Visual materials and their presentation in teaching English to hearing impaired students

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Abstract

This article presents the results of consideration and study of the requirements for the level of professional training of a modern teacher, which allowed to develop a model for preparing a teacher for communicating with students with hearing impairments using foreign language tools and technology for its implementation, through visual materials.

Schemes and diagrams illustrating grammar were used in different groups. The results were compared after the final control. Better efficiency was registered in the groups of adult men learners. University girls students showed much better understanding of the illustrated materials when sign models were used as the instrument of explanation. Young children have good memory but they do not have sufficient logical apparatus. Films and multimedia can be successfully used in groups of young learners but not complex models and schemes. They should be reserved for adults. University students can grasp the main idea of modeling in general and individual model construction. Models can help them to understand and memorize difficult grammar issues. Sign models illustrating grammar are the most useful teaching instrument for the university groups of hearing impaired students. Visual materials in teaching English to hearing impaired students are very important.

Introduction

In the second half of the twentieth century, a period of much major social change, including the rise of the feminist movement, gender studies gradually become more intense, especially in English-speaking countries (UK, US) and Germany, with the result that in linguistics there was a kind of line, called feminist linguistics, or feminist criticism of the language. The fundamental work in this direction was the book of R. Lakoff, "Language and woman's place" [Mayer, 2000, c.165-184], which is an anthropocentric system of language and defectiveness of the image of women in the picture of the world reproduced in language. To the specifics of feminist criticism of the language will carry its strongly pronounced polemic imperative, the use of linguistic analysis of the language of matter to various areas of human knowledge (anthropology, history, psychology, sociology, physiology, Ethnography, etc.), and some influence on language policy [Lakoff, 1989, c.35-46].

Main part

Any foreign language, although being classified in the pedagogical literature among the general disciplines, is very different from other academic subjects. Specificity of teaching this subject is itsspeech pattern. Hearing impaired students usually havevarying degrees of speech hypoplasia. Hearing impairments can vary from someone who is slightly hard of hearing to those who are profoundly deaf. The specificity of foreign language teaching at the university level to hearing-impaired students may be seen in the types of classroom activities, in the methods of materials presentation and methods of control. Education of hearing impaired students in the English language is based on the synthesis methodsused in teaching the native language in case of poor hearing and teaching a foreign language in case of normal hearing.

The hearing science (surdopedagogy) theory shows great interest in the links between the mastery of a mother language at a hearing deficiency and mastery of a foreign language with normal hearing. The similarity between these processes is based on the fact that both processes are organized specifically for language teaching.

It should be noted that native language methodscould be effectively used in teaching the English language. It can help to remember the pronunciation of foreign words better. Russian sign language should be used together with the English language of characters, when students are asked to say the word in English.Starting to learn a foreign language, hearing-impairedstudents have some experience in learning the language at the hearing-impaired function. These skillsare necessary to learn a new language. One of the mostimportant tasks in the methodology and organization of the foreign language learning process is to create the best conditions for the use of these skills. Thuslearning process efficiency can be greatly increased.

The main factors of effective English language teaching are the following: sufficient training time, reasonable pace of language learning that should be suitable for hearing-impaired students, special presentation of teaching materials. It is necessary to obtain feedback from hearing-impaired students at every opportunity as an indicator of their level of understanding.

For obvious reasons one cannot use the existingtechniques used in teaching individuals with normal hearing directly for teaching students with hearingdisorders. Very often, the impaired student can show a gap in vocabulary growth, complex sentence comprehension and construction, and in concept formation as compared to students with normal hearing. It is necessary to write all homework assignments, class instructions, and other important information on the blackboard. It is not possible to

talk while writing on the board [Watkins, 2004, c.165].

Phonetic exercises are very important to improve pronunciation and phonetic charge aimed at the development of the vocal apparatus should be used atthe English language lessons properly. It should bebased on current lexical and grammatical material.

Educational games and entertaining exercises are very important to motivate learners. Role playing and interactive techniques can be widely used in improvingdialogical speech. Small groups of two or three students in «teacher-student» situation with changingpositions can be very useful [Santas, 2009].

Visual perception is very important in educational process for these students but English material perceived differently them. The use of visual aids is most helpful since vision is the student's primary means of receiving information. Besides, students can become bored sitting in a classroom for hours. Teaching aids can provide some break for all students. Films are a good option especially if students can use the subtitles. They can listen and read everything in the movie. Lately computers have become a very useful tool. Different types of schemes, tables and diagrams can be shown on the screen. They are very import antwhile explaining grammar [Moss, 2015, c.30].

Conclusion

Schemes and diagrams illustrating grammar were used in different groups. The results were compared after the final control. Better efficiency was registered in the groups of adult men learners. University girlsstudents showed much better understanding of the illustrated materials when sign models were used as the instrument of explanation. Young children have good memory but they do not have sufficient logical apparatus. Films and multimedia can be successfully used in groups of young learners but not complex models and schemes. They should be reserved for adults. University students can grasp the main idea of modeling in general and individual model construction.Models can help them to understand and memorizedifficult grammar issues. Sign models illustrating grammar are the most useful teaching instrument for the university groups of hearing impaired students.

Visual materials in teaching English to hearing impaired students are very important.

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Визуальные материалы и их презентация в обучении английскому языку студентов с нарушениями слуха

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Аннотация

В данной статье представлены результаты рассмотрения и изучения требований к уровню профессиональной подготовки современного преподавателя, позволившие разработать модель подготовки учителя к общению со студентами с нарушениями слуха средствами иностранного языка и технологию ее реализации посредством применения визуальных материалов.

В работе обобщены результаты применения схем и диаграмм, иллюстрирующие грамматику. Результаты использования данных педагогических технологий в разных группах сравнивались после окончательного контроля. Лучшая эффективность была зарегистрирована в группах обучающихся - взрослых мужчин. Студентки университета показали гораздо лучшее понимание иллюстрированных материалов, когда в качестве инструмента объяснения использовались модели знаков. В работе показано, что у маленьких детей хорошая память, но у них нет достаточного логического аппарата. Фильмы и мультимедиа могут успешно использоваться в группах молодых учеников, но не в сложных моделях и схемах. Студенты университета могут понять основную идею моделирования в целом и индивидуального построения модели. В работе показано, что модели могут помочь им понять и запомнить сложные грамматические проблемы. Модели знаков, иллюстрирующие грамматику, являются наиболее полезным учебным пособием для университетских групп студентов с нарушениями слуха. В заключении был сделан вывод о том, что визуальные материалы при обучении английскому языку учащихся с нарушениями слуха очень важны.

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