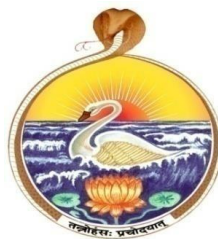


**EFFECTIVENESS OF INTERVENTION PACKAGE TO IMPROVE
PHONOLOGICAL AWARENESS AND READING COMPREHENSION
AMONG CHILDREN WITH COCHLEAR IMPLANT**

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Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI)
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ABSTARCT

Phonological awareness is the ability to recognize and work with sounds in spoken or written language. Reading is the highest goal to achieve in academics. Reading comprehension is considered to be the utmost level of understanding while reading a text. The problem addressed in this study are difficulties in phonological awareness and reading comprehension that exist among Children with Cochlear Implant (CwCI) in Tamil language. The mixed method experimental design was executed to understand the problem and find solutions. This study is intended with need analysis, sample equating based on pre-test scores, randomization and post-test achievement, finding the cause and effect of intervention software package among CwCI. By applying purposive sampling method, the two independent groups namely experimental and control groups with 80 CwCI studying in fifth standard were selected. The study was conducted in the accessible population from four districts Chennai, Coimbatore, Madurai and Trichy of Tamil Nadu state. The questionnaire - Alphabet, Word and Sentence (AWS) levels and Individualized Language Plan (ILP) were prepared and subjected to reliability and validity measures. The intervention software package of the study was grounded on constructive philosophy with performance based approach. It was developed and designed by a private software engineer with the content inputs from the researcher. The intervention was implemented in different locations for both the groups based on schedule for 30 days. The framework of the mixed method research design includes the intervention through software package and ILP writing to the experimental group and convention method of teaching for the control group. Appropriate ethical considerations namely informed consent and permission from parents, school administration were ensured by the researcher to collect

the data set and were subjected to statistical analysis. The Mean, *SD*, and *SE* were compared. Paired Samples t-test, Independent Samples t-test and Two-way ANOVA were applied to measure the statistical significance of differences between and within the group variance by using the IBM Statistical Package for the Social Sciences (SPSS). The analysis of gain scores indicated a positive medium effect with 44% of greater improvement in experimental group than control group. The moderating variables studied like age of identification, age of implantation, duration of speech therapy, education qualification of mothers, types of schools each with two levels were analyzed with the factor groups. The 2x2 factorial design results showed that the independent and combined influence of variables on the outcome with statistically significant difference. The teaching methods employed to groups caused positive and medium effect on the improvement of phonological awareness and reading comprehension among CwCI.

Key words: Children with Cochlear Implants, Mixed Method design, Phonological Awareness, Reading Comprehension, and Tamil Language.