

**EFFECTIVENESS OF SIGHT WORD LEARNING APPROACH TO ENHANCE
SPEECH AND LANGUAGE SKILLS AMONG CHILDREN WITH HEARING
IMPAIRMENT AND INTELLECTUAL DISABILITIES**

Thesis submitted to

Ramakrishna Mission Vivekananda Educational and Research Institute

In partial fulfilment of the requirements for the award of the degree of

Doctor of Philosophy

in

Special Education (Hearing Impairment)

Submitted by

Mrs. M. Senthilvani

(Register Number: H16PHDS003)

Supervised by

Dr. Sudha. A

Assistant Professor & Head in Special Education

FDMSE - RKMVERI

Coimbatore Campus



Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI)

(Deemed-to-be-University as declared by Govt. of India under Section 3 of UGC Act, 1956)

Formerly known as *Ramakrishna Mission Vivekananda University* (RKMVU)

Faculty of Disability Management and Special Education (FDMSE)

SRKV Post, Periyanaickenpalayam, Coimbatore, Tamil Nadu -641 020

2026

ABSTRACT

This study examines how a structured sight-word approach can help children with hearing impairments and intellectual disabilities improve their speech and language skills. These children often struggle with language because they hear less, process information more slowly, and have fewer chances to learn by watching others. Teaching is most effective when it is clear, repeated often, and connected to real-life situations.

The study used a quasi-experimental design with pre- and post-tests to assess outcomes. Thirty children aged 6 to 11 took part. The group included 10 children with hearing impairment and 20 with mild and moderate intellectual disabilities, all from a special education setting. Researchers used a custom speech and language assessment tool before and after the program.

The intervention was a structured sight-word program lasting 6 months. Teaching used multisensory methods such as visual flashcards, matching pictures to words, repetition, gestures, and practice in real-life situations. The program introduced 100 sight words through targeted, interactive activities.

After the program, the children showed better understanding and use of language. They could recognise more words, have larger vocabularies, and communicate better in daily life. Age, gender, and the severity of the disability did not make much difference, which suggests the program could help many other children, too.

In summary, using a sight-word approach with multisensory strategies helps children with hearing impairment and intellectual disabilities develop speech and language skills. The results show that teaching in a structured, visual, and real-world way is effective. This supports the use of sight-word instruction as a practical and inclusive way to help children with special needs communicate more effectively.

Keywords: Sight-Word Approach, Multisensory Instruction, Speech and Language Development, Children with Hearing Impairment, Children with Intellectual Disabilities