

Comparative Study of Teaching Learning Processes between Normal and Hearing Impaired Learners

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ABSTRACT

Learning processes are important and integral part for acquiring education in a person and proper learning largely depends upon the teaching methods that should be purposeful. However learners being categorized as normal and disabled, the teaching learning processes should vary and suit the needs of their educational goals. In this article an attempt has been made to compare the teaching learning processes in normal learners and learners with hearing impairment. A sample of 40 students was taken from 2 different schools to study the difference in their learning capacities and teaching processes.

Keywords: Teaching Learning Process, Hearing Impaired

An individual starts learning after his/ her birth. Gradual growth and maturity inculcates a spectrum of changes within a person that help him/ her to acquire more knowledge and experience. The term learning covers every modification in behavior to meet environmental requirements (Gardner and Murphy, 1968). Hence, learning cannot be visualized without teaching as they are interrelated. The teacher creates the learning environment where the interaction between the learner and the teacher is of utmost importance.

However learners are of two different categories: normal and disabled, and learners with hearing impairment form a major group among them.

Normal learners are defined as those who are usual and generally adapt to the normal processes of learning, mostly with average or above average qualities. However, they can possess some problems in their learning processes like lateness to school, trauma, wrong peer group etc., and manifest giftedness when faced with challenges, but are not identified as disabled.

Hearing Impairment is a generic term indicating a hearing disability that may range in severity from mild to profound. It includes the subsets of deaf

and hard of hearing. A hearing impaired learner is one whose hearing disability precludes successful processing of linguistic information through audition. However, with the help of a hearing aid residual hearing sufficiency can be attained.

The learning processes in these two types of learners vary enormously according to their different capacities which in turn also demands for different teaching procedures that should run parallel to the different stages of child's development.

Table 1: Classification of severity of hearing impairment

Classification	Hearing Range in dBHL
Normal Hearing	-10 to 15
Slight Hearing loss	16 to 25
Mild Hearing loss	26 to 45
Moderate Hearing loss	46 to 55
Moderately Severe Hearing loss	56 to 70
Severe Hearing loss	71 to 90
Profound Hearing loss	91 and more

METHOD

Sample: The sample consisted of 40 students, within age group of 14 to 18 and divided into two

groups. Group 1 consisted of 20 students having normal hearing capacities and group 2 consisted of 20 hearing impaired learners, who were further divided into subgroups according to their hearing impairment severity. Normal students were from “Durlouppur High School, Durlouppur, Bankura” and Hearing Impaired students were from “Society for Handicapped Orientation Programme and Education (HOPE), Durgapur” Students having any other psychological and physical disorders were excluded from the sample.

The parameters that were generally selected for the survey were: Listening, Thinking, Talking, Reading, Writing, Spelling and Arithmetic.

Audiometric test using an Audiometer was used to differentiate the learners with hearing impairment. Further the teaching resources, aids and methods of teaching were studied. The learning processes were observed in both the groups. Lastly the evaluation process was done by taking written and oral tests between the two groups of students.

RESULTS AND DISCUSSION

- ❑ The audiometric test differentiated the hearing impaired learners into 3 different subgroups. Sample size being 20.

Table 2: Subgroups of hi learners

Classification	Number	%
Profound	10	50
Severe	6	30
Mild	4	20

- ❑ The teaching methods were mostly lecture or demonstration method in normal learners. In hearing impaired learners the methods varied from demonstration to hand signaling to lecture to lip study depending upon the severity of the impairment. However, all the HI learners had to depend upon their hearing aids.
- ❑ *The resource materials and teaching aids* were almost same in both the groups of learners comprising of *colorful charts, visual aids, blackboard, flash cards, graphic organizers, audio devices* etc.
- ❑ *The evaluation process* comprised of *written and oral tests in case of normal learners*. In case of HI learners *written tests* were generally

preferred as *oral tests* were *unsuitable for learners with profound and severe hearing impairment*. However, demonstration of a particular topic was found suitable the learners with mild hearing impairment.

Other Sociological Aspects of Hearing Impaired Learners

- ❑ *The hearing impaired learners had to largely or totally depend upon their hearing aids* and maintenance of these aids is a problem for these learners. The initial availability of the aids may occur from the school, government or NGOs but their later maintenance or servicing totally depend upon the learners which becomes an obligation for financially weak learners.
- ❑ The mental developments of the HI learners are more or less same as normal learners. But in case of profound and severe HI students speech development from childhood remains a problem.
- ❑ **Home environment and Involvement of Parents:** Home environment and involvement of parents were mostly same in both the groups of learners.
- ❑ **Grants from Government:** Government provides grants to the HI learners which is a very meager amount of ₹ 1500 per annum. But in most of the cases they were found to be *discontinuous*.
- ❑ **Relationship with peer groups:** Relationship with peer groups was more or less same in both the groups as they were very much eager to help each other with their problems and learning.
- ❑ **Care from attendants:** HI learners with profound or severe learning disability had different caring attendants for their basic needs.
- ❑ **Higher Education:** HI learners complete their Matriculation or Higher Secondary from Open Schools such as Rabindra Mukta Vidyalaya or National Institute of Open Schooling. But they face problems during their pursuing of Higher Education. However, they are allowed with writers during their examination time which are also very limited.
- ❑ **Reservation policy:** Though reservation policy prevails for Learners with Hearing Impairment,

they are not properly executed or monitored by the authorities.

CONCLUSION

Physical development, mental development and intellectual development are the three most important types of development that should occur in all the different types of learners. Our country is gradually developing in all the fields of technology and development can only occur by proper learned human resource. Thus in order to have a strong economy and developments within the country “education for all” is a very important aspect with due importance given to Inclusive Education. Normal and disabled learners should come within the same periphery and contribute equally to the development of the nation.

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