

Effects of Comprehension Strategies on Sight Word Recognition Skill of Person with Hearing Impairment in an Inclusive Education Setting, Jos Metropolis

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Emmanuel AgboOwobe (Ph.D)¹,
Christopher MtagheroranyiVande (Ph.D)²,
Julian RotkanggmwaBodang (Ph.D)³,
CallistaUmeh Onwuadiebere⁴, Janebu Anyebe⁵

^{1,2}Department of Special Education and Rehabilitation Sciences,
University of Jos, Jos Nigeria; ^{3,4}Ganaka International School for Inclusive
Education, Jos, Nigeria; ⁵Federal Government College Jos, Jos Nigeria
¹emmanuelowob@yahoo.com, ²chritvandeh@gmail.com,
³bworot@yahoo.com, ⁴ucallista@ymail.com, ⁵ajenebu@yahoo.com

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Abstract - The study examined the effects of comprehension strategies on sight word recognition skill of persons with hearing impairment in an Inclusive education setting, Jos Metropolis, Nigeria. A child with hearing impairment has severe limited skills which present serious challenges in developing oral or sight language. The authors adopted the quasi-experimental research type based on its characteristics, one single group two-way pre-test post test experimental and control design was adopted for this study. The sample for intervention comprised 12 children with hearing impairments which age ranges between 9 – 12 years that served as the experimental and control groups.

The main instruments for this study for administration of pre-test and post- test are the sight word recognition skill test (SWRST) and Umolu informal reading inventory test (UIRIT). The statistical techniques used were descriptive for answering research question and *t* – test for independent sample for analyzing the hypotheses. The treatment consisted of comprehension instruction program involved previewing and questioning strategies before the intervention, and it was indicated that when pretested, children with hearing impairment performed very low in word recognition skill identified as reading problem. The Cronbach Alpha reliability index was used to estimate the stability and consistency of the instruments. The results from the hypotheses showed significant effect of the treatment on primary five children with hearing impairment who served as the experimental groups in acquisition of sight word recognition skill test (SWRST).

Keywords:

INTRODUCTION

Reading problems are foremost concern for all elementary teachers working in an inclusive classroom, as young children commonly experience difficulties in both the decoding process, inherent in word recognition and comprehension. Some children present reading difficulties and these pose a challenge not only in the area of assessing the readability of the child, but also selecting appropriate reading materials. Many other researchers are of the opinion that many children suffering from reading difficulties stems

directly from the tensions, failures and conflicts associated with the disabilities themselves.

In order to build children's' language foundation, enough background experiences must be provided for language development in an ascending order of listening, speaking, reading and writing. The concepts of vocabularies can be meaningless except comprehension strategies are taught with all seriousness at a very tender age of the child [1].

Hearing impairment is a generic term used to describe any level of hearing loss, ranging from mild

to profound. Deafness describes a hearing loss that is so profound. The number of children who have some degree of hearing loss, for example, mild to severe can function in general education settings more easily when certain accommodations are provided. For this to happen, it is critical for teachers to understand the nature of hearing impairments and to know how to the right approach to use to address this needs [2]

Learners with hearing impairment are challenged in their acquisition of concepts which others learn vicariously through observations. They often have problems in sight word recognition skill. Comprehension strategy is a specific procedure that guides children to become aware of how well they understand as they attempt to read and write. Comprehension requires making the strategy a part of our unconscious reading process, so that children are able to combine comprehension steps into sight word recognition during and after reading [3]. Therefore, teachers need to remember that good comprehension instruction needs to be taught explicitly and strategically to the children with hearing impairment with every technique. Among the various strategies of comprehension, the previewing strategy helps to motivate children to want to read a text and enable readers to examine text features, skim to get a sense of what it is all about, and identify the organizational structure of the text. While the previewing strategy questioning is a strategy that helps readers to review content and to related what they have learned to what they already know [4], [5].

The concept of inclusion is based on the premise that all individuals with disabilities have a right to be included in natural settings and activities with their neighbourhood, peers, siblings and friends [6].

It has been discovered that children with hearing impairments at the primary school level have difficulties in reading comprehension which is characterized by insufficient word recognition skill arising from their lack of auditory hearing. A study indicated that an approach for the development of effective sight word recognition for children with hearing impairment has not been clearly addressed. In view of the insufficient word recognition skill among children with hearing impairment in an Inclusive education classroom setting anchored the researchers into this research study in Jos, Nigeria.

Problem of identifying the rightful teaching methodology at the earlier stage have presented serious challenges in developing children oral or sign

language. And in spite of the increased attention being given by research workers and school practitioners, the nature and extent of the reading problems at the primary school level is very high.

It is therefore, based on these backdrops that the researcher intends to find out the Effect of Comprehension Strategies on Sight Word Recognition skill of Children with hearing impairment in an Inclusive education Setting, Jos Metropolis

PURPOSE OF THE STUDY

The purpose of this research is to examine the effects of comprehension strategies on the sight word recognition skill of children with hearing impairment in an inclusive education setting in Jos Metropolis, Nigeria.

Specifically, the objectives of the study are to find out the sight word recognition skill level of children with hearing impairment in an inclusive education setting before intervention; to examine the effect of comprehension strategies on sight word recognition skill of children with hearing impairment in an inclusive education setting.

Hypothesis

The hypothesis postulated for study will be tested using t-test of dependent samples at the significant level of 0.05 in order to guide this study. There is no significant difference between post-test mean scores in sight word recognition skill performance of children with hearing impairment in experimental and control group using comprehension strategies in an inclusive education setting.

METHODS

Research Design

The study employed the quasi-experimental research type for this study. Based on its characteristics, one single group two-way pre-test post test experimental and control design was adopted for this study. The quasi-experimental designs identify a comparison group that is similar as possible to the treatment group in terms of baseline (pre-intervention characteristics). It also helps to test causal hypotheses and did not encourage randomization of subjects under study.

The instruments that were used for the administration of pre-test and post-test are sight word

recognition skill test (SWRST) and Umolu informal reading inventory test (UIRIT).

The sight word recognition skill test (SWRST) instruments validity was carried out and ratified by experts. The content validity was necessary to help the researcher to determine the extent to which the items related significantly to the purpose of the study. While the Umolu Informal Reading Inventory (UIRI) was adopted by the researchers.

In carrying out the research, the researchers pre-tested the subjects before proceeding to the treatment which lasted for 1 week. They had their intervention for 16 weeks, and the post – test last for 1 week. The t – test for independent sample was used to test the only one hypothesis formulated for this study.

RESULTS

What is the sight word recognition skill level of children with hearing impairment in an inclusive education setting before intervention?

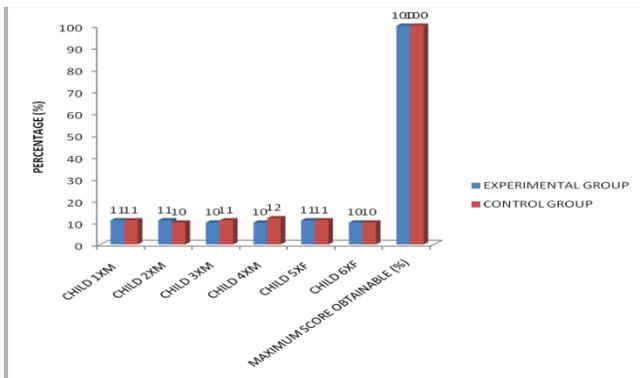


Figure 1. Descriptive of Pretest Performance in Sight Word Recognition Skill of Children with Hearing Impairment in an Inclusive Education Setting in the Experimental and Control Groups

The procedure for answering the research question involved testing of the control and experimental groups on the sight word recognition skill using the raw scores obtained during pretest. The qualitative analysis of the pretest performance children with hearing impairment for both the experimental and control groups was visually showed in the bar graph above. Generally children with hearing impairment had low scores in the skill tested and they were at the same level before intervention.

Hypothesis Two

There is no significant difference between posttest mean scores sight word in word recognition skill performance of children with hearing impairment in experimental and control group in an inclusive education setting.

Table 1. Difference between posttest mean scores sight word in word recognition skill performance of children

Parameter	n	x	SD	t-cal	p-value
Experimental	6	65.83	11.37	3.99	0.003
Control	6	44.50	6.47		

Critical Value: 2.57; df=10; p<.005

Table 1 is the detailed tabulation of the sight word recognition skill performance for both experimental and control group. The mean and standard deviations of post-tests were computed, differences between means were analyzed by t-test for dependents samples. From the statistical tables, the t-test calculated is 3.99 while the t-critical value is 2.571 with the corresponding P-value of <0.005. The researchers therefore concludes that there is a significant difference between sight word vocabulary skill performance of children with hearing impairment in experimental and control group since the t-calculate of 3.99 is greater than the t- critical value of 2. 2.571. Therefore, using comprehension strategies to improve sight word recognition skill performance of children with hearing impairment in an inclusive education was successful.

Thus the null hypothesis which states that there is no significance difference between posttest mean scores using comprehension strategies in sight word recognition skill performance of children with hearing impairment in experimental and control group in an inclusive education setting is not accepted while alternative Ho accepted.

DISCUSSION

The study revealed a serious effect of comprehension strategies on sight word recognition skill level of children with hearing impairment in an inclusive education setting before intervention.

This finding was in agreement of that of Routman [3] which depicts that comprehension requires making the strategy a part of our unconscious reading process and if children are able to combine comprehension steps into sight word recognition during and after reading.

Furthermore, the study was in synonymous with the study of Jannins [1] who says that the concepts of vocabularies are meaningless to children except comprehension strategy is taught with all seriousness at a very tender age of the child.

CONCLUSION

Reading is a vehicle for adventure, for exploration into the known and unknown areas of knowledge. Therefore to build children's language foundation enough background experiences must be provided for language development in an ascending order of listening, speaking, reading and writing. Among the various strategies, of comprehension, the previewing strategy helps to motivate children to want to read a text and enable readers to examine text features, skim to get a sense of what it is all about. The numbers of deferent terms are associated with hearing loss, which often cause confusion. The tree terms frequently encounter in print and in professional conversation are hearing impairments. The concept of inclusion purported that children with special needs can be active, add value and full participating members of a school community. It is viewed that diversity in inclusive classroom is viewed as the norm and high-quality education is provided through a combination of meaning effective teaching methodology. It has been noted that children with hearing impairments at the primary school level have difficulties in reading comprehension. This is characterized by insufficient word recognition skill arising from their lack of auditory hearing.

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