

Ancient History and Deaf Students

Elli Oikonomou

PhD Candidate at the University of Alicante

The objective of the task

- the shaping of historical consciousness by the deaf secondary school students through reading, as an ability to understand texts

Research problem

- The research topic to be presented relates to the difficulties and problems encountered by the Greek deaf students of the 1st Gymnasium in the school lesson of History.

Pillars of investigation
In this pilot study, we investigate if deaf students can readily read and understand the individual ideas of a textbook textbook of the History lesson. The present work is based on 4 pillars that investigated: a) What is the relationship of understanding in reading with the way communication is preferred by deaf / hard learners (speaking or sign language or both)? b) What is the relationship between understanding reading and phonological awareness of deaf and hard of hearing students? c) What is the relation of comprehension to reading with the amount of reading? d) What factors can predict reading comprehension?

Research Tool
The research tool used was a questionnaire (Cohen & Manion, 1997), derived from the researcher itself and compiled for the needs of pilot research. This questionnaire evaluates the teachers views on the history lesson in the Deaf High School, the development of historical thought and historical consciousness by student students.

The purpose of this pilot research

The purpose of this pilot research is a first study of the problems of reading, editing texts and quotations of the history of deaf students of the first grade. In particular, a first attempt is made to answer the following questions: a) How careful is reading students to understand the coherence of the text? b) How can students express the central idea of the text? c) How aptly can they answer the questions asked in the school manual? d) Are they able to recognize and analyze the primary and secondary sources of the school manual? and e) To what extent are students interested in the historical past and the preservation of historical memory?

Conclusion

In conclusion, our research shows, as in the Kelly, Albertini and Shannon (2001) research, that deafs have many problems in reading and in particular in understanding a text. Still, they have significantly lower performance than their peers. In particular, deaf students have

difficulty reading a text carefully, understanding their central idea and keeping information from it.

References:

Cohen, L., & Manion, L.(1997). Educational Research Methodology. Athens: Publications Expression.

Cohen, L., & Manion, L., & Morrison K., (2008). Educational Research Methodology. Athens: Metaxchio. (Original Publication, 2007). .

Kelly, R., Albertini, J., & Shannon,N,. (2001). Deaf college students' reading comprehension and strategy use. American Annals of the Deaf, 146(5), 385-400.