

**REMEDIAL MEASURES FOR IMPROVING THE ENGLISH  
VOCABULARY OF VISUALLY IMPAIRED STUDENTS  
AND VERIFYING ITS EFFECTIVENESS**

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**Introduction:**

Education is an essential element of the society without which there will be no scope for development. It is a means of overall development of the society and its prosperity. Human society has always recognized, the significance of education. Therefore it has established a social Institution called “School” and it has been maintaining the school and other higher educational institutions for centuries.

Educational institutions endeavor to bring about proper development of personalities of students one can right say.

“Education is a tool for the refinement of character.”

It helps to promote unity among people of various countries. The Indians are familiar with English for more than two centuries. Language is often called a skill

rather than a subject. In school formal education is given. Every school brings about proper development of personality of students.

Therefore not only reading, writing and listening but understanding the context and speaking is one of the real objective of school education. So out of all these skills the present research work is related to speaking skill. The students can develop their speaking skills through audio visual aids, pictures, flash cards, etc. but the visually impaired students remain deprived of such tools.

### **Need of Research**

As stated earlier, Speaking is an important aspect in knowledge learning. School needs to make the students capable of speaking. They should listen more, read more with application on Speaking or pronouncing.

In this modern age one must know English as it is an International Language widely accepted in the school curriculum. After the accomplishment of studies in certain discipline, students have to move further in the society where they need proper skills to speak fluently with understanding. If the students know everything but cannot express through their speech their inner ability goes waste.

It was necessary that even visually impaired students should be able to speak English words with proper intonation. They know the different words but find it difficult to spell it.

The present research work was necessary for numerous purposes. It was necessary to improve visually impaired students speaking words with correct pronunciations with speech sound and appropriate intonation.

### **Statement of the Problem**

Remedial measures for improving the English vocabulary of the visually impaired students from Std.I to IV and verifying its effectiveness.

### **Objectives of the research:**

1. To locate the problems faced by the visually impaired students in speaking English words.
2. To find out the reasons faced by the visually impaired students in speaking English words.
3. To utilize the remedial measures for the visually impaired students.
4. To verify the effectiveness of the remedial measures.

### **Research Assumptions:**

It is assumed that:

1. Visually Impaired students face difficulty in speaking English words.
2. The speaking ability can be improved.
3. The visually impaired students will respond to the remedial inputs as expected.

**Research Hypothesis:**

1. If remedial measures for speaking English words are applied, visually impaired students will develop their speaking of words ability.
2. If through games and activities English words are taught visually impaired students will speak effectively.

**Scope:**

1. It is related to the speaking of English words.
2. It is related to visually impaired students of Bhavana Chandak (Falor) Mahanab school for the blind, Nashik.

**Limitations:**

1. It is limited to only one skill out of four language skills i.e. Speaking
2. It is limited to visually impaired students studying in Marathi medium from I to IV only.
3. The number of sample are limited i.e. 30 students.
4. It will be conducted only for the academic year 2014-2015

**Selection of Research Method:**

For the present study **Experimental Research Method** is used. In order to improve the speaking of words ability of the visually impaired students, remedial

measures were to be applied and the effectiveness of those measures has to be verified. For this purpose the experimental method was used.

### **Population and Sample for the Research:**

All the visually impaired students of National Association For the Blind School at Satpur constitute to the population for the present research study.

### **Sampling:**

Through the method of Non-probability Sampling of Purposive sampling, 30 students were taken as sample for present research.

### **Research Tool**

The tools used for research were the rating scale and interview technique. The interview was structured type.

### **Remedial Measures**

#### **1. Self made Audio Cassette**

The audio cassette included the different words from the textbook from I to IV which included two, three, four, five, six, seven letter words. Through the cassette the students could hear the words and could repeat after it. It helped in the clarity and fluency of the pronunciation of words.

#### **2. Conversation**

Conversation is very much essential in communication. Through this method

two students were called and were told to communicate with each other. Simple sentences like Hello, Good Morning, How are you? Thank You, I am six years old, You are a teacher .like these simple sentences were taught to the students.

### 3. Word Games

The words were taught to the students through different games. The game of passing the ball helped the visually impaired students to pronounce the words like ball, the passing. Same way all the students were told to stand in a circle and when it was told to jump in the circle they jumped inside and when it was told to jump out they jumped outside the circle. So the words like ball, pass, the, in, out were taught to the students.

### 4. Lecture

Through lecture method also different words were taught to the visually impaired students. It helped them to pronounce the word correctly and with proper tone and intonation.

### Conclusion:

1. The measures applied had a positive response from the visually impaired students.
2. The visually impaired students enjoyed the pronunciation of words through different activities.

3. It helped them to pronounce the word easily and with proper tone.
4. These measures can also be applied for the sighted students also.
5. The students in the rural areas can also be taught the different words through such activities.

