a vital role in exchanging thoughts, opinions, and information among individuals. Speech, as the fastest and most efficient mode of communication, allows for the vocal expression of language.(1) Speech production involves three stages: respiratory, laryngeal, and articulatory, each contributing to the generation of recognizable speech sounds.(2)

While speech is a primary oral mode of communication, it is not the only available option. Other forms of communication include writing, drawing, and manual signing.(3) Language, on the other hand, encompasses various components such as form (phonology, morphology, syntax), content (semantics), and use (pragmatics), providing a framework for meaningful expression.(4)

For individuals with hearing impairments, communication strategies need to be adapted to suit their specific needs. Deafness is defined as a hearing impairment that significantly hinders the processing of linguistic information through hearing, with or without amplification.(5) It can be categorized as conductive, sensorineural, or mixed hearing loss, depending on the location and nature of the hearing impairment.(6, 7)

To support speech and language development in children with hearing impairments, educators employ various teaching strategies.(8) These include the babbling method, acoustic method, visible speech, TVA (Tactile-visual-auditory) procedure, and direct instruction method. The Total Communication approach combines multiple communication systems, such as oral, auditory, written, visual aids, and sign language, to meet the individual needs of students.(9, 10)

In recent years, advancements in technology have expanded the range of communication strategies available for deaf and hard of hearing students.(11) These include the use of cued speech, speech synthesizers, FM systems, and interpreters, as well as considerations for classroom environments and technical capabilities.(12, 13)

By selecting the most appropriate communication strategies based on individual needs and classroom settings, educators can create an inclusive and supportive learning environment for deaf and hard of hearing students.(14) This article provides an overview of these strategies and their importance in facilitating effective communication for students with hearing impairments.(15, 16)

MATERIAL & METHODS

STUDY DESIGN

A cross sectional survey was used to investigate common communication strategies used by teachers of hearing-impaired children in classroom settings

PARTICIPANTS

The target population of the study was the teachers of children with hearing impairment.(17)

INCLUSION & EXCLUSION CRITERIA

INCLUSION CRITERIA

1. Teachers of children with hearing impairment.
2. Teacher of hearing impairment with experience of 1-8 years and above.(18)

EXCLUSION CRITERIA

Teacher of children with other disabilities, Speech therapists and Psychologists.(19)

DATA COLLECTION PROCEDURE

This was a cross sectional survey conducted in government sector. The study was completed in six months after synopsis approval. For the study, a well-structured questionnaire was designed with expert opinion and literature review and administered on the teachers of hearing-impaired children. A sample of 268 teachers was taken by using convenient sampling technique. A predefined criterion of eligibility was used. Data was taken from special education centers and schools for hearing impairment. School were visited and



got permission from institutes. Written informed consent was taken by all the participants.(19, 20)

DATA ANALYSIS

Data was analyzed by the application of descriptive analysis through SPSS 21 Statistical Package for Social Sciences) software. such as mean, standard deviation, frequency and percentages were calculated. Descriptive cross tabulation test was used and End Note was used for references.(21)

RESULTS

The study involved 268 participants, primarily holding master's degrees (77.6%), followed by M.Phil degrees (22.0%), and a minority with PhD degrees (0.4%). Most respondents (78.4%) were from schools, while the rest were from centers. Regarding experience, 54.9% had over 8 years, 27.6% had 4-7 years, 17.2% had 1-3 years, and 0.4% had 4 years. Participants believed that communication methods used in schools could always (49.6%) or sometimes (6.7%) improve speech and quality of life for hearing-impaired children. Tactile impressions were considered effective by 49.5%, while 2.6% disagreed. Teachers were seen to frequently employ total communication (62.3%) and syllable drills (46.3%) for academic achievement. Attention from hearing-impaired children was viewed as a prerequisite for good reception by 69.4%. Most participants supported repeated speech activities (50.4%) and reading (54.9%) as efficient methods. These findings provide insights into the opinions and practices of educators working with hearing-impaired children in terms of communication methods and their impact.

Experience	Frequency	Percent
1-3years	46	17.2%
4-7 years	74	27.6%
8 above	147	54.9%
4	1	.4%

Common Communication Strategies used by Teachers of Hearing-Impaired children in Classroom Settings

Teaching Strategies	Always (Participants)	Sometimes (Participants)
Total communication method	250	18
Direct instruction method	247	21
Babbling method	231	37
Acoustic method	218	50
Cued speech method	218	50
Sign language	213	55
Tactile visual auditory method	210	58
Visible speech	168	100

DISCUSSION

The aim of this study was to determine the common communication strategies used by teachers of hearing-impaired children in classroom settings. The study collected data from 268 teachers in government schools and centers. The different strategies identified included babbling, acoustic methods, visible speech, tactile visual auditory (TVA), direct instruction, cued speech, holistic method, and total communication.(22)

Results showed that teachers had varying responses to the effectiveness of communication methods. A majority of teachers believed that getting the attention of hearing-impaired children was crucial for good communication and repetition in the class. They also emphasized the use of repeated speech activities for speech problems and gaining fluency.(23, 24)

Reading was identified as the most efficient method of communication, followed by total communication. Teachers reported using phonemically based systems for phonological awareness and direct instruction for teaching hearing impaired children. Additionally, it was found that teachers using sign and finger spellings as primary languages were common.(25, 26)



The study supported the use of common communication strategies based on the needs, requirements, and personalities of the students. The total communication method was identified as the most commonly used strategy. The research highlighted the importance of effective communication methods in the academic and social success of hearing-impaired children.(27, 28)

Another research study explored the use of enhanced subtitling for vocabulary acquisition in deaf and hearing-impaired children, supporting the effectiveness of total communication. Cued speech was found to aid in the identification of phonemes and lip patterns for lip reading.(29)

Attention-getting skills were identified as prerequisites for good communication in hearing impaired children who use sign language. Academic achievements were influenced by various factors, including the abilities of the students, family environment, parents' education, socioeconomic status, and experiences inside and outside of school.(1)

In summary, the study emphasized the importance of employing diverse communication strategies in classroom settings for hearing impaired children. These strategies contribute to vocabulary acquisition, identification of phonemes, attention maintenance, and academic achievement.(2)

CONCLUSION

It was concluded from study that the most common method used by teachers of hearing impairment is total communication method. Researcher has concluded that all teachers agree that getting attention of the hearing-impaired child is a prerequisite for good reception.

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