

**Analysis of common error in written language of 8th grade student
with hearing impairment (h.i).**



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**Submitted in partial fulfillment of the requirements for the degree of
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Abstract

Hearing Impairment is an inadequate or aggregate failure to listen (encyclopedia Britannica). The typical meaning of a hearing deficiency is any decreasing of an individual's capacity to hear. Hearing issues influenced the capacity of learners to learn spoken language and in adults it can ground work related problems. Another feature of hearing is speech perception includes the apparent articulacy of a word as opposed to the adequacy of sound created by the word (Giddens, 2009). Children with hearing loss confront a diversity of developmental challenges in the areas of language and literacy (Kilpatrick, 2015). Literacy is usually comprehended as the talent to write, read and calculating (Merriam-Webster). A person's literacy is subject to his or her advancement of language. Language is the only way by which people store learning, exchange it to the individuals to come and burden all phases of time (Jindal and Syal, 1999). Language is the medium or path by which ideas are generated while reading and writing. Consideration about the internal features of written language and what must be thought about these attributes for the successful and productive utilization of language to occur is frequently neglected (Schmitz & Keenan, 2004). There are extensive variety of factors that influence something as broad as writing and they can't all dependably be contemplated was likewise found that written work of a hearing impaired student's has tendency to consistently reveal a production of thoughts, yet inability to absolutely produce or build up supposed thoughts because of an nonexistence of semantic and syntactic abilities (Dostal & Wolbers, 2014). The most perplexing and troublesome task for all students either hearing or hearing impaired to be master is writing. This study looked at 'Error Analysis' in the written Urdu language of students with hearing impairment of 8th grade. A writing test based on common writing errors in main features of linguistic i.e. phonology, semantic, syntax and forms of errors (e.g., omission, insertion, substitution) was developed, validated through expert opinion and pilot tested on small scale after which it was administered on the research sample conveniently selected 100 8th grade students with hearing impairment. The responses were organized, tabulated and entered and descriptive and inferential statistical analyses were used to answer different research questions. On the basis of analysis, it is found that all types of Phonological errors (Omission, Substitution and Addition) are the most occurring Errors, whereas semantics and syntactical errors were of lesser magnitude. Further analysis revealed that all type of errors was not affected by gender. Semantic errors were highly related to both Phonological and Syntax errors.

Keywords: SWHI, Phonological, Semantic, Syntax, Omission, Addition, Substitution

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Appendix A

List of Institutions

Sr	Institute
1	Anayat foundation acadmy for deaf, lhr
2	Govt deaf & Defective Hearing model girls scool, chuburji
3	Hamza Foundation Acadmy for the Deaf, lhr
4	National Special Education Center, Joher Town
5	Govt Higher Secondary School for H.I. Sahiwal
6	Govt Secondary School for H.I.Kasur
7	Govt Special Education Center, Chunian
8	Govt Secondary School For H.I.Okara
9	Govt Special Education Center, Deepalpur
10	Govt Secondary School for H.I. Pakpatan

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CHAPTER I

INTRODUCTION

Hearing Impairment is an inadequate or aggregate failure to listen (Encyclopedia Britannica). Hard of hearing and hearing impaired both terms are typically used for individuals who have comparative dimness to hear in the discourse frequencies. The seriousness of a hearing misfortune is sorted by the expansion in volume over the typical point fundamental prior to the audience be able to identify sound (J.M. Lasak, P.Allen, T.McVay, D.Lewis , Mar 2014).