

# **CHAPTER: ONE**

## **INTRODUCTION**

This study is concerned with the strategies adopted by the teachers in teaching English language to the deaf students. Teaching English language is itself a challenging job in EFL situation like ours. So, teaching English language to the disable children, specially the deaf children is definitely a challenging task for the English language teacher. The teacher needs special training for teaching to those students. The teacher needs to adopt some specific strategies in teaching to deaf students than to the normal students. Thus, in this study, I want to explore what strategies the English teacher adopts while teaching English to the deaf students of primary level.

### **1.1 Background of the Study**

English language teaching has become an integral part of our education system. English is taught in our situation as a foreign language which is really a challenging job for the teacher. To make the students able to use the language, the teacher tries his/her best by adopting various methods and techniques. Whatever the teacher does in the classroom to make his/ her students able to learn language, that is his/her teaching strategy. No teaching strategy is sufficient in itself but it needs to be modified, updated and applied in the English language teaching. Strategy refers directly to how to do something. "Give a man a fish and he eats for a day; teach him how to catch a fish and he eats for a life time" (Rubin Wenden, 1987, p.50). This proverb is very much practical in teaching learning field and very much close to the term 'strategy'. Therefore, strategy directly refers as the tool for active and self directed involvement in an activity.

'Strategy' is very simple to listen but if we search its internal gravity, it is tough to reflect in practice during classroom teaching. So, the teacher should have broader and extensive knowledge of teaching strategies. If the language teacher

does not know about teaching strategies, there is no effective and successful teaching.

Disable students like deaf are challenging group in language teaching. There needs to be adopted some specific teaching strategies by the English language teacher. Teaching English language to disable is itself a complex and difficult job for the teacher. He/she needs to be capable of understanding the difficulties of those students. Before the separate establishment of schools for disable, there was the trend to teach those students including with normal ones. It really created complications in teaching. The general teacher could not address the need of disable like blind, deaf and handicapped students. So, in the present language teaching scenario, the teacher requires special training for teaching such students. In accordance with the need and ability of the deaf students, the teachers need to adopt their own strategies in teaching English language.

## **1.2 Statement of the Problem**

Strategy is generally known as a plan to achieve a particular long term aim. Teaching is a complex task in which the teacher should make various plans to make his/her students learn. As teaching is taken as a challenging work, the teacher should adopt various methods and the strategies and change them time to time according to the nature of topic and level of learners. None of single strategy can be useful all the time in teaching. In the context of Nepal, English is taught as a foreign language because of which it has been a great trouble for teachers to make their learner understand English. Therefore, it is crucial for the English teachers to be well equipped with different teaching strategies for effective teaching and learning.

ELT is much difficult in primary level schools in Nepal. Students come from various linguistic and social backgrounds. Due to the mother tongue interference and other reasons there is deviation in learning English language. Next reason of English language teaching difficulty is lack of teacher training due to which teachers cannot select and adopt appropriate teaching techniques

and the strategies. So, selection of appropriate teaching technique and making effective strategy can uplift the teaching English in EFL situation.

There are many children in Nepal having hearing losses. Most of them are deprived from the stream of education. Due to the absence of hearing and speaking ability they are excluded from the education system. The next reason is that it is really much difficult to teach them a language. Deaf uses sign language. They are mainly found having little communication for daily need using improper sign language and gesturing only. Some schools in Nepal getting deaf children in inclusive classroom but the way and the speed of learning is not in favour of those deaf children. Because of the necessity of special care and way of teaching some schools are separately established for deaf children in Nepal. Teachers are found well trained for teaching those deaf children but the outcome is not very much satisfactory. Thus, the study tries to find out what type of strategies are adopted by the teacher for teaching English to deaf children in primary level and what strategies are more effective in teaching deaf children.

### **1.3 Objectives of the Study**

The specific objectives of this study were:

- i. To find out the strategies adopted by English language teacher to teach deaf children at primary level.
- ii. To list some pedagogical implications on the basis of findings.

### **1.4 Research Questions**

This section incorporates the questions that lead the researcher to achieve the objectives of the study. The following are some of the research questions that led the present study.

- a. What strategies are being used by the teacher in teaching English to the deaf children?

### **1.5 Significance of the study**

This study will be significant to all those who are interested to improve the situation and status of deaf children. The research finding and recommendations will be beneficial to the stakeholders who are directly or indirectly related to the disable students. It will be equally significant for the entire teachers who teach English to deaf students. Similarly, education planner, curriculum designer, material designer, teacher trainer, teachers and students all will be benefited by this research by getting some sort of information about the problems of deaf children, knowing the need of them and possible strategies to teach English to such type of children. This will be an interesting research for the further researchers who want to explore more about teaching English to deaf and other disable children.

### **1.6 Delimitations of the Study**

This study had the following limitations:

- i. This study was limited within only the deaf school of Ramechhap district.
- ii. It was limited to the teaching strategies adopted by the English teachers for teaching the deaf students.
- iii. This study was limited to the observation of the teaching activities performed by the English teachers at primary level.
- iv. The analysis of the study was limited to the analysis of the pre-structured questionnaire provided to the teachers and observation checklist forms which are filled up daily by the researcher during the observation time.

## **1.7 Operational Definitions of the Key Terms**

In this section, the definitions of some of the key terms used in my study are incorporated. Whatever, these words may mean in other areas, the meaning of these words in my study will be following:

**Strategy:** A teaching plan designed by the teacher to achieve a particular teaching aim.

**Deaf:** Having hearing impaired or hearing disability.

**Impairment:** Any loss or abnormality of anatomical structure or psychological, physiological function.

**Instruction:** Detailed information about how something should be done.

**Deafness:** A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification (IDEA)

**Gesture:** A movement of part of the body, specially a hand or the head to express an idea or the meaning.

**Cooperative learning:** Act of helping one another in a small group to learn.

## **CHAPTER: TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This section is divided into four other sub-headings. The first, theoretical framework focuses on describing the theoretical base for the researchers. The second, review of the related empirical literature throws light on empirical studies so far carried out on the related topics. The third, implication of the review for the study presents the relation between reviewed works and the present one. The fourth, conceptual framework summarizes the whole process to be followed for the selected topic.

#### **2.1 Review of Theoretical Literature**

A theoretical framework guides research by using 'what work' in the experience or exercise of doing something by that directly involved research study. After reading literature, a number of theories have been developed from different perspective. The information obtained from different literature is sorted under the main themes and theories.

##### **2.1.1 General Teaching Strategies**

Strategies in ELT refer to methods and techniques that the teacher uses to teach and students use to learn and study in an artificial or natural setting. Strategy can be simply understood as style in the performance of any activity. Teaching strategies focus on achieving learning objectives. So, strategies are objective oriented.

Strategy is "a careful devised plan of an action to achieve goals or an act of developing or carrying out such plan" ([www.microsoft.com/uk/Encarta](http://www.microsoft.com/uk/Encarta), retrieved in Feb.2012).

According to Brown (1994, p.104),

Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intra-individually: each of these has a whole host of possible ways to solve a particular problem and we chose one or several of those in sequence for a given problem.

The personal factors, attitude, individual perception, socio cultural context of the teacher influence the teachers' performance in fact. Therefore, the language teacher should be very much sensitive and careful about the process and product from strategies which s/he adopts while teaching any aspect of a language.

Singh and Rana (2004, p.3) mention,

As a selector of instructional strategies the effective teacher will plan to influence directly or indirectly the learning process by varying his behavior, tailor the subject matter to meet the needed interest of each individual; arrange a variety of media including books, lecture note, homework, visual aids program, discussion.

Richards et al. (1999, p.208) define learning strategy as "a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspect of language". However there is not any specific and fixed strategy in teaching English language. It differs from teacher to teacher and

they adopt different strategies according to the situation and need. One strategy may be effective in one situation or next may be on another context.

Killen (2003, p.18) has given nine teaching strategies as follows;

- a) Direct Instructions as a Teaching Strategy
- b) Small Group Work as a Teaching Strategy
- c) Discussion as a Teaching Strategy
- d) Problem Solving as a Teaching Strategy
- e) Student Research as a Teaching Strategy
- f) Case Study as a Teaching Strategy
- g) Student Writing as a Teaching Strategy
- h) Cooperative Learning as a Teaching Strategy
- i) Role Play as a Teaching Strategy

#### **2.1.1.1 Direct Instruction as a Teaching Strategy**

Killen (2006, p.101) opines that the term direct instruction is also called explicit instruction which usually refers to whole class expository teaching technique (Sometimes less flatteringly called 'Chalk and Talk'). Common form of direct instruction includes lecture and demonstration. They are the teacher centered approaches in which the teacher delivers academic content in a highly structured format, directing the activities of learners and maintaining a focus on academic achievement.

Killen (2006) has given the following features of direct instruction strategy;

- ) Teacher controls the time for various instructional strategies.
- ) The learning outcomes are clear to the students.
- ) There is an emphasis on academic achievement.
- ) The teacher organizes and controls the sequencing of lesson activities.



) Feedback to the students is academically oriented.

) The teacher carefully monitors student activities and learning.

Direct instruction (DI) is also called a lecture which is old fashioned strategy of teaching so it is often criticized. According to the Rosenshine, (1986), Ross and Kyle (1987), Rosenshine (1995) (as cited in Killen, 2006), there are mainly two reasons why many teachers still use direct instruction as teaching strategy. Some teachers use direct instruction because it gives them maximum control over what, when and how students learn and this is intuitively attractive to many teachers because it has strong research support. Another reason for using DI is that, in some circumstances, it is simply the most appropriate strategy to use. For example, when students are being introduced to a new area of study it may be useful to develop their basic knowledge and skill through DI technique before giving them a more active role in knowledge seeking through strategies such as problem solving and or cooperation. Brookfield (1998 as cited in Killen, 2006) suggests, time when ideas need to be laid out for students so that, their inter connections are obvious before student can discuss or reflect critically on those ideas. In such situation, DI is quite appropriate.

According to Rosenshine (1987, p.34 as cited in Killen, 2006, p.106), DI should be wisely and thoughtfully used for successful application as a instructional strategy. The application of this strategy depends primarily on the teacher's effort. Positive classroom climate is maintained and students enjoy learning. DI emphasizes 'teaching on small steps', providing for student practice after each step, guiding students during initial practices and providing all students with a high level of successful practice.

According to Killen (2006, p. 108), to teach clearly by using this strategy, it is important to do the following;

- ) Plan well in advance.
- ) Make sure that you have a deep understanding of subject matter.
- ) Prepare a written plan for every lesson.
- ) Make sure that, student understand what outcome they are supposed to be achieving.
- ) Write carefully worked key lesson, use them to guide students' thinking.
- ) Make sure that, you have clear definition and explanation for all key concepts.
- ) Include appropriate example.
- ) Be conscious of your vocabulary, define all new Jargon and do not make vague expression.
- ) Reflect on every lesson.
- ) Make deliberate connection between lesson and key points.

Similarly, Killen (2006, p. 110) has given the teachers role in the classroom as follows;

- ) Helping students to achieve specific outcomes.
- ) Providing opportunity to learn by presenting relevant information.
- ) Asking questions to prompt thinking.
- ) Encouraging thinking independently.
- ) Encouraging and rewarding students' effort.

### **2.1.1.2 Small Group Work as a Teaching Strategy**

Group work means to perform a task within a group. The question is that what is group, the group occurs when you ask two or more students to work together. All approaches to group work have a distinguishing feature that

students work together without direct intervention by the teacher, for at least some of the time. This does not mean that students are left to their own devices to learn whatever they like (Killen, 2006, p. 159). The teacher's role is to manage the learning environment and students can interact productively under the teacher's supervision. Group work develops a deep understanding of subject matter.

The reason for using group work is that, it offers great opportunity for students to learn than would be possible in whole class teaching. The achievement depends on the students' collaboration. General strategies for group work are:

- ) Plan for each step of group work.
- ) Carefully explain to your class how the group will operate and how students will be graded.
- ) Give students the skill they need to succeed in group.
- ) Create group task that requires interdependence.
- ) Make the group work relevant.
- ) Create assignment that fit the students' skill and ability.
- ) Assign group task that allow for a fair division of labor.

#### **A. Types of Group Work**

The different types of group work are described below:

##### **a) The Combining Arrangement**

It is an ideal arrangement for group work because it ensures interest and participation of students. Each learner in a group has unique piece of information. There is equality and mutual dependency between the members. The goals are negotiation input, mastering content and fluency.

### **b) Cooperating Arrangement**

This is the most common kind of group work. All learners have equal access to the same information and to each other's view of it. The members of the group sit in horse shoe. Homogeneous group is best in terms of students' performance. Goals are new learning item and developing fluency.

### **c) Superior-Inferior Arrangement**

This is similar to traditional classroom teaching. In this type, one or more learners have all information that other group need to complete. There is in equal social relationship between the learners. Knowers deserve superior and seekers deserve inferior position.

### **d) Individual Arrangement**

Each learner has the same information but has to perform different part of it. Members sit facing to each other in a circle. Social relationship is equal but focus on individual performance.

## **B. Creating Groups**

Harmer (2007, pp. 168-171) has given the following principle for the creation of group.

### **a) Friendship**

To make sure that we put friends with friends than with other whom they find unpleasant, we have to make an observation in classroom but it may not be accurate. We can ask them to get into with whom they want to work. A more informed way of grouping students is a sociogram.

### **b) Streaming**

We can create group or pair on the basis of students' ability. We can group brilliant, average and poor students. We can mix the students having different

ability. It is helpful for weaker students because they can get help from brilliant ones.

### **c) Chance**

It demands little pre-planning, it is the easiest way of grouping students. We can make a group of people sitting next or near to each other. A way of organizing pair work is the 'wheels scenario', Scrivener (2005, p. 89 as cited in Harmer, 2007, p. 170). Half of the students stand in a circle facing outwards and other half of the students stand in an outer circle facing inwards.

### **d) Changing Groups**

Groups may change according to requirement of activities. Making group is not permanent for all the time, so it is changeable. We can group the students in any way we feel comfortable, convenient and suitable to the nature of the activity.

### **e) Task**

Sometimes the task may determine who works with whom. Groups are formed on the basis of task of the group member. If the task is about people who are interested in particular leisure activities (Sport, music etc.) that might determine the 'make up' of the group.

### **f) Gender and Status**

We have to remember that in some context man and women working together may not be appropriate. Thus, groups are formed on the basis of gender and status of the member.

## **C. Procedures for Group Work**

Harmer (2007, pp. 171-173) has mentioned the following procedures for group work:

**a) Before**

To raise interest in students to work in group first they need clear instruction about what they are going to do. The instruction may be followed by demonstration and illustration to make it clear.

**b) During**

While students are working in group we could stand at a place, observe how they are doing the activity, who are stuck or disengaged. We can also move around the class we can help, correct students and engage in their discussion for a short time.

**c) After**

When groups stop working together we need to organize feedback session. We want to let them discuss what occurred during the group work session and where necessary, add our own assessment and make correction.

**i. Advantages**

- ) It dramatically increases the amount of talking
- ) The personal relationships are usually less problematic.
- ) It encourages broader skill of cooperation.
- ) It promotes learner's autonomy.

**ii. Disadvantages**

- ) It is likely to be noisy.
- ) All the students do not enjoy participating.
- ) Some students may be passive in group.
- ) Take longer time to organize.

### **2.1.1.3 Discussion as a Teaching Strategy**

Discussion plays vital role in classroom activity. "Discussion is an orderly process of face to face group interaction in which people exchange ideas", Killen (2006, p. 126). Discussion can be used in a whole class or in small groups. It is a versatile tool of teaching learning strategy which is applied to any subject matter at any level. The purpose of discussion might be to solve a problem, answer a question, and enhance the learners' knowledge and understanding or to reach a decision.

When the whole class involves in discussion Bridges (1990 as cited in Killen, 2006, p. 126) suggests that, in order for an exchange of idea to be called an academic discussion it should satisfy five logical condition; people must talk, listen and respond to one another, they must be collectively putting forward more than one point of view, and they must have intention of developing their knowledge and understanding the issues.

It is also a complement of other student centered technique in whole class instruction. Discussion can be considered as an art of co-operative thinking aloud and exchanging ideas and learners are expected to share their thought in group. Discussions differ in their purpose, structure, the pattern of interaction and level of learner, Kindsvatter, Wilen and Ishler, (1990 as cited in Killen, 2006). However, all discussions have some common features. All forms of discussion involve a high level of verbal interaction so their success depends very much on language skill of learners.

The teacher's role is to facilitate discussion and learners spent majority of time in talking. Question answer sessions are not discussion. Questions are used to help learner gain new knowledge. Questions are important but answering questions from the teacher or other students should not only be form of involvement. Thus, answer question should be organized in the whole group. Discussion develops objective, informed and reflective thinkers. Thus,

discussion develops three kinds of thinkers such as objective, informed and reflective. Gall and Gall (1990, as cited in Killen, 2006, p. 129) opine that discussion is an effective method of facilitating five types of learning outcome; general subject matter mastery, problem solving ability, moral development, attitude change and development of communication skill.

The strengths and limitations of discussion as a strategy are as follows:

**a. Strengths**

- ) It develops students' power of reflective thinking and creative ability.
- ) It provides students to work together, share ideas, reach group consensus.
- ) It increases students' talking time.
- ) It develops ability of analysis, synthesis, evaluation and critical thinking, helping understanding and removing misconception.
- ) It develops sense of ownership over their new knowledge and sense of group identity.
- ) It develops different communication skill.

**b. Limitations**

- ) Students are well prepared about discussion topic, discussion is unlikely to help students.
- ) Group leader can dominate the discussion.
- ) There is waste of time so it is time consuming.
- ) Some students who lack prior knowledge faces problem in discussion.
- ) Sometime lead to the misbehaviour of students.



#### **2.1.1.4 Problem Solving as a Teaching Strategy**

Problem solving is a student centered strategy in which students learn by solving problem on specific content direct and regular encounter with problem influences the students' thinking much more than direct instruction. "Posing significant, contextualized, real world situation and providing resources, guidance, and instruction to learners as they develop constant knowledge and problem solving skill"; Mayo, Donnelly, Nash and Schwart (1993, p. 227) (as cited in Killen, 2006, p. 206). In problem solving, a problem is presented with some new information with examples as a result they understand the problem while reaching through problem solving, students often wonder why they are being asked to solve the problem. To solve a particular problem students use different strategies.

Problem solving is a means to some end. The students are required to master some content for which problem solving has become a medium. If the students only solve the problem without taking care of content, there is not any fruitfulness. The emphasis of problem solving is to solve problem by applying existing knowledge and developing new knowledge. The students need to know that they are trying to learn through solving real problem. The goal of problem solving as a strategy is to make able to solve real problem through which they will learn important new item but not solve the problem itself. The focus should be on helping students to develop their understanding of important concept.

Thus, problem solving is a kind of teaching strategy which develops students learning habit. Students learn by doing something. Teacher's role is to facilitate where necessary.

According to Killen (2006, p. 208), the strengths and limitations of problem solving as a strategy are as follows:

### **a. Strengths**

- ) It promotes interaction, teamwork and interpersonal skill.
- ) It develops learners' creativity, critical thinking ability to adopt a new learning situation.
- ) It provides great challenge for learners and they can deserve great satisfaction from discovering knowledge by themselves.
- ) It makes learners responsible for shaping and directing their own learning, learning is the result of their own effort.
- ) It develops learners' language skill and ability.
- ) It makes learners resourceful, independence, patience, tenacity and self confidence.

### **b. Limitations**

- ) It requires much time and careful preparation.
- ) Weaker and less confident students are dominated by confident and capable students when working in group.
- ) Students are learning independently, so they may not discover the entire things that you like.
- ) The students who depend on teacher may feel uncomfortable with the self directed learning.
- ) Unless the students understand why they are attempting to solve particular problem they may not learn what you want them to learn.

#### **2.1.1.5 Student Research as a Teaching Strategy**

The term 'research' has been derived from the old French word 'recercher' which means to investigate thoroughly. Research is a chronological process of investigation of something carefully to find out something based on observable

data. Howard and Sharp (1985, as cited in Killen, 2006, p. 239) define research as "Seeking through methodological processes to add to one's own body of knowledge and hopefully, to that of other, by the discovery of non trivial facts and insight". Research is a voyage of discovery. From the definition of research we can analyze that there are two components of research they are; inquiry carried out systematically and purposively and focusing on revealing new knowledge.

Research is a systematized effort to gain the new knowledge. According to Best and Kahn (1993, p. 27), "The systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles or theories resulting in prediction and possibly ultimate control of events", (. Research is a study of event, problem or phenomenon using systematic and objective method in order to understand better. Research is a stepwise procedure. First, we have to set objectives and after that there should be systematic plan to answer. Data should be gathered and analyzed to answer the questions. Then some conclusion derived.

Killen (2006), has given three general approaches to research as a useful way of teaching strategy:

- ) Research based on the findings, interpreting and using information that has been discovered or developed by someone else.
- ) Research based on gathering, interpreting and using information that did not exist before conducting the research.
- ) Research based on some of the experimentation.

From the above discussion, it can be said that research is the process of acquiring new knowledge through experimentation by direct involvement of students in different activity. Using student research as a teaching strategy the question should focus on important issues to which students can relate and

understand fully. When the research work is complex and realistic it will successfully help students to learn. The purpose of student research is that to help students learn about the subject matter through research. So that, it is necessary to teach students is necessary how to carry out a research work.

The strengths and limitations of research as a teaching strategy are as follows:

**a. Strengths**

- ) It encourages the students to ask questions, to investigate, to discover and to create answer for themselves.
- ) Student research can be fun and motivating way for students to learn.
- ) It provides meaningful context to develop to reading skills, note taking skill, writing skill, oral communication skill, and organizational and time management skill.
- ) It encourages students to view new knowledge and they realize that there are still unsolved and unanswered questions.
- ) It develops deeper level of understanding on the subject matter.
- ) It develops scientific way of thinking and discovering.

**b. Limitations**

- ) In depth research takes much time.
- ) Students lacking their confidence will not enjoy their strategies.
- ) Students will be unable to achieve skills, gathering and interpreting information and ability to relate research with outcome.
- ) Poor students may be disadvantaged by research because it requires extensive reading materials.
- ) Students having poor writing skill may learn a lot but they have problem in demonstration of their knowledge.

- ) Sometimes because research skill students will be frustrated.
- ) Students try to collect data before setting out the research if they do not have sufficient instructions.

### **2.1.1.6 Case Study as a Teaching Strategy**

Here, case study refers to using case study as a teaching strategy. It is also called case study teaching or case study method of teaching or case based pedagogy. According to Killen (2006, p. 275),

Case is a story with a hidden message a narrative that describes an actual or realistic situation in which an individual or group has to make a decision or solve a problem most often the stories are set in the past and focus on real people or real events, but they may also describe factious things.

To quote Nunan (1992, p. 29), "Case study is the investigation of single instance in the context in which it occurs". Case study emphasized in an in depth analysis, so it is difficult and complicated task. Case study investigates a contemporary phenomenon with in a natural environment and involves the detail description and analysis of single instance. It is a way of teaching which includes various features and advantage of discussion, group work, cooperative learning and student research.

According to Killen (2006), there are three components of case study strategy; the case itself, the students' preparation for engaging with discussion of case, and classroom discussion. In this strategy a particular case is provided to the students. Then, they prepare detailed whole class discussion. The students discuss the case individually or in group. The use of the case makes the teaching more participatory; learner centered and sharpens learner's analytical skill and team work.

Volpe (2002, as cited in Killen, 2006, p. 278), puts that there are two fundamental principles underpinning the case method. First, the best learned lessons are the ones that students teach themselves through their own struggles, second, many of the most useful kind of understanding and judgment cannot be taught but must be learned through practical experience. Volpe also emphasizes student centered teaching and learning activities. Students learn and formulate knowledge through rigorous struggle and practical work.

All the relevant information should be set out in clear and logical steps and should describe realistic situation. Cases make students engage to analyze and discuss with purpose to analyze and discuss with purpose of gaining a deeper understanding to issues involved. Case itself does not analyze the situation but it makes students ready for analysis.

Case study emphasizes the idea that, learners need to engage in active learning experiences in order to challenge and reconstruct their understanding. So that, the pedagogical basis for the case method of teaching is very much constructivist one.

The strengths and limitations of case study as a teaching strategy as given below:

**a. Strengths**

- ) It offers opportunities to grapple with issues, problems, and puzzles ways that are challenging and productive in a reasonably safe but not entirely risk free environment.
- ) Encourages students to take responsibility for their own learning and to see the benefits.
- ) In case study, students' theoretical understanding enables them to resolve problem and provides credible explanation of real situation.

- ) Provides students with extra dimension for reading and classroom experience, interaction with classmate, analyzing different question and wider perception.
- ) Helps to improve the ability to think analytically with direct encouragement in materials and present their idea and opinion persuasively.
- ) Engage students in active identification of problem, considering perspectives, making choices and justifying their conclusion.

**b. Limitations**

- ) Sometimes students may be frustrated because of incomplete and misleading information in case.
- ) Class discussion of case can be frightening for some students.
- ) It is time consuming to find out the case for teachers.
- ) Case causes tension and alienation because students have to engage in cognitive and emotive activities.

**2.1.1.7 Student Writing as a Teaching Strategy**

The main purpose of teaching a language be it the mother tongue or a foreign language is to develop the four basic skills; listening, speaking, reading and writing. Writing attracts most special importance because 'reading makes a full man, speaking a ready man and writing an exact man'. There is no doubt that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. In simple term, writing is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on.

Generally, students write for two different reasons: writing to demonstrate learning and writing to learn. Writing to demonstrate learning refers to some task the writer can show how much they have learned for example, writing in an examination. The teacher has to guide students' writing so that it becomes a deliberate attempt by the students to understand, remember, explore and extend the things they are learning and vehicle for improving their learning process.

Writing is a systematic process. Students should write about what they learn in the classroom. Well organization is the main problem for effective writing. Effective writing requires mechanics, coherence and cohesion. Student writing helps them to enhance their writing ability and to demonstrate their knowledge.

Writing requires specific skills. The teachers' role should be as a guide where necessary in writing. Writing develops the students' learning habit. In the classroom, the teacher should involve the students in different writing activities which promote learning capacity of the students. The main techniques are taking note while reading and classroom writing for consolidation, revision, writing for newspaper and journal. The main purpose of all types of writing should be to help students to learn and understand the subject matter and content they are supposed to learn.

Teaching writing is a very challenging job. Teaching writing requires using different strategies which are appropriate to the level of students and their ability. The teacher should teach according to learners' level.

The strengths and limitations of student writing as a teaching strategy are as follows:

**a. Strengths**

- ) Develop students' habit to think and communicate to study and practice all discipline.



- ) Systematic writing develops language skills.
- ) Widely required skill to demonstrate learning.
- ) Students learn to organize isolated piece into meaningful whole.
- ) Helps in active construction of meaning, concepts and develops awareness of ideas etc.
- ) Encourages understanding to express on their own words rather simply to remember.
- ) Students acquire course content better when they write about it.

**b. Limitations**

- ) Learning through writing students need much time to think carefully and to be prepared.
- ) Students may see writing irrelevant.
- ) Students will be reluctant to write because of lack of confidence and competence.

**2.1.1.8 Cooperative Learning as a Teaching Strategy**

Cooperative learning is the most researched teaching strategy of recent time. The plethora of information about cooperative learning is testimony to its versatility and effectiveness. Cooperation means, working together to achieve shared goals. So, cooperative learning is an instructional strategy in which learners work together in small group to help one another to achieve common learning goals. "It is based on the believes that learners can achieve more by working collaboratively than by working alone or by passive receiving information form a teacher", (Killen, 2006, p. 181). Writers such as Slavin (1983, 1990, 1995) and Johnson and Johnson (1989, 1994) agree that there are two essential components in all cooperative learning method, such as, cooperative task and incentive structure, (as cited in Killen, 2006). Thus,

cooperative means to help one another in a group which facilitates the learners in that group.

According to Olsen and Kagan (1992, as cited in Richards and Rodgers, 2001, p. 192),

Cooperative learning is a group learning activity organized so that learning depends on the socially structured exchange of information between learners in group and in which learner held accountable for his/her own learning and is motivated to increase the learning of others.

Thus, cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pair and group work of learners in the classroom. Wong and Wong (1998) (as cited in Killen, 2006, p. 181), state that, "Cooperative learning is not so much learning to cooperate as it is cooperating to learn". Thus, cooperative learning is a modern teaching technology. Cooperative learning means students learn something by cooperation. Then, the question is that what cooperation is. Cooperation means help in group where they can share their ideas and feelings about the content and learning takes place. The group can be usually two to four members is advisable.

### **A. Elements of Cooperative Learning**

The elements of cooperative learning are described below:

#### **a) Positive Interdependence**

It occurs when group members feel that, what helps one member helps all and what hurts one member hurts all. Members should have positive role to acquire specified goals. Without positive role relationship between the members no objectives will be achieved. So that members should have positive role in group. Group formation is an important factor in creating positive interdependence. The typical group size should be two to four members.

### **b) Individual Accountability**

Members are responsible in every activity in a group. Each members of the group are accountable to demonstrate their learning.

### **c) On Going Direct Interaction**

Students help one another in group. They must discuss the task, decide how to approach it, exchange ideas and explain thing to one another.

### **d) Reflective Learners**

Each group must analyze the outcome it achieves and they should evaluate their environment.

### **e) Appropriate Interpretational Skills**

Group members should have appropriate skills to cooperate in group with its members.

Applying CL as a teaching strategy any teacher faces many difficulties in forming group and in other different activities. For effective application of CL as teaching strategy teacher should have the knowledge of forming group, functioning in a group, collaborative skills, knowledge of learning principles and group activities.

The strengths and limitations of cooperative learning as a teaching strategy are as follows:

#### **i. Strengths**

- ) Increases frequency and variety of second language practice through different types of interaction.
- ) Possibility of cognitive development and increase language skills.
- ) Opportunities to integrate language with content based instruction.

- ) Opportunity to include a greater variety of curricular materials to stimulate language.
- ) Freedom for teachers to master new professional skills.
- ) Opportunity for students to act as resource for one another and to play more active role.
- ) It develops social assimilation habit.

**ii. Limitations**

- ) Some students do not want to be assessed on the basis of group performance.
- ) Some students prefer to work alone not cooperatively.
- ) Student may learn less when they are under direct instruction.
- ) It needs over and extended period of time.
- ) Self reliant and cooperation are difficult to acquire from a single cooperative learning lesson.

**2.1.1.9 Role Play as a Teaching Strategy**

Role play is a student centered strategy in which students take role of different people for example, doctor, patient, shopkeeper, consumer, farmer and teacher and use the language that is actually used for that role and situation. Killen (2006, p. 261) defines role play as in its most common form, "Role playing is a dramatization in which individual improvises behaviours that illustrate act expected of person involved in defined situation". Similarly, Davis (1993, p. 159) defines, "Role playing activities, you present to your students a realistic or hypothetical situation and a cast of character. The students then improvise dialogue and action to fit their view of the situation and the character they are playing" (as cited in Killen, 2006). Budden (2002 as cited in Killen, 2006, p.

262) "Requiring learner to put themselves in someone else's shoe or stay on their own shoe and put themselves in an imaginary situation".

Thus, role play is a classroom activity which gives the students an opportunity to practice the language, the aspects of role behavior and the actual role they need outside the classroom. The difference between simulation and role play is that, students pretend as in real life in simulation but they pretend as to be something or somebody else which they are not in role play. In other word, all role plays are simulation but not all simulations are role play. Role play is an ideal vehicle for developing fluency and it also offers a focal point in lesson integrating the four language skills. It is highly flexible, initiative flexible and imaginative. It helps students to bring outside classroom environment. Thus, role play makes classroom interactive, variety of language function, structures, and games can be practiced in the classroom through role play.

The strengths and limitations of role play as a teaching strategy are as follows:

**a. Strengths**

- ) Helps to create learning environment in which students are highly motivated and involved because of realism and relevance.
- ) Provides clear focus of learning by emphasizing the application of knowledge.
- ) Provides opportunity to develop range of communication and social interaction.
- ) Helps to understand that there are casual relationship between people's behaviour and outcome.
- ) Develops self confidence and self esteem and self image.

## **b. Limitations**

- ) Can over simplify the situation being investigated so that students overlook some important learning.
- ) Consume large amount of time.
- ) It is not efficient to teach procedural knowledge (Such as solve calculus problem).
- ) It may be failure if the participants do not participate properly and if they become emotionally over involved.
- ) Some students feel hesitation to play role and some students will not be able to play.

Killen (2003, p.18)'s classification of teaching strategies seem very wide and measurable in English language teaching. This classification covers all the possible areas of teaching strategies. Similarly, Good (1979, p.11) opines that the teacher's strategies are core part of effective teaching. He has given the following teaching strategies;

- i) Classroom management
- ii) Structuring
- iii) Tasks
- iv) Grouping

### **2.1.2 Types of Teaching Strategy**

Martin (2007, p.12) has listed out the following prominent strategies. Those teaching strategies are discussed as follows;

#### **A. Lecture**

For many years, the lecture method was the most widely used instructional strategy. It is still an important way to communicate information. It provides a

way to communicate a large amount of information to many listeners in non-threatening environment. However, it seems to be passive way of teaching since it does not demand students' active participation.

### **B. Case Method**

Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. It is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It works well in co-operative learning or role playing environment to stimulate critical thinking and awareness of multiple perspectives.

### **C. Discussion**

There are varieties of ways to stimulate discussion. Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students.

### **D. Active Learning**

Many studies show that learning is enhanced when students become actively involved in the learning process. It engages students in the learning process, stimulates critical thinking and a greater awareness of other perspectives.

### **E. Co-operative Learning**

Co-operative learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal.

### **F. Integrating Technology**

It is one of the important strategies in teaching that uses computer or other technological equipments to enhance and extend students' learning experiences.

## **G. Distance Learning**

Distance learning is any form of teaching and learning in which the teacher and learner are not in the same place at the same time.

### **2.1.3 Deafness and Hard of Hearing**

Education is essential for every human life. To sustain in the modern world good education is a must. So, each people should have easy access to the education which through the light in shaded life of an individual. Modern world is headed towards the education for all. Therefore, it is obligatory to bring every child under the roof of the school. It is really a challenging task to provide equal educational access to the every child because of diversity in their ability. All are not able to be involved in the main stream of education. In the society there is a large number of disable people who are out of educational opportunities yet. Disable people can also make their life comfortable if they have good education.

Asian Development Bank (ADB, 2005, p.7) states, "Disable person is a person with an impairment or health condition who encounters disability or is perceived to be disabled". On the basis of ADB (2005, p.30) report, there are 600 million people with disabilities worldwide or 10 per cent of the world population, with 400 million of them live in the Asia and Pacific region.

People with disabilities are mostly poor because they are denied access and opportunities which are basic factor to human development- education, income and self- esteem. Disable persons are not useless in fact. They all have different capacity to be productive and can take part in the development of the country. Thus, now a days disable people are respectively addressed as 'differently able'. Such disable people should be allowed to develop their physical potentiality, skills and intelligence.



Various measuring scales are used to identify different types of disabilities. Disabilities can be identified, categorized by observing their behavior and activities. The government of Nepal has identified four types of disabilities.

- i. Blind and visual impairment
- ii. Deaf and hard of hearing
- iii. Physically handicapped
- iv. Mentally retarded

A person who could not hear ordinary voices with both ears from a distance of one meter was said to have hearing disability (GoN/ UNICEF, 2001). Deaf refers, according to World Health Organization (WHO), to individuals whose hearing impairment cannot be improved by amplification or have profound bilateral hearing impairment.

According to Prasad (2003, pp.22-23),

'Impairment' means any loss or abnormality of anatomical structure or psychological, physiological function. Similarly, 'Deaf' means a person, who is unable to hear a sound of 80 decibels (dB) or above, cannot speak clearly or cannot speak at all or can only communicate with sign language. Likewise, 'Hearing Impaired' means a person, who can hear a sound of intensity between 65 dB and 80 dB and above and cannot speak clearly or has to use hearing aid for hearing speech.

Individuals with Disabilities Education Act (IDEA) as cited in ([www.understood.org/en/school-learning/your-childs-rights](http://www.understood.org/en/school-learning/your-childs-rights)) defines hearing impairment as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance".

Inclusive Education Information Resource (2011, p.61) suggests some basis for identifying deaf or hard of hearing children;

- ) Unable to hear a conversation far from 3 feet or more.
- ) Try to hear making ears respond to the speaker.
- ) No concentration on hearing.
- ) Use of more gestures or signs than the speech.
- ) Suppressed voice.
- ) Asking repetition questions frequently.
- ) No response of the sound from sides.
- ) Frequency in ear infection and running nose.
- ) Isolated living.
- ) No exact response to the question.
- ) Unclear voice or unable to speak.
- ) No response to any sound.
- ) Unable to follow the instructions.
- ) Difficulties in concentration.

'Deafness' is defined by Individuals with Disabilities Education Act (IDEA) as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification".

According to Keynes House (Teaching Deaf/ Hearing Impaired Students, Disability Resource Center), students who are deaf or hearing impaired may be affected in different ways. Losses range from mild to profound and can be conductive (resulting from impairment to the outer or middle ear), or a combination of both. They may use hearing aids, British Sign Language (BSL),

lip reading or a combination of the above. It is essential to communicate with the student to find out what his/her particular requirement is.

(Source: [www.admin.cam.ac.uk/univ/disability/practice/pdf/deaf.pdf](http://www.admin.cam.ac.uk/univ/disability/practice/pdf/deaf.pdf))

Communication is a vital aspect of human life. Through communication we share our ideas, feelings and messages and information. If communication breaks down there is hard of living life. We, human being mostly communicate to each other through speech. But it cannot be conducted properly by hearing impaired or deaf person. The communication disability basically meant a disability concerning hearing and speaking. Those hearing disable people can hardly explain to their requirements, experiments and thought by using gesture in and out of home. Each problems and difficulties are called communication impairment. If the communication has been affected by any medical cause, it should be referred to Ear, Nose, Throat (ENT) Consultant, Audiologist and Speech Pathologist.

Oral mode of communication is not only the device to be communicated. There are other ways to perform the communication act. The students with severe hearing losses i.e. deaf use visible communication modes which are listed as follows;

- i. Sign language
- ii. Finger spelling
- iii. Cued speech
- iv. Amplification or hearing aid
- v. Aural/ oral training

These above mentioned modes can be effectively used in teaching English language to the deaf children to reduce language delay. The effective way of teaching to deaf children can be total communication approach (TCA). TCA is

a combined method which combines finger spelling, signs, speech/ lip reading and auditory amplification.

#### **2.1.4 Types of Hearing Losses**

Loss of hearing is abnormality of auditory system of a person and partially or completely loses hearing ability.

According to [www.parentpals.com/gossumer/pages/Detailed/683.html](http://www.parentpals.com/gossumer/pages/Detailed/683.html), there are four types of hearing losses.

##### **A. Conductive Hearing Losses**

These are caused by diseases or obstructions in the outer or middle ear (the conduction pathways for sound to reach the inner ear). Conductive hearing losses usually affect all frequencies of hearing evenly and do not result in severe losses. A person with a conductive hearing loss usually is able to use hearing aid well or can be helped medically or surgically.

##### **B. Sensorineural Hearing Losses**

These result from damage to the delicate sensory hair cells of the inner ear or the nerves which supply it. These hearing losses can range from mild to profound. They often affect the person's ability to hear certain frequencies more than others. Thus, even with amplification to increase the sound level, a person with a sensorineural hearing loss may perceive distorted sounds, sometimes making the successful use of a hearing aid impossible.

##### **C. A Mixed Hearing Loss**

It refers to a combination of conductive and sensorineural loss and means that a problem occurs in both the outer or middle and inner ear.

##### **D. A Central Hearing Loss**

It results from damage or impairment to the nerves or nuclei of the central nervous system, either in the pathway to the brain or in the brain itself.

### **2.1.5 Status of Deaf and Hearing Impaired Person in our Society**

Status of deaf and hearing impaired person is very poor. They are treated cruelly and are isolated from the social activities. Because of the superstitious belief of the people, disability or the deafness is regarded as the result of sin or crime committed in the past life. Many people in the society do not know the real cause of such disability. They believe in god and evil power and believe that the disability is caused by the curse of god or the evil. In this regard, Prasad (2003, p.1) writes "Disability in the past was taken as the punishment by a god for some sin committed in the past life. Several religious leaders and saints have possessed mystic and healing powers, which have led to the cure of disabilities". This kind of superstitious belief is caused by mass illiteracy and taboos prevailed in the society. Very few people know that the cause of any disability is either an accident or a disease. Hearing disabilities also take place by some diseases or an accident. But, deaf or hearing disable persons are taken as a burden for the family and also for the society. These kinds of people are deprived of human rights. They are excluded in any sort of social activities.

People have negative attitude towards the deaf person. They do not want deaf person to be involved in social activities. No proper care is provided to those persons. Deaf are provided with very less opportunities to learn even the survival skills for their life. They are living their life like an animal. No response is paid for them. Nepal is less developed country and the country has weak policy for the development of disable people. The country has very less resources and economy to invest in the field related to disable. Disable people need special program and it needs large amount of economic resources. Thus, it is difficult to make any effective policy and launch a program to uplift their status in the society.

There is a much higher incidence of deafness in Nepal than in the developed world. This is partially due to physical factors, such as poverty, lack of adequate health care, contaminated water, and illness such as meningitis, untreated ear infections and rubella. Less than fifty years ago, deaf Nepalese were incredibly isolated and had no access to sign language or deaf culture. In 1960's, the Naxal School for the Deaf, Nepal's first deaf school, began in Kathmandu. Nepali sign language was developed with the help of Peace Corps Volunteers from the US. There are students at the Naxal School from Nepal's isolated Far West, the Southern Terai, and the mountainous Himalayan region, as well as the Kathmandu valley and elsewhere.

The current generations of deaf people have a whole new world of opportunity. Raghav Bir Joshi is the only deaf elected politician in Asia, and he is able to do his job with the help of a translator.

(Source: <http://www.deafnepal.blogspot.com>)

Different governmental and non-governmental organizations are working in the field of disability in the country. One hundred forty one deaf schools are being run all over the country. The Ministry of Education, the Ministry of Women and Social Welfare, the Ministry of Finance, the Ministry of Health and Population and the National Planning Commission are major governmental agencies for planning and launching different programs in favour of disable people. Nepal National Federation of Deaf and Hard of Hearing (NFDH); Nepal Ear Foundation; Low Hearing and Deafness Centre; DANIDA, Denmark, Federation of Hard of Hearing People etc. are some non-governmental organizations working for deaf and hard of hearing people in Nepal.

Various schools for hearing disable are established all over the country. A deaf school was established in Bal Mandir, Naxal in 1967. Similarly, in 1969, Nepal Blind and Handicap Association was established by Khagendra

Bahadur Basnet. Laboratory School launched a program to teach blind students after starting special education in 1964 in Nepal. In the same way, various GOs and NGOs are putting their hands together to make disable people a complete person and helping for the overall development of deaf and hearing impaired children.

### **2.1.6 Instructional Strategies to Teach Deaf Children**

The following strategies are suggested in order to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations for which a student is eligible, as determined by the Office of Student Life:

- Circular seating arrangements offer Deaf or hard of hearing students the advantage of seeing all class participants, especially in a seminar setting.
- For the lecture setting, keep front seats open for students who are Deaf or hard of hearing and their interpreters.
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the Deaf or hard of hearing student can focus on the speaker.
- When appropriate, ask for a hearing volunteer to team up with a Deaf or hard of hearing student for in-class assignments.
- On request from the student, assist with finding an effective note taker or lab assistant from the class.
- If possible, provide transcripts of audio information.
- Face the class while speaking; if an interpreter is present; make sure the student can see both you and the interpreter.
- Because visual information is a Deaf student's primary means of receiving information, films, overheads, diagrams, and other visual aids are useful instructional tools. Spoken dialogue and commentary in films, videotapes,

DVDs, and online course websites, should either be presented in captions or other alternate means such as a transcript.

- Be flexible: allow a Deaf student to work with audiovisual material independently and for a longer period of time.
- When in doubt about how to assist the student, ask him or her.
- Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class)

(Source: <http://webcache.googleusercontent.com>)

## **2.2 Review of Related Empirical Literature**

Teaching English language in the non native environment is really a challenging job. It cannot be neglected that the English language teaching is a compulsory part of educational system in Nepal. English is being dominant language in the world as it has been playing the role of lingua franca. The need of English language has been increasing day by day in our situation. If we go back to the starting of English education in Nepal, Rana prime-minister Junga Bahadur Rana established Durbar High School in 1854 A.D. in Kathmandu and planted the seed of English language teaching. English language teaching got priority after the establishment of democracy in Nepal. Different school started to be established all over the country and common people got opportunity for the educational access. Education for disable also go priority and various programs for disable children launched for their betterment in life.

Teacher training became very important part of education which led for the professional development of teachers. Old methods and techniques did not fulfill the demand of time. So, new strategies of teaching came in existence. Scholars carried various researches in various aspects of English language. There are many researches related to teaching and learning strategies in the



Department of English Education. Many studies have been also carried out in the field of disable students. For the normal student teaching, there are many researches in teaching strategies. But there is no any research carried out in teaching strategies for deaf children. So, this research will be obviously new in the Department of English Education.

Devkota (2004) carried out a research on "A study on Learning Strategies Used in Studying Literature". The objective of the research was to find out the learning strategies adopted in learning literature by the students of B.Ed. third year. His study population was the students of B.Ed. third year. The researcher had selected the population randomly and had provided them with the questionnaire to collect data. The research finding was that the students used the strategies of immediately noting down the unknown words, consulting dictionary, using reference materials and translation in some cases.

Similarly, Karn (2008) carried out a research entitled "Teaching Strategies Used by Secondary English Teachers to Teach Reading Text". The objective of that research was to find out the teaching strategies used by secondary level English teachers to teach reading text. He had selected the secondary level English teachers of Kathmandu valley randomly as his sampling population. He carried out the research using observation form and questionnaire as the tools for collecting primary data. His major finding of the study was that the teachers used reading and explaining and silent reading strategy in most of the cases at secondary level.

Timsina (2009) carried out a research on "Strategies Employed in Teaching Speaking in Public and Private Schools". His main objective was to find out strategies employed in teaching speaking by public and private school. He had taken some of the public and private schools from Kathmandu valley as his sampling population and had observed English classes to collect required data. He used observation checklist and questionnaire as the tools for data

collection. The research finding was that the group work, role play, dialogue and discussion strategies were frequently used for teaching speaking.

Similarly, Dhital (2010) carried a research on "Teaching Strategies Employed by Secondary Level English Teachers". The objective of her research was to find out the extent to which the secondary level English teachers use different teaching strategies. She had used secondary level English teacher of Kavre district who taught deaf children in special school for deaf as her sampling population. Dhital had used observation checklist and questionnaire to collect required data for her study. Her research found that direct instruction and discussion were most frequently used strategies by secondary level English teachers teaching deaf students.

Banjara (2011) carried out a research entitled "Techniques of Teaching Vocabulary to Hearing Impaired Children". Her objective in the research was to find out the classroom techniques adopted by the English teacher to enhance learning vocabulary to hearing impaired learners and to explore and identify the frequently used teaching techniques to make vocabulary learning effective for them. The finding of research was that the teacher centered techniques like translation; explanation as well as mime, action and gesture were used cent per cent by the teacher. Except the daily use of sign language, the students used gestures for four days out of twenty days. That meant they used 20% of gestures in the classroom. This research work is different than the research work of Banjara (2011) in terms of sampling population, focus, procedure and the findings as well. She has focused only in teaching vocabulary items. But this research has given emphasis on the overall strategies performed by English teacher.

The Department of English Education has a large pile of researches in English language teaching. There are very few researches carried out in English language teaching to disable children, specially deaf and hearing impaired children. Therefore, this research is new for the department which can be beneficial for the development of teaching English language to deaf students.

## **2.3 Implications of the Review for the Study**

Reviewing the related literature plays the crucial role for researchers in any research as it helps the researchers to bring clarity and focus on research problems, reform methodology and contextualize the findings. It also helps us to understand the relationship between our research problem and the body of knowledge in the area.

The above reviewed literatures were useful for my research study in so many respects which are described briefly as follows:

The research of Devkota (2004) was significant for my research work. His research had aimed to find out the learning strategies adopted in learning literature by the B.Ed. students. His research population had consulted dictionary, translation and other reference materials to learn English. My research has implicated the various strategies adopted in English classroom from his research.

Similarly, research of Karn (2008) has found that the teacher used explanatory and silent reading strategies to teach reading text in his research entitled, 'Teaching Strategies Used by Secondary English Teachers to Teach Reading Text. Through these strategies, teaching had become effective. My study differentiates in terms of level of students as his target was to the secondary level students and mine was to primary level.

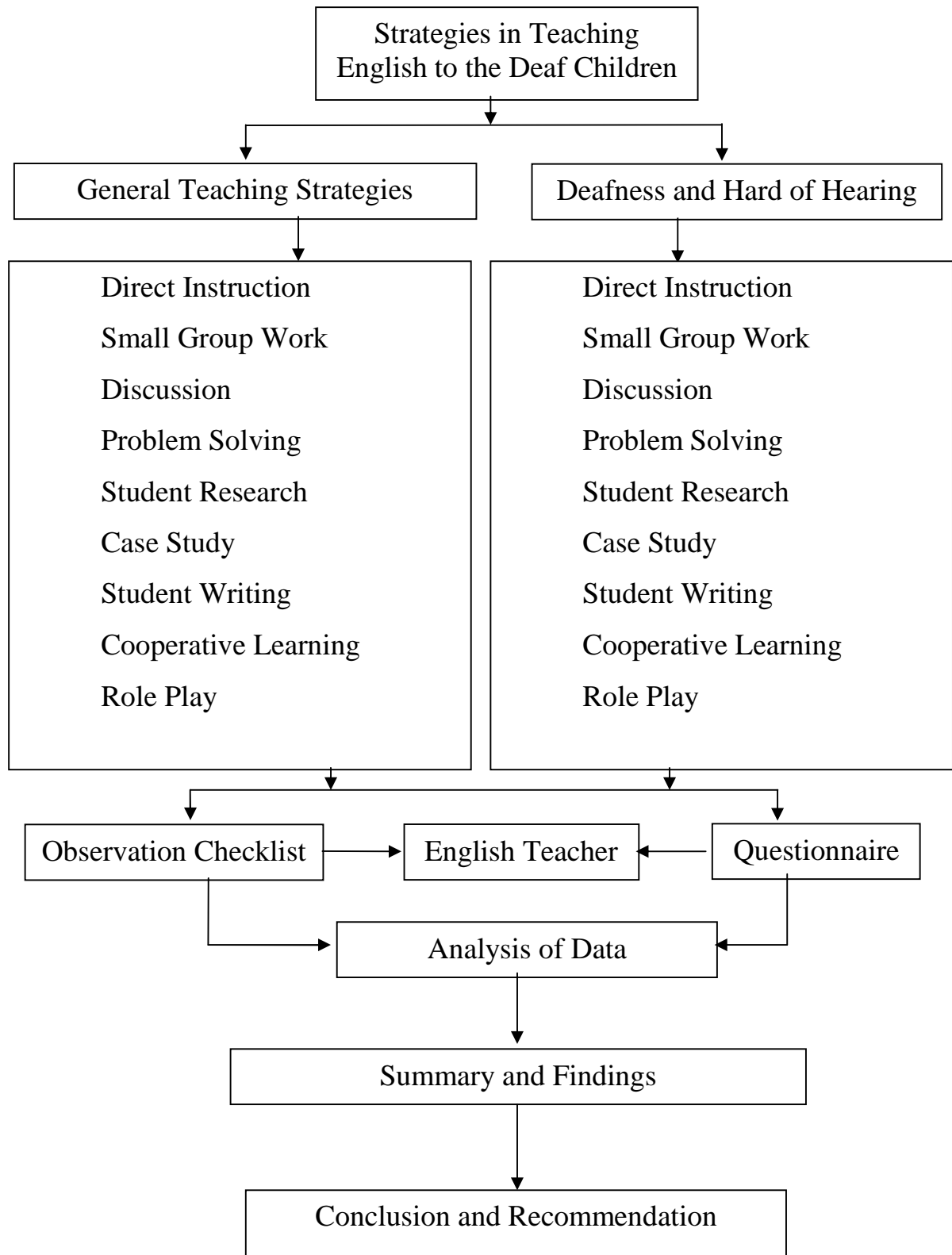
In the same way, Timsina (2009), carried out a research in teaching strategies in teaching speaking. His research provided me outlook of general teaching strategies for my research. Observation checklist and questionnaire were very much effective for my research work.

Likewise, Dhital (2010)'s research was my most important materials through which I became able to cope the concept about deaf children and way of teaching to them. Her research has incorporated various problems and their solutions related to teaching English to deaf children.

These all literatures were much applicable and have significant role for my study. All other related literature that we get from different books, journals, articles, reports, websites, etc. are consulted to make my this thesis a complete one.

## 2.4 Conceptual Framework

This thesis entitled "Strategies in Teaching English to the Deaf Children" is based on the following conceptual framework which is depicted down in diagram.



## **CHAPTER: THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

For the purpose of fulfilling the objectives, the following methodology and procedures were used.

#### **3.1 Design and Method of the Study**

To conduct the research entitled, "Strategies in Teaching English to the Deaf Children", the researcher selected 'case study' as a research design which follows following process:

##### **A. Case Study**

Case study is one of the new designs of research work. This design studies a single instance or a single case deeply. It is the method of unit analysis which can be an individual, a small group, an organization or a class. Case study can be contrasted with survey research in the point that survey research includes specific population from among large number whereas case study inspects and analyzes a certain event, an individual or a specific case in depth taking a bit longer time and observation repeats time and again in the same case.

##### **i. Process of the Case Study**

- ) Identification of the problem
- ) Specification of objectives
- ) Formulating tentative hypothesis or the research questions.
- ) Deciding and preparing research tools.
- ) Formation of rapport with the population.
- ) Collection of data repetitively (time again).
- ) Analysis of data.
- ) Reaching to the conclusion.

- ) Preparing and editing draft of study.
- ) Finalizing the report.

## **ii. Characteristics of Case Study**

According to Killen (2006, p. 277), the followings are the major characteristics of case study;

- ) Case study is flexible and utilizes multiple sources of information.
- ) It is in-depth investigation of specific unit of research.
- ) Case study is conducted in natural setting rather than artificial setting.
- ) This method is longitudinal in which time span is more in the same unit.
- ) This is done within a bounded system i.e. of a fixed area or topic.

This research has followed the model of case study. The researcher selected a specific school and a teacher as his population. The study was done following purposive sampling method as there were very few students in the class and only one teacher was available in the class. The researcher aimed to find out overall strategies adopted by the English teacher. Therefore, he studied the same population continuously for 40 days deeply and inspected all the performances done by the teacher. Therefore, the design of this research is case study.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study was the teacher who taught English to the primary level deaf students at Manthali Higher Secondary School of Ramechhap district. There is the large number of population of deaf schools and the teachers who teach English language to the deaf children in our country. It is somehow impossible to make them all the sampling population. Therefore, it is the duty of the researcher to select specific and small number of population. My study followed the nature of purposive sampling. So, in the present study,

the researcher purposively selected only one primary level English teacher teaching to the deaf students at Manthali Higher Secondary School of Ramechhap district. The population was provided with questionnaire which had to be ticked and filled. Observation checklist was used to find out the teaching strategies used by the population.

### **3.3 Study Areas/Field**

The research area of this study was Ramechhap district and the primary level English teacher of Manthali Higher Secondary School along with the deaf children studying in the same school. The field of it was related to teaching strategies adopted by the teacher to teach English to the deaf children in primary level. For the feasibility of this study, I selected the primary level English teacher of Manthali Higher Secondary School and deaf children by using purposive non-random sampling procedure.

### **3.4 Data Collection Tools and Techniques**

The basic tools for my study were questionnaire and observation checklist. The questionnaire contains open ended and close ended type of questions. Open ended questions focus on examining the opinion of the teachers and close ended questions focus on the frequency of using different teaching strategies. I provided pre-structured questionnaire to the English teacher and ask him to respond to those questions. I filled up the observation checklist form observing 40 classes of the teacher and prepared the report. I observed the strategies adopted by English teachers while teaching English to the deaf students at primary level.

### **3.5 Data Collection Procedures**

The researcher followed the following procedures to collect primary data for my study;

- i. At first, the researcher prepared all the tools for collecting data and photocopied them in sufficient number.
- ii. Then, the researcher went to the selected school and requested the authority for the permission to carry out the present research.
- iii. The researcher met the English teacher and deaf students and build rapport with them.
- iv. The researcher requested the teacher to let observe his teaching in the class.
- v. During the teaching observation, the researcher filled up the observation checklist to indicate the findings.
- vi. After that, the researcher took the opinion of the English teacher providing him with pre-structured questionnaire.
- vii. Then, the researcher collected the entire filled questionnaire after finishing by the English teacher.
- viii. The researcher made the diary of what kinds of strategies the teachers had been following.
- ix. During the observation, the researcher noted down all the activities performed by the teachers.



### **3.6 Data Analysis and Interpretation Procedure**

The collected data using questionnaire, observation checklist and note were analyzed and interpreted in following ways:

- i. Firstly, the researcher arranged the collected data on the basis of dates when they were collected.
- ii. The researcher classified the various teaching strategies adopted by the English teacher on the basis of their occurrence during observation.
- iii. The researcher tabulated all the strategies adopted by the teacher and filled the table with the frequency of their occurrence
- iv. The researcher calculated the percentage of occurrence of adopted strategies on the basis of total observation days i.e. forty days.
- v. The researcher tabulated the data collected by using questionnaire and evaluated them calculating their frequency. The opinion of teacher given in the questionnaire was also analyzed to find out the result.
- vi. Then, the researcher interpreted the analyzed result on the basis of calculation of table and the note.

## **CHAPTER: FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This section mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the required objectives. The main objectives of this study were to find out different strategies used by the teacher in teaching English to the deaf children in primary level. The data collected through observation checklist are analyzed holistically.

The researcher collected the data from primary level English classes of Manthali Higher Secondary School, Ramechhap as purposive sampling method. He observed 40 classes with the help of observation checklist. Class three and class five were observed. The systematically collected data are analyzed, interpreted and tabulated in detail descriptively, illustratively and comparatively with the help of different statistical tools viz. per cent and table.

#### **4.1 Analysis of Data and Interpretation of Results**

Collected data on the basis of questionnaire and observation checklist were analyzed systematically as follows;

##### **4.1.1 Analysis of Data on the Basis of Class Observation**

The observation checklist based upon five points rank scale ranging from 'excellent' to 'poor' viz. 'excellent', 'good', 'average', 'tolerable' and 'poor' to observe the classroom. The observation was mainly based on the nine strategies which are divided under different style and activities. Comprehensive and detail list of various style and activities was made under each strategy. While observing the English classroom, the main focus was whether the teacher used all strategies equally or not and whether he was good in conducting different strategies or not in the class of deaf children. Similarly, another focus of the study is that, whether all these nine strategies were equally applicable in teaching English to the deaf children or not, whether the teacher was good in the

application of these strategies. The researcher tried to analyze all those nine strategies used in the English classroom of deaf children. The individual strategies obtained from the observation checklist have been analyzed and interpreted under the various headings. Each strategy is analyzed separately as follows:

**Table No. 1**

**Frequency of Using Different Teaching Strategies**

This table shows the frequency of using various teaching strategies by the teacher in 40 observation classes on the basis of observation checklist.

<i>S.N.</i>	<i>Strategies</i>	<i>Frequency /Days</i>	<i>Per Cent</i>	<i>Remarks</i>
1	Direct Instruction in ELT	35	87.5 %	
2	Discussion in English Classroom	13	32.5 %	
3	Small Group Work to Improve Students' English	24	60 %	
4	Cooperative Learning for the Development of ELT	23	57.5 %	
5	Problem Solving as a Tool of ELT	13	32.5 %	
6	Student Research in ELT	8	20 %	
7	Role Play in Different Situation	35	87.5 %	
8	Case Study of Related Materials	10	25 %	
9	Student Writing for Enhancing Their Writing Ability	37	92.5 %	

This data shows that the English teacher adopted all the strategies to teach English to the deaf students. The most frequently used strategy was ‘Student Writing for Enhancing Their Writing Ability’. This strategy was adopted for 37

days out of 40 days by 92.5 per cent. Similarly, the secondly used strategies were ‘Direct Instruction in ELT’ and ‘Role Play in Different Situation’. They were adopted for 35 days by 87.5 per cent. The thirdly used strategy was Small Group Work to Improve Students' English. This strategy was used for 24 days out of 40 by 60 per cent. In the same way, ‘Cooperative Learning for the Development of ELT’ was used for 23 days by 57.5 per cent and ‘Discussion in English Classroom’ and ‘Problem Solving as a Tool of ELT’ were adopted for 23 days by 32.5 per cent. For 10 days, ‘Case Study of Related Material’ strategy was adopted which was used by 25 per cent. The least adopted strategy was ‘Student Research in ELT’. This strategy was adopted by 20 per cent for 8 days only.

#### 4.1.1.1 Use of Direct Instruction in ELT

Direct instruction is the most common strategy used in our schools. The researcher observed various activities under this strategy. The activities were teacher's delivery, demonstration to support ELT, students' participation and support of other strategies. Each activity is analyzed with their data as follows:

**Table No. 2**  
**Use of Direct Instruction in the English Classroom**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Direct instruction	Teacher's delivery	7	20	23	66	5	14	0	0	0	0
	Demonstration to support ELT	4	11	12	35	11	31	5	15	3	9
	Students' participation	3	9	11	32	18	52	3	9	0	0
	Support of other strategies	0	0	3	9	9	26	17	49	6	17

The above table shows that 20 per cent teacher's delivery was excellent, 66 percent was good, 14 percent was average and no deliveries were tolerable and poor. The teacher had given instruction to the children and his delivery was not equal all the time.

In case of demonstration to support ELT, 11 per cent demonstration was excellent as teacher had demonstrated the various visual aids and children were able to cope with the information, 35 per cent was found good as it was sometimes not much effective to make students understand what teacher wanted to tell, 31 per cent demonstration was average, 15 per cent was tolerable and 9 per cent was poorly demonstrated. The teacher had demonstrated the things in less frequency. Generally, various visual aids were used only in some extent.

In the same way, students' participation was found excellent by 9 per cent, 32 per cent good, 52 per cent average and 9 per cent tolerable. No poor participation was found. Students were getting less participated in the activities. They were less active to be participated in the learning process.

Similarly, No support of other strategies was excellently taken.

#### **4.1.1.2 Use of Discussion in the English Classroom**

Under this discussion strategy, the researcher observed different activities like students' participation, relation to the topic, teacher's role in discussion, use of focus question and pre-instruction for discussion which are shown in the following table.

**Table No. 3****Use of Discussion in the English Classroom**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Discussion	Students' participation	0	0	7	54	5	38	1	8	0	0
	Relation to the topic	1	8	11	84	1	8	0	0	0	0
	Teacher's role in discussion	0	0	5	38	8	62	0	0	0	0
	Use of focus question	4	31	4	31	5	38	0	0	0	0
	Pre-instruction for discussion	2	15	6	46	4	31	1	8	0	0

The researcher had categorized the rating excellent, good, average and poor on the basis of its effectiveness to the students and success of the teacher to make his students understand in English classroom.

While inspecting the above data, The researcher found that the students' participation in discussion was not excellent. Fifty four per cent participation was good and 38 per cent was average. Tolerable participation of students in discussion was 8 per cent and there was no poor participation of students in discussion.

Similarly, 8 per cent discussion related to the topic was excellent and 84 per cent was good. Average percentage of relation to the topic was found by 8 percent and no poor relation to the topic.

Teacher's role in discussion was not excellent but it was good by 38 per cent and 62 per cent average. The role of teacher was not tolerable and poor in the discussion strategy.

Next, 31 per cent focus question was excellently used and the same percentage for the rating, good. Use of focus question was average by 38 per cent and there were no tolerable and poor use of focus questions.

Pre- instruction was excellently given by 15 per cent for discussion by the teacher and the percentage of good was 46 per cent. Pre-instruction was average in 4 classes which is 31 per cent of total 13 classes. The tolerable per cent was 8 and no poor was found.

#### 4.1.1.3 Use of Small Group Work to Improve Students' English

The researcher observed organization of group, discipline of students, teacher's management, students' participation, relation to the objective and achievement under this strategy. The following table exposes the reality of the data.

**Table No. 4**

#### **Use of Small Group Work to Improve Students' English**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Small Group Work	Organization of group	1	4	10	42	8	33	4	17	1	4
	Discipline of the students	0	0	12	50	6	25	5	21	1	4
	Teacher's management	2	8	8	33	8	33	4	17	0	0
	Students' participation	0	0	10	42	10	42	4	17	0	0
	Relation to the objective	1	4	8	33	12	50	3	13	0	0
	Achievement	0	0	5	21	4	17	14	58	1	4

The organization of group was excellent in only one class out of 40 by 4 per cent. It was 42 per cent good and 33 per cent average. Tolerable organization of group was 17 per cent in 4 classes and 4 per cent poor organization of group. Among the 40 observation classes, teacher's management in small group work was 8 per cent excellent in only 2 classes. Similarly, 33 per cent teacher's management was good and average. It was 17 per cent tolerable and no poor management was done.

Students' participation was not excellent but it was 42 per cent good and 42 per cent average. Seventeen per cent participation of students was tolerable in group work.

Similarly, relation of the group work to the objective was excellent by 4 per cent, 33 per cent good, 50 per cent average and 13 per cent tolerable without and poor relation. That means, small group work was not much effective to improve students' English as it was mostly in average rating.

Achievement was not much satisfactory. It was 21 per cent good, 17 per cent average and 58 per cent tolerable as the largest percentage. Poor achievement was 4 per cent in only one class out of 24 classes.

#### **4.1.1.4 Use of Cooperative Learning for the Development of ELT**

Use of cooperative learning for development of ELT includes the activities such as students' interaction and cooperation, motivation to cooperation, teacher's role, individual responsibility and dependence of the students. These all activities were observed and the findings came as follows.



**Table No. 5****Use of Cooperative Learning for the Development of ELT**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Cooperative Learning	Students' interaction and cooperation	1	4	9	39	11	48	2	9	0	0
	Motivation to cooperation	0	0	7	31	12	52	4	17	0	0
	Teacher's role	1	4	14	61	8	35	0	0	0	0
	Individual responsibility	0	0	2	9	8	35	10	43	3	13
	Dependence of the students	0	0	3	13	7	31	10	43	3	13

While observing this strategy, it was found that students' interaction was 4 per cent excellent in cooperative learning. In the same way, 39 per cent good and 48 per cent average was found. Nine per cent tolerable interaction was in cooperative learning without poor interaction.

No motivation was excellent but it was 31 and 52 per cent good and average respectively. Tolerable motivation was 17 per cent and poor motivation to cooperation was not found during observation. Students were less motivated to be involved in cooperative learning.

Teacher's role was 4 per cent excellent and 61 per cent good. Similarly, 35 per cent role was average and no tolerable and poor role of teacher was found in this strategy.

Individual responsibility was not excellently taken by students but it was 9 per cent good and 35 per cent average. 43 per cent was tolerable and 13 per cent responsibility was poor.

No students' dependence was excellent but it was good by 13 per cent and average by 31 per cent. Tolerable percentage was 43 and 13 per cent poor.

#### 4.1.1.5 Use of Problem Solving as a Tool of ELT

Only four activities were observed under the use of problem solving strategy such as nature of problem, teacher's assistance, students' effort and classroom management. The findings are discussed as follows with the table.

**Table No. 6**

**Use of Problem Solving as a Tool of ELT**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Problem Solving	Nature of problem	1	8	4	31	3	23	4	31	1	8
	Teacher's assistance	2	15	5	38	4	31	2	15	0	0
	Student's effort	0	0	3	23	8	62	2	15	0	0
	Classroom management	0	0	2	15	9	69	1	8	1	8

The number of classes where nature of problem was excellent in only one class and it was 8 per cent. Thirty one per cent problems' nature was good and 23 per cent average in nature. Thirty one per cent tolerable and 8 per cent poor nature of problem were found during observation.

Teacher's assistance was 15 per cent excellent, 38 per cent good and 31 per cent average. Tolerable assistance was 15 per cent and poor was zero.

Students' effort was not excellent but it was 23 per cent good and 62 per cent average. 15 per cent effort was tolerable and no poor effort was done by the students.

Classroom management was not excellent in problem solving. I found 15 per cent good, 69 per cent average, 8 per cent tolerable and 8 per cent poor.

#### 4.1.1.6 Use of Student Research in ELT

The researcher observed forty classes for finding various teaching strategies. This strategy was used for eight days only. The observed activities under this strategy were; clear instruction for research, based on the students' level, significance of research, availability of resources and teacher's encouragement.

**Table No. 7**

**Use of Student Research in ELT**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Student Research	Clear instruction for research	0	0	3	38	3	38	2	24	0	0
	Based on the students' level	0	0	4	50	2	25	1	12	1	12
	Significance of research	0	0	2	25	5	62	1	12	0	0
	Availability of resources	0	0	3	38	4	50	1	12	0	0
	Teacher's encouragement	1	12	4	50	3	38	0	0	0	0

No instruction for research was excellent. Three classes out of 8 by 38 percent were good and average in clear instruction and 24 and zero per cent in tolerable and poor rating.

No excellent classes were found based on students' level. 50 per cent was good, 25 per cent average, 12 per cent tolerable and 12 per cent were poor.

Significance of research was not excellent but it was good by 25 per cent and 62 per cent average. Twelve per cent was tolerable and no classes were poor in significance of research.

Next, availability of resources was not excellent. It was 38 per cent good, 50 per cent average, 12 per cent tolerable and no poor.

The teacher encouraged excellently in one class by 12 per cent and it was 50 per cent good and 38 per cent average without tolerable and poor encouragement.

#### **4.1.1.7 Use of Role Play in Different Situation**

Assignment of role, students' involvement, appropriateness of role, selection of participants and achievement of the role play were observed under this strategy for 35 days out of 40 days of observation.

**Table No. 8****Use of Role Play in Different Situation**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Role Play	Assignment of role	2	6	11	31	13	37	8	23	1	3
	Students' involvement	2	6	13	37	10	28	9	26	1	3
	Appropriateness of role	2	6	10	28	15	43	6	17	2	6
	Selection of participants	0	0	12	34	10	28	1	3	0	0
	Achievement of the role play	0	0	7	20	10	28	16	45	2	6

Use of role play in different situation was satisfactorily adopted by the teacher. Assignment of role was 6 per cent excellent, 31 per cent good, 37 per cent average, 23 per cent tolerable and 3 per cent poor.

Similarly, 6 per cent students were excellently involved in role play. Thirty seven per cent good and 28 per cent average involvement was found during observation. And 26 per cent involvement was tolerable and 3 per cent poorly involved.

Six per cent appropriateness of role was excellent as the selection of students and their conduction on given role was excellent, 28 per cent good, 43 per cent average, 17 per cent tolerable and 6 per cent poor involvement was found during observation.

No selection of participants was excellent, the percentage of good was 34, average 28, tolerable 3 and poor involvement was none.

The achievement of role play was not excellent but it was 20 per cent good, 28 per cent average, 16 per cent tolerable and 6 per cent poor achievement of role play.

#### 4.1.1.8 Use of Case Study of Related Materials

The researcher observed classes for the activities like selection of case, students' participation, and teacher's role, relevance of case and complexity of case under this strategy.

**Table No. 9**

**Use of Case Study of Related Materials**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Case study of related materials	Selection of case	0	0	2	20	5	50	3	30	0	0
	Students' participation	0	0	3	30	5	50	2	20	0	0
	Teacher's role	1	10	2	20	6	60	1	10	0	0
	Relevance of case	0	0	1	10	6	60	2	20	0	0
	Complexity of case	0	0	4	40	3	30	3	30	0	0

Selection of case was not found excellent in total 10 classes. 20 per cent was good, 50 per cent average and 30 per cent tolerable was found. The case given

to the student was not much suitable and students were also unable to conduct the case study. This strategy was found inappropriate in the class with deaf students.

Students were not participated excellently. The percentage of good participation was 30 per cent, average 50 per cent, tolerable 20 per cent and poor percentage was zero.

Teacher's role was 10 per cent excellent, 20 per cent good, 60 per cent average, 10 per cent tolerable and zero per cent poor.

During observation, excellent relevance of case was not found; it was 10 per cent good, 60 per cent average and 20 per cent tolerable. Poor relevance of case was not found in the class.

Complexity of the case was not excellent. It was complex by 40 per cent good, average percentage was 30 and 30 per cent was tolerable complexity.

#### **4.1.1.9 Use of Student Writing for Enhancing Their Writing Ability**

Under this strategy, the researcher observed four activities which were involvement of students, time management, teacher's role and students' ability to write. The analysis of these activities is discussed with the help of the following table.

**Table No. 10**

**Use of Student Writing for Enhancing Their Writing Ability**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Student Writing	Involvement of students	3	8	14	38	16	43	4	11	0	0
	Time management	0	0	10	27	12	33	13	35	2	5
	Teacher's role	2	5	13	35	20	54	2	5	0	0
	Students' ability to write	0	0	2	5	12	33	21	57	2	5

This strategy was frequently used by the English teacher to teach primary level deaf children. The students were involved by 8 per cent in the rating excellent. Similarly, 38 per cent were good, 43 per cent average, 11 per cent tolerable and no students were involved in writing poorly in the classes.

Time management was not done excellently but it was good by 27 per cent, average by 33 per cent, tolerable by 35 per cent and 5 per cent poorly.

Similarly, teacher's role was excellent by 5 percent, good by 35 per cent, 54 per cent average and 5 per cent tolerable. Poor role of teacher was not found in the observation.

The last activity under this strategy was students' ability to write. There was no excellent ability of students. The percentage of good was 5 per cent, 33 per cent was average, 57 per cent was tolerable and 5 per cent ability was poor under this activity.



#### 4.1.2 Analysis of the Questionnaire

Questionnaire was one of my research tools given to the English teacher to fill up. Followings were the facts collected with the help of questionnaire:

**Table No. 11**

#### **Frequency of Activities of English Teacher**

<i>S.N.</i>	<i>Frequency</i>	<i>Activities</i>	<i>Remarks</i>
1	Everyday	ask questions to the students	
		ask to write on their exercise book	
		use sign language	
		use gesture to teach new word	
		use realia	
		prepare lesson plan	
2	Once a week	direct instruction strategy	
		discussion strategy	
3	Sometimes	organize small group	
		conduct role play technique	
		engage children in writing	
4	Highly helpful	direct instruction	
		small group strategy	
		cooperative learning	
		case study in classroom	
5	More practical	cooperative learning principle	
6	More applicable	case study	
7	Suitable case	related and unrelated to subject matter (both)	
8	Helpful	student writing	

The above mentioned data is extracted from the questionnaire asked to the teacher and it shows that the English teacher asked questions to the student, asked write on their exercise book, used sign language, gesture and realia to teach new word and prepared lesson plan every day. In the same way, he used direct instruction strategy and discussion strategy generally once a week. Similarly, he organized small group, conducted role play and engaged students in writing sometimes. The teacher has found direct instruction, small group strategy, cooperative learning and case study strategies highly helpful and more applicable. Student writing is found helpful for teaching English to the deaf students in primary level.

## **4.2 Summary of Findings**

On the basis of rigorous analysis and interpretation of the collected data using observation checklist and questionnaire as the study tools, the following results have been summarized in accordance with the objectives of this research.

1. Among all nine strategies of teaching, almost all the strategies such as direct instruction in ELT, discussion in English classroom, small group work to improve students' English, cooperative learning for the development of ELT, problem solving as a tool of ELT, student research in ELT, role play in different situation, case study of related materials and student writing for enhancing their writing ability were adopted by the teacher in teaching English to the deaf children.
2. The most frequent strategies adopted by the teacher were student writing which was adopted for 37 days out of 40 days of observation. This strategy was adopted by 92.5 per cent. The second frequently used strategies were direct instruction and role play. These strategies were adopted for 35 days by 87.5 per cent out of 40 days. The least adopted strategy was student research in ELT. This strategy was used only for 8 days by 20 per cent out of 40 days.

3. The use of all strategies was found excellent and poor by a less frequency and less per cent (i.e. only by about 5-10%)
4. Rating of the most of the strategies was in good and average. Fewer occurrences were found in tolerable, excellent and poor.
5. While using different strategies, the teacher was found using more teacher centered strategies and activities and less learner centered activities were focused.
6. The teacher was found frequently using student writing and direct instruction strategies and sometimes role play, cooperative learning, problem solving and so on.
7. It was found from the study that the teacher used asking questions to the students, asking for writing every day. Similarly, the teacher was found using sign language, gestures and realia every day to teach deaf students. He was found preparing every day lesson planning.
8. The teacher was found taking more help of direct instruction, small group strategy and cooperative learning because of less number of students in the class. He was also found using cooperative learning principle.
9. During 40 days observation, it was found that teaching deaf students was a challenging and difficult task. It took very long time even for teaching simple thing. It was too much difficult to give them the concept of abstract things as they do not hear the sound. The teacher was found teaching them using signs, gestures and pictures to make them able to understand the new words and structures. They were not found discriminating English and their local language because the symbols were same for both the language. Although the teacher had tried a lot to make them understand, but the outcome of the teaching was not

satisfactory. Students were not able to learn most of the things and the whole teaching learning process was less effective.

Some other general findings of the present study are listed in the following points;

- ) The teacher had tried to adopt all the teaching strategies as they play important role according to the nature of the learner and the topic.
- ) Most of the strategies were used in the rating of good and average by the teacher while teaching deaf children.
- ) The most frequent strategies adopted by the teacher were student writing, direct instruction and role play.
- ) The teacher used sign language, gesture and realia while adopting most of the teaching strategies which highly motivated learners to learn new things.
- ) Occurrence of excellent and poor rating was found less than good and average. Teacher needed to focus on excellent performance for the effective teaching learning.

## **CHAPTER: FIVE**

### **CONCLUSIONS AND RECOMMENDATON**

Finally the summary of the research study have been written on the basis of result and conclusion of the research study have been encapsulated point wise as follows.

#### **5.1 Conclusions**

This research entitled, 'Strategies in Teaching English to the Deaf Children' was prepared aiming to know how the teacher teaches English to the deaf children in primary level. What strategies does he adopt to teach? Do these strategies help for better learning of English? After rigorous analysis of collected data, the researcher has found that teaching to deaf children is not easy as teaching normal ones. They need special techniques to be taught. Even though teacher tries hard for long time, but the outcome or the learning takes place very less in such type of classes.

To fulfill the objectives of the present study, the researcher visited deeply with the various textbooks, previous theses and websites to review the related literature. After rigorous study and analysis of previous theses it was possible for the researcher to cope with the overall ideas to prepare the present thesis. After preparing all the data collection tools, the researcher visited the target population and made good rapport to succeed the study. It was very difficult to understand the methods and techniques used by the teacher to teach English to the deaf children. Children were surprisingly poor in learning process. The researcher found that the teacher tried his best to make his children able to learn the language. But the achievement level of the children was much slow and poor. The researcher observed all the fourty classes and inspected the strategies used by the teacher to teach English. The activities of the teacher were changed time to time to make his students understand.

After collecting the required data, the researcher analyzed and interpreted them following the procedure of data analysis and interpretation. The present research has found that all the teaching strategies cannot be implemented equally to deaf children. Learners are highly dependent to the teacher who should be highly trained for teaching those special children. The teacher should be active all the time in the class and involve learners to cope with new ideas with the help of various classroom materials. Availability of teaching materials is most for those classes through which the learners easily understand the concept as they do not hear spoken words. The teacher must frequently use sign language and gestures for various words. The bank of vocabulary is very small in those learners. They need to know more from the less symbolic language. Therefore, it is crucial that the special care and strategies should be selected and adopted by the teacher to teach English to the deaf children.

As the learners are more dependent to the teacher, the teacher should try to adopt learner centered methodologies although it is hard. The activity of the teacher need to be learner centered and he/ she should engage learners in active and effective learning.

## **5.2 Recommendations**

This research is carried out for the improvement of teaching English to the deaf children in Nepal. Therefore, the findings of this study may play important role for effective implication in education. The recommendations of this research are listed as following:

### **5.2.1 Policy Related**

If we cannot hear the language, it is extremely difficult to learn it. Severe hearing losses, especially in young children, will greatly affect language development. Children, who develop hearing losses before learning speech, will need much special help in learning language. A child who has learned to speak,

and then suffers a hearing loss has better chance for hearing verbal language, but he/she will still need some special help.

There is no special curriculum for specially gifted children. They are following the same national curriculum which is used by normal ones. Therefore, the followings can be the implications of this study in policy level.

- ) It is very important to create a special curriculum which is suitable for the specially gifted children so that they can complete their own course timely according to their pace of learning in one session.
- ) Teachers should be given appropriate training so that they can use all the teaching strategies appropriately where ever needed.
- ) This study can be used effectively to design appropriate and useful curriculum to be implemented for teaching deaf or hearing impaired children.
- ) Educational materials should be well managed and it must suit the need and level of the deaf children. Teaching English or any other language to hearing impaired children is not possible without sufficient teaching aids.

### **5.2.2 Practice Related**

Teaching strategies are the plans made by the teacher to achieve the specific academic aims. The best teacher should select the most effective and goal oriented strategies. Teaching strategies are adopted in the classroom with the help of various activities under it. This research has carried out some very important findings related to the strategies which can be used by the teacher in teaching English language to the deaf learners. The implications of this study in practice level are listed as follows.

- ) The teacher should focus his/her attention on student-centered strategies rather than teacher-centered by using varieties of activities.

- ) Teachers should maximize the use of realia, cutouts, pictures etc as much as possible by which learners get highly motivated in learning process.
- ) Teachers should be dynamic and focus all the students equally in individual or group work so that they get sufficient help and enjoy learning.
- ) Procedures of group work should be used appropriately and group should be formed wisely.
- ) Cooperative learning and discussion strategies should be focused much so that the learners can learn new things with the help of their own friends without hesitation.
- ) Individual responsibility should be given to the students in which they try to solve their problem themselves.

### **5.2.3 Further Research Related**

Research is the most important sources of new knowledge. Research works are carried out with rigorous analysis on a specific subject matter which helps learners or the readers to get in-depth information related to a specific problem. This study can further be used by the new learner or the hungry of knowledge. The implications of this research in further research are encapsulated in the following points.

- ) This research can be used by those researchers or the learners who are interested in the field of teaching deaf children.
- ) Policy makers for especially gifted children can use this research as an important source.
- ) Those who want to conduct research on either general teaching strategies or condition of deaf children in Nepal can use this research as one of the important sources of research.



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## Appendix-1 Table No. 12

Total number of students with disabilities at primary level, 2006-2010

Types of disabilities	<i>School Year</i>											
	2007			2008			2009			2010		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Physical	7,952	9,695	17,647	8,306	9,857	18,163	8,399	9,940	18,339	9,968	11,122	21,090
Mental	7,360	8,618	15,978	7,456	8,328	15,784	7,654	8,350	16,004	8,454	8,993	17,447
Deaf	4,326	5,038	9,364	4,084	4,503	8,587	3,902	4,441	8,343	4,416	4,863	9,279
Blind	1,429	1,674	3,103	1,839	2,091	3,930	2,002	2,260	4,262	2,305	2,424	4,729
Other disability	1,074	1,233	2,307	2,624	3,383	6,007	2,980	3,753	6,733	3,498	4,305	7,803
<b>Total</b>	<b>22,141</b>	<b>26,258</b>	<b>48,399</b>	<b>24,309</b>	<b>28,162</b>	<b>52,471</b>	<b>24,937</b>	<b>28,744</b>	<b>53,681</b>	<b>28,641</b>	<b>31,707</b>	<b>60,348</b>

**Source:** Flash I Report 2007-010, as cited in School Level Educational Statistics of Nepal (2010, P.31), Government of Nepal, Ministry of Education, Department of Education.

## Appendix-2

Figure No. 1

### Sign Language for the Deaf Students

**INTERNATIONAL MANUAL ALPHABET**

**स्वर-वर्ण NEPALI-VOWELS & CONJUNCT LETTERS**

**व्यंजन-वर्ण NEPALI-CONSONANTS**

**अंक NUMBER**

**नेपाली हस्तवर्णमाला Nepali Finger Spelling**

Source: Nepal National Federation of the Deaf and Hard of Hearing (NFDH, 1995)

**Appendix 2**  
**Figure No. 2**  
**Deaf Students Doing Role Play in the Classroom**



 A	 B	 C	 D	 E	 F	 G
 H	 I	 J	 K	 L	 M	 N
 O	 P	 Q	 R	 S	 T	 U
 V	 W	 X	 Y	 Z		

**RELATIVES**

KATHMANDU ASSOCIATION OF THE DEAF (KAD)  
 P.O. Box No. 1, Kathmandu, Nepal  
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