

**ENHANCING PHONOLOGICAL AWARENESS OF THE
CHILDREN WITH MENTAL RETARDATION WITH
THE LOCALLY AVAILABLE MATERIALS AND
RESOURCES**



Arfah Tubassam

ID# 090893014

**DEPARTMENT OF EDUCATION
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES
University of Management and Technology
Lahore**

2014

**ENHANCING PHONOLOGICAL AWARENESS OF THE
CHILDREN WITH MENTAL RETARDATION WITH
THE LOCALLY AVAILABLE MATERIALS AND
RESOURCES**



Arfah Tubassam

ID# 090893014

**A thesis submitted in partial fulfillment of the requirements
for the Degree of M. Phil in Education
in the
Department of Education
School of Social Sciences and Humanities
University of Management and Technology
Lahore**

Acknowledgements

My appreciation is extended to many people who assisted me in the various stages of this research. I am grateful to the teachers mentally retarded children who participated in this programme and made this study possible. Special thanks goes to Dr. Naseer ud Din supervisor of my thesis, for his motivating guidance. He combines the qualities of an excellent teacher and amiable human being. He was not just a supervisor in the traditional sense but a true mentor who guided me in every stage of this dissertation. He was very accessible, understanding and encouraging. Working with him was a great learning experience which I will always treasure in my life.

Many thanks to head of department Dr. Abdul Hameed. I am thankful to my family especially to my beloved parents, for their support, encouragement, understanding and patience.

A.T

Abstract

An educational program for the mentally retarded children of the Special Education Center of Daska City was implemented and evaluated. This study was intended to determine whether a program implemented by researcher could succeed in: (a) helping mentally retarded children to enhance their phonological awareness and (b) producing positive changes in the learning of language development of these students.

Sixteen mentally retarded children were selected from the population of children attending the Special Education Centre, Daska City (Pakistan). Check list was used to collect the data. Goal attainment scale was used to measure goals achieved by each student. Pre-post test comparisons were made of the number of goals achieved by the children receiving the intervention. Results indicated that the children's goal attainment changed positively and significantly from the pre-test to the post-test.

Table of Contents

Chapter	Topic	Page No
1.	Introduction to the Study.....	1-7
	Background of the study	1-2
	Statement of the problem	3
	Objectives of the study	3
	Significance of the study	3-4
	Research methodology	4-5
	Research Design	4
	Population of the study	4
	Sample of the study	4
	Instrument of the study	4-5
	Procedure of the study	5
	Limitations of the Study	5-6
	Delimitations of the Study	6

2. Review of the Related Literature	7-39
Introduction to Mental Retardation	7-10
Significance of Mental Retardation.	10
Prevalence of Mental Retardation	11-12
Types of Mental Retardation according to the Level of Support.	12-13
Symptoms of Mental Retardation	13-14
Teaching and intervention of students with Mental Retardation.	14-15
Some suggestion to teach the students with mental retardation	15-17
Prevention to Mental Retardation	17
Language and communication	17-19
Determining factors of language development	19-20

Social aspect	19
Perceptual aspect	19
Cognitive processes	21
Conceptual aspect	20
Linguistic aspects	20
Phonological Awareness and its relationship with language development.	21
Why is phonological awareness important in language development? ...	21-26
Phonological awareness and children with Mental Retardation.	26-27
Reception	27
Expression	27
Phonology	27
Grammar	27
Morphology	27
Semantics	28
Pragmatics	28

Pre-linguistic Development:.....	28
Vocal Development	28
Social-Communicative Development:.....	29-30
Semantic Development	30-31
Phonological Development	32-33
Early Grammar	33
Pragmatic Development	33-34
Speech acts in children with Mental Retardation.....	34
Conversational abilities	34-35
Techniques of teaching phonological skills to Children with mental retardation	36-37
Assistive technologies	37-38
Summary.....	38
3. Methodology.....	39-42
Type of the Research	39
Population of the study	39
Sample of the study	39-40

Table of Frequency distribution of the gender	40
Table of Frequency distribution of the age.	40
Instruments of the study	40-41
Checklist	41
Procedures of the Program Implementation	41-42
4. Analysis of Data and Results	43-65
Results of Goals of Pre test	43
Tables of pre-test	43-51
Results of Goals of Post test	52
Tables of Post-Test.	52-61
Comparison of pre-test and post-test	62
Tables of comparison of Pre-Test and Post-Test.	62
Table showing the number of goals attained by each student. . . .	63-65
Table showing Goals achieved by maximum number of students. .65	
5. Summary, Findings, Discussion, Recommendations	66-71
Summary	66-67

Major Findings.	67-69
Discussion of the study.	69-70
Recommendations for Future Research	70-71
6. Bibliography	72-77
7. Appendices	78-95
Appendix A	78-81
Appendix B	82
Appendix C	83-95