

# An Investigation of Problems Faced by LI (Urdu) 5<sup>th</sup> Grade Hearing Impaired Students in Urdu Written Expression: Implications for Teaching of LI (Urdu)

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## Abstract

*This study is an effort to look into the problems faced by students who are deaf or hard of hearing while writing and specially their grounded problems in LI (Urdu) writing expression. The students' writing has been assessed with the help of writing samples in LI.*

## I. Introduction

Communication is one of the survival skills and is crucial to survive in society. It is a wide concept including many different forms of information transmission. A large amount of information is obtained through vision and hearing because these two senses can inform us about the things that are outside and at a distance from us. If any one of these two senses is missing, the human experiences are limited to a large extent.

If hearing sense is missing, the person is referred to as the hearing impaired. Hearing loss is one of the most prevalent handicapping conditions. A hearing sensory deprivation limits the word of experiences. It deprives the organism of some of the material resources from which the mind develops because total experience is reduced. Hearing impaired student who faced difficulty in communication, are therefore excluded from the social exchange of everyday life (Lerner, 1985).

We communicate in many ways, but basically in two ways:

- In verbal communication, we use words.
- In non-verbal communication, we do not use words.

In all ways of communication, handwriting is considered the most concrete of the communication skills because it can be directly observed evaluated and preserved (Helilman, 1989).

The evidence suggests that the problems deaf students face in mastering writing are more formidable than those they face in developing reading skills. A deaf person can resort to compensatory strategies to understand a message when grammar and vocabulary skills are limited. It is much more difficult to express oneself clearly in writing in face of such limitations. Much of the work was conducted decades ago and reflect preliminary a concern with grammar and vocabulary, much like the traditional research on writing. Since 1980, however, most work conducted on the teaching of writing to deaf students has had a functional, semantic orientation, suggesting that in all aspects of communication both written and person to person (<http://www.fp.education.tas.gov>).

"The act of writing is a cognitive process that involves comprehension of ideas, expressive language, and mechanical skills." (Dorn,Soffos, 2001, p. 11). To skilled and practiced writers the act of writing is a natural, subconscious act. For students developing this skill, it is complicated and incorporates both cognitive and motor capabilities occurring simultaneously.

Writing is not a skill that just develops in the primary school years but rather it has its beginnings in the early stages of life. According to Gunning (2008)"Writing evolves from prespeech gestures children make and from the language they hear and later use, as well as from developing realization that the spoken word is not the only way to represent reality" (p. 465).

Using Gunning's idea that writing develops from language students hear and use, it would make sense that students who have incomplete access to a language would therefore have problems in the development of written language. Students who are deaf or hard of hearing have differing access to sound, which depends on many different factors. If the access to sound was in some way impaired, then access to spoken language would also be affected to some degree. If access to spoken language was impeded ,development of written language would also be impacted.

History has shown that students who are deaf or hard of hearing have difficulty with written language and develop writing skills at a slower pace than their hearing peers.

Anita, Kreimeyer, & Reed (2005) reported that students who are deaf or hard of hearing score within the low-average range when tested on contextual conventions, contextual language, and story construction.

## 2. Literature Review

Coincidentally, for children who are deaf or hard of hearing, early identification raises the educational and language expectations for children to obtain comparable abilities to hearing peers (Mayer, 2007). Mayer (2005) examined the writing of 30 children

who were deaf or hard of hearing who were between the ages of four and seven. To analyze the children's writing Mayer employed three levels suggested by Ferreiro (1989): (Level 1) Distinguishing Writing from Drawing, (Level 2) Identifying Properties Of Writing, and (Level 3) Connecting Writing to Spoken/Signed Language. Mayer found that it is at Level 3, Connecting Writing to Spoken/Signed Language, where the writing of children who are deaf begins to look noticeably different from their hearing peers (2007). Level three requires an individual to bring together what they know of face-to-face language (this would be a spoken language for children using the auditory-oral method and ASL or another signed based language) and what they know as far as how print works (Mayer, 2007).

As quoted by Williams, *"It is at this juncture that hearing children begin to make use of alphabetic principles"* (2007). Karchmer and Mitchell (2003) reported that 75% of all children who are deaf or hard of hearing receive their education in local public schools.

Speech reading is one method of communication. At best, a deaf person can read only 30 to 40 percent of the sounds of spoken English by watching the speaker's lips. Manual communication is another method of communication. In sign language, thoughts are expressed through a combination of hand and arms movements, position, gestures and facial expressions. Sign language has its own unique grammatical structure. Finger spelling is usually used in sign language, but can be used alone also. Finger spelling consists of various finger and hand positions for each of the letters of the alphabet. Skillful writers not only acquire the mechanical means to produce texts, they avoid the cognitive tools that help them to know when and how to use these means, how to monitor their use and how to correct factors when they occur (Hayes and Flower, 1980).

According to this model of writing, writing disorders may result from one or several causes (Wellesley, 1983). First writing disorder may occur from a lack of understanding to task specific strategies. For example disabled writers with task specific strategies deficits in the use of specific organizational structures may have trouble employing a relevant text structure that can guide them in planning, organizing, drafting and monitoring their ideas. Second, writing disabilities, may result from deficiencies in meta cognitive knowledge. Such writers have learned strategies but failed to activate them in appropriate situations. Third impairment related cognitive process may affect writing performance. Specifically, inadequate or delayed development in listening, speaking or reading may affect writing performance since these processes share a common language base and rely on similar strategies processes involving the communication comprehension of ideas. Finally the failure to acquire specific rules and principles of spelling, grammar and writing conventions can detrimentally affect

the mechanics of writing, writing fluency and overall comprehensibility (Hayes and Flower, 1980).

Several studies (Myklebust, 1973; Wellesley, 1983) confirm that hearing impairment learners commit more punctuation and capitalization errors than normal learners. These deficiencies have been observed in terms of student s' ability to rewrite sentences containing punctuation and capitalization errors and to general error free compositions and spellings whereas other children have difficulty organizing and sequencing their ideas.

Children with written expression difficulties can find essential activities at school, such as note taking, to be insurmountable tasks. Note taking requires listening, comprehending, retaining information while continuing to process new information, and summarizing the important points into a useful format. The physical acts involved in writing notes must occur simultaneously with these cognitive processes. All of this must be accomplished with sufficient speed, automat city, and with a quality of production leading to writing legibly enough for the notes to be useful later.

Disorders of written expression often accompany reading or other learning difficulties; less research has been performed in isolated written expression problems than in other learning areas. In fact, whether written expression exists is an isolated disorder is uncertain. Not infrequently, writing is the most significant stumbling block for a child. The diagnosis of written language disorder can help point the way toward necessary treatment and support. Although individualized teaching strategies may change epigenetic gene expression and improve reading and writing during earlier stages of education, the underlying gene sequences may continue to play an etiological role for individuals with expressive writing disorder, especially as curriculum requirements increase in nature, complexity, and volume with increasing academic complexity.

The researches in the context of writing disorders are limited. In fact writing is a complex cognitive activity that requires writers to co-ordinate and regulates the use of task. This study is significant for the special education in following manners. This study will help teachers understand the problems of students with hearing impairment in class during the process of writing, especially in Urdu writing.

And professionals will also be able to access the current Urdu writing problems of students with hearing impairment in special schools with the help of this study. This study will help teachers to improve the methods used to develop the Urdu writing skills of students with hearing impairment. This study will be helpful for teachers to access the common problems in hearing impaired student during Urdu writing, which they specially doing during their performance. This study will be helpful for the correction of Urdu writing of hearing impaired students and improved their Urdu writing skills during Urdu writing performance.

### **3.Methodology**

Descriptive research was used, descriptive“Descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of subject of the study”( Gay, 1990).

#### ***3.1 Population of the study***

The population of the study was based on hearing impaired students at 5<sup>th</sup> grade age ranging from 10 to 13 years, studying in different schools of Lahore.

#### ***3.2 Sample of the study***

In the study, convenient sampling technique was used. The 50 students age ranging from 10 to 13 years studying at 5<sup>th</sup> level in different Govt., schools of Lahore.

#### ***3.3 Instrument of the study***

In the study the test was used as an instrument. The respondents were the 50 students with hearing impairment.

#### ***3.4 Research Questions***

The present study is conducted to answer these questions:

- 1: What is the current level of Urdu written expression at grade 5 HI students?
- 2: What are the problems in Urdu written expression faced by grade 5 HI students?

### **4. Data Analysis**

#### ***4.1 Data analysis and interpretation***

After the collection of data, all data were analyzed and interpreted on SPSS. Results were given in the form of percentage and table along with that crosstab were used. At the end the researchers gave some possible recommendations.

#### 4.2 The variables included as:

Dots, vocabulary, arrangement of sentences, use of straight line, preposition, spelling, pronoun, punctuation, the ability to express their thinking, combine two sentences with use of “AND”, use of “mud” (~), use of correct words, adjectives, omission, common noun and proper noun, in the test of hearing impairment students of grade 5<sup>th</sup> and entered into SPSS to know the reliability, frequency and cumulative percentage.

#### 4.3 Finding

Following are the findings of the study:

- I. Majority of hearing impaired students (64%) have vocabulary of their favorite story.
2. Majority of hearing impaired students (35%) are able to write an application for sick leave.
3. (33%) Students are able to write about their teacher.
4. (54%) Students can write the name of fruits.
5. (65%) Students can write the names of colures.
6. (23%) Students can write the name of things, which ALLAH ‘S makes as mountain, water, flowers, fruits etc.
7. (45%) of students can write an essay on “Our School”.
8. (28%) of students can write an essay on “Quaid-E-Azam”.
9. (52%) students have dots problem.
10. (64%) students have vocabulary problems.
11. (60%) students have problems in arrangement of sentences.
12. (52%) students cannot write the words of straight line.
13. (68%) students have preposition problems.
14. (84%) students have spelling problems in writing the Urdu words.
15. (84%) students have problem in pronoun, because they have not understanding about these.
16. (72%) students have punctuation problems, they didn't use (,) (.) (: ) (“ ”) ( ?) (;)
17. (76%) students skipped or omission the words during Urdu writing.
18. (60%) students have problem to write correct “MUD” (~) because their vocabulary is very short.
19. (88%) students have no ability to express their thinking.
20. (88%) students have problem combine two sentences with use of “AUR”.
21. (96%) Students have problem in use of correct words.

22. (84%) students have error in adjectives.
23. (76%) students have error in common noun and in proper noun in Urdu writing.

## 5. Conclusions

Majority of hearing impaired students are able to answer the question in their own words. It means that they have understanding of written language but because of short vocabulary they can't write by themselves. Majority of hearing impaired students are able to express their thinking in written form. If we look at the results of test it seems that the Urdu written expression of hearing impaired students are good but when we consider the meanings of Urdu written expression it doesn't mean only single word vocabulary but also creative writing. This means to write a full sentences including grammar, vocabulary or comprehension. But the students face problem in creative writing. Whereas, Urdu written expression of deaf children at elementary level should be good enough. The ability to write is a developed skill, which involves many elements. For some children acquiring this skill is difficult and challenging. Writing is the highest level of communication and is a critical skill to develop and foster. Interactive Writing incorporates many elements of writing while supporting the learner in a non-threatening way to allow the students to develop writing skills alongside a more experienced writer. This writing program did work with children who are deaf or hard of hearing in an auditory-oral program. As society's demands increase, expectations for students increase. The ability to write is a crucial skill needed to be successful. As teachers of the deaf it is important to have the ability to teach writing using multiple techniques and strategies to meet differing needs of students. Writing is yet another form of communication and gives the ability to share thoughts and idea with others; it is in fact, the ability to create meaning.

### 5.1. Recommendations

According to conclusions following recommendations are made;

- 1) Further study should be conducted with large sample size.
- 2) Teacher should develop better techniques to improve Urdu written expression of hearing impaired students and efforts should be made to provide individual attention to them.
- 3) There is need of the provision of experience, opportunities and necessities for better Urdu writing and for good academic achievement.

- 4) To increase the vocabulary of students' teacher should provide them more and more reading experience for good and better writing.
- 5) Experience is an important factor for creative writing so the teacher should provide experience that stimulates ideas to write about.
- 6) Goal of writing is to communicate ideas. Students should be encouraged to share their written work.
- 7) Teacher should avoid excessive correction of mechanical aspects of Urdu writing because too much correction may discourage the student from trying to express their own ideas in Urdu written form.
- 8) There is need to create awareness among teachers that hearing impaired children are not intellectually inferior and abilities as the normal hearing students so that they can provide better educational opportunities.
- 9) Auditory training should be given to hearing impaired students to make aware of different sound and increase their vocabulary with understanding of different things.
- 10) Teacher should be trained to reduce the communication gape between teachers and children. So, the students can express their inner feelings in a friendly atmosphere with their teachers.
- 11) Teacher should talk in full sentences, avoid the use of single word and repeat the entire sentences of it were not understand.
- 12) Teacher should explain concepts, being taught. Use visual examples whenever possible and keep terminology consistent.

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## Appendix

### Appendix –A(Test for data collection)

#### Q:1- Write an essay?

- i) My school
- ii) Quaidiazam

#### Q:2- Write an application of sick leave?

#### Q:3-

- i) Write five sentences/lines about your father?
- ii) Write five sentences/lines about your teacher?

Q:4-

- i) Write a story , “Thirsty crow”?
- ii) How many blessings Allah give us, write their names?

Q:5-

- i) Colures name?
- ii) Fruits name?
- iii) Vegetables name?
- iv) Singular and plural?

\_\_\_\_\_ نام

\_\_\_\_\_ جماعت

\_\_\_\_\_ والد کا نام

\_\_\_\_\_ سکول کا نام

\_\_\_\_\_

## Check list:

- (۱) نقطے
  - (۲) ذخیرہ
  - (۳) جملوں کی ترتیب (ہر لفظ کی ترتیب)
  - (۴) سیدھی لائن پر الفاظ کا استعمال
  - (۵) حروف اضافت (کا۔ کے۔ کی)
  - (۶) جچے (Spelling)
  - (۷) رموز و اوقاف کا استعمال (punctutaion) (!) (" ") ('') (?)
  - (۸) اسم ضمیر (میں، تم، ہم، وہ، اس کا)
  - (۹) خیال (مطلب) ماضی الضمیر
  - (۱۰) حروف عطف (دو جملوں کو ملانا "اور" کے استعمال سے۔
  - (۱۱) مد (~)
  - (۱۲) صحیح حروف کا استعمال
  - (۱۳) اسم صفت
  - (۱۴) لفظوں کو لکھنا بھول جانا (omission)
  - (۱۵) اسم معرفہ۔ اسم نکرہ
- سوال نمبر 1:

مضمون لکھیں؟

(۱) قائد اعظم محمد علی جناح

سوال نمبر 1:

(ii) میر اسکول

سوال نمبر 2:-

پرنسپل کے نام پیاری کی درخواست لکھیں؟

سوال نمبر 3:-

(i) اپنے والد / ابو کے بارے میں پانچ جملے لکھیں؟

سوال نمبر 3:-

(ii) اپنے استاد / استانی کے بارے میں پانچ جملے لکھیں؟

سوال نمبر 4:-

(i) کہانی لکھیں؟

پیا سا کو

سوال نمبر 4:-

(ii) اللہ تعالیٰ کی عطا کی ہوئی نعمتوں کے

نام لکھیں؟

سوال نمبر 5:-

(i) رنگوں کے نام لکھیں؟

سوال نمبر 5:-

(ii) پھلوں کے نام لکھیں؟

سوال نمبر 5:-

(iii) سپزیوں کے نام لکھیں؟

سوال نمبر 5:-

(iv) واحد کے جمع بنائیں؟

واحد	جمع
پرنده	
پتا	
بسته	
لڑکا	
گھوڑا	
کوا	

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