

CHAPTER ONE

INTRODUCTION

This is the first part of the research. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, operational definition of the key terms respectively.

1.1 Background of Study

The deaf have always faced a great challenge, as their mode of communication makes them stand apart from all the other individuals in a society where interpersonal communication is dominated by speech. Nevertheless, the deaf from all over the world rise to the challenge every day, not only proving that their language – sign language – is a genuine linguistic system, but also manifesting their abilities to learn additional languages. I firmly believe that the issues surrounding language learning and deafness deserve our attention. This thesis will take a closer look at the techniques and other better ways of teaching vocabulary to the deaf children.

Language is a means of communication through which we express and share our thoughts, feelings, ideas, information and so many other things. Language can also be taken as a social phenomenon, which is used in our society to establish relationship among the human beings. We can compare it as a tool for human beings to communicate with each other.

Wardhaugh (1998, p.1) says, language is "what the members of a particular society speak." Language is the expression of human personality. It is a form of social behavior that enables the individual to co-operate with other in a group. The major function of language is to communicate. Similarly, Chomsky (2002, p.2) views, that the topic of language is particular state of human brains which seeks to unearth the nature and properties of linguistic states, their development

and variety and their basis in innate biological endowment. This endowment helps to determine the close approximately among humans over a broad range.

Nepal has been an active member of international organizations like UNO, UNESCO and SAARC. English is one of the official languages used in these organizations. It is one of the many modern languages which is being taught and learnt in many countries of the world. It plays a vital role in the development of international trade, transport and communication. So, it is accepted as an international lingua-franca and a medium of global communication.

Many doctors, engineers, pilots, foreign diplomats and high technical personalities should have the knowledge of English; it is very difficult to get success in higher levels of education. "English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of world citizen" Bhattarai (1994). Anyone who has a good command of the English language can easily visit and survive in any part of the world.

In Nepal, English has been taught as a foreign language. No doubt, learning a foreign or second language is not an easy task. It needs a lot of time and efforts to have mastery over all the levels of language. These levels are phonology, morphology, and semantics. Of these, phonology and morphology are very important levels because a language learner begins the journey of language from these levels. While learning a language, vocabulary play the most important role. The full and effective use of English vocabulary is essential for successful communication.

Each language consists of vocabulary items which are the main instruments to express the ideas. The more the vocabulary items we have the more we can express. Vocabulary is the nucleus of the language and it helps to nourish the

knowledge of language. If the appropriate vocabulary is not acquired then the language structure would just like the oar less boat in the ocean.

According to Wallace(1982), it has often been remarked how strange it is that comparatively little has been written on the teaching and learning a foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. This definition points out the requirement of teaching and learning vocabulary items while learning foreign language. If it is accomplished the criteria of selection, it will be more effective.

The teaching of the English language in Nepal was formally introduced for the first time at "Darbar High School" in 1854 A.D. Prime Minister Jung Bahadur Rana established this school after returning from England to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 to strengthen the ties of friendship with powerful British Empire. He realized the importance of the English language to communicate and strengthen his friendship with the English people to make his position ever stronger in Nepal. He invited an Englishman to teach the children of Rana and Royal families. However, it was opened for the general public in 1910 A.D. After the establishment of Tri-Chandra College in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, there were only limited number of schools and colleges which provided education in English medium. Now, it has occupied an important place in the educational system of Nepal. In Nepal, it is taught as a compulsory subject right from primary to Bachelor's level whereas English medium schools teach English right from the nursery level.

The importance of English is increasing day by day in Nepal. Now, even after completing Bachelor's degree one has to use English as the library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our

curricula. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal.

1.2 Statement of the Problem

Researches show that problem of deaf students in language acquisition is due to low vocabulary power. National Deaf Federation Nepal (NDFN) shows the data of only 2200 vocabulary items that can be used by deaf students formally. Moreover, only very few (about 600) words are used by deaf students and teachers. Developing dictionary for deaf has some complex methods like selecting the most important words, contextualizing the words based on local culture, conceptualizing, illustrating, providing training to the trainers on using words/dictionary, imitating trainer/teacher by students (NDFN, 2015). There is also variation in using same word region wise, school wise and country wise. Deaf cannot communicate using those words with general (normal) public and also with the family members. According to interview with deaf students, deaf do not like to live in home because they cannot communicate with the family and general people. Teachers report that teaching vocabulary items is very difficult to the deaf. Research shows that grammar and vocabulary items are main problems of language acquisition in the deaf (RCRD, 2014). They use personal or in group codes rather than using formal vocabulary items. Vocabulary items are the basis of language learning. As long as the vocabulary items are not developed, language acquisition is not possible. Therefore, teaching vocabulary is a challenge and crucial for deaf students. Because of those all reasons, I have chosen techniques used to teach English vocabulary to deaf as a problem of study. (RCRD,2014)

1.3 Objectives of the Study

The objectives of the study are as follows:

- i. To find out the techniques of teaching vocabulary to the deaf students.
- ii. To list some pedagogical implications.

1.4 Research Questions

Following are the research questions:

1. What are the techniques of teaching vocabulary to deaf students in practice in Nepal?
2. What are the main problems of teaching vocabulary to deaf students?

1.5 Significance of the Study

The study will be beneficial to the teachers who are teaching in the special school i.e in deaf schools. Beside that it will be equally beneficial to those teachers who are teaching in the integrated classes (heterogeneous classes) with deaf students, the researchers and curriculum designers to know ground reality related to the English language learning in case of special students.

It is expected that the research will be an input and feedback for the students, teachers, language teaching practitioners, subject experts, curriculum designers, textbook writers of ELT and for those who are engaged in the realm of teaching development.

Additionally, this study will be equally useful for the prospective researches and ELT practioners who want to undertake researches in this field.

1.6 Delimitations of the Study

The study had the following delimitation:

- a) This study was confined within only the Central Higher Secondary School for Deaf Students, Naxal, Kathmandu.
- b) It was limited to the teachers and students of grade 1 to 10 of the school.
- c) The interview was only limited to the teachers of the school.
- d) The observation was only related to the activities of the deaf students and subject teacher of the school.

- e) This study only focused on the teaching techniques adopted by the teachers only on teaching vocabulary at primary, lower secondary and secondary level of deaf students.
- f) The analysis of the study was limited only to the analysis of the observation form which was filled up by the researcher during the observation time, the conversation with the concerned teacher, students and the analysis of the daily diary prepared for the noticeable activities of the teacher and the students.

1.7 Operational Definitions of the Key Terms

Some operational key terms that are used in the study have been defined here:

- Vocabulary** : The building block of language. In my study, vocabulary refers to the words from ‘Our English Book’ of grade one to grade ten.
- Technique** : In my study, technique refers to the methods and procedures of teaching language.
- Language Acquisition** : Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.
- Hearing Impairment** : A hearing impairment is a permanent hearing loss or a decrease in hearing. It includes
- Deaf** : A person whose hearing loss is greater than 80dB are considered as deaf. In my study, deaf are the people (students) who cannot hear and speak clearly or cannot speak at

all. Deaf can only communicate with the help of sign language.

- Sign Language** : The language used by deaf people.
- Deaf Population** : In my study, deaf population refers to the number of deaf people.
- Deaf Education** : The education provided to the deaf people.
- dB** : The unit of measuring sound.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

It is one of the most important parts of the study. This chapter deals with the theoretical review of the study, review of the empirical literature, implication of the review for the study and conceptual framework.

2.1 Theoretical Review of the Related Literature

English is taken as the greatest language in the world because it has richest vocabulary in the comparison to other languages. So, a second language learner of English definitely, has to learn adequate number of vocabulary. Vocabulary is an important aspect of language teaching grammar. Without sound knowledge of vocabulary, language learning process becomes very difficult. To communicate at all seriously and adequately through the language, a command of both grammar and vocabulary is necessary. Vocabulary plays a key role to convey the message meaningfully. But for many years, vocabulary teaching was neglected. Recently, however methodologists and linguists have increasingly been turning their attentions to vocabulary and stressing its importance in language teaching.

Wilkins(1977), has focused the importance of vocabulary by saying that without grammar very little can be conveyed. Wallance (1982), has also discussed the problems of teaching/ learning vocabulary and the principles of teaching-learning vocabulary. Similarly, Harmar(1991), has made distinction between active and passive vocabulary, aspects of learning vocabulary and techniques of teaching vocabulary.

In order to provide a strong theoretical base to my study, various topics have been dealt with. These topics have been discussed in the following sub-sections:

2.1.1 Vocabulary

Language is made up of vocabulary items and grammatical rules. Vocabulary is a vital aspect of language without which a language cannot exist in the world. Each language consists of vocabulary items which are the main instruments to express ideas. However, all the languages may not be rich in vocabulary items. The more vocabulary items we have, the more we can express our ideas in different fields. Vocabulary items have the important place in any language. Communication is almost impossible in the absence of lexical items. It can be defined as the total number of words, which make up a language.

2.1.2 Definition of Vocabulary

Various linguists have defined vocabulary variously. In this respects, Richards (1985, p 307) says "vocabulary refers to a set of lexeme including single word, compound word, and idioms." So while teaching and learning vocabulary, the questions on the criteria of selection and need of the learners should be properly considered.

Even though vocabulary is the core part of language, it is relatively neglected area or it is thought that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can have command over language. Harmer (1991, p. 153) says, "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used." Similarly, Wilkins (1972, p. 111) asserts, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From these definitions, we can infer that, vocabulary is the list of words used in particular language.

2.1.3 Types of Vocabulary

So far as the type of vocabulary is concerned, there are various criteria on the basis of which vocabulary is classified.

2.1.3.1 Content Vs Function Words

Richards et al. (1985, p. 61) divide words into two classes, i.e. content and function words. "The words which refer to thing, quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, show grammatical relationships in between sentences are known as function words". Content words refer to those words which have lexical meaning. On the other hand, functional or structural words refer to those words which function as grammatical connectors.

2.1.3.2 Major Vs Minor Words

Aarts and Aarts (1986, p. 22) classify words into two types:

Major word classes and minor word classes. Major word classes are what we call open classes, the membership of which is unrestricted and, therefore, large. Minor word classes are closed classes, the membership of which is restricted and, therefore, very small. Nouns, adjectives, verbs and adverbs are major word classes, whereas pronouns, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers are minor word classes.

2.1.3.3 Active Vs Passive Vocabulary

Doff (1995, p.19) says, "Words which students will need to understand and also use themselves are called active vocabulary". Active vocabulary refers to the word which is used by students frequently in their daily use. These words

help the learners in their needs. Students are expected to be able to understand, pronounce and use them when they have to use language. Harmer (1991, p.159) says, "Active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use".

Doff (1995, p.19) says, "Words which the teacher wants students to understand while reading a text but they will not need to use themselves are called passive vocabulary". Passive vocabulary refers to the word which students recognize when they encounter while reading and listening but they cannot produce in speaking and writing. Harmer (1991, p.159) says, "Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce".

The linguists have provided different definitions about active and passive vocabulary but there is difficult to categorize them with clear cut distinction because the same word may be active if it is frequently used by the learner whereas the active vocabulary may become into passive one if it is not used for a long time.

According to Harmer (1991), Vocabulary can be classified on the basis of different criteria.

Basically, there are mainly two types: active and passive vocabulary.

The former refers to the vocabulary that students have been taught or learnt which they are expected to be able to use whilst the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce.

This description reveals that those words that an individual used more frequently are called active vocabulary. On the other hand, those words

which can be understood but not frequently use are called passive vocabulary.

The vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary e.g. Bag, stick, house etc. on the contrary, if it signifies something which has no definite shape, size or measurement and it entirely dependent on our personal imagination, it is also called abstract vocabulary, words like love, kindness, bravery etc, come under this vocabulary .

Vocabulary is also divided into recognition and production vocabulary.(Gyawali, 2004)The vocabulary that conveys meaning is recognition vocabulary, and the vocabulary that is used for communication is production vocabulary. Recognition vocabulary is the receptive of the student and productive in the active vocabulary used in speech or writing. Receptive and productive vocabulary is another distinction resembling with the recognition and production vocabulary.

Fries (1945) classifies English word into four different groups, viz. (i) function or structural word, (ii) substitute words, (iii) grammatically distributed words, and (iv) content words. According to him function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several classes of words. Grammatically-disturbed words, he refers to word like 'some', 'any' which show unusual grammatical restrictions in distribution. These words serve as links in a syntactic string.

Richards et al. (1985, p.6) stated,

The word which refers to thing quality, state or action and which have meaning in isolation are known as content words and the words which

have little meaning on their own, but show grammatical relationship in between sentences are known as function words.

This shows the attachment of meaning which keeps on changing as per the context and collection

Similarly, broadly words can be categorized into two types: content and structural words. Content words are also called lexical or full words. They are defined as the words which have stable lexical meaning. Content words are meaningful in isolation as; nouns, verbs, adjectives and adverbs. On the other hand, structural words have no meaning of their own. They are also called grammatical or empty or function words. Structural words give mathematical meaning as auxiliaries, prepositions, conjunctions, pronouns etc.

The similar distinctions are made by Lado(1964), into three levels.

- i. Vocabulary to operate the patterns and illustrate the pronunciation of the language
- ii. Vocabulary to communicate in different areas of wide currency and
- iii. Aesthetic and technical vocabulary.

The first two are the common core vocabularies and the third is the specialized one.

A word is supposed to be perfect word if it has its own meaning. But function words are almost meaningless in isolation. Therefore, they cannot share the quality to the perfect word. Content words are independent and have more meaningful quality. However, only literal denotation or dictionary meaning is not always complete meaning of words because they have different connotations which are obvious by situational use.

Aarts and Aarts (1986, p.22) classify words into two types: major and minor words. The former is also called open word class, its membership is unrestricted and indefinitely large since it allows the addition of new members. Minor word is also called close word class; its membership is restricted since it

does not allow the creation of new members. Moreover, the number of items, they comprises as rule, so small that they can easily be listed. In English there are four major word classes: noun, adjective, verb and adverb. The minor word classes: conjunction, article, pronoun, quantifier, numeral and interjection. Regarding the types of word, Arts and Arts (1986), argue there are three types of words: simple, compound and complex.

Simple word consists of a single free morpheme followed not to combine any affixes.

Compound word consists of two or more free morphemes where the constituents themselves and constitutes are words, e.g. Black tea, copyright. Compound word is a lexical item composed of two or more parts of written (-) where the parts themselves are usually words e.g. Bus Park.

Complex word consists of a root and one or more derivational affixes, e.g., babyhood, determination etc.

In short, a word is the smallest meaningful unit of speech that can occur in isolation. Todd(1991)says, that the term word is used for the following five senses:

- i. Orthographical word
- ii. Phonological word
- iii. Morphological word
- iv. Lexical word
- v. Semantic word

2.1.4 Vocabulary for Deaf : Vocabulary items for deaf are context specific and culture specific. Mainly they are symbolic, expressed by action of hand, facial expression and body language, with or without sound. Vocabulary items of deaf are also fall in all of the categories above, however they are used differently than in general spoken languages.

2.1.5 Importance of Teaching Vocabulary

Although sounds are the building blocks of language, word is probably the most important unit of language. A sound in itself has no meaning at all whereas a word is always meaningful. With words, we can send our message, i.e. communication is possible with words. Language learners need to learn the lexis of the language. With the right choice of words, a speaker creates good impression in the hearer. So, the vocabulary teaching is essential.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of sentences on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different situation. Hence, a vital question arises, which of the two is more important, Grammar or Vocabulary? Thus, Vocabulary teaching is essential.

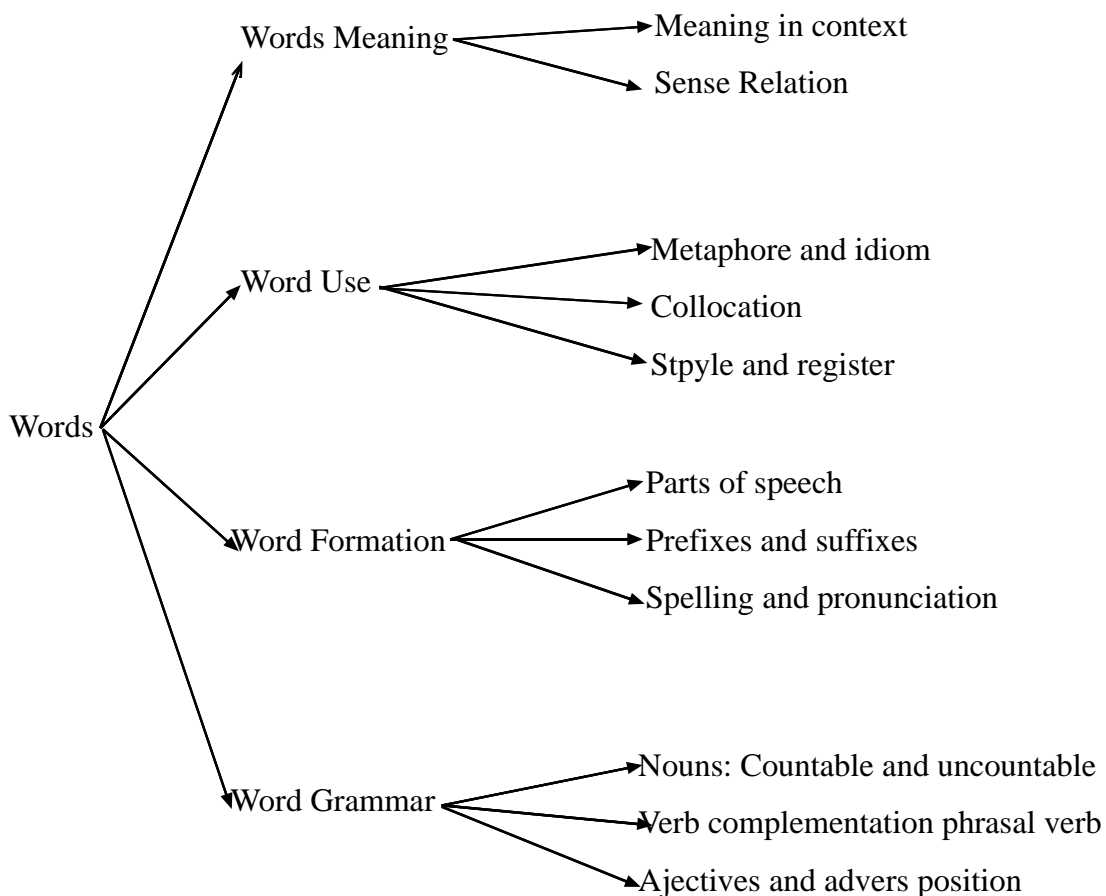
When one acquires a language, s/he acquires vocabulary automatically. This implies that language learning is the matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas, etc. we need sound vocabulary power. When we do not have vocabulary power, we fail to communicate the ideas. In this regard, Wallace (1982, p. 09) says, It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically the matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words they need to express their thoughts, ideas and feelings while communicating in the target language, so, it needs adequate number of vocabulary to engage in communication.

Learning a word is often considered learning the meaning, but it is not true. In order to know how to use a word appropriately in English, a speaker needs to know more than simply the meaning of the word.

From the above paragraphs, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning.

2.1.6 Aspect of Vocabulary

It is the widespread concept that the teaching of vocabulary purports the teaching of meanings of the world. Teaching vocabulary is an entire notion, which contains various aspects of vocabulary. Teaching vocabulary is not only to present new words and work with their meanings, but also to consider other issue i.e. to work with the uses in different ways. It has great importance that which aspect of the word has to be focused in teaching. Harmer (1991, p.158) says knowing a word means far more than just understanding its meaning. He has made a summary of knowing a word as below:



2.1.6.1 Word Meaning

Meaning of any lexeme is the sense that is understood in mind. It is said that spelling of vocabulary is the physical aspect whereas meaning is the mental aspect of word. Mostly, one word has only one meaning where the learner does not get any trouble but sometimes one word has more than one meaning.

Harmer (1991, p.156) has described the trend of meaning change in different contexts giving example of the word 'book' with its various meanings. The word 'book' has been presented as noun, verb and phrasal word with different meanings. Similarly, the word 'bank' refers to various meanings according to situation e.g. we go to the **bank** to withdraw the amount. Police found a corpse at the **bank** of the river. Students bought the question **bank** of all subjects. The doctor sent me to the blood **bank** to check whether there is blood.

From the above examples, it is obvious that the context determines the meaning of words. Students should be able to understand the context to infer the meaning of words. If the teacher provides the meaning of new words in context, students are facilitated to get clear cut idea.

Similarly, sense relation is another aspect of meaning to be considered. The meaning of a word can be understood and learnt in terms of the relationship with other words in the language.

Yule (1985, p.118) says, "Words are not only meaning containers and role players but they have relationship" (p.118). In terms of their relationship language becomes easy to understand. When the learner faces the problem, s/he deciphers meaning relating its synonyms, antonyms, hyponyms, etc. Similarly, connotative and denotative words also play the vital role to decipher meaning of the word. Denotation is the dictionary meaning of the word which always remains the same and is regarded as the central meaning of a lexical item. But connotation is the underlying meaning of the word which depends on the emotion and attitude towards the people and objects.

2.1.6.2 Word Use

It refers to changing or limiting the word according to its use in different situations. Mostly, the words are understood with their direct meaning, but they are frequently stretched through the use of metaphor and simile, collocations, style and register, etc. Metaphor and simile are the figures of speech which express the thing comparing with one another. Metaphor is a figure of speech which makes use of comparison or descriptive term for a person and thing which is literally impossible. Abrams (1993, p.2) says, "In a metaphor a word or expression that in literal usage denotes one kind of thing or action is applied to a distinctly different kind of thing, without asserting a comparison". e.g. my wife is a tiger.

Simile is another figure of speech which compares the things comparing with the use of 'like' and 'as'. Abrams (1993) says, "In a simile a comparison between two distinctly different things is explicitly indicated by the words like or as (p.102). e.g. My Mistress Eyes are Nothing **Like** the Sun.

Similarly, idiom is a group of words which functions as a single unit whose meaning cannot be inferred by separating the parts. In another sense, the meaning of idiom is completely different from the meaning of individual words, e.g. It was raining *cats and dogs*. Here, 'cats and dogs means 'heavily'.

Likewise, collocation is the association of one lexical item with another lexical item. Yule (1996) takes collocation as frequent occurrence together e.g. needle and thread, salt and pepper, etc.

Style is the way of using language by an individual which differs from formal situation to informal situation on the basis of person, location, place, etc. But the register is one of the varieties of language which is used by a group of people who are sharing the same occupation or the same interest. The language used by lawyer may be difficult for the preacher. A register may be defined as a variety of language distinguished according to use.

2.1.6.3 Word Formation

Word formation mainly concerns with the process of forming new words and pronouncing them correctly. Harmer (1991, p.157) says, "Word formation means knowing how words are written and spoken and knowing how they can change their form". Yule (1996, p.64) says, "It is the process to make constant evolution of language in terms of new invention of words and new uses of old terms as a reassuring sign of vitality and creativeness to shape language according to the need of the users".

Word Formation has been taken as the process which takes into account of forming new words not only in written form but also in spoken form with correct stress and intonation according to the uses. Yule (1996, p.64) has categorized the word formation in the following ways.

Word Formation	-Coinage
	-Borrowing
	-Compounding
	-Blending
	-Clipping
	-Back formation
	-Conversion
	-Acronyms
	-Derivation
	-Multiple processes

Students should be familiar with different uses of the same word, e.g. He was *present* in the class. He gave me a *present* in my birthday. He *presented* his

proposal in the program. Here, the same word **present** has been taken as adjective, noun, and verb. Mostly, pronunciation and stress also differ according to the use of the word.

2.1.6.4 Word Grammar

Word grammar is the study of words according to the structure and analysis into morphological level. Harmer (1991, p.157) says, "As words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns". Word grammar mainly concerns with the major word classes like noun, verb, adjective and adverb with their detail description. For example, if a word is noun then we have to consider whether it is countable or uncountable, singular or plural, takes singular or plural verb and so on. Similarly, if a word is verb then in which verb pattern may occur in a sentence, i.e. transitive, intransitive, ditransitive and so on. If the words are adjectives then in their position they occur in a sentence should be considered.

2.1.7 Techniques of Teaching Vocabulary

Teaching vocabulary in isolation is found to be unproductive. A word may be used in different ways in different situations. So, one cannot learn vocabulary in short period of time just memorizing it. Wallace(1982) says ,”Learning vocabulary is something more than memorizing lists of words.” (p.13). According to Harmer (1991,p.159), teaching vocabulary is clearly more than just presenting new words. There are various techniques for teaching vocabulary. In classroom teaching, techniques differ on the basis of individual teacher’s style. It’s success lies on the capability of teachers using it inside the classroom according to the particular method and other factord. According to him, the different types of techniques for teaching vocabulary are as follows:

Interaction with words

Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning. There is a

definite advantage in getting students to do more than just repeat them. Tasks such as changing to mean their opposites, making noun adjectives, putting words together, etc, help to fix the words in the learners' minds. It means we should get students to interact with words. Vocabulary learning needs the 'deep experience.'

Discovery techniques

As students already gain a considerable amount of vocabulary in intermediate levels, there is no need to teach them new words. Instead, we can ask them to use their previous knowledge to work out with vocabulary. This is certainly true of vocabulary learning where students will often be asked to discover for themselves what a word means and how and why it is being used. Especially at intermediate levels and above, discovery techniques are an appropriate alternative to standard presentation techniques. Even at beginner levels, however, we may want to ask students to try to work out what words mean, rather than just handing them the meaning. Discovery technique is that technique where students have to work out rules and meanings for themselves rather than being given everything by the teacher. Discovery techniques used with vocabulary materials allow students to activate their previous knowledge and to share what they know.

Presentation

Not all vocabulary can be learnt through interaction and discovery techniques. Even if such teaching techniques are possible however, they are not always the most cost effective. There are many occasions when some form of presentation and / or explanation is the best way to bring new words into the classroom.

Harmer gives following ways to present meaning of new vocabulary:

Realia

Realia is the use of real objects like post card, pen, ball, book, etc. It is mainly useful for teaching vocabulary at elementary level.

Pictures

Pictures can be used when concrete objects are impossible to bring into the classroom. For example, the words like cow, igloo, rhino, etc. Pictures can be drawn by the teacher on the board or s/he can bring from somewhere such as magazine, newspaper, real photograph taken by teacher, etc.

Mime, Action and Gesture

Explaining the meaning of words through the use of realia or by picture sometime becomes impossible. At that time teacher can teach through the use of mime, action and gesture. For example, the words like, running, jumping, smoking, happy, sad, etc can be best taught through mime, action and gesture rather than picture.

Contrast

Another important technique of teaching vocabulary is to contrast the word with another one. We can teach new word by contrast with the familiar word of same category. For example; the meaning of the word 'big' can be taught best by contrasting it with the word 'small', 'cold' with 'hot', etc.

Enumeration

This is the way to relate specific words with general words. For example, 'clothes', 'animal', 'vegetable' or 'furniture' can best be taught by enumerating various specific items related to these general terms.

Explanation

Instead of giving direct dictionary meaning of the word, we can explain the meaning of the word which must include any facts of word use which are relevant. We can contextualize the meaning of the particular word. For example, the meaning of 'demise' (death) can be explained as it is used in formal context. This technique is difficult at elementary level.

Translation

We can teach meaning of the new word translating it into students' mother-tongue. It is an easy and quick way. It is useful in teaching the meaning of abstract words, for example, 'love', 'democracy', etc. the point to remember is that translation must be used judiciously that is to say translation should not make students avoid use of foreign language they are learning.

Similarly, Harmer (1991, pp162-163) gives the following three techniques of teaching how to pronounce a new word.

Through Modelling: The teacher works as a model to pronounce the word and the students practice it through choral and individual repetition drill.

Through Visual Repetition: The teacher writes up new words on the board and indicates where the stress is.

Through Phonetic Symbols: the teacher can use phonetic symbols of the language by using IPA chart and phonetic chart. The students recognize the sounds and can pronounce the words from the dictionary.

2.2 Disability

Disability means physical, mental and sensitive defect in any person which cause difficulty to perform the daily business.

Persons with disability include those who have long term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder their full participation in society on an equal basis with others.
(UNICEF)

2.2.1 Types of Disability

As mention in Banjara (2011), according to Prasad (2003, p.23), there are several types of disabilities. Different countries have classified these disabilities in different ways depending on their economic, social and cultural

status. But in Nepal, for the purpose of providing various services, GoN has officially recognized only five types of disabilities. They are:

1. Physical disability (Loco motor)
2. Visual Disability
 - a) Blind
 - b) Visually Impaired
3. Mental Disability (Mental Retardation)
4. Auditory Disability
 - a) Deaf
 - c) Hearing Impaired
5. Mental Disease (Mental Illness)

Asian Development Bank (ADB, 2005) states, “disabled person is a person with an impairment or health condition who encounters disability or is perceived to be disabled”. ADB (2005,p.30) report shows that there are 600 millions people with disabilities world wide or 10% of the world population, with 400 millions of them estimated to live in the Asia and Pacific region. People with disabilities are mostly poor because they are denied access and opportunities which are the basic factors to human development –education, income and self-esteem. However, people with disabilities have the capacity to become productive citizen and contribute their skills, intellectual and physical potential.

ADB(ibid) states that, “In Nepal, people with visual and communication disabilities constitute the majority of disabled population caused by malnutrition, poverty ,communicable diseases, consanguinity and poor health care, etc.

According to prassed (223, p.1), disability is present throughout the world, in all nations and all races. It is found not only in human being but also in animals as well. It is either congenital (from birth) or acquired due to accident or as a result of disease. It occurs in all ages from birth to old age. In fact disability is a

human reality. Even in mythological and religious books disability is mentioned.

2.2.2 Hearing impairment and Deafness

Deafness is an invisible disability. It is easy for teachers to *forget about it* and treat the students as not having disability. Hearing impaired students often learn to “feign” comprehension with the result being that the student does not have optimal learning opportunities.

Definition

Hearing impairments can vary from someone who is slightly hard of hearing to those who are profoundly deaf. Sounds can also become distorted and conditions such as tinnitus produce background noise

- d) Mid deafness:** Some difficulty following speech, mainly in noisy situation.
- e) Moderate deafness:** Difficulty following speech without a hearing aid.
- f) Severe deafness:** Use of a hearing aid and really heavily on lip reading. May use sign language.
- g) Profoundly deaf:** usually born deaf or become deaf early on in life. Lip read and may use sign language. Hearing aids are of little or no use.

According to Prasad(2003, pp.22-23), ‘Impairment’ means any loss or abnormality of anatomical structure or psychological, physiological function. ‘Hearing Impaired’ person 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. Whereas ‘deaf’ means a person, who is unable to hear a sound of 80 dB or above, cannot speak clearly or cannot speak at all or can only communicate with sign language.

According to National Federation of Deaf Nepal (NDFN), there are two types of hearing impairment (Deafness). They are:

- i. Hearing loss

ii. Deaf

Hearing loss:For profound hearing loss or nearly deaf persons at least having the capacity of sound with 80 dB is needed.

Deaf: A person whose hearing loss is greater than 80dB are considered as deaf.

2.2.3 Deaf Population in Nepal

According to National Deaf Federation Nepal (NDFN), Nepal does not have the correct picture of Data of Disabled people and Deaf people in Country. WHO estimated the 10% population of people with Disability in developing countries, the figure of disability would be 3,000 thousand in Nepal and Population of deaf Individuals would touch 700 thousand to 800 thousand. In 2001, Nepal government with the support of UNDP conducted a sample survey and estimated the number of the deaf individuals in the country to be 192 thousand. Census by the central bureau of statistics in 2011 highlighted the number of Deaf to be around 80 thousand in Nepal. NDFN estimated the data of Deaf people in Nepal to be not less than 300 thousand. (NDFN, 2012)

2.2.4 Language Acquisition in Deaf

In Nepal, one in a thousand children is born profoundly deaf. Despite their inability to hear, communication and language acquisition are fundamental to their general cognitive development and their engagement with their surroundings. In the same way as hearing children do, deaf children, although deprived of language, acquire linguistic skills to communicate. In 1957, Noam Chomsky, the pioneer of the nativist theory of language acquisition, claimed that all humans are born with an innate capacity for language, in other words, a language acquisition device. The fact that deaf children are able to communicate through sign language supports his view for an innate capability to communicate.

There are so many early intervention programs, which are based on research of non-deaf children's acquisition of spoken language. Therefore, some strategies are used that, while appropriate for hearing children, are utterly futile when used with deaf children. Some of these strategies include attempting to direct attention by speaking the child's name. For parents with deaf children, joint attention (an important component to language development) is problematic. Hearing children can watch their environment and listen to an adult comment on it. However, deaf children have to switch their attention back and forth between stimuli. Since observation and language occur sequentially rather than simultaneously for deaf children, the association is less obvious and the necessary cognitive processing to make these connections are more difficult. To lessen these demands, a parent can use certain strategies to make language more accessible to their deaf children. Strategies for nonverbal communication include using facial expressions and body language to show emotion and reinforce the child's attention to their caregiver. To attract and direct a deaf child's attention, caregivers can break his line of gaze using hand and body movements, touch, and pointing to allow language input. In order to make language salient, parents should use short, simple sentences so that the child's attention doesn't have to be divided for too long. Finally, to reduce the need for divided attention, a caregiver can position themselves and objects within the child's visual field so that language and the object can be seen at the same time. (www.wikipedia.com, 2015)

2.2.5 A History of Deaf Education

In 1520, while working with deaf students, a Spanish monk named Pedro Ponce de Leon created one of the original manual alphabets, and in 1550, Geronimo Cardano, an Italian physician, concluded hearing is not required for learning and he used his teaching approaches for the education of his own deaf son.

Speech training for the deaf found its beginnings in 1550 (Manuel Ramirez de Carrion) and the first published approach for deaf education was recorded in 1620, with the work of Juan Pablo Martin Bonet. The first School for the Deaf in the world was founded in Paris in 1762, and simultaneously, a basic form of sign language was introduced and used as a teaching tool in the school curriculum.

Early European methods were brought to the newly-formed America, and through the work of Thomas Hopkins Gallaudet, the American School for the Deaf was created in 1817. Similar schools emerged across the country, including a school founded by Alexander Graham Bell who adamantly believed that deaf individuals could and should be taught to speak. His views expressed resistance against sign language and encouraged oral education for all students.

The passage of the Education of All Handicapped Children Act in 1975 gave equal rights to public education to all students, regardless of hearing loss, and the creation of the cochlear implant and digital hearing aids in the 1980s opened up new doors for students with a hearing loss.

2.2.6 Deaf Education in Nepal

Nepali Sign Language is the first language of Nepali deaf people. So the development and dissemination of NSL is very first step for and access of deaf people to communicate. So, NDFN has formed Nepali Sign Language Development and Education Committee (NSLDEC) for the development of NSL. NSL is in primitive stage of development and NSL dictionary has only about 2200 words. Only about 16,000 deaf people have taken NSL training and can communicate in NSL. And hence the limited number of NSL words has limited the access to information and knowledge. Development of interpreters is crucially important for the communication of deaf people with the hearing society. But still there are only about 15 persons working as interpreters. (NDFN, 2012)

NDFN has collected and ratified 2500 new signs last year from a Sign Language Ratification National Seminar in August, 2012 and is working for the publication of Nepali Sign Language Dictionary incorporating the new signs and signs in previous dictionary. Similarly, NDFN is in continuous advocacy and lobby for the recognition of NSL as the first language of the deaf. Around 1,800 deaf students are studying in 19 deaf schools in different parts of country. Besides, 10,703 deaf students are studying in 169 special resource classes all over the country conducted by government. (NDFN, 2012)

Educational Institutions for Deaf in Nepal

Table No. i

S.N	Types of Educational Institution	Quantity (Number)
a)	Schools	19
2.	+2	2
3.	Campus (Bachelor level)	1
4.	Others	Exact number is not available.

There are not deaf schools in every district of country and hence all deaf children do not have an opportunity to go to school, 1,800 deaf students are studying in different schools and colleges. There are all together 19 schools in different part of the country, 2 +2 and only 1 campus for higher study. The campus is in Naxal, Kathmandu, where students can get higher education under the faculty of education (B.ed). there is no any institution in Nepal which can provide the education of Masters level to Deaf Students. (from the interview with one of the NDFN member.)

2.2.7 Sign Language

Sign language, either in its rudimentary or current form, has existed for as long as humankind itself. It is feasible to assume that as any other language, sign language developed gradually, serving the needs of survival first (e.g. communication to obtain food),accommodating the hearing impaired with social communication formulae late. Sign Language is a human language with

equal linguistic complexity and expressiveness than that of any other spoken language. It's the natural way to communicate of human who employs signs made by moving one's hands along with one's facial expressions and body language. It's the language which can be understood by people all around the world since everybody can guess what the speaker is trying to say with the help of moving hands and facial expression. Some studies indicate that if a deaf child learns sign language, he or she will be less likely to learn spoken languages because they will lose motivation. However, Humphries insists that there is no evidence for this. Learning SL prevents linguistic deprivation along with the social ramifications such as feelings of exclusion from the hearing community. Learning NSL at an early stage of development significantly improves a deaf child's communication skills.

2.2.8 Nepali Sign Language (NSL)

Nepali Sign Language (NSL) is the first language of deaf community. The exact history of sign language in Nepal is uncertain; still the language probably was in existence earlier than the first school for the deaf established in 1966. Establishment of the deaf school helped to bring isolated deaf together; and establishment of the deaf association helped deaf organize together as a result the earlier version of the sign language strengthen transformed into NSL, which deaf community in Kathmandu has been using since the early 1980's.

Thus, Nepali sign language is the first language of Nepali deaf people. So the development and dissemination of NSL is very first step for an access of deaf people to communication. NDFN is lobbying with the government for the formal recognition of NSL as first language of deaf community and set priority in the development of NSL. (NDFN, 2012)

2.2.9 Nepali Sign Language Dictionary

NSL is still in primitive stage of development and currently used NSL dictionary has only about 2200 words along with pictorial support. Limited

number of NSL words has limited the access to information and knowledge. Sign Language Committee under Federation continued the lexical collection even it was in tortoise speed. According to NDFN, it has formulated Nepali Sign Language Development and Deaf Education National Committee for the development of NSL sign. New signs are collected. In support of Department of Education, Shia/DDF, Plan Nepal and Forward Looking, more than 2500 new signs of Nepali Sign Language were collected. Now they are in the process of publishing in the NSL dictionary which will obviously help the education sectors of deaf. (NDFN, 2012)

2.2.10 Deaf Children and Reading

According to Goldin-Meadow (2001, pp 221-229), reading requires two essential abilities: familiarity with a language and understanding the mapping between that language and the written word. At birth, deaf children are deficient in both. However, reading is possible if deaf children learn SL, a linguistic code that although, not based on sounds, is still nonetheless a language. Once they have acquired SL, deaf children learn how to map between sign language and print so that they can learn language. More importantly, the deaf child's social context is crucial for nurturing his or her capacity to read. Research shows that deaf children born to deaf parents are usually better readers than deaf children born to hearing parents. This is due to the fact that deaf parents provide a strong social and emotional network and may immediately have access to the necessary resources for their child. Deaf parents already anticipate the needs of their child, having been through the same experience, as opposed to a hearing parent. Hence, in order for a deaf child to learn to read, he or she must know SL beforehand. The sooner the child learns SL the better he or she will be at developing effective communicative skills. Mastery of written language is especially important today as we are moving into the Information Age. In order to succeed, one must possess strong reading and writing skills.

2.2.11 Finger spelling in Sign Language

Finger spelling has been introduced into certain sign language by educators, and as such has some structural properties that are unlike the visually motivated and multi-layered signs that are typical in deaf sign languages. In many ways finger spelling serves as a bridge between the sign language and the oral language that surrounds it.

Finger spelling is used in different sign languages and registers for different purposes. It may be used to represent words from an oral language which have no sign equivalent, or for emphasis, clarification, or when teaching or learning a sign language. (Fingerspelling-wikipedia, the free encyclopedia)

2.3 Review of the Empirical Literature

Deafness (Hearing Impairment) is one of the sensory disabilities. When we put language acquisition and sensory organs together for the sake of finding their interrelationship, we can easily find these two (one being social phenomenon and other being an anatomical entity) are very closely related. Sensory organs play a significant role in language acquisition. The malfunctioning of the sensory organs leads the children off the road of the opportunities of enjoying full-fledged linguistic knowledge. Many researchers have shown that abnormal language acquisition causes some kinds of linguistic disorders. New questions arise, if the malfunctioning of sensory organs cause linguistic disorders, to which extent does a disabled lose communication skill? In particular, what kind of and to which extent is a **deafchild** unable to acquire linguistic features in comparison to the normal ones? *Do the same techniques are appropriate to such children while teaching English Vocabulary? What are the techniques that are actually used for them?* My special focus is on the last two questions.

Regarding this question many researches have been carried out globally but there are very few researches carried out in Nepal in this topic. I found only

one research related to this, carried out under the Tribhuvan University. I will try to review some of them related to the current research questions as follows:

Chudal (1997) carried out a research on "A study of English Vocabulary Achievement of the Students of Grade Six". The purpose of the study was to investigate students' achievement of English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. The study concludes that the students' English vocabulary achievement was found poor in total. The boys' proficiency of the vocabulary was found better than those of girls although the girls' proficiency was found satisfactory than the boys' in the rural school. Similarly, urban school students proficiency in the achievement of English vocabulary was found satisfactory than that of the rural school students.

Karki (2000) in his thesis entitled "A Study of English Vocabulary Achievement of the Students of Grade Eight" has made up attempt to investigate students achievement of English vocabulary used in the English textbook of grade seven. He has also attempted to compare the vocabulary achievement in nouns with the achievement in verbs. The findings of the study reveal that the vocabulary achievement of the students of grade eight was found satisfactory in total. However, the achievement in nouns was found better than the achievement in verbs.

Gyawali (2004) has carried out a research on "A Study on Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study." The main purpose of the study was to compare the effectiveness of the two different techniques direct and indirect in teaching vocabulary. In his experimental research he has done both pre-test and post-test in class IX students for carrying out a research. The students were selected altogether 30 randomly and divided into 2 groups. The finding of the research was somehow effective in vocabulary teaching.

Similarly, Ghimire(2007) has carried out a research entitled “A Study on Vocabulary Development of the Student of Grade Six”. The objectives of his study were to study of the vocabulary development of grade six students and to make a comparative study of the vocabulary development of the students on the basis of different variables, such as active vs. passive vocabulary, boys’ vs. girls’ performance, school wise and district wise comparison. He sampled 38 students from grade six as a sample and questionnaire was used as the major tool in his data collection. He used random sampling procedure to sample his information. The finding of the study showed that the performance of the students in passive vocabulary is far better than those of government aided and rural schools on their vocabulary development.

Thapaliya (2007) has entitled his research is "A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teachers". The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare the common procedure of teaching vocabulary in terms of the aspects of vocabulary. In his research he has observed class of secondary school English teachers. The schools were altogether 20 randomly selected in Kathmandu. The researcher observed five classes of each teacher. The finding of the research was somehow effective in vocabulary teaching.

Likewise, Acharya (2008) carried out an experimental research on “The Effectiveness of Teaching Vocabulary Through Real Objects”. The main objective of the study was, to find out the effectiveness of teaching vocabulary through real objects. He carried out he research practically and comparatively to find out the effectiveness of teaching vocabulary through real object. He did experiment at Grade Two. A test consisting different items was main tool. He found out that teaching vocabulary through real objects at grade two is more effective than teaching without real objects.

Another research carried out on “Techniques of Teaching Vocabulary to Hearing Impaired Children” carried by Banjara (2011). The main objectives of the study was to observe and list the classroom techniques adopted by the English teacher to enhance learning vocabulary to hearing impaired learners and to explored and identify the frequently used techniques to make vocabulary learning effective for them. In her survey research she has observed grade six in a deaf school of Banepa district. The researcher observed altogether 28 classes, kept records in diary and the findings of the research was that, the teacher center techniques were used. Explanation and translation were mostly used.

2.4 Implication of the Review for the Study

Literature review proves to be important for conducting research studies in any field. In course of this research, a number of books, articles, reports, web sites, etc. have been reviewed. These entire sources have helped me bring the clarity and focus on research problem, select methodology and estimate the findings. Reviewing the related theoretical literature, I formulated clear concept about my research. They have helped me filter some more basic concept to be included in my thesis.

The review of empirical literature like researches carried by Aryal (2009), (Banjara, 2011), Regmi (2008), Gyawali (2004), khatri (2000), Tiwari (2004), Acharya (2008), Ghimire (2007), etcare to some extent related to my work in the sense that they are related to ‘Teaching Vocabulary’ and ‘Techniques of Teaching Vocabulary’ and so as mine. They are based on Teaching Vocabulary to the normal children.

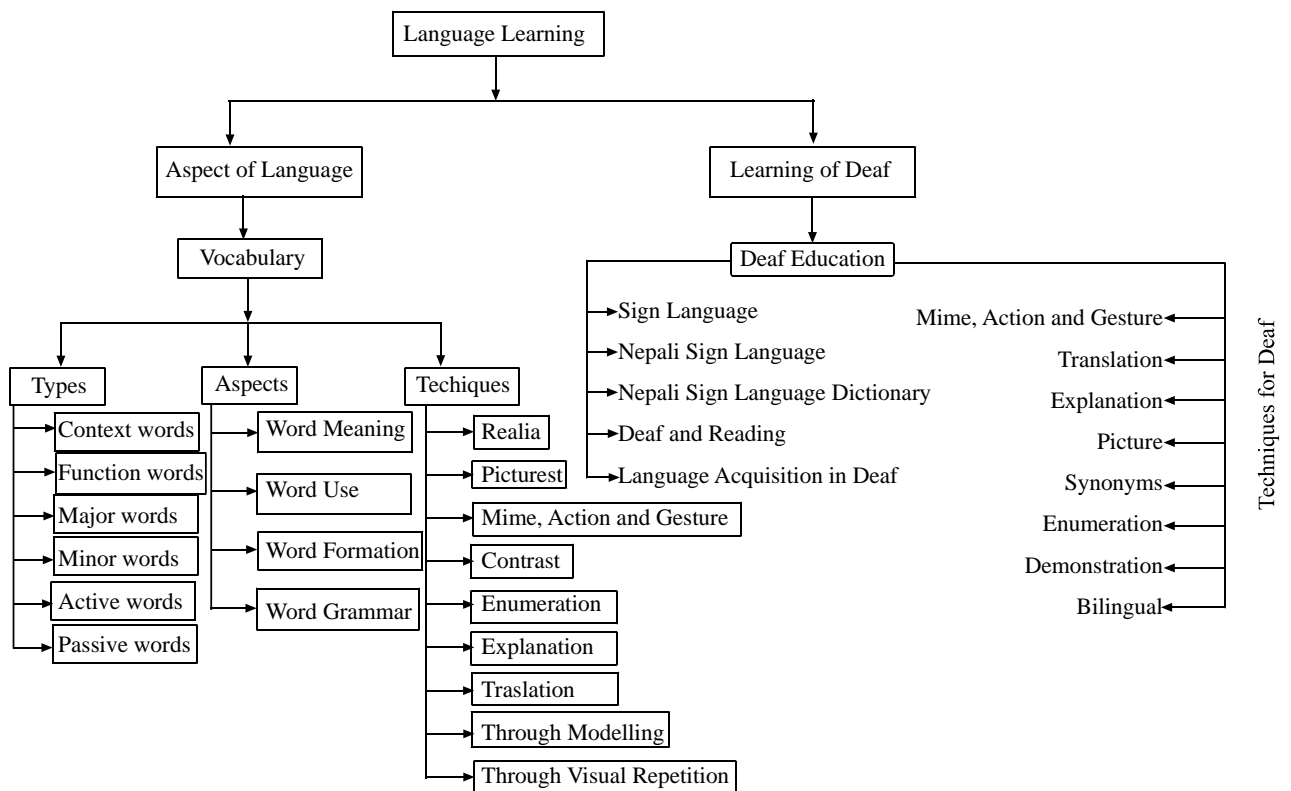
This study will be different from other existing studies in the sense that those studies are based on normal children the ways of teaching vocabulary and effectiveness of different techniques in language classroom. Only one study was carried on Hearing Impaired by Banjara (2011) but it also not investigated whether the same techniques are equally fruitful to deaf children

or not. Those many studies also do not say that are the best techniques that can be used in teaching vocabulary to deaf.

So all the review of the literature helped and encouraged me to focus on my subject matter and go ahead to conduct the research.

2.5 Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study proceeded within this given framework. It is developed after the literature review as discussed above.



CHAPTER THREE

METHODS AND PROCEDURES OF STUDY

This chapter describes the methods and procedures that were adopted to carry this research. Research design, population and the sample of the study, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure will be described below. In order to fulfill the objectives of the study, the researcher adopted the following methods and procedures.

3.1 Research Design and Method of Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. As survey research usually addresses the large group of population, sampling is a must to carry out the investigation. It is one of the cross-sectional studies which address a large group of population in reference to the educational information. In survey research, the structured tools are used to collect quantifiable data from the selection of the representative sample and data is collected only at a single time. For the purpose of comprehensive study with huge amount of data, I will adopt survey research design. And finding of the study will be drawn on the basis of qualitative study which will be analyze in the three steps; data organization, description of organized data and the interpretation of the described data.

Survey is a superficial study of an issue of phenomenon. It is a general view and characterization of the circumstances and the testing of its status. It is the most commonly used method of investigation in educational research.

According to Nunan(1992,p.140), ‘the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time’. Survey is mainly carried out to find out people’s attitude, opinion and the specified

behavior on certain issues, phenomena, events and situations. The finding of survey is generalizable and applicable to the whole group.

“Survey is the best research design carried out to find out public operation and the behaviors and attitudes of different professionals to access certain activities and the certain trends almost at single point of time. No other research strategy matches the strengths of survey research in its potential for handling external validity.” (Kidder, 1991,p.81)

3.2 Population, Sample and Sampling Strategy of the Study

Total population of the study was all deaf students of grade one to grade ten (400 students) of Central Higher Secondary School for Deaf students, Naxal, Kathmandu.

3.3 Study Area/Field

This research was based on non-random purposive sampling, on selected students from a deaf school. The sample school was Central Higher Secondary School for Deaf students, Naxal, Kathmandu. Classes were English language classes from grade 1 to 10 and all students were taken in the sample.

3.4 Data Collection Tools and Techniques

In this research, data collection was done by using interview and questionnaire for teachers to find out the problems of teaching vocabularies. Also, a class observation form was used to find out the present teaching technique of vocabulary for deaf students. She also kept record of important information on diary.

3.5 Data Collection Procedures

To collect the primary data, the following procedures were followed:

- a) Firstly, the researcher took *six months training on Nepali Sign Language* in order to communicate and take the reliable and valid data from the deaf students and teachers working at the school of deaf.

- b) Then, she selected the school of deaf students in Kathmandu valley.
- c) Then, she developed a set of pre-structured questionnaire for interview for the teacher who teaches English in grade 1 to 10. She also prepared an observation form for the teacher and the student to observe their activities.
- d) After this, the researcher went to the field for rapport building with concerned bodies.
- e) She explained to the respondent about the purpose of the study.
- f) Then she observed the teaching techniques adopted by the teacher while teaching English vocabulary to the deaf students in grade 1 to 10 for 1 day.
- g) After that, the researcher collected the information from the teachers with the help of the pre-structured questionnaire related to the teaching techniques to the deaf students.
- h) She listed all the teaching techniques which were adopted by the teaching period.
- i) Finally, the researcher listed all the findings from the elicited data and also list out some useful recommendations.

3.6 Data Analysis and Interpretation Procedures

After the collection of data, researcher needs to organize and analyse them to come to a conclusion. The researcher decided to analyse the data as per her purpose, nature of the study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analyzed using statistical tools. Researcher may also make use of both descriptive and statistical analysis such as percentile to analyse and interpret the gained data. In this research, the researcher used both descriptive and statistical analysis because the tools were both close ended and open ended questions. The data gained from such tools can be analyzed by using mixed methods.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of the collected data which is considered as the core part of the thesis. After collecting the data from the informants, the researcher should analyze them using various statistical tools. Quantitative analysis was followed by qualitative interpretation while completing this chapter. As the researcher selected the deaf school and observed English classes from grade one to grade 10 (primary level, lower secondary level and secondary level) , the data were collected from them.

4.1 Analysis and Interpretation of Results

The researcher observed the classes of the English language teachers from grade 1 to 10, while teaching English vocabulary items. They used various techniques of teaching vocabulary in different level. On the other hand, to get more information about teaching techniques and other factors related to teaching deaf students, the researcher used pre-structured questionnaire and oral conversation with the teachers who were teaching in the school of deaf. In this section the results from sources have been analyzed and interpreted by using the simple statistical tool of percentage as stated follow.

4.1.1 Analysis and Interpretation of Data on the Basis of Class Observation

The researcher observed all the **ELT classes** of different levels: primary, lower secondary and secondary level and got information about teaching techniques which were recorded in observation form. They have been analyzed interpreted below;

Table No. 1**Techniques of Teaching Vocabulary at Primary Level**

S. N	Teaching Aids and Techniques	Class 1	Class 2	Class 3	Class 4	Class 5	Percentage (%)
1.	Realia						0%
2.	Pictures	✓		✓			40%
3.	Matchstick figures						0%
4.	Enumeration						0%
5.	Synonyms			✓	✓	✓	60%
6.	Antonyms						0%
7.	Mime, Action and Gesture	✓	✓	✓	✓	✓	100%
8.	Explanation			✓	✓	✓	60%
9.	Vocabulary games						0%
10.	Translation		✓		✓	✓	60%
11.	Through context						0%
12.	Use of Dictionary					✓	20%
13.	Other fun activities						0%

Data in 'Table 1' show the techniques and teaching aids used to teach new English vocabulary items at primary level in deaf school. It reveals the fact that none of the primary teachers use realia while introducing new vocabulary items in this level, instead the theory advocates for using realia. Out of total techniques observed, pictures were used only 40% at this level. Matchsticks figures are the easiest way to present most of the vocabulary items to the beginners in meaningful ways, but above table shows that it has not used in any class in primary level. Moreover, teaching using synonyms is the technique. Its percentage is 60%. Table reflects that use of mime, action and gesture is the most used technique in all classes of primary level its percentage is 100%. Only in class 3, 4 and 5 teachers use explanation technique which is 60% at this level. Out of total techniques used, 60% translation technique is used at

primary level. While teaching in class five teachers recommend the students to use dictionary as a teaching technique of teaching words, which covers only 20%.

If we analyze the above table in another way, we find that teachers use only two techniques to introduce new words in class one. They are *mime, action and gesture and pictures*. In class two 3 techniques are in use i.e, *translation, mime, action and gesture and fun activities*. Similarly, in class three, 4 techniques are being used. They are: *teaching through pictures, synonyms, explanation and mime, action and gesture*. The table shows that in class four, synonyms, *translation, explanation and mime, action and gesture are used*. Finally, explanation, translation, use of dictionary, mime action and gesture and synonyms are the techniques that are used in class 5. From this we come to the fact that teachers use more techniques in class 5 whereas least techniques are used in class 1. Beside this fact, scholars believe that different techniques along with many teaching aids and materials become beneficial to the beginners (grade 1) and should be used while introducing new words. Only the techniques which have been used in the above table, are not sufficient.

Table No.2

Techniques of Teaching Vocabulary at Lower Secondary Level

S.N	Techniques and Teaching Aids	Class 6	Class 7	Class 8	Percentage (%)
1.	Realia				0%
2.	Pictures				0%
3.	Matchstick figures				0%
4.	Enumeration		✓		33.33%
5.	Synonyms				0%
6.	Antonyms				0%
7.	Mime, Action and Gesture	✓	✓	✓	100%
8.	Explanation		✓	✓	66.66%
9.	Vocabulary games				0%
10.	Translation	✓	✓	✓	100%
11.	Through context				0%
12.	Use of Dictionary				0%
13.	Other fun activities				0%

Table 2 shows enumeration, translation, explanation and mime, action and gesture are the main techniques out of 13 techniques used in teaching vocabulary at lower secondary level. On the other hand, pictures, realia, matchstick figure, synonyms, antonyms, use of dictionary, through context, vocabulary game and other fun activities are not in application. According to the table, out of total techniques observed, translation is used 100% at this level. Similarly, mime, action and gesture is the another technique that is used 100% at lower secondary level. Out of total technique observed the percentage of enumeration which is used in class 7, is 33.33. On the other hand, 66.66% explanation technique is used at this level.

At this level according to the table, 2 items (translation and mime, action and gesture) out of 13 items, are used in grade six. In class seven, 4 items (enumeration, explanation, translation and mime action and gesture) are used. Only 3 items (mime, action and gesture translation and explanation) are used in grade eight. In this way, more items are used in grade seven and least items in grade six.

Table No. 3
Techniques of Teaching Vocabulary at Secondary Level

S.N	Techniques and Teaching Aids	Class 9	Class 10	Percentage (%)
1.	Realia			0%
2.	Pictures			0%
3.	Matchstick figures			0%
4.	Enumeration			50%
5.	Synonyms			0%
6.	Antonyms			0%
7.	Mime, Action and Gesture			0%
8.	Explanation		✓	50%
9.	Vocabulary games			0%
10.	Translation	✓	✓	100%
11.	Through context		✓	50%
12.	Use of Dictionary			0%
13.	Other fun activities			0%

On the basis of above analytical table, *translation, explanation and teaching through content* are the main three techniques that are used to teach English vocabulary at secondary level. Out of total techniques, translation is used 100% while teaching new English words. On the other hand, percentage of explanation technique is 50% and same is the case with teaching through content i.e 50%. The table also reflects that only translation technique is used in grade 9 whereas explanation, translation and through context are three techniques used in grade 10. Beside those techniques rest of the other techniques and teaching aids like: realia, pictures, matchstick figure, enumeration, synonyms, antonyms, mime, action and gesture, use of dictionary and other fun activities are not in use according to the above table.

4.1.2 Analysis and Interpretation of Techniques of Teaching Vocabulary in Terms of its Aspects

Teaching vocabulary is an entire notion, which contains various aspects of vocabulary. Teaching vocabulary is not only to present new words and work with their meanings, but also to consider other issue i.e. to work with the uses in different ways. Basically, while teaching different aspects of vocabulary like word pronunciation, word spelling, word meaning, word formation, word grammar should be focused equally and taught accordingly.

On the basis of class observation and conversation with the teachers of different levels (primary level, lower secondary level and secondary level) in the subject matter, researcher found that the main aspect of vocabulary i.e pronunciation is totally ignored and the main focus is given to word spelling and word meaning. The aspects that are focused and ignored at different level in school of deaf students while teaching vocabulary are shown respectively in the tables below.

Table No. 4
Teaching Vocabulary in Terms of its Aspects at Primary Level

Aspects of vocabulary	Class1	Class 2	Class 3	Class 4	Class 5	Percentage
Pronunciation						
Spelling	✓	✓	✓	✓	✓	100%
Word meaning	✓	✓	✓	✓	✓	100%
Word use						
Word formation						
Word grammar					✓	33.33%

Table 4 shows, in course of teaching vocabulary items at primary level, teachers mainly focus on word spelling and word meaning. On the other hand, word pronunciation, word use, word formation are seem to be ignored since teachers use these aspects in non of the classes. In class 5, teacher addresses one more aspect i.e word grammar.

Primary level is the foundation for language learning. This level is the base for the higher study. Before go to school, children already learn to listen and speak in their early childhood. But this fact does not match with the deaf children since they cannot hear and speak. Listening and speaking are the primary skills of language but the deaf cannot work with both. According to the scholars, pronunciation is best learned at the early stage of life (beginners) or in childhood. Since the deaf cannot listen and speak, learning pronunciation is almost impossible for them. On the other hand, researchers have found out that teaching pronunciation is possible to the deaf because they can understand what others are saying by lips reading. So *pronunciation should be taught to the deaf along with the sign* of words.

While observing the classes of English, the researcher did not find any teacher teaching words with correct pronunciation. They just translated the words into Nepali with the help of Nepali Sign Language. For example, while teaching

vocabulary items in grade 1, T1 wrote the words on the board, showed the pictures and translated them to the students into Nepali with NSL. She pointed out the words like cat, dog, baby, box, sheep, etc, and showed the sign and said biralo, kukur, etc but she did not pronounce the words (in English) and relate it with the sign. This was the case of most of the primary level classes where word pronunciation was totally ignored and neglected.

On the other hand, teachers in all classes at primary level, concentrated on word spelling and taught with the help of *finger spelling*. At the time of class observation, the researcher found that, (class 5) T2 wrote the words like disappear, dinosaurs, seen, similar, conversation, etc on the board and showed the spelling in finger spelling. In order to make them practice, she asked all students to practice the spelling in finger spelling. Similarly, she also concentrated on word grammar. She pointed out the word '*seen*' and said that it is the third form (past participle) of the word '*see*'. She explained with the help of sign language.

In very short conversation with T3 inside the class in the quarry of the researcher, she said, the same sign is used to refer different form of the word (verb) like, tense, singular and plural. The meaning should be understood according to the context. For example, they use to show the same sign for the words 'go' and 'went', 'can' and 'could'. The example reflects that in most of the cases word grammar is not in focus. But at the time of dictation different sign and symbols are used for the words like above mentioned to form the grammatically correct sentences.

Word formation and word use are very crucial parts of vocabulary teaching which were not in focus in the school of deaf students at any level. While observing the classes the researcher did not find any teacher teaching in any class by focusing those two aspects.

Table 5
Teaching Vocabulary in Terms of its Aspects at Lower Secondary Level

Aspects of Vocabulary	Class 6	Class 7	Class 8	Percentage
Pronunciation				
Spelling	✓	✓		66.66%
Word meaning	✓	✓	✓	100%
Word use				
Word formation				
Word grammar				

Above table reflects that teachers focus only on two aspects; word spelling and word meaning while teaching English vocabulary items. Rest of the other 4 aspects; word pronunciation, word use, word formation and word grammar are in the shadow. Word meaning is taught in all the classes of lower secondary level. On the other hand, word spelling is focused only in grade 6 and 7 but neglected in grade 8.

At the time of class observation, the researcher did not find any teacher teaching to pronounce the words, asking students to use them in the sentences or told about word register and dialect. Neither they taught about word formation nor any grammatical rules. They just pointed out the words and translated the meaning into Nepali at lower secondary level. For example, in grade 7 the teacher was teaching the words related to '*festival*', festivals, celebrated, worshiped, lights, deausi, bhailo, etc. the teacher wrote the words on the board and explained with illustration the meaning with the help of Nepali Sign Language. Then she spelled the words using finger spelling. She didn't teach about the other aspects of words. Similarly, in grade 8, another teacher was teaching English vocabulary related '*describing words*'. He wrote the words on the board and just translated the words into Nepali and made meaning clear. He even did not teach word spelling. But he explained the meaning.

Table 6
Teaching Vocabulary in Terms of its Aspects at Secondary Level

Aspects of vocabulary	Class 9	Class 10	Percentage
Pronunciation			
Spelling			
Word meaning	✓	✓	100%
Word use			
Word formation			
Word grammar			

Above table shows that at secondary level in the school of deaf student, teacher gives 100% priority to word meaning while rest of the other aspects of vocabulary: pronunciation, spelling, word use, word formation and word grammar are totally ignored.

At the time of class observation, the teacher was introducing the vocabulary items related to '*vacancy announcement*' and '*job application*' in grade 9. Similarly, in grade 10 the teacher was introducing the words related to 'essay writing'. The teacher was same in both classes who gave emphasis only on word meaning. For example in grade 9 the teacher wrote the words like: vacancy, biodata, interview, intermediate, reputed, contact, etc, on the board and just translated the meaning into Nepali with the help of Nepali Sign Language. The teacher neither talked about the word formation nor the condition where the words can be used. Neither he show the finger spelling nor said anything about the grammatical form and function related the words. Same was the case with grade 10. The importance was only given to word meaning in both classes.

If we glance on above tables of 3 different levels, we can easily say that teachers focus more aspects at lower level (primary level) but least aspects at higher level (secondary level) while teaching vocabulary.

4.1.3 Analysis and Interpretation of Information Based on Pre-structured Questionnaire

The researcher have been exerted the following findings from the pre-structured questionnaire.

a). Problems and Difficulties faced by ELT Teachers in the School of Deaf

Teaching second or foreign language is not an easy matter. If we relate teaching and learning process with *deaf students*, it is really a challenging job as it is quite impossible for them to listen and speak. On the other hand, language learning is an integrated process which gives equal emphasis to all the 4 language skills: listening, speaking, teaching such students. Some of the difficulties and problems faced by ELT teachers in the school of deaf student in course of teaching learning process inside and outside the classroom are listed below. The problems and difficulties below are based on the pre-structured interview and conversation with 4 *different ELT teachers* who were teaching in Central Higher Secondary School for the Deaf, Naxal.

1. All the words in English do not have sign in Nepali Sign Language which is the main problem to the teachers who teach at the school for the deaf students.
2. Similarly, according to the teacher teaching at secondary level, deaf students actually, do not understand as normal (hearing) students. It takes long time to make them understand.
3. Communication by using sign language is the next problem faced by the teachers.

b). Things or the situation that makes the teachers easy

Deaf students remain quite, they do not make a noise while teaching, which makes the teachers feel easy in ELT classes.

Use of sign language makes easy to communicate and teach them. Since they cannot hear and speak, teaching would be almost impossible without sign language.

Use of many teaching aids and materials create the favorable condition in the classroom to teach and make them understand in an easy way.

c) The Frequently used Techniques to Teach English Vocabulary to the Deaf

Teaching aids and materials helps to make teaching and learning process interesting and long-lasting. They help the students to internalize the concept and give insight. No the technique is perfect and all in all in its own. Teaching becomes beneficial and fruitful if a teacher can use different techniques to present the subject matter in the classroom. According to the observation form and conversation with the teachers teaching in the school for the deaf, here are the most frequently used techniques to teach English vocabulary.

Mime, action and gesture Technique

Translation Technique

Demonstration Technique

Bilingual Technique

Pictures, Realia (mostly used teaching aids)

d) The Difficult Situations that the Teachers Faced while Teaching English Vocabulary

- Giving the meaning of abstract words
- Teaching to use the words in their own sentences
- Teaching pronunciation
- Giving contextual and multiple meaning

e) Teachers ask the students to practice the words by:

- Reading
- Writing
- Finger spelling
- Making sentences of their own
- Reciting the meanings

f) Teachers, teach action words through:

- Actions
- Pictures
- Translation

g) Use of teaching aids and materials:

- Teachers use teaching aids and materials everyday at primary level.
- Only once a week teachers use teaching aids and materials at lower secondary and secondary level.

4.1.4 Findings on the basis of Oral Conversation with ELT Teachers

- Teaching to the deaf is a difficult task which follows *three stages*. Teachers have to translate the English texts into Nepali and again change into sign language. The process is quite time consuming as a result, completing the course and content within a limited time boundary is a great challenge for the teachers. (from the oral conversation with teachers)
- Deaf students have to follow the same national curriculum as other normal students. There is no any special curriculum and course book (text book) designed for such special students.
- According to the teachers working at the school for deaf, the teachers are out of training provided by the GoN which could help in teaching such special children. They added, there is not any technique prescribed which is especially designed for the teachers teaching in such school.

4.2 Summary of Finding

Findings from class observation, pre-structured questionnaire and oral conversation have been summarized below.

4.2.1 Findings Based on the Class Observation

On the basis of the analysis and interpretation of the collected data, the following findings have been extracted:

- Mime, action and gesture, translation, explanation, synonyms and use of dictionary are frequently used techniques at primary level.
- Realia and pictures are the two teaching materials that are used at primary level.
- Teachers use 100% (in all classes) mime, action and gesture at primary level.
- Translation, mime, action and gesture, explanation and enumeration are the most friendly techniques at lower secondary level.
- Out of total technique observed translation and mime, action and gesture are used 100%, whereas explanation is used 66.66% and enumeration is 33.33% used at lower secondary level.
- Translation, teaching through context and explanation are most used techniques at secondary level.
- Translation is the only technique which is used 100% at secondary level where explanation and context are least used techniques. They are used 50%/50%.
- Grade five is the class where maximum techniques (6) are used where least technique (only one) is used in grade nine.
- Main aspects of vocabulary; word pronunciation, word use and word formation are totally neglected in all level at the school of deaf.
- While teaching vocabulary, main focus is given to word meaning and word spelling at primary level.

- Teacher focuses only on word meaning and does not care about other aspects of vocabulary at secondary level.
- According to the observation form, translations, explanation, enumeration, synonyms, mime, action and gesture are the main techniques used to teach English vocabulary to the deaf students.
- Researcher found because of the ignorance of grammatical aspect, student seems weak at forming the grammatically correct sentences. Specially, subject verb agreement was the weakest point.

4.2.2 Findings Based on the Pre-structured Questionnaire

- Mime, action and gesture Technique, Translation Technique, Demonstration Technique Bilingual Technique, Pictures, Realia (mostly used teaching aids) are the most used techniques while teaching to the deaf.
- Teachers feel more difficult to give the meaning of abstract words, teaching to use the words in their own sentences, teaching pronunciation, giving contextual and multiple meaning.
- All the words in English do not have sign in Nepali Sign Language which is the main problem to the teachers who teach at the school for the deaf students. Similarly, according to the teacher teaching at secondary level, deaf students actually, do not understand as normal (hearing) students. It takes long time to make them understand. Communication by using sign language is the next problem faced by the teachers.
- Teaching to the deaf, sometimes can be much easier to the teachers. Deaf students remain quite, they do not make a noise while teaching, which makes the teachers feel easy in ELT classes. Use of sign language makes easy to communicate and teach them. Since they cannot hear and speak, teaching would be almost impossible without sign language. Use of many teaching aids and materials create the favorable condition in the classroom to teach and make them understand in an easy way.

- Teachers ask the deaf students to practice new words by reading, writing, finger spelling, by asking students to make sentences of their own, by reciting the meanings.
- Teachers use action, pictures and translation to teach action words.
- Teachers use teaching aids and materials everyday at primary level. Only once a week teachers use teaching aids and materials at lower secondary and secondary level.

4.2.3 Findings from the oral conversation with ELT Teachers

- Teaching to the deaf is a difficult task which follows *three stages*. Teachers have to translate the English texts into Nepali and again change into sign language. The process is quite time consuming as a result, completing the course and content within a limited time boundary is a great challenge for the teachers. (from the oral conversation with teachers)
- Deaf students have to follow the same national curriculum as other normal students. There is no any special curriculum and course book (text book) designed for such special students.
- According to the teachers working at the school for deaf, the teachers are out of training provided by the GoN which could help in teaching such special children. They added, there is not any technique prescribed which is especially designed for the teachers teaching in such school.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is categorized into two parts viz; conclusions and recommendations. The main focus of this study was to find out the techniques of teaching English vocabulary to the deaf students. After analyzing and interpreting the data, some findings have been derived out. Similarly, some recommendations have also been suggested on the basis of the conclusions.

5.1 Conclusions

Based on the analysis and discussion made in the preceding chapter, it can be concluded that teachers use different techniques like enumeration, synonyms, mime, actions and gesture, explanation, translation, pictures, etc frequently in teaching vocabulary to the deaf students. Demonstration and bilingual are next two techniques that are especially used to teach deaf students. Teaching through the *fun activity and vocabulary game* are the two techniques which are considered very important beneficial but in this research the researcher does not find any class where these techniques were used. While teaching vocabulary teachers mainly focus on word spelling, word meaning. On the contrary to this, teachers do not teach about pronunciation, word use, word formation. Researcher found teaching of grammar aspect is very rare (only in grade 5).

Where talking about difficulties and problems faced by the teachers in the school of deaf, Teachers feel more difficult to give the meaning of abstract words, teaching to use the words in their own sentences, teaching pronunciation, giving contextual and multiple meaning. Not having sign of each and every English word in Nepali Sign Language, is the main problem to the teachers who teach at the school for the deaf students. Deaf students actually, do not understand as normal (hearing) students. It takes long time to make them understand. Communication by using sign language is the next problem faced by the teachers. Teaching to the deaf, sometimes can be much

easier to the teachers. Deaf students remain quite, they do not make a noise while teaching, which makes the teachers feel easy in ELT classes. Use of sign language makes easy to communicate and teach them. Since they cannot hear and speak, teaching would be almost impossible without sign language. Use of many teaching aids and materials create the favorable condition in the classroom to teach and make them understand in an easy way. Teaching to the deaf is a difficult task which follows *three stages*. Teachers have to translate the English texts into Nepali and again change into sign language. The process is quite time consuming as a result, completing the course and content within a limited time boundary is a great challenge for the teachers. Deaf students have to follow the same national curriculum as other normal students. There is no any special curriculum and course book (text book) designed for such special students. The teachers are out of training provided by the GoN which could help in teaching such special children. There is not any technique prescribed which is especially designed for the teachers teaching in such school.

5.2 Recommendations

The researcher would like to suggest on the basis of the above findings of the study. The following implication can be drawn.

5.2.1 Policy Level

Language learning is an integrated process which contains four skills i.e. listening, speaking, reading and writing of language. Learning English means, being competent in all of the four skills and being able to communicate with other English speakers. As we know, vocabulary items are the basic building blocks of every language. Teaching them to the deaf children is a crucial task. In our context, for deaf, learning English is not as easy as learning Nepali language since, sign language is their L1, Nepali is L2 and English become L3. Therefore, to learn English they should go through a long process. As a result, completing the course within one academic session becomes almost

impossible. Teaching to the deaf students is a challenging job since the deaf are different from normal children. The same methods, techniques and teaching materials cannot be equally effective for them as to the normal. From this research, the researcher concluded that the educationists and policy makers should take the following points in their consideration while formulating educational policy.

1. While conducting this research at all level of deaf school (primary, lower secondary and secondary), research did not find any teacher teaching vocabulary using appropriate techniques like, realia, matchstick figure, antonyms, vocabulary games and other fun activities, etc. So policy makers and educationists should create the environment to use such techniques in vocabulary teaching.
2. Vocabulary can be best taught through the context but in this research, the researcher found this technique was used only in grade 10. To teach vocabulary focusing its contextual meaning, word use and word formation educationist should create the favorable condition in the policy level.
3. During this research, from the conversations with the teachers of deaf school the researcher came to know that one of the main problems of teaching English (vocabulary) is to teach those words which do not have sign in Nepali Sign Language. All English do not have sign because of which teachers cannot convey the appropriate meaning. So teachers are willing to have the English Sign Language dictionary to teach English subject in Nepal. The plan makers should keep in mind about forming the English Sign Language Dictionary which would help both teachers and students in teaching and learning process of English.
4. Findings in this research show that the deaf students have to follow the same national curriculum because of not having the separate curriculum that is specially designed for the deaf which have become the challenge for both deaf students as well as the teachers teaching to them. Policy

makers should pay their consideration on this issue and should make the policy of separate curriculum for the deaf students.

5. While conducting this research the researcher got the chance to have conversation with ELT teachers on the important issue of teaching i.e. teacher training. The teachers told, teachers are out of training provided by the GoN which could help in teaching such special children. They added, there are not any techniques prescribed by the experts which are especially designed for the teachers teaching in such school. The educationist and policy makers should focus such issue like teacher training and there should be the provision of separate training policy for the teachers teaching in deaf school.

5.2.2 Practice Level

Listening and speaking is almost impossible to the deaf. The only way of learning vocabulary is reading and writing. Because of low vocabulary power they have to face problem while forming sentences as well as communication with other. According to the deaf students, they cannot construct even a good paragraph in a simple topic and cannot express whatever they know using English language because of low vocabulary power. To minimize this problem and improve their achievement level in English, teachers should be conscious enough about different factors related to vocabulary teaching to deaf students. They should follow the effective teaching methods and techniques with the help of appropriate teaching materials. To make teaching learning process effective while teaching English vocabulary, the following points should be consider in practice level.

1. In the present research, enumeration, synonyms, mime, actions and gesture, explanation, translation, pictures, etc are the frequently used techniques of teaching vocabulary so teachers should use these techniques in their best. Along with frequently used techniques, teacher should use other effective techniques like realia, matchstick figure,

antonyms, vocabulary games and other fun activities, etc. which are not being used in this research.

2. Children learn by doing but in this research, researcher noticed mainly teacher center techniques such as, explanation, enumeration, translation, etc were used .So there should be use of student center techniques like vocabulary games and other fun activities, use of dictionary, etc, which provide students the opportunity to learn by doing..
3. At lower secondary and secondary level, using only three or four techniques like, translation, explanation, mime, action and gesture, enumeration are not sufficient. Teacher should use rest of the other effective techniques.
4. During this research teachers said that some of the words do not have intended meaning in isolation. Therefore, teacher should focus on contextual meaning and encourage students to guess the meaning from the context.
5. In this research, the teacher asked the students to use *dictionary* to teach vocabulary only in grade five. So teachers should encourage the students to use dictionary at all levels where students get opportunity to play with words.
6. While teaching vocabulary, equal important should be given to all the aspects of vocabulary (pronunciation, spelling, meaning, formation and grammar). But in this research, the researcher found teachers focusing only in *word meaning and word spelling*. So teachers should focus on all of the aspects of vocabulary in their teaching.
7. Though, deaf cannot listen and speak they can easily guess and understand what other are saying or talking about by ***lip-reading***. During this research, the researcher did not find any teacher pronouncing the English words in order to teach the pronunciation and correlate the word in English. So it is recommended to the teachers to pronounce the words in English and correlate them with their specific

sign and symbols. It provides the exposure to the students, helps them to recognize the words and makes easy for them.

5.2.3 Further Research

This research only concern with the techniques used to teach English vocabulary to the deaf students. This could not study the techniques use to teach all the other aspects of language. So the further researchers can find out the techniques of teaching grammar, techniques of teaching language skills on deaf students. So the further researchers can research the techniques which could not be studied in this research.

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