

LIP READING TEACHING METHOD IS THE WAY TO TEACH ANY SUBJECT FOR HEARING IMPAIRED LEARNERS

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1. INTRODUCTION

“Every student can learn, just not on the same day, or the same way.” (Brucher, J.S. 1969), “Education is the most powerful weapon which you can use to change the world” (Sharma G.R. 1970) The founder of idealism, Plato said that “Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”

Ancient Indian thinkers describe as ‘education man self-reliant and others’ in Rig-Veda, ‘The end product of Education is to get salvation’ in Upanishads. Kautilya, as a philosopher and a statesman of outstanding class mentioned that ‘education means training for the country and love for the nation’.

The first non-European Nobel Prize winner Viswakavi Ravindranath Tagore, the founder of ‘Shantiniketan’ describe as education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life. Education means positive behavioural change in person. Education develops the personality, it enhance the level of knowledge, uplift standard of life. It is right of every man to get necessary education. Education is necessary to all including disabled person.

2. Nature of Disable Student -

‘Disability’ or ‘Handicapped’ often used interchangeably. Disability may be defined as any restriction or lack of ability resulting from impairment to perform an activity in the manner or within the range considered normal for a human being as defined by the World Health Organisation (WHO). Disability can be broadly characterised as (a) locomotor (b) visual (c) hearing (d) mental disability. To address the needs of the disabled person we have been guided by the constitution of the India and UN instruments such as the Universal Declaration of Human Rights 1948 and the Declaration of the rights of Disabled Persons 1975. The

promotion of the United Nations through the adoption of the World Program of Action concerning Disabled Persons 1983, the declaration of the Decade of the Disabled Person 1983-92 and the development of the Standard Rules for the equalization of the opportunities for Disabled Persons 1993 along with the observance of the Asian and Pacific Decade of the Disabled Persons 1993-2002 have had a significant effect on the development of policy and programmes regarding persons with Disabilities.

The paradigm shift from the welfare and charity approach to the rights based one towards the issues concerning persons with disabilities encapsulated most effectively through the landmark enactment of the Persons with Disabilities Equal Opportunities, Protection of Rights and Full Participation Act, 1995. (Mohapatra, C.S.2004).

Access to education is a basic human right, but one not enjoyed by over 75 million children across the world. Many factors hamper children's school attendance in the developing world, but for children with disabilities the barriers are much higher. Ninety per cent of blind or severely visually impaired children in India do not attend school as per The Guardian 2008. The present study focused on the disabled person with Hearing Impairment (HI) from childhood.

3. Lip Reading

Lip reading allows you to “listen” to a speaker by watching the speaker’s face to figure out their speech patterns, movements, gestures and expressions. Often called “a third ear,” lip reading goes beyond simply reading the lips of a speaker to decipher individual words. Learning to lip read involves developing and practicing certain skills that can make the process much easier and more effective. These include:

- Learning to use the cues provided by the movements of the speaker’s mouth, teeth and tongue
- Reading and evaluating the information provided by facial expressions, body language and gestures in conjunction with the words being said
- Using vision to assist with listening
- Using prior knowledge to fill in the gaps that can occur in understanding since it is impossible to read every word said. Interestingly, it is easier to read longer words and whole sentences than shorter words.

4 . Interesting Facts

It is easier to lip read in a quiet environment without too many distractions. Some people mumble or have difficulties speaking, therefore they are practically impossible to read. However, most people are much easier to read. because lip reading depends on visual cues, lip readers must have good eyesight. Lip readers need clear light since it is impossible to lip read in the dark. Lip reading is much easier when it involves the lip reader’s first language. For

example, an English speaker will find it much easier to lip read English than to lip read Spanish. Some of the shapes made by the lips when speaking look very similar, for example “th” and “f”, making them harder to decipher. This is why picking up subtle facial cues is so important. Lip reading can become second nature for many lip readers. Even as you are learning to lip read, your understanding improves since you become more aware of the other cues needed to be successful with any type of communication.

5. Benefits of Lip Reading

- People often describe the feeling of learning to lip read as the world opening up again since they are able to communicate better. This ability to understand what is being said helps to build confidence and develop social and communication skills. Being unable to understand what is being said can lead to a sense of frustration and isolation. Communication is part of human contact and is essential for life.
- Family members and friends of people who have difficulty hearing should learn to read lips since it provides them with an experience that allows them to be more empathetic with the challenges faced by their loved ones. It also makes them more aware of the needs of their deaf and hard of hearing relatives so that they can adjust their actions to help communication.
- Communication professionals can also benefit from learning to lip read because it can teach them the tools they need to communicate more effectively with deaf and hard of hearing persons in both professional and personal situations such as business meetings, lectures, press conferences or even parties.

6. Need

Studying to lip read can mean the difference between staying connected with the world and slowly isolating yourself from it. A result of being unable to communicate is a withdrawal from many of the activities that were previously enjoyable to a person who can no longer hear as well as they used to or at all. The frustration that comes with misunderstanding or losing the thread of what is going on can lead you to slowly retire from society and become a passive observer of life instead of an active participant. It can also affect relationships and opportunities. Learning to lip read is one way to maintain your connection to your loved ones, friends, community and the world in general. Being able to understand what your loved ones and friends are saying can prevent misunderstandings in these very important relationships. It is also an opportunity to learn how to deal with and act in social situations such as attending parties and events with bigger crowds since you will be more aware of the conditions you need to better understand the conversations around you. Taking the first step to learn to lip read does not have to mean leaving your comfort zone. It is easy to open the door and be involved in the

world by trying out a lip reading course online. This course can help you acquire the skills needed to become or remain an active participant in all the things you love to do.

7. History of Lip Reading

Dubbing, also known as rerecording, was first used in films to fill in blank audio, or for translating purposes. The genre of dubbing over footage for the purpose of creating something new was born from this practice of dubbing for the sake of editing. The name of the first feature length film that was dubbed for the purpose of creating something new, in other words not for editing, is *escaping me now*, but I vividly recall watching it as a child and recognizing its creativity and uniqueness. Before the web, plenty of films were dubbed for editing purposes, and almost any film can found dubbed in another language, so the history of dubbing is vast, but the history of clip dubbing is more specific.

The first online [dubbed video](#) can find comes from the YouTube account *dayjoborchestra*, and it was uploaded in 2006. The video is a dub of news footage with several different characters. The creators were clearly not going for accuracy with their dialogue, but instead were trying to be vulgar in order to give off the essence of humor, which they also failed to. Clearly this video is an early attempt at clip dubbing, a genre that has now been nearly perfected by BLR.

“If we had good lip-reading technology Zidane’s reaction could have been explained or they would’ve both gotten sent out,” says [Helen Bear](#), a computer scientist at the University of East Anglia in Norwich, UK. “Maybe the match outcome would be different.”

Bear and her colleague Richard Harvey have come up with a new lip-reading algorithm that improves a computer’s ability to differentiate between sounds—such as ‘p’, ‘b,’ and ‘m’—that all look similar on lips. The researchers presented their work at the [IEEE International Conference on Acoustics, Speech and Signal Processing](#) (ICASSP) in Shanghai.

A machine that reliably reads lips would have uses beyond sport rulings, of course. It could be used to solve crimes or analyze car and airplane accidents based on recorded footage, Bear says. It could help people who go deaf later in life, for whom lip-reading doesn’t come as easily as to those who are born with the impairment. It could also be used for [better movie dubbing](#).

Lip-reading, or visual speech recognition, involves identifying shapes that the mouth makes and then mapping those to words. It is more challenging than the audio speech recognition that are common today. That’s because the mouth assumes between 10 and 14 shapes, called visemes, while speech has 50 different sounds called phonemes. So the same viseme can correlate to multiple phonemes.

8. Method of Lipreading

Know focus equally on context and visual cues as the actual lips. Only 30-40% of sounds in the English language are noticeable by sight. Too many of our words and syllables are so similar that you can't actually just tell them by lip reading alone. Most lip-readers will tell you, at the end of the day, that lip-reading isn't actually reading. The words aren't so simple, and tics, mumbling, accents, and mouth covering all make straight "reading" impossible. Once you learn to make lipreading a part of your communication, not the only tool you have, you will be much more successful. At Better Hearing Australia's annual lip reading competition, most people score only 40-50%. The few who hit 90% and higher do so through context, context, and guess work.

Lipread sentences, not single words. Trying to pick up every single word is going to be hard, and you'll struggle mightily. Most lip-readers know that long words and sentences are easier to read than short ones because longer phrases allow you to fill in the blanks through context. By focusing on the whole sentence, you can comfortably miss a few words here and there and still understand what was actually said.

Part First -- Check in to facial movements and expressions to understand tone and mood. The eyes and mouth are incredibly express -- often more so than your tone of voice. Don't just look at someone's lips, as the rest of their face offers important contextual clues to determine not only the sentence but how the sentence is said.

- o Tugging at the lips (small grimaces or smiles) often indicate worry, fear, or anxiety.
- o Raised eye brows also tend to indicate anxiety or stress.
- o Furrowed brows and foreheads indicate displeasure or anger.
- o Creases around the edges of the eyes indicate happiness and excitement.
- o Cocking the head to the side usually indicates discomfort or even slight hostility.

Looking down shows nervousness, shyness, or an unwillingness to communicate.[2]

Part Second -- Study body-language and posturing to learn from non-verbal cues. You're trying to translate one sense (sound) into another (sight), and this is an inherently impossible task to perfect. The best lip readers use everything to their advantage, including body language, to gauge mood, tone, and themes of conversation. While imperfect, this list covers many of the basics:.

- o Closed off arms tend to indicate anger or aggression. Open arms indicate friendship, closeness, and honesty. Open and closed legs have similar connotations.

- o The way a person's shoulders and hips point often indicate their priorities or who they are most comfortable with.
- o Leaning towards you implies intimacy and connection. Leaning away generally indicates discomfort or confusion.
- o Big, expansive posture implies confidence, strength, and dominance. Slouching shows a lack of confidence .
- o There is a lot of nuance, subtlety, and interpretation involved in body language, and every situation is different. But, used with lip reading, you can learn a lot very quickly in most situations.

9. Conclusion

It is conclude that Lip Reading teaching method is suitable to teach any subject for Hearing Impaired student.

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