Teacher Strategies in Shared Reading for Children with Hearing Impairment

Ümit GİRGİN[*]

Abstract

Problem Statement: Utilization of shared reading practice in hearing impaired children's literacy instruction may yield quite beneficial. However an investigation of Turkish literature revealed no studies regarding application of shared reading within elementary settings for hearing or hearing-impaired children. Furthermore international literature is considered rather limited. Rigorous investigations of these practices especially within phonic based literacy instruction settings are needed.

Purpose of Study: This paper will respond to following questions in order to exert preparation and application of shared reading for children with hearing impairment. a) What is the importance and frequency of shared reading activities in syllabus? b) What preparations are needed for shared reading activities? c) How should teacher read a storybook with class?

Methods: This research is a case study. Among examined variables are properties of storybooks; feasibility of storybook reading in class with regard to instructional aims; application process; required optimization in this process. Two experienced instructors and seven hearing impaired children participated in this research. Data sources of this research are video records from group and personal activities, instruction plans, evaluation files, chilren's literacy development files, clipboards, records from family interviews and weekly expert panels.

Findings and Results: Storybook reading is among the suggested procedures for Turkish instruction. Stories offered in Teachers' Manual for Turkish Instruction are not suitable for hearing impaired children's reading levels. Several preparations and precautions are needed before applying and during application of shared reading for hearing impaired children.

---

[*] Prof. Dr., Anadolu University, Faculty of Education, Turkey. E-mail: ugirgin@anadolu.edu.tr

Conclusions and Recommendations: Text is the most important element in shared reading. Teachers should determine the language levels of children and tweak the text for children if needed. Furthermore stories should be engaging and include repetitive elements in order to facilitate reading and support children's motivation.

Keywords: Hearing impaired children, phonic based sentence method, reading strategies, shared reading

Children with hearing impairment are known to face some problems while developing receiver and expressive language skills. These problems are followed by literacy learning problems. Some known examples of these problems are reading comprehension problems, retelling problems, determining question – answer relationships, defining important information within text and expressing thoughts with text (Girgin, 1999, 2006; Karasu, Girgin & Uzuner, 2012; Karasu & Girgin, 2007; Paul, 1998; Quigley & Paul, 1995; Schirmer, 2000). However, recent advancements in hearing instrument and cochlear implant technologies allow children with hearing impairment to catch up their normal hearing counterparts in terms of reading skills (Geers, 2002; 2003; Geers, Brenner, Nicholas, Tye-Murray & Tobey, 2003; Moog, 2002; Spencer, Tomblin & Gantz, 1997; Spencer, Barker & Tomblin, 2003; Tomblin, Spencer & Gantz, 2000). Success of these treatments depends on early cochlear implant application (Connor & Zwolan, 2004; Geers & Brenner, 2004; Johnson & Goswami, 2010; Kyle & Haris, 2010) and, appropriate hearing and speaking instruction within a natural educational context (Geers, 2002; Geers et.al., 2003; Trezek, Wang, Woods, Gampp & Paul, 2007). Since literacy is a crucial skill for learning, it is an essential part of academic achievement and development. Stories undertake important roles in children's literacy skill development. Stories support language development through helping children comprehend question-answer relationships and story structures (Adams, 1990; Schirmer, 2000; Luckner & Handley, 2008).

Story listening and retelling is an important language skill for reading, reading comprehension and academic achievement. Children are expected to retell and share stories they had read or listened since preschool ages. These activities support strategies related to listening, sound-character relations, vocabulary, syntax and writing (Ukrainetz, Cooney, Dyer, Kysar & Haris 2000; Senechal & Cornell, 1993, Lonigan, Anthony, Bloomfield, Dyer & Samwel, 1999; Hargrave & Senechal, 2000; Bellon & Oglftree, 2000; Wasik & Bond, 2001). Related literature also underlines the common ground between spoken and written language (Resenhouse, Feitelson, Kito & Goldstein, 1997).

Reading stories aloud in classroom (A.K.A. shared reading) is known to support children's reading skills developments. Teachers can use shared reading as ealy as preschool years or first years of elementary education. Shared reading emphasises meaning and support children in word recognition (Reutzel & Cooper, 1996; Rees, Raisan, Jones, Pugh, Sinclair, Dewsbuny & Lambert, 1997). Literature stresses that shared reading supports children in improving vocabulary, worldview, listening and

reading comprehension skills. Thus, facilitates changes in children's attitudes regarding books and reading (Rosenhouse, Feitelson & Goldstein, 1997; Senechal & Cornell, 1993; Lonigan et.al., 1999).

In a shared reading session, teachers use storybooks and instructional strategies that develop language, reading and writing skills. Reading storybooks with repetitive events exaggerate positive consequences of shared reading activities. This activity is particularly beneficial for children with language development and reading problems (Al Otaiba, 2004, Bellon & Oglftree, 2000; Hoggan & Strong, 1994; Luckner & Handley, 2008). Teachers should use books containing predictable events and lovely poems/rhymes in shared reading activities for novice readers. Illustrations within these books should support the text and storyline (Reutzel & Co-oper, 1996).

Literacy instruction held with phonic based approaches supports hearing and hearing impaired children's literacy skills developments (Ehri, Nunes, Stahl & Williamws, 2001; Gaswami, 2005; Trezek & Malmaren, 2005; Trezek & Wang, 2006; National Reading Panel, 2000; Bald, 2007; Griffith & Olson, 1992). Literature underlines the importance of utilizing interesting and enjoyable stories within phonic based approaches in order to engage children and support their reading comprehension (Harp & Brewer, 2007; Bald, 2007). Teachers use popular, interesting and predictable stories within shared reading sessions (Klesius & Griffith, 1996). This helps children in developing skills like prediction, relation, comprehending question-answer relations, language development, and vocabulary (Jimenez, 2006; Rosenhouse et.al., 1997). Therefore shared reading is an important in-class activity for phonic based literacy instruction.

An analysis of literature reveals that, shared reading is frequently utilized within preschool settings for children between 5-6 ages. Some major results from prior implementations of shared reading are as follows; children can end up with creating their own stories at the end of shared reading implemetations (Owens & Robinson, 1997); children's oral participation stimulated by one-to-one studies with teachers (Morrow, 1998); children's phonological awareness is increased (Ukrainetz & diğerle-ri 2000), and children's vocabulary is developed (Senechal & Cornell, 1993; Hargrave & Senechal, 2000; Wasik & Bond, 2001; Fung, Chow & Chang 2005). Al Otaiba (2004) found that shared reading increased not only literacy skills but also social and moral qualities of children in mainstreaming education. Lonigan et.al. (1999) reported that shared reading and dialogic reading practices within preschool education for children between ages 2-5 and coming from low income families stimulated emergent literacy skills. Another research project hosted by Gallaudet University Laurent Clerc National Deaf Education Center asked families to employ shared reading through American Sign Language for their children. At the end of an eight weeks implementation, children's sign language skills were increased, family-children relations were developed and children's attentions were stimulated (Delk & Weidekamp, 2001).

An investigation of Turkish literature revealed no studies regarding utilization of shared reading within elementary settings for hearing or hearing-impaired children. Furthermore international literature is considered rather limited. However utilization of shared reading practice in hearing impaired children's literacy instruction may yield quite beneficial. This process should especially be investigated within phonic based literacy instruction settings.

Supporting reading comprehension along with analysis skills within phonic based literacy instruction require not only phoneme/sound related practices but also storybook reading. Rigorous investigations of these practices are expected to support literature and classroom practices. In this context, aim of this study is to explain preparation and application phases of shared reading activities conducted with hearing impaired first graders studying at Applied Research Center for the Education of Hearing Impaired Children (ARCEHIC).

Method

Research Design

This research was designed as a case study. Case study allowed researchers to examine several aspects of this process within its natural context (Bogdan & Biklen, 2007; Yıldırım & Şimşek, 2005). Among examined variables are properties of storybooks; feasibility of storybook reading in class with regard to instructional aims; application process; required optimization in this process.

Participants

Children. Participants of this research are 7 hearing impaired first-graders studying at ARCEHIC within 2007-2008 academic year. These students are accepted to study at ARCEHIC after family orientation and kindergarten education at the same institution. A revised version of Wechsler Intelligence Scale for Children was administered to children. Results from subtests of this scale were aggregated and converted into Z scores. All children's scores were over 85 points, which is the threshold score for normal intelligence. This scale was selected for two reasons: 1- adaption study for the Turkish culture was already completed (Savasir & Sahin, 1995) and 2- it is the most frequently employed scale for children with hearing impairment (Braden, 1994). A summary of children's demographics is supplied in Table 1.

Table 1

Student Demographics

	Date of Birth	*Gender*	*Registra-tion to ARCEHIC*	*Hearing Threshold Mean*		*First Hearing Instrument Use (months)*	*CI Surgery (months)*
				Right	*Left*		
S1	03.07.2000	M	24.09.2004	63	64	63	-
S2	09.07.2000	F	10.04.2006	71	91	36	-
S3	28.07.2000	F	29.08.2005	97	107	36	-
S4	15.11.2000	F	06.05.2004	CI	113	18	66
S5	06.12.2000	M	01.12.2004	84	84	47	-
S6	14.02.2001	F	02.02.2005	CI	120	30	58
S7	04.03.2001	F	21.03.2002	CI	110	19	51

Teachers. Two teachers studied in first-graders' class of ARCEHIC during this research. Furthermore researcher collaborated with a colleague who is expert in qualitative and quantitave research methodology and supplied critical guidance for teachers throughout the study.

Research Context

Current research was conducted at Applied Research Center for the Education of Hearing Impaired Children of Anadolu University (ARCEHIC), Turkey. ARCEHIC was founded at 1979. Student with hearing impairment are educated via Natural Auditory-Verbal Methodology in ARCEHIC. Hearing tests are administrated in audiology clinics and students are supplied with adequate hearing instruments. Furthermore parents are enrolled in family orientation programme. Minimum age for enrolling in ARCEHIC's kindergarten education is four. ARCEHIC's kindergarten education lasts for three years. Games and instructional activites are held within groups and one to one settings with students. These activities focus on all development fields with special attention on language and concept development. Elementary and secondary education phases follow kindergarten education. ARCEHIC follows Turkish Ministry of National Education's curriculum. However instruction is tweaked in order to support hearing impaired children's academic and language development.

Two teachers administrate each ARCEHIC class. While one teacher deals with courses within group, the other teacher studies personally with each child. Personal

studies cover planned activities like conversation, reading and correction on child's scripts.

Physical Properties. This research was conducted with first graders at ARCEHIC. First graders used big class (Figure 1) for group activities and small class (Figure 2) for personal activities. Both classes were sound insulated. Walls of these classes have clipboards for displaying visuals on literacy instruction. Both classes also have small libraries for keeping storybooks created by children or classes.
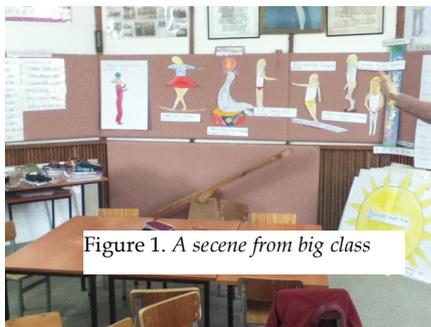

Figure 1. *A secene from big class*

Figure 2. *A scene from small class*

Data Collection

Various data collection techniques were employed to comfort the research aims. Data sources of this research are video records from group activities and personal activities, instruction plans, evaluation files, chilren's literacy development files, clipboards within classes and records from family interviews (Creswell, 2005; Yin, 2003). 27 storybooks were read in class during this study. Reasearcher observed or watched video records of these reading activities. Each weak researcher organized expert panels with teachers and consulted teachers in books' suitability to chilren's language levels, developing special reading stategies and solutions to problems faced in classes. Researcher personally observed one-to-one classes and supplied teachers with feedback.

Data Analysis

Collected data were systematically analyzed throughout and after the research (Creswell, 2005). Some of the video recorded classes were transcribed upon completion of data collection. Teacher reflections within daily plans were used as research journals. Researcher conducted weekly meetings with teachers and, systematically and critically examined storybook properties and shared reading strategies, and made decisions for developing instruction (Yin, 2003). "Gulenay and Pony" storybook was read from October 11 to October 15 with the class. Following the completion of four days reading activities, class was videorecorded on the fifth day in order to evaluate instructional strategies and student participation. First 22 minutes of this record was evaluated as the master tape. Consequent data supported findings from this evaluation. Inductive analysis was applied to master tape (Yıldı-

rım & Şimşek, 2006; Bogdan & Biklen, 2007), and revealed themes from these analyses were approved by two field experts.

Validity and Reliability

Researchers take various precautions to support qualitative research findings' cogency, consistency and objectivity (Creswell, 2005; Maxwell, 2005; Yin, 2003). Monitoring meetings were held during this research through September 17, 2007 to May 30, 2008. Shared reading instruction and evaluation strategies were debated, strategies that children have learned were identified and new decisions for following activities were made within these meetings. Several preacutions were also taken based on decisions through these meetings.

Research Ethics

Family approval was required for each data collection process within this research. Furthermore real names of children were never revealed in findings.

Findings and Results

This paper will respond following questions in order to exert preparation and application of shared reading for children with hearing impairment. a) What is the importance and frequency of shared reading activities in syllabus? b) What preparations are needed for shared reading activities? c) How should teacher read a storybook with class?

What is the importance and frequency of shared reading activities in syllabus?

Turkish Ministry of National Education switched to phonic based approach for literacy instruction since 2005 – 2006 academic year, and this was stated in the Teachers' Manual. Teachers' Manual offers story texts along with application guidelines. There are also specific questions for teachers to stimulate children's listening skills througout reading. Upon completion of reading activities children are asked to determine unknown words and use them within their own sentences. Listening texts within Teachers' Manual were determined to be advanced compared to ARCEHIC students' language skills. Therefore, different storybooks that are compatible with students' language skills were chosen and used in shared reading activities. In order to support hearing impaired children's language development storybooks about social studies were chosen. Thus children were able to repeat vocabulary that they have learnt in Social Studies classes.

What preparations are needed for shared reading activities?

Storybook series and single stories were used in this study. Children are believed to better understand and enjoy stories of well-known characters (Rosenhouse et al., 1997). Furthermore storybooks with repetitive elements were used for supporting children's prediction skills (Bellon & Oglftree, 2000). Researchers paid special attention to storybook's suitability to children's language skills, frequency of repetitive elements in stories, themes of stories, and attractiveness and

supportiveness of illustrations (Al Otaiba, 2004; Bellon & Oglftree, 2000; Hoggan & Strong, 1994).

Suitability of storybooks to children's language skills. Storybooks that are suitable to children's language skills facilitate recalling previous knowledge and expressing prior experiences. Children's personal interest in the story help them to understand the story and provide them with opportunities to use language on events and ideas in the story. Therefore, researcher determined children's language skills through previous year's records and information from teachers (08 – 10 September 2007). Researcher determined children's language skills by examining grammar structures and vocabulary within their personal evaluation files. For example one of the students was able to use past, present and future tenses, but had difficulties in using prepositions and negative clauses. Furthermore information regarding children's reading profiles were gathered from their reading evaluation files. All the children were able to read days of the week, numbers, months, colors and names of classmates (September 09, 2007). Researcher selected storybooks upon these findings. Following selection of books, researcher evaluated explanation texts and illustration within books. Some of these texts were rewritten to comply with children's language skills. For example, following text within the "Gulenay and the Pony" story *"Why are you barking little dog? What is happening? Oh dear, there is a pony in the garden."* was changed to "*Gulenay saw a little pony in the garden. It was eating grass*".

Having predictable events in the story. Predictable stories facilitate child participation. Characters, objects, and events may change in each page. However, structure of the text should remain predictable. Therefore researcher omitted some pages in stroybooks by covering them and sequenced predictable events in the stories. For example 8th and 9th pages of the story "Gamze at the Puppet Show" that was read between February 24 – 28, 2008 were omitted because events within these pages were not predictable.

Theme of the Story. Relativity of story themes to subjects within other classes supplies children with repetitive language elements. Therefore researcher picked stories that are relational to Social Studies class's content. Occasionally themes included topics like special events, special guests, and birthdays. For example while children studied "*Holiday and School*" topic in Social Studies classes between September 17 and 21, 2007, "*Zerrin and Zeren at the School*" story was read.

Attractiveness and Supportiveness of Illustrations. Storybooks having attractive and supportive illustrations were selected. Thus, storybooks facilitated children's comprehension and supported them in expressing their own ideas. Therefore, storybooks with concrete illustrations were selected and incomprehensible illustrations were covered. Real objects and toys were used to support story when needed. For example while reading "Gulenay and the Kitten" (October 19 – 23, 2007) the text "*Gulenay and her friends were surprised. There is the mischievous Cingoz, with his six brothers*" were covered because the associated illustration was insufficient to explain the text. Compatible storybooks were selected based on these properties and new texts was written on and pasted in the corresponding area within the books.

Teachers paid special attention to their writing because these writings will be visible to the class while reading and showing illustrations.

Follow Up Studies. Teachers prepared study cards to integrate reading and writing upon shared reading activities. Study cards supplies children with opportunities to repeat the events they listened or told in a different context (Rees et al., 1997). Teachers wrote the title and statements from the story and asked children to copy these texts into their own books and illustrate them with their own drawings. For example while studying "Gulenay and the Pony" story children were asked to illustrate two statements: "Pony is eating the roses in the garden", "Pony is pulling the table cloth". Nine study cards were prepared for each storybook.

How should teacher read a storybook with class?

Two important factors affecting successful story reading to class are seating arrangement and reading procedures.

Seating Arrangement. Children are seated within a semi-circle arrangement. Thus, they could have seen the teacher and classmates at the same time. Teacher sit on the center of this semi circle which allowed children see her, the book and the blackboard.

Reading Procedures. Teacher showed the cover of the book and asked children to remember the name of the book. Children remembered the title and teacher read the title with class. Afterwards teacher read out loud each page of the book. Teacher read one page of the book without showing corresponding illustration and asked children to explain what they have understood. Questions were randomly directed to children, thus attention kept alive. Teacher also asked children about classmates's answers. Teacher reinforced children's comprehension by repeating student answers. Main procedures applied were "Reading Cover" and "Reading Pages".

Reading cover. Aim of this procedure is to facilitate recalling or identifying the name of the book. While studying "Gulenay and the Pony" book teacher explained the class that they are up to read the book and asked them the name of the book. One of the children insufficiently replied "Gulenay the Pony". Teacher asked the other children to use "and" conjunction. Then children altogether read the title as "Gulenay and the Pony". Teacher used questioning strategy and shared the title of the book with children (Harp & Brewer, 2005). However teacher used a labeling question without any clues: "What is the name of the book?"

Reading pages. Pages of the book were read to structure meaning. Teacher told children "Listen to me, I am reading" and read the text without showing illustration. In cases children could not comprehend, text was re-read. For example, on the seventh page of the story teacher read the phrase: "Pony ate the whole cake. Gulenay and Tiny looked at him, they were surprised". Then teacher asked children what have I read? One of the children replied "I could not understand, can you read again?". Then teacher read the text again. Teacher guided children's own explanations and structured meaning. Teacher used two strategies for structuring meaning: Retelling and Guiding.

Retelling. Teacher asked children to retell what she has read by asking questions like "What have I read?" or "What happened?". Teacher also asked children to listen to their friends while retelling. Two or three children were asked to retell for each page.

Guiding. Teacher guided children while retelling with two strategies. First, children retold what they have read with their own words. For example: On the second page of the story, one of the students retold the phrase "*Pony was eating the roses. Gulenay cried: Stop, no, you should not eat roses*" as "*Gulenay says, Pony you should not eat roses*". The second strategy teacher utilized is to ask children retell the meaning with a short sentence or a word. For example another student used the statement "Do not eat flower" after listening to previous phrase. Teacher accepted both answers, grammatically corrected these answers and made the class repeat these answers. Teacher used correction, extension and questioning strategies while guiding children.

Correction. Teacher grammatically corrected students' answers. Teacher accepted children's answers however corrected syntax errors in words and statements. For example, on the second page of the story "*Gulenay and the Pony*", teacher read the phrase "*Pony was eating the roses. Gulenay cried: Stop, no, you should not eat roses*" and asked "*What was the Pony doing?*". One of the students replied: "*Rose, rose, eating rose*". Teacher accepted this answer, but corrected as "*Eating roses*".

Extension. Extension is extending child's word or statements by adding new information or ideas (Jimenez, 2006). Teacher accepts children's answers and extends their answers with new information. For example, on the sixth page of the story: After reading the text "*The Pony was eating apples in the garden. Gulenay pulled the pony and told him not to eat apples*" one of the students pointed an apple in the illustration and asked "*What is this?*". Teacher replied "*This is an apple*" and student said, "*apple fallen*". Teacher extended this statement as "*Apple fallen from the tree*".

Questioning. Teachers use questioning to structure meaning from a text children have listened or read (Reutzel & Cooter, 1996). Teacher structured meaning through questions "*What*", "*When*", "*Why*". For example, at the third page of the story, after reading the phrase "*Pony stood up, and apologized Gulenay. Tiny was looked at them*", one of the students retold the story as "Pony stood up, apologized and said I will not do it again". Teacher asked another student "What happened then?". Student replied "Pony, Gulenay, I apologize". Teacher asked "*What the Tiny did?*" in order to fill up the missing phrases. Another student replied "*Tiny looked at them*". At the sixth page of the story teacher read the phrase "*Pony was eating apples in the garden. Gulenay pulled the Pony and said do not eat apples.*". One student retold this phrase as "*Pony was eating apples. Gulenay pulls the Pony*". Teacher asked the group, "*What happened then?*". Group replied this question as "*Do not eat apples*". Teacher accepted this answer and corrected as "*Gulenay said, do not eat aples*". In aforementioned study teacher used several questions in order to structure meaning and continue the story. These questions and their frequencies are summarized in Table 2.

Table 2

Frequencies of Questions in Shared Reading

Question	Intention	Frequency
What happened then?	Continue the story	5
What is he doing?	Structure meaning	4
What did he say?	Structure meaning	10
What did he read?	Structure meaning	7
What have just happened?	Structure meaning	5
What has he done?	Structure meaning	1
What does it mean?	Structure meaning	1
Why?	Structure meaning	3
Which one?	Structure meaning	1

Furthermore, teacher benefited from incidental learning opportunities and facilitated new vocabulary learning through questioning. For example, at the fifth page of the story, after the phrase "*Gulenay and the Pony began walking in the garden*" was read one of the students retold the phrase as "*Gulenay the Pony began walking in the garden. Gulenay baby ride on the Pony*". Teacher accepted this answer and asked another student "*What was Gulenay and the Pony doing?*". Student replied "*They started walking*", "*Gulenay put the baby on the Pony*". Another student raised hand and said "*wander*". Teacher corrected this answer as "*They wandered*" and wrote on the blackboard. Students repeated altogether. Teacher asked the class "*what is whandering*?" and students replied by drawing circles with their hands. Teacer also benefited from phoneme and sound teaching opportunities. When teacher wrote "They wandered" on the blackboard one of the students pointed at the phoneme "t". Teacher benefited from this opportunity and pointed the "t" sound on the blackboard. All students read the "t" sound.

Approving. Teacher motivated children by approving their answers (Jimenaz, 2006). Teacher generally approved children by saying "*well done*". Records suggest that teacher use "well done" phrase in the aforementioned study.

Discussion and Conclusion

In this research, shared reading strategy was examined with hearing impaired first grader children who study with Phonics Based Reading Methodology at ARCEHIC. Related literature suggest shared reading should not be boring and, should not be taught through exercises (Harp & Brewer, 2000; Bald, 2000). Teacher's Manual gives credit to storybook reading for phoneme instruction. However, since suggested storybooks' language levels are not suitable for hearing impaired children, different books were chosen. Turkish Elementary Reading Instruction Programme

suggests one storybook reading activity for each week. However, in this research selected storybooks were read for the whole week. So that, children were able to recognize stories, characters, events. Hence they could understand the story better (Bellon & Oglftree, 2000). Furthermore repetitive reading support children control their reading strategies and internalize characteristics of written language (Yashinaga-Hano & Dawney, 1986).

Familiar properties of stories facilitate novice readers' reading. Familiar properties are themes, structures and language patterns (Rosenhouse et al., 1997). ARCEHIC's reading instruction was altered so that students who at analyzing stage everyday could face storybooks. Word, statement and sentence repititions within a story facilitate children's comprehension and utilization of language about notions and events. That is also important for children's language, reading and writing development (Bellon & Oglftree, 2000; Owens & Robinson, 1997).

Selection of storybooks is important within preparation phase. Storybooks facilitate vocabulary, and receiver and expressive language skills development through a rich language environment. Storybooks create a natural and engaging learning space (Bellon & Oglftree, 2000). Language of storybooks is important for children and especially for children with hearing impairment. Thus researchers paid special attention to select storybooks suitable for sample's language skills. Before reading in class, researcher examined and altered storybooks if needed. Language within stories altered in a way that encourage children express their thoughts (Rosenhouse, et al., 1997). Storybooks should include illustrations that are sequenced, predictable and explanatory. Teachers can use these illustrations to support meaning making when children cannot understand from the text. Storybooks within shared reading activities support sound-phoneme relations comprehension, sound-phoneme patterns recognition and rhyme forming skills development (Adams, 1990; Ukrainetz, et al., 2000; Owens & Robinson, 1997; Williams, 2004).

Implementations of shared reading activities for hearing impaired children are no different than activities used within contexts with normal hearing children. However aplications have differed since children in sample learned reading with phoneme based approaches. Teachers support children before, during and after the reading within shared reading sessions (Schirmer, 1990). Teacher showed the cover of the book to the class before reading the book and asked children to express their thoughts about the book. Teacher accepted and supported all answers. Teacher used questioning, correction and extension strategies to support and correct children's comprehensions from the text during reading. Teacher created opportunities for children to develop their listening comprehension, replying different questions and use their phoneme knowledge throughout reading sessions. Teacher wrote unknown and complex words on the blackboard and helped children by showing the written form of these words. Sometimes teacher underlined phonemes and sounds within vocabulary and made children recognize they can see sounds and phonemes within different natural contexts (Ukrainetz & diğerleri, 2000; Luckner & Handley, 2008).

In conclusion it can be said that events and characters should be driven from instructional theories; language and illustrations should be chosen carefully and ARCEHIC should be used for listening, reading and analysis skills development.

References

Adams, M. J. (1990*). Beginning to read: Thinking and learning about print.* Cambridge, MA: The MIT Press.

Al Otaiba, S. (2004). Weaving moral elements and research-based reading practices in inclusive classrooms using shared book reading techniques. *Early Child Development and Care*, 174(6), 575 – 589.

Bald, J. (2007*). Using phonics to teach reading and spelling*. Wiltshire: Paul Chapman Publishing.

Bellon, M. & Ogletree, B. (2000). Repeated storybook reading as an instructional method. *Intervention in Schools and Clinics*, 2, 75-81.

Bogdan, R. C. & Biklen, S. K. (2007). Qualitative research for education: An introduction to theories and methods (5th ed.). Boston: Allyn and Bacon.

Braden, J. P. (1994). *Deafness, deprivation and IQ.* New York: Plenum Press.

Connor, C. M. & Zwolan, T. A. (2004). Examining multiple sources of influence on the reading comprehension skills of children who use cochlear implants. Journal of Speech, *Language, and Hearing Research*, 47, 509-526.

Creswell, W. J. (2005). *Educational research.* Upper Saddle River, N. J.: Pearson Education, Inc.

Delk, L., & Weidekamp, L. (2001). *Shared reading project: Evaluating implementation processes and family outcomes.* Laurent Cleric National Deaf Education Center. Gallaudet University, Washington. ED 453519. Retreived February 26, 2012 from

http://www.eric.ed.gov/PDFS/ED453519.pdf

Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research*, 71, 393–447.

Fung, P. C., Chow, B. W. Y. & McBridge-Chang, C. (2005). The impact of a dialogic reading program on deaf and hard-of-hearing kindergarten and early primary school-aged students in Hong Kong. *Journal of Deaf Studies and Deaf Education,* 10(1), 82-95.

Geers, A. E. (2002). Factors affecting the development of speech, language, and literacy in children with early cochlear implantation. *American Speech-Language-Hearing Association*, 33, 172-183.

Geers, A. E. (2003). Predictors of reading skill development in children with early cochlear implantation. *Ear and Hearing*, 24, 59-68.

Geers, A. E., Brenner, C., Nicholas, J., Tye-Murray, N. & Tobey, E. (2003). Educational factors contributing to cochlear implant benefit in children. *International Congress Series* 1254, 307-312.

Geers, A. E. & Brenner, C. (2004). Educational intervention and outcomes of early cochlear implantation. *International Congress Series* 1273, 405-408.

Girgin, Ü. (1999). *Eskişehir ili ilkokulları 4. ve 5. sınıf işitme engelli öğrencilerinin okumayı öğrenme durumlarının çözümleme ve anlama düzeylerine göre değerlendirilmesi* [Evaluating literacy learnings of hearing impaired 4th and 5th graders who study in Eskisehir with respect to their analysis and comprehension levels]. Eskişehir: Anadolu Üniversitesi Yayınları.

Girgin, Ü. (2006). Evaluation of Turkish hearing impaired students' reading comprehension with the miscue analysis inventory. *International Journal of Special Education*, 21(3), 68-84.

Goswami, U. (2005). Synthetic phonics and learning to read: A cross-language perspective. *Educational Psychology in Practice*, 21(4), 273-282.

Griffith, P. L. & Olson, M. W. (1992). Phonemic awareness helps beginning readers break the code. *Reading Teacher*, 45(7), 516-23.

Hargreave, A. C., & Senechal, M. (2000) A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*, 15, 75-90.

Harp, B. & Brewer, J. A. (2005). *The informed reading teacher: Research-based practice.* New Jersey: Prentice Hall, Inc.

Hoggan, K. C., & Strong, C. J. (1994). The magic of 'once upon a time': Narrative teaching strategies. *Language, Speech, and Hearing Services in Schools*, 25(2), 76–89.

Jimenez, T. C., Filippini, A. L., Gerber, M. M. (2006). Shared Reading Within Latino Families: An analysis of reading ınteractions and language use. *Bilingual Research Journal*, 30(2), 431-452.

Johnson, C. & Goswami, U. (2010). Phonological awareness, vocabulary, and reading in deaf children with cochlear implants. *Journal of Speech, Language, and Hearing Research*, 53, 237-261.

Karasu, H. P. & Girgin, Ü. (2007). Kaynaştırmadaki işitme engelli çocukların yazılı anlatım becerilerinin değerlendirilmesi [Assessment of Writing Skills of Hearing Impaired Students Who Attend Mainstream Classes]. *Anadolu Üniversitesi Sosyal Bilimler Dergisi* 7(1), 467-488.

Karasu, H. P., Girgin, Ü. & Uzuner, Y. (2012). *İşitme engelli öğrenciler ve işiten öğrencilerin okuma becerilerinin Formel Olmayan Okuma Envanteri ile Değerlendirilmesi* [Once upon a Time: Use of Children's Literature in the Preschool Classroom]. *Anadolu Journal of Educational Sciences International* 2(1), 65-88.

Klesius, J.P., & Griffith, P.L. (1996). Interactive storybook reading for at-risk learners. *Reading Teacher*, 49, 552-560.

Kyle, F. E. & Harris, M. (2010). Predictors of reading development in deaf children: A 3-year longitudinal study. *Journal of Experimental Child Psychology, 107,* 229-243.

Lonigan, C. J., Anthony, J. L., Bloomfield, B., Dyer, S. M., & Samwel, C. (1999). Effects of two preschool shared reading interventions on the emergent literacy skills of children from low-income families. *Journal of Early Intervention*, 22, 306–322.

Luckner, J. L. & Handley, C. M. (2008). A summary of the reading comprehension research undertaken with students who are deaf or hard of hearing. *American Annals of the Deaf*, 153(1), 6-35.

Maxwell, M. (1984). Beginning reading and deaf children. *American Annals of the Deaf, 13*(1), 14-20.

Maxwell, A. J. (2005). *Qualitative research design*. London: Sage Publication.

Moog, J. S. (2002). Changing expectation for children with cochlear implants. Annals of Otology, Rhinology & Laryngology, 111, 138-142.

Morrow, L.M. (1998*). Tips for the reading team: Strategies for tutors*. Newark, DE: International Reading Association.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.Washington, DC: *National Institute of Child Health and Human Development*. Retrieved March 22, 2009 from http://www.nichd.nih.gov/publications/nrp/upload/ smallbook_pdf.pdf.

Owens, R. E., Robinson, L. (1997). Once upon a Time: Use of Children's Literature in the Preschool Classroom. *Topics in Language Disorders*, 17(2), 19 – 48.

Paul, P. V. (1998). *Literacy and deafness: The development of reading, writing and literate though*t. Boston: Allyn and Bacon.

Quigley, S. P. & Paul, P. V. (1985). *Reading and deafness*. London and Philadelphia: Taylor-Francis.

Rees, D., Raison, G., Shortland-Jones, B., Barratt-Pugh, C., Sinclair, A., Dewsbury, A. (1997). *First steps: Reading resource book*. Victoria: Rigby Heinemann.

Reutzel, D. R. & Cooper, R. B. (1996). *Teaching children to read : From basals to books* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Rosenhouse, J., Feitelson, D., Kita, B., & Goldstein, Z. (1997). Interactive reading aloud to Israeli first graders: Its contribution to literacy development. *Reading Research Quarterly*, 32, 168-183.

Rottenberg, C. (2001). A deaf child learns to read. *American Annals of the Deaf, 146*(3), 270-75.

Savaşır, I. & Şahin, N. (1995). *Wechsler çocuklar için zeka ölçeği* [Wechsler Intelligence Scale for Children]. Ankara: Türk Psikologlar Derneği Yayınları.

Schirmer, B. R. (2000*). Language and literacy development in children who are deaf* (2nd ed.). Boston: Allyn and Bacon, Inc.

Senechal, M., & Cornell, E. H. (1993). Vocabulary acquisition through shared reading experience. *Reading Research Quarterly*, 28, 360-375.

Spencer, L. J., Tomblin, J. B. & Gantz, B. J. (1997). Reading skills in children with multichannel cochlear-implant experience. *Volta Review*, 99(4), 193-202.

Spencer, L.J., Barker, B. A. & Tomblin, J. B. (2003). Exploring the language and literacy outcomes of pediatric cochlear implant users. *Ear and Hearing*, 24(3), 236-47.

Tomblin, J. B., Spencer, L. J. & Gantz, B. J. (2000). Language and reading acquisition in children with and without cochlear implants. *Advances in Oto-Rhino-Laryngolog*y, 57, 300-304.

Trezek, B. J. & Malmgren, K. W. (2005). The efficacy of utilizing a phonics treatment package with middle school deaf and hard-of-hearing students. *Journal of Deaf Studies and Deaf Education*, 10(3), 256-271.

Trezek, B. J. & Wang, Y. (2006). Implications of utilizing a phonics-based reading curriculum with children who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 11(2), 202-213.

Trezek, B. J., Wang, Y., Woods, D. G., Gampp, T. L., & Paul, P. V. (2007). Using Visual Phonics to supplement beginning reading instruction for participants who are deaf or hard-of-hearing. *Journal of Deaf Studies and Deaf Education*, 12(3), 373-384.

Ukrainetz, T.A., Cooney, M.H., Dyer, S.K., Kysar, A.J., & Harris, T.J. (2000). An investigation into teaching phonemic awareness through shared reading and writing. *Early Childhood Research Quarterly*, 15, 331–355.

Wasik, B.A., & Bond, M.A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, 93, 243-250.

Wechsler, D. (1949). *Wechsler ıntelligence scale for children*. San Antonio, TX, US: Psychological Corporation.

Williams, C. (2004). Emergent literacy of deaf children. *Journal of Deaf Studies and Deaf Education*, 9(4), 352-365.

Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*[Qualitative research methods in social sciences] (5th. Ed.). Ankara: Seçkin Yayınevi.

Yin, R. K. (2003) *Case study research* (3rd ed.). London: Sage Publications.

Yoshinago-Itano, C., & Downey, D. M. (1986). A hearing-impaired child's acquisition of schemata: Something's missing. *Topics in Language Disorders*, 7(1), 45-57

İşitme Engelli Çocuklara Uygulanan Paylaşılan Okumada Öğretmenin Kullandığı Stratejiler

Atıf:

Özet

*Problem Durumu:*İşitme engelli çocukların alıcı ve ifade edici dil becerilerinin gelişiminde karşılaştıkları zorluklar bilinmektedir. Dil gelişimindeki bu zorlukları okuma yazmayı öğrenme ve geliştirmede karşılaşılan zorluklar izlemektedir. Bu zorluklar arasında, okuduğunu anlama, okuduğunu anlatma, soru cevap ilişkilerini belirleme, bir metindeki önemli bilgileri belirleme ve düşünceleri yazılı ifade etme gibi konularda yaşanan zorluklar sayılabilir. Ancak işitme cihazlarında ve koklear implant çalışmalarında gözlenen teknolojik gelişmeler sonucunda işitme engelli çocukların okuma becerilerinin işiten yaşıtlarının beceri düzeylerine yaklaştığı araştırmalarla belirlenmiştir. Bu çalışmaların başarısının, koklear implant uygulamasının erken yaşta yapılmasına ve eğitim ortamında işitme ve konuşma becerilerinin gelişimine yönelik yapılan uygulamalara bağlı olduğu vurgulanmaktadır. Okuma ve yazma, öğrenme için önemli bir araç olduğundan işiten ve işitme engelli çocukların öğrenmesinde ve akademik becerilerinin gelişmesinde önem taşımaktadır. Okuma ve yazma becerilerinin gelişmesinde çocukların okudukları hikayelerin ve onlara okunan hikayelerin önemli rol oynadığı; dil gelişimlerine, soru-cevap ilişkilerini geliştirmelerine ve hikaye yapılarını öğrenmelerine yardımcı olduğu çeşitli kaynaklarda belirtilmektedir. Hikaye dinleme ve anlatma becerisi önemli bir dil becerisi olup, okuma anlama ve dolayısıyla akademik başarı için önemlidir. Dil eğitimindeki önemli etkinliklerden biri de okuma etkinlikleridir. Sınıfa sesli hikaye okumanın ya da diğer adıyla paylaşılan okumanın çocukların okuma gelişimlerine katkı sağladığı bilinmektedir. Paylaşılan okuma, küçük yaşlardan itibaren kullanılan bir okuma etkinliği olup, okuma yazmaya yeni başlayan okul öncesi, ilköğretim birinci, ikinci ve üçüncü sınıf çocukları için geliştirilmiştir. Paylaşılan okuma etkinliğinde hikaye kitapları kullanılarak, dil, okuma ve yazmayı geliştiren öğretim stratejileri uygulanır. Paylaşılan okumada sınıfa hikâye, özellikle tekrarlı olaylar ve karakterler içeren hikaye kitapları okumanın olumlu sonuçları olduğu ve bu etkinliğin sözlü dilin gelişiminde ve okumada sorunları yaşayan öğrenciler için etkili olduğu araştırmalarla belirlenmiştir. Ses temelli yaklaşımlarla yapılan okuma-yazma öğretiminin işiten ve işitme engelli çocukların okuma ve yazma becerilerini geliştirdiği bilinmektedir. Bununla birlikte ilköğretim düzeyinde işiten ve işitme engelli çocuklara uygulanan paylaşılan okumaya ilişkin alanyazın oldukça sınırlıdır. Oysa paylaşılan okumanın işitme engelli çocuklara uygulanmasının özellikle Ses Temelli Yaklaşımla okuma yazma öğrenen çocuklara uygulanmasında sürecin incelenmesi önemlidir.

*Araştırmanın Amacı:*Bu çalışmanın amacı ilköğretimin birinci sınıf düzeyinde işitme engelli çocuklara uygulanan paylaşılan okumanın hazırlık ve uygulama sürecinin

açıklanmasıdır. Bu nedenle şu sorulara cevap aranmıştır. İÇEM'de ilköğretim birinci sınıfta uygulanan paylaşılan okuma nasıl gerçekleştirilmiştir? a) Paylaşılan okumanın programdaki yeri ve sıklığı nedir? b) Paylaşılan okumanın hazırlık aşaması nasıldır? c) Hikâye kitabının sınıfa okunması nasıl gerçekleştirilmiştir?

*Araştırmanın Yöntemi:*Bu araştırma Ses Temelli Yaklaşımla okuma yazma öğrenen işitme engelli ilköğretim 1. sınıf çocuklarına uygulanan paylaşılan okumada hikâye okumanın hazırlık ve uygulama sürecinin incelenmesini amaçlamaktadır. Bu sürecin doğasının kapsamlı bir şekilde ortaya konabilmesi için araştırma nitel veri toplama ve analiz tekniklerini içeren durum çalışması deseniyle düzenlenmiştir. Araştırmaya 2007-2008 yılında Anadolu Üniversitesi İşitme Engelli Çocuklar Eğitim, Araştırma ve Uygulama Merkezine (İÇEM) devam eden 7 işitme engelli çocuk ve iki öğretmen katılmıştır. Araştırmada sınıfa sesli hikâye okuma yapılan grup dil derslerinin ve çocuklarla yapılan birebir okuma-yazma çalışmalarının video kayıtları, öğretmenlerin ders planları ve değerlendirmeleri, çocukların okuma-yazma dosyaları, sınıflardaki duvar panoları, ailelerle yapılan görüşmelerde ailelerin geri bildirimleri yararlanılan veri toplama teknikleridir. Araştırmacı, çocukların okuma ve yazmalarını birebir çalışmalarda izleyerek sınıf öğretmenlerine geri bildirim vermiştir. Ayrıca araştırmacı ve öğretmenler haftalık uzman panelleri düzenleyerek hem toplanan verilerin geçerliliğini denetlemiş hem de öğretim süreciyle ilgili kararlar almışlardır. Böylece veriler düzenli bir şekilde toplanmıştır.

*Araştırmanın Bulguları:*Paylaşılan okumanın Türkçe programındaki yeri, gerekçesi ve uygulama sıklığı: Ülkemizde 2005-2006 yılından itibaren ilkokuma yazma öğretiminde Ses Temelli Cümle Yöntemi uygulanmaya başlanmıştır. Bunun yanında ilköğretim 1. sınıfta okuma yazma eğitiminin nasıl yapılacağı yayınlanan Öğretmen Kılavuz kitabında açıklanmıştır. Kılavuz kitaptaki en önemli etkinliklerden biri de dinleme metinleridir. İÇEM ilköğretim 1. sınıfta STCY işitme engelli çocuklara uygulanırken Öğretmen Kılavuz Kitabındaki dinleme metinleri gözden geçirilmiş ancak dinleme metinlerinde kullanılan sözcüklerin ve cümle yapılarının çocukların dil düzeyinin üstünde olduğu belirlenmiştir. Bu nedenle kılavuz kitaptaki dinleme metinleri yerine çocukların dil düzeyine uygun hikaye kitaplarının kullanılmasına ve paylaşılan okuma yapılmasına karar verilmiştir.

b) Paylaşılan okumanın hazırlık aşaması nasıldır? Hikaye kitapları seçilirken, seri olmayan hikaye kitaplarının yanı sıra aynı karakterlerin başlarından geçen olayların anlatıldığı seri hikaye kitapları kullanılmıştır. Çocukların hikayelerdeki karakterleri tanımasının olayları daha iyi anlamalarına ve hikayeleri sevmelerine yardımcı olacağı düşünülmüştür. Bunlara ek olarak tekrarlı hikaye kitaplarının çocukların tahmin etme yeteneklerini de geliştirmesi beklenmektedir. Hikaye kitabı seçiminde hikaye kitabının çocuğun dil ve bilgi düzeyine uygun olmasına, tahmin edilebilir olaylar içermesine, konusuna, resimlerin etkileyici ve yazılı metni destekleyici olmasına dikkat edilmiştir.

c) Hikaye kitaplarının sınıfa okunması nasıl gerçekleştirilmiştir? Hikaye kitaplarının sınıfa okunmasında oturma düzeni ve dersin işlenişi önemlidir. Öğretmen çocukları yarım daire şeklinde hem birbirlerini hem de kendisini görecek şekilde oturtmuştur. Öğretmen bu dairenin ortasında tüm çocukların kendisini, hikaye kitabını ve tahtayı görebileceği şekilde oturmuştur. Öğretmen okuma etkinliklerinde çocukların aktif dinleme ve katılımını sağlamak amacıyla pek çok teknik kullanmıştır. Bunların arasında öğrencilerden dinlediklerini anlatmalarını isteme, öğrenci anlatımlarına rehberlik etme, öğrencilere sorular yöneltme, öğrenci cevaplarını düzeltme, genişletme ve öğrenci motivasyonunu sağlamak için onaylama teknikleri sayılabilir.

Araştırmanın Sonuçları ve Önerileri:Araştırma yedi öğrenci ile yapıldığı için bir genelleme yapılamaz ancak doğal bir ortamda fırsatlardan yararlanarak ses/hece üstünde durulması çocukların ses ve heceleri birleştirmelerine ve bölmelerine yardımcı olmuştur. Bu durumda okumanın başlangıcında çocukların dinlediğini ve okuduğunu anlamalarını geliştirdiği gibi çözümlemelerini geliştirmelerine yardımcı olmuştur.

Anahtar Sözcükler: İşitme engelli öğrenciler, ses temelli cümle yöntemi, okuma stratejileri, paylaşılan okuma