

Knowledge and Practices on Classroom Strategies Used by Primary School Teachers of Selected Schools for the Hearing Impaired in Western Province

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The objectives of the study were to determine teachers' knowledge about the classroom strategies and the needs of children who are deaf and the way in which classroom strategies are practiced for the children who are deaf. Data for this descriptive-quantitative study was gathered through a self-administered questionnaire that included statements on instructional strategies, visual strategies, environmental strategies and technological methods. Fifty-one primary school teachers rated their knowledge and practices of these strategies on a five-point Likert scale. Majority of the participants knew about instructional and visual strategies (98% and 94.1% respectively). Interestingly, about 50% of the participants practiced instructional, visual and environmental strategies in their teaching. The least known strategy was technological methods (21.6%), however about 50% of the teachers had students who wore hearing aids. Research studies by Reich & Lavay, 2009; Berndsen & Luckner, 2012 and Schultz et al. 2013 stated that visual and technological supports are important to facilitate learning for children with hearing impairment. Information and education on learning support strategies for hearing impaired children with amplification devices were reported as a skill area that teachers require input on with regards to teaching practices. It is possible to conclude that there is a strong need to promote the use of technological methods along with visual and instructional strategies and environmental modifications. Therefore, primary school teachers in schools for the hearing impaired should be given regular training and the schools should be provided with adequate physical resources in order to ensure successful implementation of these strategies.

Keywords: Classroom strategies, Knowledge, Practices, Primary school teachers