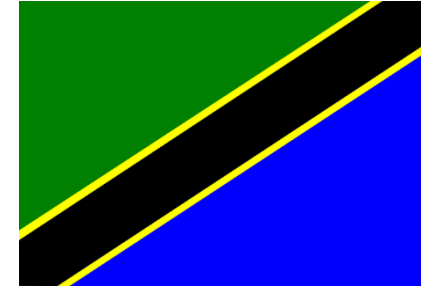
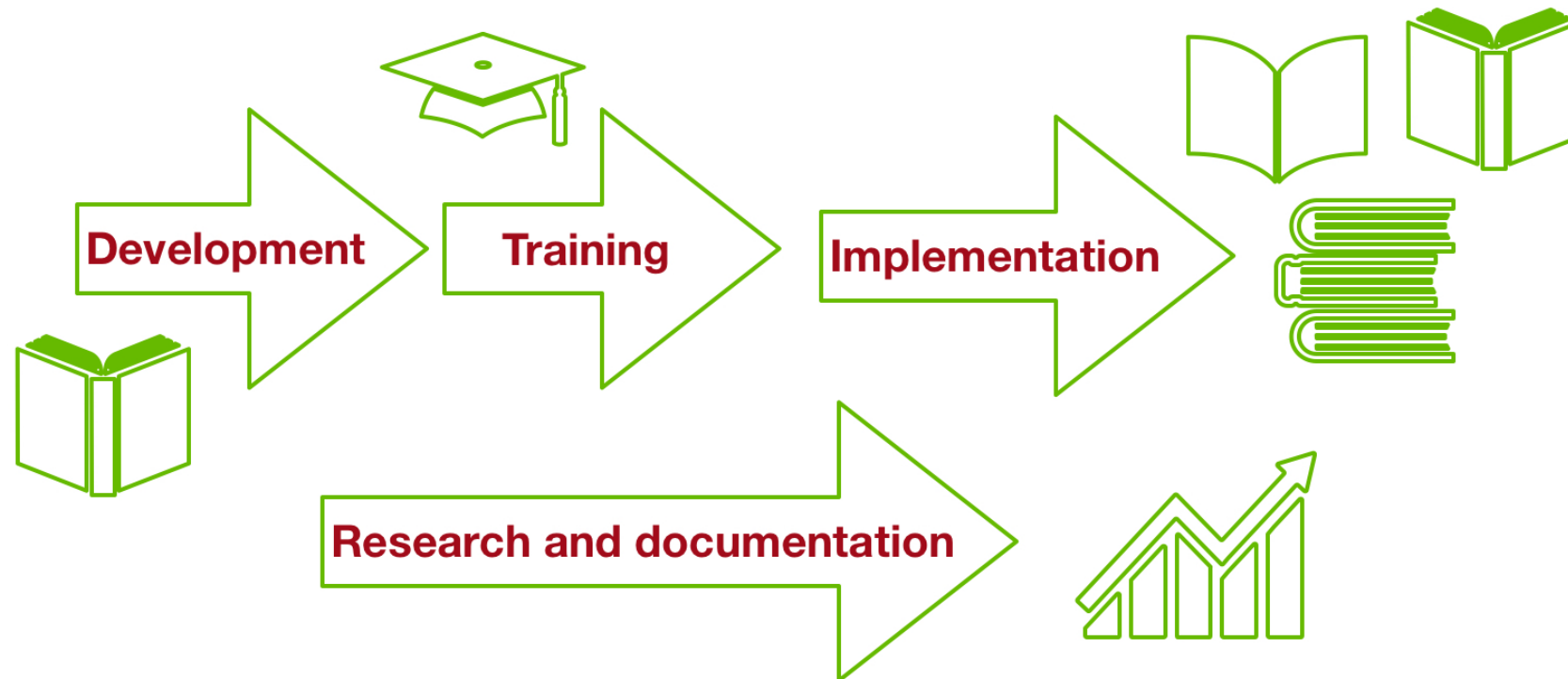


Literacy for Deaf and hard of hearing children in Uganda and Tanzania

BATOD's 2020 conference 'Researching the Future'
Emmie Wienhoven

Pilot outline





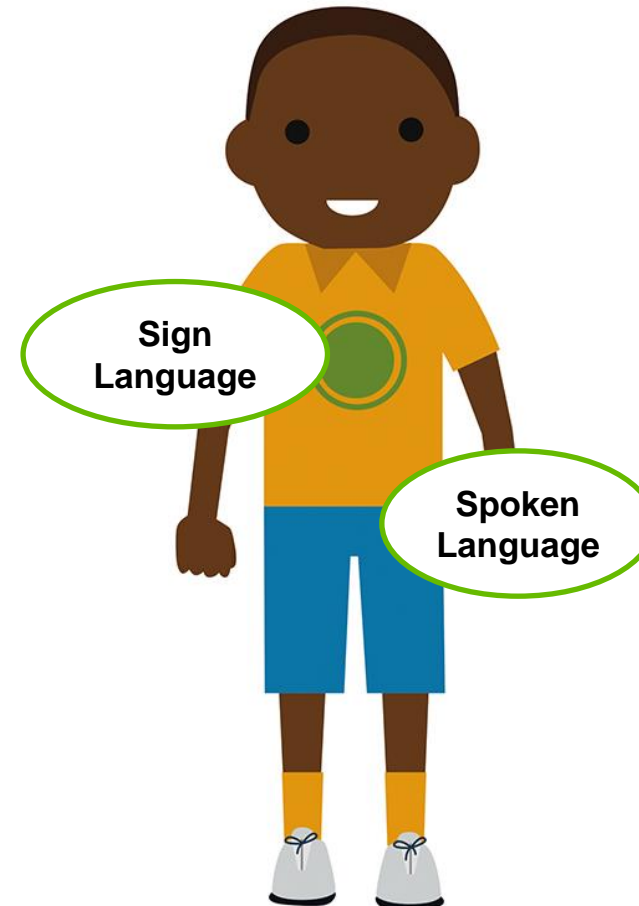
Divers group of Deaf and Hard of Hearing Learners

Dan: Deaf



Hanifa: Deaf

Josh: Moderate-mild
Hearing Loss



Jane: Deafened,
became deaf

Teaching literacy

Hearing children learn to read by connecting letters to sounds.
We call this **decoding**.

They hear their language around them constantly, they build their knowledge of their world and their language automatically.

Their knowledge about their language is called **Linguistic Comprehension**.

When children can turn written letters into sounds, and when those letters/sounds put together form words, they can make the connection with words they already know.

By doing this quickly and accurately they achieve reading comprehension: they understand what they read.

Reading for DHH children

DHH children don't hear (as many) sounds as their hearing peers.

Not hearing sounds means you cannot link letters to sounds.

Hearing some sounds, but not all, means it is very difficult to link the rights letters to the rights sounds.

Decoding for deaf and hard of hearing children is extremely difficult.



Reading for deaf/hoh children II

Deaf children do not hear the language spoken around them.

This means they have little access to learning through listening to the world around them.

It also means they build up little to none **linguistic comprehension**.

This means written words carry no meaning: they cannot hear the words, or know what the words mean in spoken language.

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gezellig

Consequences

There is a need for specific **knowledge** on how to teach literacy to a diverse group of DHH learners.

Teachers need specific **skills** to teach effectively.

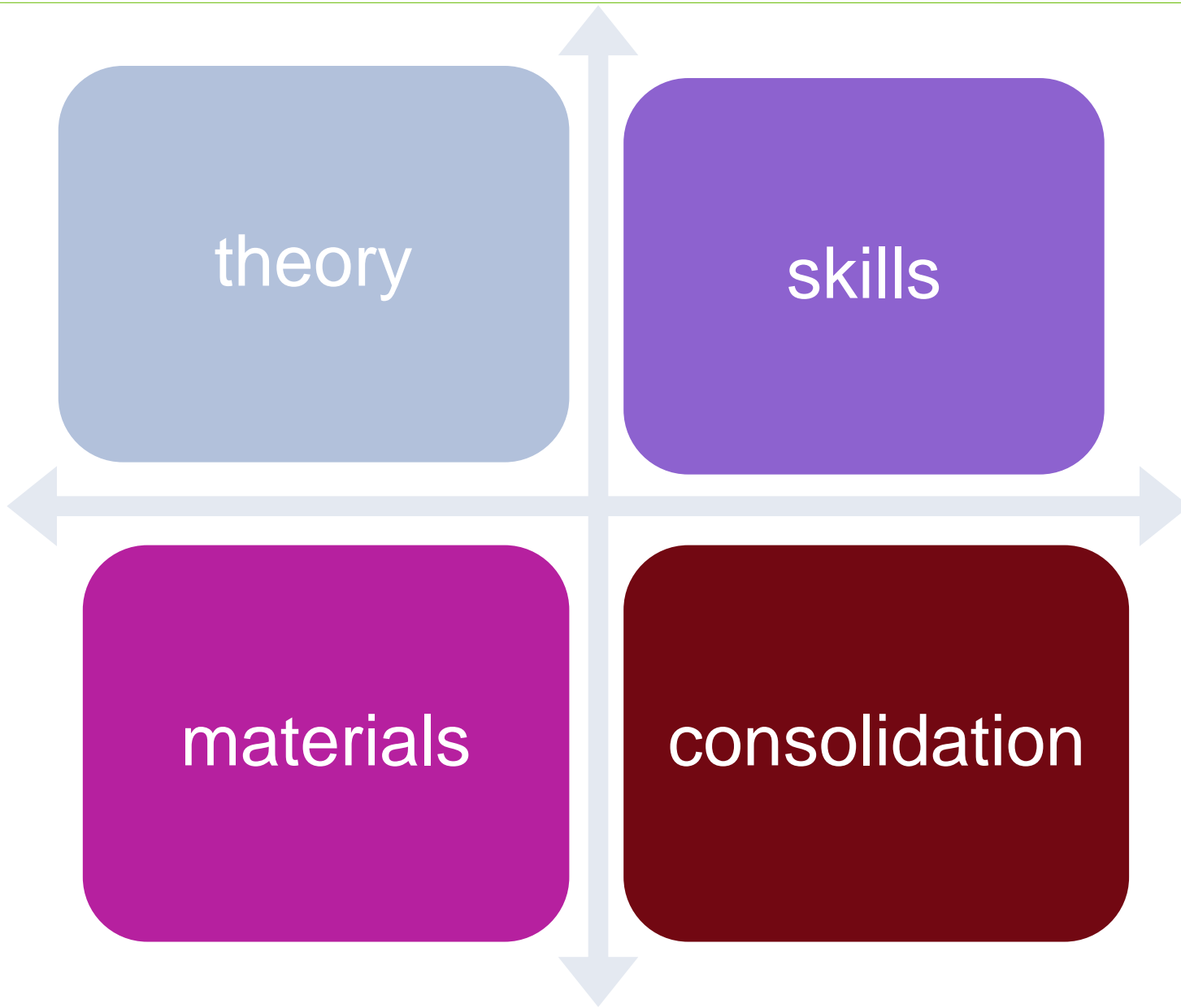
Schools need to avail of adequate **materials**.

This pilot project seeks to find a sustainable way to support Uganda and Tanzania with improving skills and knowledge of teachers while working with existing infrastructure.

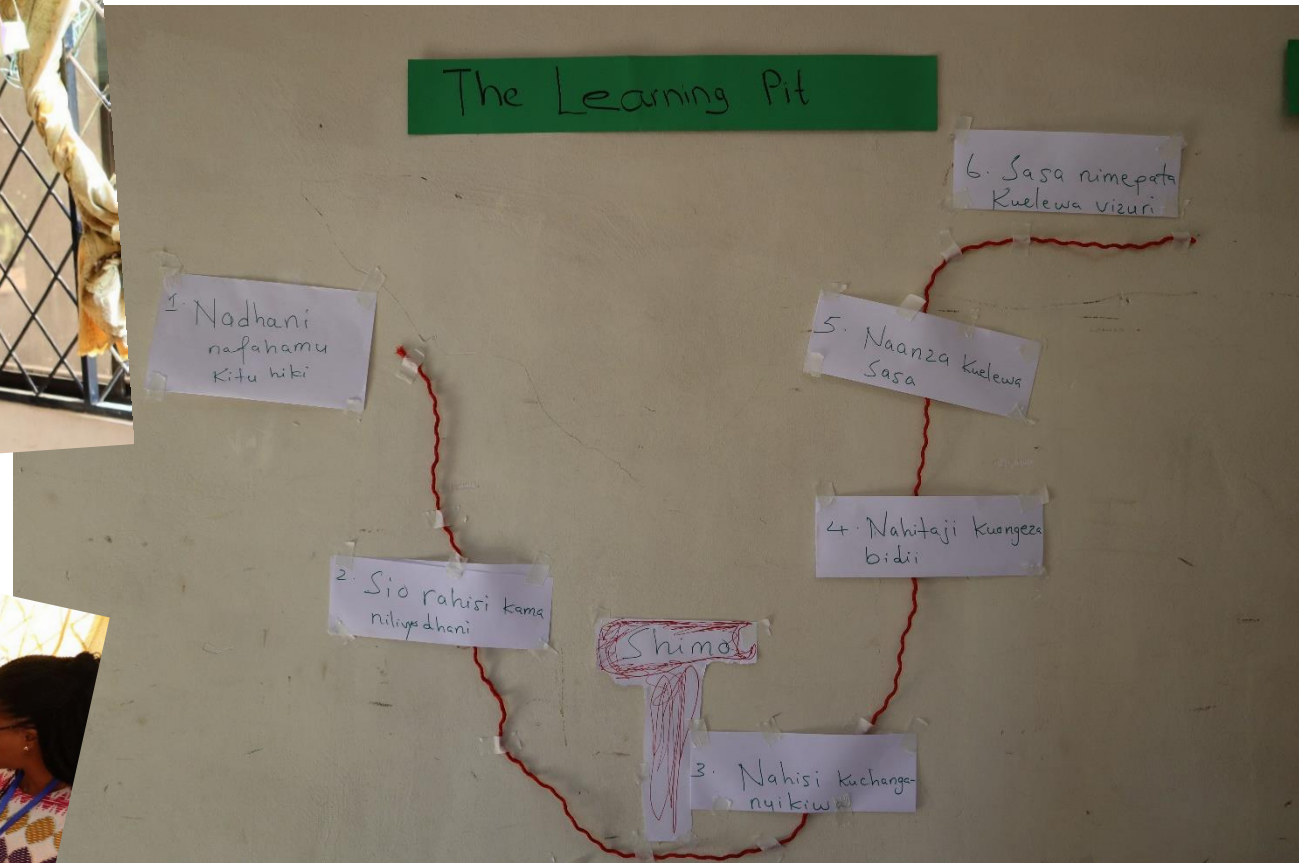


Reading Method





Tools for teaching



<https://www.jamesnottingham.co.uk/learning-pit/>

Steps for teaching

1. 2 minutes of fame
2. A and me
3. Sign language games
4. Story questions
5. Story questions

Tools for
language

Sign
Language

6. Sandwich and chair
7. For
5. Story where
8. Word

Tools for
Reading

add
words
& text



- Teach first – interaction later
- Write stories and create meaningful context
- Link words to Sign Language, pictures, and real object
- Fingerspelling to remember order of letters
- Pronunciation and lipreading for those who can & to support remembering the words
- DHH children need more stories and visual materials



Reading Coaches and Video Interaction Guidance

Additional training and co-training

Video Interaction Guidance

Reading coaches provide support to teachers

Existing infrastructure

Master trainers



Project Output

Teacher's Guide on teaching reading to DHH learners

- Theoretical background and training guide
- From theory to practice
- Materials for teaching

Possibilities for training Reading Coaches to become master trainers and offer CPD training to other teachers.

Blueprints for roll-out in other countries

Documentation (and hopefully publication) of process and outcomes based on experience and research.



The Reading Project and Covid-19

Many of our remaining activities involve school visits: put on hold

Materials are being finalised

New ways of distant collaboration are being looked at.

The teachers that were trained in Uganda were also asked to provide distant learning support (video lessons) for DHH learners. They received compliments for strong teaching, and interest in the training and it's methods have increased.

Bedankt!

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