

**STRATEGIES IN TEACHING ENGLISH TO THE DEAF
CHILDREN**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

Keshav Prasad Timalsina

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 30-01-2015

Keshav Prasad Timalina

DEDICATION

Dedicated to

My Parents (Mr. Kedar Prasad Timalisina and Mrs. Pramila Devi Timalisina)

who devoted their wholesome life for me.

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ABSTRACT

The main purpose of the thesis entitled, **Strategies in Teaching English to the Deaf Children** is to find out the common strategies used by the English teacher to teach English language to the deaf children of primary level. To complete this important task, the researcher prepared pre-structured questionnaire and observation check list. The primary source of this research was the English teacher of Manthali Higher Secondary School, Ramechhap and the primary level deaf students, specifically students of grade three and five. The researcher selected the school and the teacher purposively. The observation of the activities of both teacher and 8 students were done for 40 days to list and find out the frequency of strategies adopted by the teacher to teach English to primary level deaf children. Beside this, the researcher also had a questionnaire answered by the English teacher for checking commonly used teaching strategies. As the result of the study, the teacher mostly used student writing strategy. The next frequently used strategies were direct instruction and role play. Teaching activities were mostly teacher centered and children mostly depended upon the teacher to solve any types of language learning problems.

This research comprises five chapters. The first chapter consists of general background of the study, statement of the problem, objectives of the study, significance of the study and delimitations of the study. The second chapter deals with the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study. The third chapter consists of design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. The fourth chapter deals with analysis of data and interpretation of the results which have been done on the basis of daily observation of activities of English teacher as well as students and it also consists summary of findings. The fifth chapter includes the conclusions and recommendations drawn on the basis of analysis and interpretation of data whereas the last part of the thesis contains references and appendices.

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ABBREVIATIONS AND SYMBOLS

ADB	:	Asian Development Bank
BSL	:	British Sign Language
DANIDA	:	Danish International Development Agency
dB	:	Decibels
DI	:	Direct Instruction
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ENT	:	Ear, Nose, Throat
GO	:	Governmental Organization
GoN	:	Government of Nepal
IDEA	:	Individuals with Disabilities Education Act
MoE	:	Ministry of Education
NFDH	:	Nepal National Federation of Deaf and Hard of hearing
NGO	:	Non Governmental Organization
UNICEF	:	United Nations International Children Education Fund
WHO	:	World Health Organization
%	:	Percentage