**Language Teaching through Signing**

According to census 2011, there are 26814994 disabled persons in India. Of all these persons, there are 5072914 persons with some degree of hearing loss. The average literacy rate in hearing impaired (H/I) population is as low as 57 per cent. A child’s understanding of content areas majorly depends on his ability to use language through the expressive skills of writing and speaking; and the receptive skills of reading and listening. Hence, the understanding and mastering of all four skills play a very important role. Of these four skills of speaking, listening, reading and writing; the skill of writing is viewed as the most laborious one. For any writer, it is a complex process, which not only involves intensive practicing but mastery of conventions of orthography. Students should learn that writing is not about merely putting some random marks on a piece of paper but the creation of a meaningful text with a message. The development of oral/aural language has a great impact on a child’s ability to read and write and the absence of auditory input in the initial years may lead to the delayed language development in a child. Hearing Impaired (H/I) learners are those who have partial or zero ability to perceive sound. Due to the absence of auditory input, most H/I children turn mute (absence of speaking skill). In such a scenario, learning reading and writing skills become more important for a H/I child as compared to a hearing one. The research based on the reading and writing skills of H/I learners indicates that they face great difficulties while learning literacy. The term ‘interactive writing’ (IW) was coined by a group of educators at Ohio University in 1991. After using shared writing in their classrooms, the Ohio faculty thought of an improved version, which was based on the increased involvement of the learners and they named this new teaching approach as ‘interactive writing’.IW has been used by many researchers for teaching writing skills to hearing as well as H/I learners. Armed with the rising trend in success in teaching English writing skills to H/I learners abroad, I found wisdom in using instructional approach, that is already tried and tested in a classroom with H/I learners. With this intention, I selected Interactive Writing (IW) for teaching written English to H/I learners. This paper explores how IW can be adapted to teach literacy in a special classroom with H/I learners.

**Keywords**: Hearing Impaired, English, writing, teaching, Interactive writing.