

CHAPTER FIVE

USING MEDIATED LEARNING EXPERIENCES (SIGN LANGUAGE) FOR TEACHING CHILDREN WITH HEARING IMPAIRMENT IN PRIMARY SCHOOL

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Introduction

Mediated learning experience is a quality of human environmental interactions (sign language) which is much more than a simple pedagogical model for the shaping of cognitive process as a product of cultural, social and media transmission. Mediated learning experience enriches the interaction between children and their environment with ingredients that do not pertain to the immediate situation but belong to a world of meanings and intentions derived from generations of culturally transmitted attitudes, values, goal, and means. Mediated learning experience has two forms of interaction: first, learning can occur through interaction between the learner and some environmental learning factors, like books and laboratories, secondary, it can also change direct learning by having the mediator intercede between the learner and environmental factors. Mediated learning experiences help the learner interact more productively with learning materials and then interpret response and modify response to increase the understanding of children with hearing impairment.

Mediated learning experiences are especially relevant in situations where the student does not know how to accept the material, cannot identify its meaning, or does not know how to respond. Borsun (2019) said that approach helps the learner interact more efficiently and effectively with the learning materials when the mediator interprets and modifies the learner's responses and increase their understanding. The aim of mediated learning experiences is to help students with hearing loss who come to school unprepared or lack the necessary language to effectively communicate and participate in class activities. Furthermore, it helps children to understand what it is or has happened, what this means, and how to deal with the event.

Mediated learning occurs whenever individuals deliberately place themselves between external or internal stimuli and then transmits the stimuli in a particular way to somebody who serve as the receptor. To distinguish between mediated learning experience is that the intent of the mediator, the caregiver, the teacher, or whoever is in charge of the interaction focuses their attention toward the learner in some particular thing. For example, if a child picks up a ball, the mediator would help the child to look at some part of the object or see

some cause and effect- such as the way one can make a ball spin when you turn it in a certain way

Hearing loss is more likely to result in fundamental difficulties with accessing spoken language, which in most academic contexts is the primary mode of instruction and knowledge. Significant academic progress of children with hearing loss is more likely to occur in settings where the curriculum and instruction are communicatively accessible, uniquely designed, and delivered by individuals who have highly specialized skills to address the needs of children with hearing impairment. The ease of identifying children with hearing loss is related to the degree of hearing loss and its age at onset. Those children with severe losses are more easily recognized, while those with mild losses may go unrecognized for many years. Therefore, stakeholders in this field should be aware of certain indicators of possible hearing loss and refer children who show these signs for comprehensive assessment (Feuersteins, 2019)

Children with post-lingual and pre-lingual hearing impairment are the age or time the hearing loss occurred. Hearing impairment is the generic term used to describe any level of hearing loss, which ranged from mild to profound. Fagunson (2020) ascribed that deafness is a hearing loss which seem to be profound in nature, lastly he notes that hard of hearing describes an individual who has hearing loss, but unable to use the auditory channel as the primary mode for perceiving and monitoring speech or acquiring language. Different factors led to hearing impairments. These include; generic causes, developmental anomalies and toxic reaction to drugs.

Steward (2017) opined that hearing impairment is a hidden disability and when observed cannot tell from looking at physical features alone that a person's hearing is impaired. Children with hearing disabilities pose a variety of challenges to the teachers in varying level of instructions. These numbers are increasing and relatively few students with pre-lingual lingual hearing loss are educated alongside hearing counterpart. And when these children are placed in classrooms alongside with the so called normal peers in a normal class, they need major accommodation in terms of supportive services, for example, (an interpreter). Smith (2018) depicts that communication became a daily challenge to them. And to address the problem of teaching children with hearing impairment, an instructional teachers need to seek assistance from other professionals outside the domain of special education in order to help the person know other variables that are quite predominant for the teaching of children with communication challenges.

Owobi (2020) pointed out that hearing impairment is a special needs condition that affects the whole organization of personality of the affected most especially when it occurs much later in a person's life. It is also a full or partial loss of the ability to detect sounds. here are teaching methods that are impossible to be used in the case of teaching children with hearing impairment like teacher who faces the challenge of teaching children with hearing impairment should bear in

mind the specificity of the task and the peculiarities of the type of children they are going to interact with.

The thesis statement of this discussion includes the following:

1. Philosophy of Mediated Learning Experiences.
2. Significance of Sign Language Interpretation
3. Types of Mediated Learning Experiences
4. Mediated Learning Support services
5. Suggestions
6. Conclusion

Philosophy of Mediated Learning Experiences

The interpreting profession requires continual development of oneself, intellectually, culturally and socially. The role of an interpreter is ever changing and evolving along with sign language. As an interpreter, one must be flexible and able to adapt to each deaf individual's language mode. The ultimate goal is to facilitate communication for all consumers, deaf and hearing. One must always be aware of his own abilities and limitations, keeping in mind that the person may not be a language match for all consumers but constantly learning and improving their skill. Preserving deaf culture is the responsibility of all users of sign language. Therefore, one needs to use hearing privilege and influence at any opportunity to educate others about the oppressive behaviours that many deaf people experience, sometimes unknowingly.

Baker, and Cokely, (2022) pointed out that the demands for mediated Learning Experiences were born from and deepened by the deaf rights movement, which confronted a society that was mainly concerned with spoken language and dismissed signed language. And that the acquisition and transmission of information, interpersonal communications, and the operation of various systems in society are predicated upon the ability to hear. The inadequacy of social measures to guarantee equality between the deaf and hearing people has caused various difficulties for the deaf, such as disadvantages in daily life and the lack of opportunities for education in sign language, showing how our country has left the resolution of these problems to the efforts of individual deaf people themselves. In addition, the social consciousness that produces eugenic thought and the principle of inferior treatment has become a barrier to the realization of equality.

The deaf rights movement, the sign language interpretation movement, and the sign language movement have played a major role in realizing a mature society in which everyone can live with equality. Learning from movements to create a society where each individual is valued, let's think afresh about the philosophy and practice of sign language interpreting in light of the threefold disabilities of the "deaf" namely, rejection of sign language, exclusion due to disability, and difficulties of daily living. Inferior treatment is the principle that relief shall be provided to ensure a standard of living that does not exceed that of the poorest workers who earn their livelihoods. The philosophy of

sign language interpreting, is to break down the barriers that stand in the way, starting with the language barrier, this will strive to give clear and concise interpretations. It will always keep an open mind and open heart by understanding that the interpreting profession requires continual development of oneself, intellectually, culturally and socially.

Significance of Sign Language Interpretation

As sign language interpreter works to translate spoken language to sign language, and vice versa, this help to bridge the communication gap between a hearing person and person with hearing impairment to ensure fair and equal accessibility. The purpose to providing an interpreter is to allow hearing, deaf and hard of hearing people equal access to information and interactions. Sign language interpreters have firm understanding of interpretation, which allows them to establish and develop strong communication with the other individual. Sign language interpreters serve as accountable professionals that are trying to ensure that the conversation is robust, and the message is conveyed the way it was intended.

Another very important of sign language interpreting is that, it promote better awareness of and sensitivity to the deaf and hard of hearing community. And also, as someone proficient in American Sign Language (ASL) help the person to develop a strong appreciation for deaf culture, and promote the understanding and acceptance of the language among others. If sign language is the bridge that connects individuals to the world of those who have and impaired hearing or verbal ability. An array of gestures made using hands, fingers, arms, head and also facial expression; which also helps the deaf and dumb to communicate with the people around them and vice versa (Cokely, 1917).

American sign language (ASL) IS growing in popularity and it's the primary language of the deaf and hard of hearing in the United State of American USA. Its popularity has also expanded to other countries around the World. Also, the manual sign language in sign languages is generated and interpreted using three basic building blocks: handshape, motion, and place of articulation. When combined, these three components (together with palm orientation) uniquely determine the meaning of the manual sign.

Types of Mediated Learning Experiences.

Greenbeg (2020) categorized mediated learning experiences into types:

Direct exposure

In this type, children with hearing impairment learn confidently through direct exposure, and also is the process in which children with hearing impairment learn through direct interaction with the environment which presents one mode of human learning however, does not detail much of the variability in cognitive development of individuals. This type can be achieved only after a good foundation of mediated learning experiences has been impacted.

Indirect Exposure

For intervention to take place in this type of mediated learning experiences, the caregiver, parent, teacher, peer, etc interposes between the stimuli and the learner. That this intervention is termed “mediation” and the mediator modifies a set of stimuli by effecting qualities of intensity, context, frequency, and order, at the same time arouses the child sensitivity. Suggests. The aim of this may also include; having an objective for the interaction, something that something that occur, and one is moving toward and is mutually understood as important in the life of the children. It also involves the Systematic applying the interaction in a thoughtful, organized, and oriented way, so that it contains elements of skill and experience for the child that is understood at some level. The author said that, people learn simply through direct exposure to the environment, also children with hearing impairment especially those with learning difficulties need someone to intervene and stimulate their capacity to learn from and shape their environment.

Transliterating

This is when the translator listens to spoken message and signs it in a way that closely approximates message to make meaning to the persons with hearing loss.

Interpreting

This is when the interpreter listens to spoken message, then interpret it into American Sign Language (ASL) which has its own grammar and syntax to make meaning. However, the interpreter is also to interpret from the persons with hearing impairment to the hearing members of the persons in a given setting. Speech that intelligible to most listeners. Others may have intelligible speech but feel uncomfortable using it publicly; instead they may choose to express themselves using sign language, while relying on the interpreter to translate the signed message into spoken message.

Mediated Learning Support Services

There are so many mediated learning support services needed for the instruction of children with hearing impairment both in special and regular schools. These Mediated learning support services are those services rendered by a third party in the education of children with hearing impairment. One of the most salient characteristics of learning in which children with hearing impairment engage on. In this approach, the third party provide access to information and provides a little direct communication between teachers and the child in their class through interpreting and other forms of services

Interpreter(s)

This is one of the vital support services for children with hearing impairment in special education segment. Brett (2018) suggests that for any meaningful education to be effective for children with hearing impairment in special school or

regular school setting, teachers or sign language interpreter must be skilled in their sign language.

Real -Time Captioning

Real-time captioning is a good way of assisting children with hearing impairment in special education setting. It is the process whereby children with hearing impairment can compare the written notes taken and signing. The method aids the child in assimilating what the meaning of what has been interpreted for them.

Collaborating with Occupational Therapist.

In recent time, occupational therapy has shifted from the conventional model of "Pul Out" therapy to an integrated model where the therapy takes place within a school or classroom. In this process, the occupational therapist focused intervention on meeting the needs of the children receiving special education. For example, occupational therapy group participants typically involved two to three students with special needs in developing classroom peers

Tutoring

Tutoring is one of the mediated learning support services that can assist children with hearing impairment to better understand class teaching in a special school setting. This can be carried out by experienced persons in the education of children with hearing impairment. In this approach, children with hearing impairment seeks for tutoring from interpreters to improve their course grades and study skills, to improve their understanding of lectures, to enhance their reading and writing skills, and to clarify their class notes.

Note Taker

As is often very difficult to lip-read a speaker or follow an interpreter while at the same time taking notes, therefore, the role of s note takers is very important for the enhancement of academic performance of children with hearing impairment in special education setting. This is because most children with hearing impairment are distracted with note taking and at same time paying attention to class teaching and interpreting. A note taker need to sit next to child with hearing impairment to take note of lecture being taking. A professional note-takers should be able to take note down almost the whole lecture and this has to follow the instructions of the children with hearing impairment about what should be included or excluded.

Conclusion

Mediated learning experience enhances the enrichments of the interaction between children with hearing impairment and the particular environment in which they belong. This is derived from generations of culturally transmitted attitudes, values, goal, and means. Mediated learning experience help children with hearing impairment be able to overcome learning blocks, and awaken their process of learning were the link between these also encourages education and economic growth. Children with hearing impairment when expose to mediated learning experience have a quicker ability to develop academic skills, not only that

it also enhances their productivity and provides them the essential understanding for other aspect of economic growth.

For an effective enhancement of mediated learning experience, the of role of interpreters within the institution of learning cannot be overemphasized. The interpreters facilitate communication between hearing impaired and hearing individuals in such environment to include both academic and extracurricular activities.

supportive services need to be render to individuals with these language limitation, and to be able to carry out this adequately, most salient characteristics of learning in which student with hearing impairment do in most special schools which is the children independence on a third party to provide access to information need not be neglected as information is been received by persons with hearing not only through interpreting but also other forms of services.

Suggestions

1. Government should ensure that teachers teaching children with hearing impairment are train in the area of interpreting to help them improve their sign language proficiency.
2. The employment of individuals in both special and regular educational setting should be based on their skill in sign language interpreting.
3. Sign language interpreters should be place in all classes to interpret teaching and learning.
4. Schools should organize workshop regularly to enhance the acquisition of sign language interpreting skills.

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