

**DEVELOPING READING SKILLS OF STUDENTS WITH HEARING  
IMPAIRMENT BY USING SIGN LANGUAGE STORIES**

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**DEPARTMENT OF EDUCATION  
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LAHORE**

**DEVELOPING READING SKILLS OF STUDENTS WITH HEARING**

# IMPAIRMENT BY USING SIGN LANGUAGE STORIES

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EDUCATION**

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

I, Hafiz Muhammad Afzaal S/O Muhammad Sardar, ID # 15005189003  
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hereby solemnly declare that the thesis entitled, "Developing Reading Skills of

Students with Hearing Impairment by Using Sign Language Stories” submitted by me in partial fulfillment for the requirement of the degree of M. Phil in Special Education is my original work, it has not been submitted or published earlier and not in the future submitted by me for obtaining any degree from this or any other University or institution.

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### **Forwarding Sheet**

This thesis titled “Developing Reading Skills of Students with Hearing Impairment by Using Sign Language Stories” by Hafiz Muhammad Afzaal ID:15005189003 in partial fulfillment of the Master of Philosophy Degree in Special Education, Department of Education, University of Management and Technology, has been completed under my supervision and guidance. I am fully satisfied with quality of the student's research work.

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**H.M.A**

## **Abstract**

Reading development is the basic component of getting education. Where students with hearing impairment are troubled about their education, there they have a great problem about their reading. Reading development is the basic need for the all students especially students with hearing impairment who lack in reading development. Researcher used true experimental research design to conduct study. The population of the study were students with hearing impairment. The sample was selected randomly for this research and district Lahore was selected for this purpose. A sample of the study was consist of 20 students with hearing impairment of class 7<sup>th</sup> having sever to profound degree of hearing loss who were selected randomly. Ten students were selected for the control group and ten students were selected for the experimental group. These two groups were homogeneous in nature so, the results of both groups can be easily compared. Experimental group was taught by the strategy of sign language stories as well as control group was taught by traditional method. Two instruments were used to see the reading development of the students with hearing impairment before and after the treatment. Data was analyzed and independent sample t-test & paired sample t-test were used to compare the results of both groups. There was a statistical significant difference in the pre-test and post-test of experimental group whereas there was no statistical significant difference in the results of control group. Researcher founded that teaching through sign language stories has a great effect on the reading development of the students with hearing impairment. Researcher recommended that the reading skills of the students with hearing impairment can be increased through the use of sign language stories.

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### **List of Abbreviations**

ASL	American Sign Language
CI	Cochlear Implant
DHH	Deaf & Hard of Hearing
ES	English Signing
ELU	Ease of Language Understanding center
LCNDEC	Laurent Clerc National Deaf Education Center
M	Mean
MD	Mean Difference
NAEP	National Association Education Progress
NMM	Non-Manual Markers
NRP	National Reading Panel
NELP	National Early Literacy Panel
NMM	Non-Manual Markers
NDCS	National Deaf Children Society
NRP	National Reading Panel
PIRLS	Progress in International Reading Literacy Study
PSL	Pakistan Sign Language
RC	Reading Comprehension
SE	Signed English
SEE	Signed Exact English
SWHI	Students with Hearing Impairment
SEE	Seeing Essential English
SLP	Speech Language Pathology
SD	Standard Deviation

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# **CHAPTER I**

## **Introduction**

Education is the fundamental right of every person who live in this world. Deaf community is also a major part of our society and the education is also the fundamental right of the deaf persons. Education of the deaf students is much more difficult than ordinary students in the world and reading comprehension is very difficult especially for them. Students with hearing impairment (SWHI) or hard of hearing mostly fight to develop critical literacy abilities. Reading comprehension is the one from other much complicated skills. The reading capabilities of numerous deaf children interval numerous years at the back of the ones of hearing children and there is a requirement for knowing the reading difficulties and put in forcing influential examining help strategies in this populace (Staden, 2013).