

Meta-Analytical Results on Early Literacy Skills of Students with Hearing Loss

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Abstract

Purpose: The purpose of this study is to meta-analytically examine the early literacy skills of students with hearing loss and hearing students.

Method: Meta-analysis method was used in this research. Accordingly, the effect sizes of 34 studies that met the inclusion criteria were calculated with the R Studio program and meta-regression analysis was used for sub-analyses.

Results: It was concluded that students with hearing loss showed lower performance than their hearing peers in phonological awareness, print awareness, letter knowledge, receptive/expressive vocabulary, vocabulary and oral language skills. According to additional analyses, it was concluded that the age of cochlear implantation and chronological age explained the difference in phonological awareness and expressive vocabulary skills, only the age of cochlear implantation explained the difference in receptive vocabulary knowledge, but did not explain the difference in oral language skills. However, it has become clear that there is a need for various studies that can explain this difference, especially in print awareness, letter knowledge, vocabulary and oral language skills.

Conclusions: Based on the research results, it can be said that addressing the early literacy skills of students with hearing loss in a holistic manner can provide significant advantages in organizing teaching programs in early childhood.