CHAPTER ONE
INTRODUCTION

Teaching English language to the hearing impaired children is a very challenging work. However, in the 21st century, ELT experts have felt the need of teaching language to the specially gifted students. Therefore, I have attempted to find out some related facts regarding teaching vocabulary to such hearing impaired children of Grade Six. This study is about the 'Techniques of Teaching Vocabulary to Hearing Impaired Children'. It is a remarkable fact that these specially gifted children follow the same National Curriculum. There is no special curriculum of English for these children.

1.1   General Background

There are thousands of languages in the world. These languages are the tools for human beings to communicate with each other. We share our feelings, ideas, thoughts, desires and opinions between each others with the help of a language. Language can also be taken as a social phenomenon, which is used in our society to establish the relationship among the human beings.

> Todd (1990, p.1) mentions, in the four centuries since the time of Shakespeare, English has changed from a relatively unimportant European language with perhaps four million speakers into an international language used in every continent by approximately eight hundred million people. It is spoken natively by large sections of the population in Australia, Canada, the Caribbean, Ireland, New Zealand, the Philippines, Southern Africa, the United Kingdom and the United States of America; it is widely spoken as a second language throughout Africa and Asia; and it is the most frequently used language of international affairs.

English is one of the most widely used languages in the world as it has gained the status of international language. It is claimed that one in every seven people can speak the English language. The English language is taken as the greatest language in the world because it has the richest vocabulary in comparison to other languages. Most of the books are written in English. So, it is the most dominant language in all areas, such as. trade, mass media and international diplomacy. Thus, English is the language of world Politics, Medicine, Science and Technology, Economics and so on.

The use of English in Nepal seems to be developed according to the country's needs in various fields. It is regarded as the primary language to acquire the Western knowledge of the Western Science and Technology, for international communication especially for the expansion of trade, commerce, political relations and tourism. English has been taught as a foreign language in all schools of Nepal. No doubt, learning a foreign language is not an easy task. It needs a lot of time and efforts to have mastery over all the levels of language. In order to learn a particular language effectively, we should know different elements of the language. These elements are- phonology, grammar, lexicon, and semantics. The grammar of the language teaches us how to form its higher structure with the help of lower unit. However, just learning the structures of the language will not help a learner to be proficient in the target language. In other words, a learner should know sufficient number of vocabulary in the target language. Vocabulary plays a key role to convey the message meaningfully. So, a second language learner has to learn adequate number of vocabulary. In this regard, Harmer (1991) highlights the importance of vocabulary in learning a language as "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh" (p.153). Since vocabulary functions as the vital organs and flesh, its learning is of great importance. Without having adequate amount of vocabulary one cannot express explicitly what he or she wishes.

The present world is the outcome of past education system and likely the future will be guided by present education system of the world. The policies, programme, process, system, nature, strategies and techniques of education work heavily for the transformation of any society. Therefore, education is the most debating issue and very sensitive part of culture in modern society as well as the English Language Education. Reform in the English Language Education has been going on continuously all over the world as to make the students competent in English Language Education for a long time back.

Teaching English to young learners has become a trend now a days. In every school, English is taught as one of the main subjects. Teaching young learners is not like teaching adults, children have their own way of learning. Since children like to play and have fun, the learning and teaching process should be suited with the nature of the children themselves.

> According to Vladimir Chin (an expert in e-learning to make language learning fun and enjoyable), learning by doing is the best way to learn English for kids. Children's brains are like sponges that soak up pertinent information. They can grasp concepts easily and can assimilate new languages faster. It is therefore at this point in life when it is best to introduce a new language. And the best way for a child to learn English is for him to actually use it in speaking and in writing. Source: www.totalesl.com/e_articles_detail.ph...

The above quote forces us to acknowledge the truth that from the different eras of educational history before last decade of 19th century, many more English language teaching learning theories have been developed.

1.1.1 What is Vocabulary?

Vocabulary can be defined as all the words that a person knows or uses. We can also say that vocabulary is the word that people use when they are talking about a particular subject. Different scholars have defined it in different ways

According to Wilkins (1972), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111).

Likewise, Celce-Murcia and Larsen- Freeman (1983) say "We take a considerably broader view of the lexicon; we consider it to comprise not only single words but also word compounds and conventionalized multiword phrases" (p.29).

> According to Wallace (1982), "...there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language" (p.9).

On the other hand, Crystal (2003) has defined vocabulary as "a fixed set of words used as parts of the definition of other words." (p.126)

Similarly, Ur (1996) says," Vocabulary can be defined, roughly, as the words we teach in a foreign language. However, a new item of vocabulary may be more than a single word." (p.60)

Vocabulary is such a most important aspect of language; in the absence of it communication is most difficult. But for many years vocabulary was seen as incidental to the main purpose of language teaching- namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself.

Recently, however methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of vocabulary is just as important as the acquisition of grammar- though the two are obviously interdependent- and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure. The obvious fact is that to communicate seriously and adequately through the language a command of both grammar and vocabulary is necessary. Experience shows that to learn number of words without learning to construct sentences is of little practical value. Not enough attention has been paid to the converse view- that there is not much value either in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. One is literally 'at a loss for words.'

1.1.2 Classification of Vocabulary

Vocabulary can be classified in the following types:

a.   Content vs. Function Words

Content words are those which have meaning in isolation. They carry the main content of the message and are also called lexical words. Content words include major word classes (nouns, verbs, adjectives, adverbs)

Function words are those which have no lexical meaning in isolation. They have grammatical roles to play in the sentence and are also called structural words. Function words include minor word classes (conjunction, preposition, article, auxiliary, negative particles, etc.)

b.   Active vs. Passive Vocabulary

Active vocabulary is used by the speakers in the day to day life whereas passive vocabulary is in the competence level but not in performance level. Harmer (1991,

p.159) has made distinction between active and passive vocabulary. The former refers to vocabulary that students have been taught or learnt- and which they are expected to be able to use- whilst the latter refers to words which the students will recognize when they meet them but which they will probably not be able to produce.

This distinction becomes a bit blurred. We can assume that students have a store of words but it would be difficult to say which are active and which are passive. A word that has been 'active' through constant use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs.

1.1.3 Problems of Vocabulary Teaching

Vocabulary teaching at any level faces many challenges. Without adequate knowledge of vocabulary, one would be lost in the vast ocean of words. So, the big problem lies in the selection and classification of vocabulary items. According to Harmer (1991, p.154) part of the problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught at what levels the same is hardly true of vocabulary. It is true, of course, that syllabuses include word lists, but there is no guarantee that the list for one set of beginners' syllabus will be similar to the list for a different set of beginners. Similarly, Wallace (1989, p.9) has given the following problems of teaching/ learning vocabulary:

a.   **Inability to Retrieve Vocabulary that has been Taught**
       This is the most basic kind of vocabulary fault. The student has been exposed to a vocabulary item at some stage, but cannot bring it to mind when he needs it. Either this breaks down communication or he has to use repair strategy.

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b.   Use of vocabulary in Appropriate to the Given Situation

A word that is correct in one situation may not be correct in another situation. For example: normally, 'right' (hand side) and 'left' (hand side) are perfectly acceptable ways of indicating direction, but in a ship, there are situations where these terms would sound strange, the terms 'port' (for left) and 'starboard' (for right) being more appropriate. Such contextual factors create problems in teaching vocabulary.

c.   Use of Vocabulary at the Wrong Level of Formality

The words we choose have to relate to the formality of the situation in which we are speaking, and the relationship between the speakers. In learning a foreign language there is a tendency to use the more formal language found in textbooks in normal conversational situations, which sounds strange to the native speaker. For example: saying 'rest room' in colloquial speaking. The reverse can also happen where a learner picks up a slang or colloquial expression like- 'Take a pew!' and uses it inappropriately in formal speech.

d.   Possessing the Wrong Kind of Vocabulary for One's Needs

The student who is studying medicine in English needs to know English medical words and expressions. S/he needs knowledge of colloquial terms that occur in doctor- patient discussions. If s/he doesn't have vocabulary for his/her need, there will be no communication.

e.   Using Vocabulary in an Unidiomatic Way

Although a student has the right kind of vocabulary, s/he may use it in an unidiomatic way. For example, 'no else corner of our planet' is unidiomatic. Here 'else' is used for 'other.'

f.   Using Vocabulary in a Meaningless Way

Sometimes, students use vocabulary in a meaningless way as in 'I have democracy with clock.' We don't find any meaning of 'democracy' in the sentence.

g.   Incorrect Use of a Dictionary

Some students are not aware to use a dictionary while others are over-conscious to use it. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. They are less aware of the context which gives them meaning. This results in very slow and inefficient reading.

Wallace (ibid.) also has given the next problem i.e. use of incorrect grammatical form, spelling, pronunciation or stress.

1.1.4 Principles of Teaching and Learning Vocabulary

In the past, vocabulary was necessary just to give students something to hang on to when learning structures. It was not the main focus for learning itself. But gradually, methodologists and linguists turn their attention to develop different principles of teaching and learning vocabulary. According to Harmer (1991, p.154), a general principle in the past has been to teach more concrete words at lower levels and gradually become more abstract words like 'table', 'chair', 'chalk', etc. have figured in beginners' syllabuses because the things which the words represent are there in front of the students and thus easily explained. Words like 'charity', however, are not physically represented in the classroom and are far more difficult to explain.

A general principle that has been used in the selection of vocabulary is that of frequency as well as coverage. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language and how much coverage do these words have. These two principles would suggest that a word like 'book' would be an early vocabulary item. It is frequently used by native speakers and has greater coverage than 'notebook', 'exercise book', 'textbook', etc.

According to Wallace (1982, p.27), the teacher has the job of managing the learning that the learner can do some or all these things with the target vocabulary that is to be learnt. Let us consider the principles on which such learning is to be based. They are the following.

a.   Aims

First, the teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? With which words? Unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been.

b.   Quantity

Secondly, having decided on what is involved in vocabulary learning, the teacher may have to decide: how many new words in a lesson can the learner learn? If there are too many new words, the learner may become confused, discouraged and frustrated.

The opposite case is where the learner feels to make less progress if the vocabulary is controlled strictly in structurally graded courses. If the teacher feels that his learner could cope with a larger vocabulary input, he may decide to supplement the students' vocabulary from sources other than the course- book.

c.   Need

The student is put in a situation where he has to communicate and gets the words he needs, as he needs them, using the teacher as an informant. If we are fortunate enough to have a native speaker of the language nearby, we ask him or her 'How do you say...' or 'what is the name for this?' The vocabulary is then presented in response to our own needs and interests, and we are perhaps more likely to remember it. It might, therefore, be a good thing to try to bring about this situation in our language classrooms. The student should feel that he needs the target word, just as he would in a situation outside the classroom.

d.   Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing it once. There has to be a certain amount of repetition i.e. by checking whether the student can recognize the target word and identify its meaning. If the word has to be part of the learners' productive vocabulary, he must given the opportunity to use it, as often as is necessary for him to recall it at will, with the correct stress and pronunciation. It is not enough, however that this should happen only in one lesson. This should be exposed at regular intervals in latter lessons so as to remember among a large number of words which he is exposed to.

d.   Meaningful Presentation

The word is required to be presented in such a way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task.

e.   Presentation in Context

Words very seldom occur in isolation. We have seen how important it is for the learner to know the usual collocations that the word occurs in. So from the very beginning the word must appear in its natural environment as it were, among the words it normally collocates with.

1.1.5 Techniques for 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 a short period of time just by 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. Its success lies on the capability of teachers using it inside the classroom according to the particular method and other factors. According to him, the different types of techniques for teaching vocabulary are as follows:

a. 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 them to mean their opposites, making a noun adjective, 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.'

b. 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 pervious 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.

c. 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 (ibid.) gives following ways to present meaning of new vocabulary:

i.   Realia

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

ii.   Pictures

Pictures can be used when concrete objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or s/he can bring magazine pictures. For example, words like cow, car, elephant, etc. can be taught using pictures.

iii.   Mime, Action and Gesture

Explaining the meaning of words through the use of realia or in pictures, sometimes, becomes impossible. For example, words like running, jumping, sleeping, crying, smoking can best be taught through the use of mime, action and gesture but not through the use of realia and its pictures.

iv.   Contrast

We can also contrast the meaning of words. We can present the meaning of 'big' contrasting it with 'small', 'cold' by contrasting it with 'hot', etc.

v.   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.

vi.   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.

vii.   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, p.162-163) 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.

Likewise, Ur (1996, p.58) provides the following teaching ideas for pronunciation-spelling correspondence.

)   **Dictation**: Of random lists of words, of words that have similar spelling problems, of complete sentences, of half- sentences to be completed.

)   **Reading Aloud**: Of syllables, words, phrases, sentences.

⟩ **Discrimination (1)**: Prepare a set of 'minimal pairs'- pairs of words which differ from each other in one sound- letter combination (such as dip-deep in English). Either ask learners to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.

⟩ **Discrimination (2)**: Provide a list of words that are spelt the same in the learners' mother tongue and in the target language: read aloud, or ask learner to, and discuss the differences in pronunciation (and meaning!).

⟩ **Prediction (1)**: Provide a set of letter combinations, which are parts of words the learners expect them to be pronounced. Then reveal the full word.

⟩ **Prediction (2)**: Dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? Then reveal meanings.

1.1.5.1 Deaf and Hard of Hearing

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" (p.7). ADB (2005, p.30) report shows that there are 600 million people with disabilities world wide or 10% of the world population, with 400 million 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 to national development if such people with disabilities are allowed to develop 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 Prasad (2003, p.1), Disability is present throughout the world, in all nations and all races. It is found not only in human beings but in animals as well. It is either congenital (from birth) or acquired due to accident or as the 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.

Similarly, according to the brochure of KDAD, Nepal, situated between China and India, is slightly larger than Arkansas. The population is 29 million with a birth rate of 2.132% (comparable to many African nations). A high birth rate, lack of medical care, and extreme/ poor living conditions contribute to the large percentage of the population being deaf. There is one doctor for every 12,612 people in Nepal. Local doctors have inadequate time and resources to treat those who are able to travel to a doctor, resulting in a high number of infections left untreated. Those who are deaf face a bleak future. Few of the deaf population have access to sign language, and even fewer are able to attend one of the limited numbers of deaf schools. Students often travel several hours each way to attend school.

Different types of disabilities are identified and are labeled into different names by different people. 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. These are:

i.   Physical Disability (Loco motor)

ii.   Visual Disability:

a.   Blind,

b.   Visually Impaired,

iii.   Mental Disability (Mental Retardation)

iv.   Auditory Disability

a.   Deaf,

b.   Hearing Impaired,

v.   Mental Disease (Mental Illness)

> According to Keynes House (Teaching Deaf/ Hearing Impaired Students, Disability Resource Center), students who are deaf or hearing impaired may be affected in different ways. Losses range from mild to profound and can be conductive (resulting from impairment to the outer or middle ear), or a combination of both. They may use hearing aids, British Sign Language (BSL), Lip reading or a combination of the above. It is essential to communicate with the student to find out what his/ her particular requirement is. Source:

www.admin.cam.ac.uk/univ/disability/practice/pdf/deaf.pdf

According to different studies, in Nepal, there are 1.6% - 8.9% disabled persons among the total population. But according to National Census 2058, 0.46% of the total populations are disabled persons. The state of children of Kavre-2009, has given in the table on page 18 (next page). The reason for mentioning profile of Kavre district is because this research study has been conducted in Kavre district and the population is also from the same district.

Table No. 1

Disabled Persons in Kavre

S.N.	Name of Centers	Vision Impaired	Hearing Impaired	Mental Retardation	Speech Impaired	Other	Total
1	Banepa A (21 V.D.C)	454	480	254	357	8	1554
2	Banepa B (22 V.D.C)	530	518	283	354	30	1715
3	Khopasi (19 V.D.C)	321	259	98	178	3	859
4	Mangaltar (14 V.D.C)	443	462	86	251	18	1260
5	Dolalghat (18 V.D.C)	164	341	97	201	2	905
6	Banepa Municipality	473	337	148	115	27	1100
7	Total	2484	2397	966	1456	89	7393

Source: Survey of Banepa Municipality and Danida-1995

This study aims to observe the teaching strategies of Hearing Impaired Children at Grade Six for learning vocabulary. So, it is necessary to know about certain terminologies.

The Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (P.L. 94-142), includes 'hearing impairment' and 'deafness' as two of the categories under which children with disabilities may be eligible for special education and related service programming. While the term "hearing impairment" is often used generically to describe a wide range of hearing losses, including deafness, the regulations for IDEA define hearing loss and deafness separately.

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."

Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech. Source: www.parentpals.com/gossumer/pages/Detailed/683.html (Jan.2001)

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

> According to Prasad (2003, p.22-23), 'Impairment' means any loss or abnormality of anatomical structure or psychological, physiological function. Similarly, 'Deaf' means a person, who is unable to hear a sound of 80 decibles (dB) or above, cannot speak clearly or cannot speak at all or can only communicate with sign language.' Likewise, 'Hearing Impaired' means a person, who can hear a sound of intensity between 65 dB and 80 dB and above and cannot speak clearly or has to use hearing aid for hearing speech.

Hearing loss and deafness affect individuals of all ages and may occur at any time from infancy through old age. The U.S. Department of Education (2000) reports that, during the 1998-99 school year, 70,813 students aged 6 to 21 (or 1.3% of all students with disabilities) received special education services under the category of "hearing impairment." However, the number of children with hearing loss and

deafness is undoubtedly higher, since many of these students may have other disabilities as well and may be served under other categories.

It is useful to know that sound is measured by its loudness or intensity (measured in units called decibels, dB) and its frequency or pitch (measured in units called hertz, Hz). Impairments in hearing can occur in either or both areas, and may exist in only one ear or in both ears. Hearing loss is generally described as slight, mild, moderate, severe, or profound, depending upon how well a person can hear the intensities or frequencies most greatly associated with speech. Generally, only children whose hearing loss is greater than 90 decibels (dB) are considered deaf for the purposes of educational placement.

Source: www.parentpals.com/gossumer/pages/Detailed/683.html (Jan.2001)

A person uses own sense organs- eye, ear, nose, tongue, and skin to adopt in the environment. Among those sense organs, ear can be taken as second important one to get information and linguistic input from his/her surroundings. But if a person cannot perceive sound easily through the medium of ear, s/he is called having hearing disabilities. Normal students can hear the sound of 0 dB but students with hearing disabilities need at least having the capacity of sound with 40 dB. For profound hearing loss or nearly deaf students need at least having the capacity of sound with 81 dB. For example, the sound of flying plane. Severe hearing impairment in infancy and early childhood may have profound and life long consequences for the individual. As the sense of hearing is non- functional, no oral language is developed. In some cases the gradual increase in hearing impairment lead to deaf.

Communication, defined as the exchange of thoughts, messages and information between a sender and a receiver, is very difficult and complicated for people suffering from poor hearing. As communication is the vital aspect of life, daily activities cannot be conducted properly by hearing impaired person. The communication disability basically meant a disability concerning hearing and

speaking. They can hardly explain to their requirements, experiments and thought by using gesture in and out of home. Each problems and difficulties are called communication impairment. If the communication has been effected by any medical cause, it should be referred to Ear, Nose, Throat (ENT) Consultant, Audiologist and Speech Pathologist.

> According to UNICEF (1983, p.7), severe hearing losses, especially in young children, will greatly affect language development. If you cannot hear language, it is extremely difficult to learn it. Children, who develop hearing losses before learning speech, will need much special help learning language. A child who has learned to speak, and then suffers a hearing loss has a better chance for hearing verbal language, but he will still need some special help.

The students with severe hearing losses use visible communication modes. They are as follows:

i.   Sign Language
ii.   Finger Spelling
iii.   Cued Speech
iv.   Amplification/ Hearing aid
v.   Aural/ Oral Training

The above mentioned communicative modes are used to teach English which can help to reduce language delay. Total Communication Approach (TCA) is a combined method which combines finger spelling, sings, speech/ lip reading and auditory amplification. Student with hearing disabilities communicate and learn language mainly through sign language and teaching process for them is also with the help of sign language, finger spelling and cues.

The school for the deaf in Naxal is functioning as a 'National Centre for Total Communication' from 1995.This centre has got several programmes like training programmes for teachers and CBR workers, refresher training for teachers of the deaf, four months sign language training programme, technical support and the training of manpower for the Special Education Unit of BPEP of the MoE. The centre also helps in development of teaching and educational materials for Special Education Unit of BPEP. The programmes are run in several districts of the country. A Nepal Sign Language Vocabularies (dictionary) has been developed and printed. The dictionary of Nepali Sign Language (NSL) is published by the Nepal National Federation of the Deaf and Hard of Hearing (NFDH). Raghav Bir Joshi is the chairperson of NFDH. The dictionary will be an invaluable resource for deaf organizations and individuals and for schools for deaf children across the country. It will be a tool that will promote the learning of NSL for deaf children and adults, for their hearing relatives, for teachers of children, for NSL interpreters and for many others.

1.1.5.2 Types of Hearing Losses
There are four types of hearing loss.

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

ii.   Sensorineural Hearing Losses
These result from damage to the delicate sensory hair cells of the inner ear or the nerves which supply it. These hearing losses can range from mild to profound. They often affect the person's ability to hear certain frequencies more than others. Thus, even with amplification to increase the sound level, a person with a

sensorineural hearing loss may perceive distorted sounds, sometimes making the successful use of a hearing aid impossible.

iii.   A Mixed Hearing Loss

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

iv.   A Central Hearing Loss

It results from damage or impairment to the nerves or nuclei of the central nervous system, either in the pathways to the brain or in the brain itself. Source: www.parentpals.com/gossumer/pages/Detailed/683.html (Jan.2001)

1.1.5.3 Identifying School Age Child with Hearing Difficulties

According to UNICEF(1983, p.16), if a child shows the following symptoms then we can say that the child may have hearing difficulties:
-       Has trouble paying attention.
-       Does not answer when called.
-       Gets confused about directions or does not understand them at all.
-       Frequently gives the wrong answer to questions.
-       Not doing well in school, appears slow.
-       Confused expression when directions or questions are being given.
-       Poor speech, substitutes sounds, omits sounds or has poor voice quality.
-       Avoids people, play alone, and seems resentful or annoyed.
-       Gets tired early in the day, seems restless or strained.
-       Turns one side of his head towards sound, indicating hearing loss in one ear.
-       Frequent colds, earaches.

1.1.5.4 Deaf and Hearing Impaired Person's Status in our Society

During the ancient time, hearing disabled people were isolated and were treated cruelly. Society is still ill informed about the position, needs and hopes of the

disabled persons. People have superstitious belief about disability. They often believe that someone becomes disabled because he has committed sin/ crime in his past life. According to Prasad (2003, p.1) 'Disability in the past was taken as the punishment by a god for some sin committed in the past life. Several religious leaders and saints have possessed mystic and healing powers, which have led to the cure of disabilities.' The thinking of Hindus and Buddhist societies still affects the view that the disability is the result of evil deed in the past life. Only a few persons know that it is the result of some disease or an accident. This traditional belief is due to mass illiteracy and prevalent taboos. Hearing disabled persons were deprived of human rights and are given less priority in the community. They are not involved in social work setting- such persons are taken as burden for the family. It is difficult for them to adjust in social settings, relationships and to the society as easily as their unaffected peers, and even people with a moderate hearing loss have difficulties in getting employment.

People with hearing disabilities are usually left out of the developmental process due to the lack of awareness among those who design and manage development programme as well as the negative attitude towards people with hearing disabilities in Nepal. This is particularly true in countries with poorly developed infrastructures for the support of the hearing disabled. In such countries, resources are not sufficient to detect and prevent disability and due to meet the need for the rehabilitation and supportive services for the disabled population.

To a large extent, hearing impairment is an avoidable disability. According to the available data, most of the hearing impairment in developing countries is preventable. An infection can be treated whereas sensory neural defect cannot be treated and may have to be rehabilitated by fitting with hearing aid. In this situation the hearing aid plays main role in communication of hearing impaired but for the deaf, the communication becomes possible through sign language.

According to Franz K (a deaf Fulbright student living in Nepal and working with Nepal's vibrant deaf community), a friend of mine wants to know why deafness is so prevalent in Nepal, and why Kathmandu has become a hot spot for deaf culture. The answer is a combination of many factors. There is a much higher incidence of deafness in Nepal than in the developed world. This is partially due to physical factors, such as poverty, lack of adequate health care, contaminated water, and illness such as meningitis, untreated ear infections and rubella. Less than fifty years ago, deaf Nepalese were incredibly isolated and had no access to sign language or deaf culture. In the 1960's, the Naxal School for the Deaf, Nepal's first deaf school, began in Kathmandu. Nepali Sign Language was developed with the help of Peace Corps Volunteers from the US. There are students at the Naxal School from Nepal's isolated Far West, the Southern Terai, and the mountainous Himalayan region, as well as the Kathmandu valley and elsewhere. The current generation of deaf people have a whole new world of opportunity. Raghav Bir Joshi is the only deaf elected politician in Asia, and he is able to do his job with the help of a translator. Source: www.deaf nepal.blogspot.com (Sat.Dec.20,2008)

1.1.5.5 Services for Disabled Persons

There are many governmental as well as non- governmental organizations working in the field of disability in the country. The governmental agencies working for disability are the National Planning Commission, the Ministry of

Women and Social Welfare, the Ministry of Education, the Ministry of Health, the Ministry of Finance, the Ministry of Local Development and the Social Welfare Council. The other organizations working for the disabled persons are Nepal National Federation of Deaf and Hard of Hearing (NFDH); National Association of the Deaf and Hard of Hearing (NADH); Nepal Ear Foundation; Low Hearing and Deafness Centre; DANIDA, Denmark; Federation of Hard of Hearing People etc. The Special Education under the Ministry of Education has been playing an important role in promoting special education for the disabled persons.

Special education in Nepal started in 1964 A.D. This was after the establishment of integrated programme for the blind student at the Laboratory school by Lloyad Stevens, An American blind teacher. Similarly in 1967, a deaf school was established in Bal Mandir, Naxal. In 1969, Nepal Blind and Handicap Association was established by Khagendra Bahadur Basnet. He himself started a programme for physicslly disabled. In 1977, the Social Services National Coordination Committee (now social welfare council) was established under this committee, a Disabled Coordinating Committee (DCC) was formed in order to look after the special education programmes. Thus, different Governmental Organizations (GOs) and Non- Governmental Organizations (NGOs) with the help of trained and skilled teachers are providing special education in order to improve the physical and mental skills of the disabled students.

1.2   Review of the Related Literature

Nepal is a predominantly a diversified nation. Cultural, geographical, religious, lingual diversities have made Nepal renowned all over the world. Though the diversity exists, many barriers come attached with them that make children the future path finder of the nation to be detached from educational opportunities. Learning English as a foreign language in the schools of Nepal is also one of the difficult task. Though the task is difficult; the rapidly growing interest in English

cuts across political and ideological lines. It is because, the convenience of a 'lingua franca' is increasingly used as a second language in important areas of the world. In order to learn a particular language effectively, we should know different elements of the language. These elements or levels of a language are: phonology, lexicon, grammar and semantics. Among them, vocabulary (lexicon) is very important because language learner begins the journey of language from this point.

English is taken as the greatest language in the world because it has the richest vocabulary in comparison to other languages. So, a second language learner of English definitely, has to learn adequate number of vocabulary. Vocabulary is as important aspect of language teaching as 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 attention to vocabulary and stressing its importance in language teaching.

Wilkins (1972) has focused the importance of vocabulary by saying that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Wallace (1982) has also discussed the problems of teaching/ learning vocabulary and the principles of teaching- learning vocabulary. Similarly, Harmer (1991) has made distinction between active and passive vocabulary, aspects of learning vocabulary and techniques of teaching vocabulary.

A number of researches have been carried out by different researchers on the topic of vocabulary achievement.

Chudal (1997) has carried out a research on 'A study of English vocabulary achievement of then students of grade six Jhapa district.' 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. For the source of data collection, the researcher selected 20 students consisting equal number of boys and girls, among the students of grade six studying in 8 different public schools of rural and urban schools o Jhapa district by using random stratified sampling procedure. The researcher prepared a list of different content words from the English text book of class four, five and six. Then a set of objective question was constructed on the basis of the proportion of words representing the vocabulary used in the textbook of grade six. Questions were of different types, such as fill in the blanks, word matching, use in sentences, etc. A particular test item required a particular kind of answer. There were nine sets of items including 52 individual items. The study concludes that the students' English vocabulary achievement was found poor in total. The boys' proficiency of the English vocabulary was found better than those of girls, although the girls' proficiency was found satisfactory than the boys' in the achievement of English vocabulary was found satisfactory than that of the rural school students.

Similarly, Khatri (2000) has carried out a research on 'A study of English vocabulary achievement of students of grade eight.' He attempted to compare the vocabulary achievement in nouns with the achievement in the verbs. The findings of his study reveal that English vocabulary achievement of the students of grade eight was found satisfactory in total. It was also found that the achievement in nouns was better than the achievement in verbs.

Likewise, Tiwari (2001) has carried out a study on 'A study on English vocabulary achievement by the students of grade X'. For the source of data collection, the researcher selected 5 rural high schools of Kaski district. The schools were selected using random sampling procedure. Forty students from each school were selected on lottery basis. Hence, the primary sources of data were 200 tenth

graders studying in 5 different rural schools of Kaski district. The researcher prepared a list of different content words from the new English textbook of grade ten. The words were selected on the basis of their frequency counts. Then a set of test items comprising objective test, cloze test and other types of test items was constructed. The objective of this study was to investigate the students' achievement of English vocabulary used in the new English textbook for grade X. The conclusion of the study is that the students' level of vocabulary achievement was not satisfactory.

Similarly, Gyawali (2004) has carried out a research on 'A comparative study on vocabulary teaching through direct and indirect techniques in public secondary schools'. The research aimed to find out effectiveness of direct or indirect techniques. As this is an experimental study, 30 students were randomly divided into two groups. The students of grade 9 were selected from Balkumary Madhyamik Vidhyalaya, Bhatkyapati, Kirtipur. Besides, 10 English teachers from the public secondary schools were also used as the informants in the research. The major tool of this research was questionnaire which consisted of 50 different vocabulary items. It was the same in both pre- test and post- test. The supporting tools were lesson plans, visual aids, and classroom activities. The study found that the direct method is preferred in vocabulary teaching to indirect method although the indirect method in teaching was found effective as the findings of the study showed that the indirect group secured 64% in average whereas the direct group secured only 58.8%.

Likewise, Tiwari (2004) has attempted to find out 'An analysis of the vocabulary used in the English textbook for grade four.' It was done to analyze vocabulary items used in the textbook for grade four on the basis of the total number, parts of speech, phonological structure and morphological structure. The study found that:
-       The whole corpus is made up of 4407 vocabulary items.
-       546 different vocabulary items are used in the textbook

- The auxiliary verb 'is' has the highest number of frequency of occurrence.
- The highest number of vocabulary items are used as nouns.

Similarly, Adhikari (2005) has attempted to find the 'Effectiveness of teaching vocabulary through games'. In this study, the primary sources of data were the sampled students of grade 9 in Jaya Devkota Manakamana Higher Secondary School, Kathmandu. For the data collection, 6o students were taught around 400 words by the researcher himself for one and half a month. As it was an experimental research, the pre- test was taken before actual teaching and post- test after classroom teaching. A set of different test items was used as major tool for data collection. To make the analysis convenient, the test items were categorized into single word, multiple choice, fill in the blanks, matching items, etc. The study concluded that the game technique has been effective than usual way of teaching.

Likewise, Timilsina (2007) has studied, 'A comparative study of traditional and super learning method of vocabulary memorization by B.Ed. level students.' The objective of the study was to compare the methods of memorization of vocabulary between Traditional and Super Learning Method. The other objective was to find out the effectiveness of super learning in teaching vocabulary. In this study, the primary sources of data are the B.Ed. first year students of Sanothimi Campus, Bhaktapur. For the collection of data, the students were first given a pre- test and taught for almost a 6 weeks period then a post- test was given to them. As it was an experimental study, 100 students were randomly selected and divided into two equal groups. The major tool was questionnaire. The supporting tools were lesson plans, visual aids, and classroom activities. The findings show that recognition was equally possible by using both methods but in case of reproduction, the students of the control group were found weaker than the experimental group. The students of the experimental group were quite stress-free in learning. The research shows that teaching vocabulary through super learning is more effective than the traditional method. So super learning method is to be implemented for teaching vocabulary.

Similarly, Acharya (2008) has carried out a research on 'The effectiveness of teaching vocabulary through real objects.' The purpose of the study was to find out the effectiveness of teaching vocabulary through real objects and to find out the difficulty levels in teaching vocabulary as using real objects. The primary sources of data for this study were the sampled students of grade 2, studying in 'Shree Mahalaxmi Lower Secondary School, Balagaun, Matatirtha, Kathmandu. Before preparing the set of test items, vocabularies from the text book of grade 2 were collected and a set of different items was used as major tools for data collection. To make the analysis convenient, the test items were categorized into multiple choice, fill in the blanks, matching item and completion of words. The study concluded that using real object technique in teaching vocabulary has relatively better impact on the whole. The teaching of vocabulary through real objects (Group B) appeared 22% more effective than teaching with usual classroom technique i.e. without using real objects (Group A). Required of trained teacher to apply this technique and lack of real object in teaching abstract words are appeared as difficult levels.

Similarly, Regmi (2008) has studied, 'The effectiveness of cross word puzzles in learning vocabulary.' The objective of the study was to find out the effectiveness of word puzzles in teaching vocabulary. The primary sources of data in this study were the 40 students of grade 10 studying at Annapurna Shishu Niketan School, Chitwan selecting by using non- random judgemental sampling procedure. Then these students were divided into two groups on the basis of the marks obtained in pre- test. These two groups were divided into experimental and controlled group using systematic random sampling. Forty students were taught around 400 words by the researcher herself for one month. The pre- test was taken before actual teaching and post- test after classroom teaching.The findings showed that cross word puzzle technique in vocabulary teaching can be more effective than the usual way of teaching vocabulary i.e. ask the students to memorize the words by writing on the board.

Likewise, Thakur (2008) has studied 'The effectiveness of teaching vocabulary through jokes and riddles.' For this study, he divided the students into two groups viz. experimental and controlled groups. Group 'A' was taught vocabulary through jokes and riddles technique and group 'B' just by using definition and explanation. The findings show that teaching vocabulary through jokes and riddles technique (Group A) is more effective than teaching with definition and explanation i.e. without using jokes and riddles (Group B).

In our department of English education, there are different studies conducted on the topic of vocabulary achievement. But the present study is different from the previous ones in that the researcher is interested to find out the classroom techniques adopted by the teacher to teach vocabulary for hearing impaired learners at grade six. In this context, this research study has been a new attempt to find out the best technique which is effective to teach vocabulary for hearing impaired learners.

1.3   Objectives of the Study

The specific objectives of the study were:

i.   To observe and list the classroom techniques adopted by the English teacher to enhance learning vocabulary to hearing impaired learners and to explore and identify the frequently used teaching techniques to make vocabulary learning effective for them.

ii.   To list some pedagogical implications on the basis of findings.

1.4   Significance of the Study

This study will be significant to all those who are interested to improve the situation of hearing impaired learners. The findings and recommendations will be beneficial to the stakeholders who are directly or indirectly related to the disabled 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. This study is equally useful for the prospective researchers and ELT practitioners who want to undertake researches in this field.

CHAPTER TWO
METHODOLOGY

The researcher had used the following methodology to carry out the present research:

2.1   Sources of Data

For data collection, the researcher had used the both sources: primary and secondary.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the hearing disabled students of grade six who are studying in Kavre Deaf School, Banepa of Kavrepalanchowk district and the teacher who teaches English for them.

2.1.2 Secondary sources of Data

As secondary sources of data, the researcher had consulted various books like:

Wilkins (1972), Wallace (1982), Celce-Murcia and Larsen- Freeman (1983), Todd(1990), Harmer(1991), Kumar (1996), Ur (1996), Crystal (2003), Prasad(2003), Asian Development Bank (2005), journals like Flash 1 Report(2065), The State of Children of Kavre(2009), UNICEF(1983), brochure of KDAD (nd), reports, articles, internet related to the topic to facilitate her study. The researcher had also consulted the theses completed in the Department of English Language Education, T.U, Kirtipur.

2.2   Sampling Procedure

In the study, because of the time boundary and large number of population, the researchers cannot make use of all sampling population. So, it is the trend that

he/she selects a small number from the total population and on the basis of that he/she predicts about the whole population. In this study, the researcher had purposively selected Banepa Municipality as her research area. Among the schools of Banepa, she had purposively selected a school for hearing impaired children which is at Tin Dobato. Likewise, as there are only two students in grade five, she had purposively selected grade six of that school. As there are only a few students at grade six, she had taken all the students of the class as her sampling population. Thus, the researcher can say that this study followed the nature of purposive sampling.

2.3   Tools of Data Collection

The researcher had basically used interview, questionnaire and observations as her main research tools for gathering the information. Interview of the English teacher had been taken with the help of pre-structured questionnaire. Observation form and daily diary were prepared to observe the teaching techniques adopted by the English teacher to teach vocabulary given in the textbook of grade six. Except the daily observation, the researcher also had conversation with the concerned teacher to find out other related facts about teaching such children.

2.4   Process of Data Collection

To collect the primary data, the following procedure was followed:

a.   Firstly, the researcher had selected the school of hearing disabled children of Banepa municipality.

b.   Then, she had developed a set of pre-structured questionnaire for interview. As the headmaster and the English teacher of the school was same, the researcher had developed a single set of questionnaire. She had also developed observation form for the teacher and the students separately to observe their activities.

c.   After this, she went to the field and built rapport with concerned people.

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d. Then, she had explained to the respondent about the purpose of the research.

e. After this, she had observed the teaching techniques adopted by the English teacher to teach vocabulary at grade six regularly for 20 days.

f. During her observation, she filled up the observation form and prepared a daily diary of all days.

g. Then, after explaining the purpose and terms of the questionnaire, she had taken the interview of the concerned teacher with the help of pre-structured questionnaire in order to know about all the teaching techniques of the hearing disabled students.

h. After this, she had listed all the teaching techniques which were adopted by the teacher during the teaching period.

i. She had also found out the frequently used techniques of teaching which were mostly used by the teacher to teach vocabulary for hearing disabled learners. Similarly, she had observed the students' activities only through their writing skills in their classroom. As she does not have the knowledge of sign language, she took help from the teacher.

j. She had also found out some of the problems faced by the subject teacher while teaching such children from the conversation with the concerned teacher outside the classroom.

2.5 Limitations of the Study

The study had the following limitations:

i. The current study was confined within only one school for hearing disabled children of Banepa Municipality .

ii. It was limited to the teachers and students of grade 6 of that school.

iii. It was limited to the interview of the concerned teacher of that school .

iv. It was limited to the observation of the activities of the students and the concerned teacher of that school.

v. It was limited to teaching techniques adopted by the teacher only to teach vocabulary at grade 6 of hearing disabled learners.

vi.   The analysis of this study was limited only to the analysis of the observation form which was filled up daily by the researcher during the observation time, the analysis of the conversation with the concerned teacher, and the analysis of the daily diary which was also prepared by the researcher herself by writing all the noticeable activities shown by the teacher and the students during the observation time.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of carefully collected data from primary sources to fulfil the set of objectives. As stated in the methodology, the researcher used two types of tool i.e. classroom observation form and questionnaire to the teacher. The analysis and interpretation of data was done under different headings like- analysis of students' involvement, analysis of teacher's activity, and problems faced by the teacher. Fact sheet is also made from the analysis of the daily diary prepared after the 20 days classroom observation. The collected data through these two types of tool were analyzed and interpreted using statistical tools. At first the obtained information was listed and then it was analyzed and interpreted by using percentage, tables and pie- charts.

3.1   Analysis of Students' Involvement

After the analysis of the classroom teaching, the researcher found the following facts.

- Individual work= 15 days
- Pair work= 1 day
- Group work= 2 days
- Writing in the exercise book= 12 days
- Writing on the board= 5 days
- Use of gestures= 4 days
- Class-work writing= 12 days
- Homework writing= 4 days

This data shows that the students were engaged mostly in individual work than in pair work and group work. They used gestures to clarify their answers just for 4 days out of 20 days. Similarly, they wrote class work for 12 days, home work for 4 days, wrote in the exercise book for 12 days and on the board for 5 days.

Now, the above raw data has been transferred into a percentage table.

Table No. 2

Percentage of Student's Involvement

S.N	Students' Involvement	Days	Percent
1	Individual work	15	75
2	Group work	2	10
3	Pair work	1	5
4	Use of Gestures	4	20
5	Class work writing	12	60
6	Homework writing	4	20
7	Writing in the Exercise Book	12	60
8	Writing on the Board	5	25
	Total	55	

3.2 Analysis of Teacher's Activity

After the analysis of the classroom teaching techniques, the researcher found the following facts.

- The use of Realia= 2 days
- The use of Pictures= 1 day
- Explanation= 20 days
- Enumeration= x
- Vocabulary games= 1 day
- Sentence card= x
- Matchstick figure

- Flannel board= x
- Translation= 20 days
- Contrast= 2 days
- Mime, action & gesture= 20 days
- Word card= x
- Drawings= 6 days
- Pocket chart= x

This data shows that the teacher used cent percent of translation; explanation; and mime, action and gesture i.e. for 20 days each while teaching in the classroom. Similarly, she used drawings for 6 days, realia and contrast for 2 days each, whereas pictures and vocabulary games just for a single days each. It means translation; explanation; and mime, action and gesture were used the most whereas pictures and vocabulary games were used the least.

Now, the above raw data has been transferred into a percentage table.

Table No. 3

Percentage of Classroom Techniques

	Teacher's Activity	Days	Percent
1	Realia	2	10
2	Pictures	1	5
3	Translation	20	100
4	Explanation	20	100
5	Contrast	2	10
6	Mime, action and gestures	20	100
7	Vocabulary Games	1	5
8	Drawings	6	30
	Total	72	

Problems Faced by the Teacher (Based on the teacher's pre- structured interview and the conversation with her outside the classroom)

Teaching reading and writing to the hearing impaired children is a really challenging job as it is quite impossible for them to listen and speak. So an English language teacher faces various problems while teaching such children. Some of the examples of such difficulties are listed out by the researcher during her 20 days classroom observation.

ʃ   While teaching the English language to the hearing impaired children, teacher does not teach sign language directly in English. He or she has to change the English words or sentences into Nepali and then again into the Nepali sign language. It means this type of teaching activity involves three stages.

ʃ   This type of three stages teaching is quite time taking than other general way of teaching for general students. For this reason the subject teacher can not complete the course in the proposed time like that by the teachers of

general schools.

)   The teacher feels very difficult to introduce abstract words than the concrete ones just by using the sign language and gestures.

)   There is no separate sign language for 'this' and 'these' so that the teacher feels problem to develop the concept of 'this' and 'these' clearly in such type of students.

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This/It
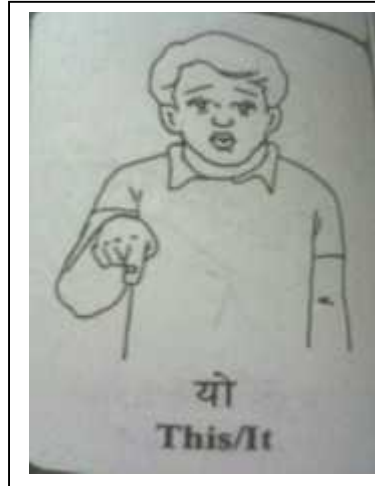
Source: NFDH , 1995

)   As no separate curriculum is designed by the government for such students, it is really impossible to conduct all the activities included in the book along with all four skills.

Similarly, from the analysis of the daily diary, the researcher found the following fact.

Table No. 4

Fact Sheet

Date	Observation	Teacher Centered Technique	Student Centered Technique	Teachers' Involvement	Students' Involvement
2067-03-02	1	Description		Guide	Active participants
03-04	2	Description			Active participants
03-06	3	Description			
03-07	4	Description		Lecturer	Active Respondents
03-09	5	Description		Lecturer	Active Respondents
03-10	6	Drill technique to learn spelling		Facilitator (use of sign language)	Active participants
03-11	7		Role play	Facilitator	Active participants
03-15	8	Explanation		Facilitator	Arrangers
03-16	9		Group work	Facilitator	Active participants
03-17	10	Description		Lecturer	Active Respondents
03-18	11	Explanation		Lecturer	Active Respondents
03-24	12	Explanation		Facilitator	Active Respondents
03-30	13	Concrete or pictorial illustration		Lecturer	Active Respondents
04-12	14	Explanation		Lecturer	Active Respondents
04-16	15	Explanation		Lecturer	Active learners
04-19	16	Lecture		Lecturer	Attentive viewers
05-04	17	Lecture		Lecturer	Attentive viewers
05-06	18	Explanation		Facilitator	Active researchers
05-10	19	Explanation		Guide	Arrangers
05-11	20	Explanation		Facilitator	Active Respondents

Source: Classroom observation.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

4.1   Findings

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

1. According to the conversation with the subject teacher, it was found that there is no special curriculum for such specially gifted children. They are following the national curriculum so it is impossible to complete the course in time.

3. It was found that except the daily use of sign language, the students used gestures for 4 days out of 20 days. It means they used 20% of gestures in the classroom.

2. It was found that the teacher centered techniques like translation, explanation as well as mime, action and gesture were used cent percent by the teacher every day.

4. The teacher had not used pocket chart flannel board, word card, sentence card, enumeration and matchstick figure while teaching vocabulary to the hearing impaired children.

5. During the 20 days observation , it was found that the teacher used the techniques like - realia; pictures; translation; explanation; contrast ; mime; action and gesture; vocabulary games and drawings on the board while teaching vocabulary to such children.

6. It was found that the teacher used contrast only for 2 days out of 20 days. It means 10% contrast was used while teaching.

7. Likewise, it was found that the teacher used black board drawings for 6 days, realia for 2 days and pictures only for 1 day out of 20 days. It means drawings were used 30%, realia 10% and pictures only 5% while teaching vocabulary for such children.

8. It was found that the students were involved in individual work for 15 days

out of 20 days. It means they were involved for 75% in individual work.

9.   It was found that the students were involved in group work only for 2 days and pair work for only one day out of 20 days. It means they were involved only for 10% in group work and 5% in pair work.

10. It was found that the students were involved in writing class work for 12 days and homework for 4 days out of 20 days. It means they were involved in writing 80% of class work and 20% of homework.

11. Similarly, it was found that the students were involved in writing in their exercise book for 12 days and writing on the board for 5 days out of 20 days. It means they wrote 60% in the exercise book and 25% on the board while the class was running.

12. According to the classroom observation, it was found that the teacher corrects the homework and class work herself rather than following pair and group correction techniques.

In this way, from the observation of 20 days classroom teaching, the researcher found that the teacher centered techniques like - explanation and translation were used most frequently in almost every class. Similarly mime, action and gesture were also used every day by the teacher. Likewise, blackboard drawing, realia, contrast, vocabulary games and pictures were also sometimes used in the classroom. While talking about the students' involvement, they were involved in individual works most frequently than group work and pair work. Homework and Class work were also done by such students. Similarly, while talking about the technique of homework checking, the teacher focused on self correction technique by herself. From the interview with the concerned teacher it was also found that the flannel board, word card, sentence card, matchstick figures are rarely used whereas slides are never used in the classroom.

4.2   Recommendations

If we cannot hear language, it is extremely difficult to learn it. Severe hearing losses, especially in young children, will greatly affect language development. Children, who develop hearing losses before learning speech, will need much special help learning language. A child who has learned to speak, and then suffers a hearing loss has a better chance for hearing verbal language, but he will still need some special help.

There is no special curriculum for specially gifted children. They are following the national curriculum. Therefore, this study is related to find out which technique is used frequently to teach vocabulary for such children.

> According to the brochure of KDAD, Nepal is among the poorest and least developed countries in the world. Half of the population lives on less than $1/person/day. Nepal's deaf population is one of the highest in the world; 17-25% of the total population is deaf. But there is no curriculum designed for deaf learners in Nepal, and schools can often only accommodate the elementary level.

Teaching for such students is really difficult. Teacher has to translate English text into Nepali and then he or she teaches the text for the students. It means the teacher has to face three stages for teaching English for those students. So it takes much more time to complete the course book. It is quite impossible to complete their course in one session as done by other general school teachers. So, various things should be considered by the concerned people to teach vocabulary for the hearing impaired children.

a.   It is very important to create a special curriculum which is suitable for the specially gifted children so that they can complete their own course timely according to their pace of learning in one session.

b.   Teacher should focus their attention on student- centered techniques by using

varieties of techniques, allowing the students to practice themselves so that they can learn the vocabulary very fast.

c. Teacher should use the techniques like- using realia, matchstick figure, pictures, postures, etc. as much as possible, which can easily motivate and attract the attention of such children to teach vocabulary effectively.

d. Teacher should focus all the students equally in pair and group work so that they will enjoy their study.

e. While checking homework and class work, the teacher can emphasis on self correction technique, pair correction technique or group correction technique.

f. Teacher should mostly give emphasis on 'learning by doing technique' so that such students can learn fast.

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Appendix-1

National Census of Hearing Disability

National census occurs all over the country every 10 years. According to the statistics published in 2001 census, out of the total population in the country the number of total disabilities and hearing disability (deafness) in region wise under 19 years as follows:

SN.	Region	Total disability no.	Deafness
1	Eastern Development Region	12,418	2,175
2	Central Development Region	13,774	3,553
3	Western Development Region	8,455	1,999
4	Mid Western Development Region	5,901	1,294
5	Far Western Development Region	4,378	1,319
	Total	44,926	10,340

Source: National Census 2001

Appendix-2

Questionnaire for the Teacher

Please tick the correct option

1.   How often do you ask students to write on the board ?

a) Everyday   c) Once a month

b) Once a week   d) Never

2.   How often do you ask students to write in their exercise book?

a) Everyday   c) Once a month

b) Once a week   d) Never

3.   How often do you give them written homework?

a) Everyday   c) Once a month

b) Once a week   d) Never

4.   How often do you use slide in the class room ?

a) Everyday   c) Once a month

b) Once a week   d) Never

5.   How often do you let to play vocabulary games in the class room?

a) Everyday   c) Once a month

b) Once a week   d) Never

6.   How often do you ask them to write the meaning of a word?

a) Everyday   c) Once a month

b) Once a week   d) Never

7.   How often do you use gestures to teach a new word?

a) Everyday   c) Once a month

b) Once a week   d) Never

8.	How often do you use explanation to teach a new word?

a) Everyday	c) Once a month

b) Once a week	d) Never

9.	How often do you use translation to teach a new word?

a) Everyday	c) Once a month

b) Once a week	d) Never

10.	How often do you use word cards ?

a) Everyday	c) Once a month

b) Once a week	d) Never

11.	How often do you use sentence cards?

a) Everyday	c) Once a month

b) Once a week	d) Never

12.	What mode of communication do you often use in your class room?

a) Lip reading	c) Finger spelling

b) Sign language	d) All of the above

13.	Which of the following visual aid do you use most of the time?

a) Realia	c) Drawings	b) Pictures	d) Slides

14.	How do you introduce a new word to your students?

a) Using realia	c) Using mime, action and gesture

b) Using pictures	d) All of the above

15.	Which of the following visual aid do you use least of the time?

a) Realia	c) Drawings	b) Pictures	d) Slides

16.	Name the technique which you think the best one to use while teaching hearing impaired students?

……………………………………………………………………

17. List two difficult situations that you face while introducing a new word.

……………………………………………………………………………………

18. List two easy situations that you face while introducing a new word.

……………………………………………………………………………………

19. Name the mostly used student-centered classroom technique you use at grade six to teach a new word?

………………………………………………………………………………..

20. How do you ask the students to practice the new words?

……………………………………………………………………………………

Thank you for your co-operation

Appendix-3

Observation Form

Students' Involvement

Date:

Lesson:

SN.	Classroom activities	Yes	No	Not applicable
1	Individual work			
2	Pair work			
3	Group work			
4	Writing in their exercise book			
5	Writing on the board			
6	Use of gestures			
7	Writing class work			
8	Writing home work			

Note: (If any)

……………………………………………………………………………

Appendix-4

Observation Form

Teacher's Activity

Date:

Lesson:

SN.	Use of	Yes	No	Not applicable
1	Realia			
2	Flannel Board			
3	Pictures			
4	Translation			
5	Explanation			
6	Contrast			
7	Enumeration			
8	Mime, action and gesture			
9	Vocabulary games			
10	Word card			
11	Sentence card			
12	Drawings			
13	Matchstick figure			
14	Pocket chart			

Note: (If any)

……………………………………………………………………………

Appendix-5

Record of the Conversation with the Subject Teacher

R: What are the problems which you feel while teaching vocabulary to such hearing impaired children?

T: While teaching concrete words, I feel easy but it is difficult to teach abstract words because we have to explain much more for the students to develop the feeling of such words clearly. Similarly there is only one sign language for 'this' and 'these'. So, it is very difficult to make them clear to recognize whether it is 'this' or 'these'.

R: What do you think, is the curriculum suitable for such children?

T: No, it is really difficult to teach such students by following the national curriculum. But there is no other option as there is no separate curriculum designed for them. Following the national curriculum is obviously time taking. It is quite impossible to finish the course in one session as done by the teachers of general students because while teaching English we have to change English into Nepali and then into sign language.

Appendix-6

Summary of the Daily Diary of 20 Days Observation

Observation no. 1: 2067-03-02-Wednesday

Unit: 1.4

T: draws picture given in the book; translates into Nepali sign language ; asks the sts what are those things with spelling; asks sb to laugh,dance, talk; writes the structure given in the book & explains about these activity; asks the sts to copy the structures written in the board.

Sts: explain the things along with gestures (e.g.: 'pipip' for tempo); write the classwork in the exercise book; individual work.

Observation no. 2: 2067-03-04-Friday

Unit: 1.6

T: draws on the board& asks how many is this?; writes 'this' if the sts say one & 'these' if they say more than one; lets them to practice it more times; asks the sts to write the list of this & these on the board individually; teaches singular and plural along with numbers here; asks 'what are these?' & explains to write 'they' in place of 'these' as- They're carrots; writes the related sentences in the board & asks them to practice; asks to copy from the board& do the exercise.

Sts: give answer in group; writes (one cup, four cups, one books,etc.) on the board individually; writes classwork in their exercise book.

Observation no. 3: 2067-03-06-Sunday

Unit: 1.6

T: asks the sts 'how many?'; asks some of the sts 'what are you doing? (by pointing them individually) & 'what am I doing?' by pointing herself (pretending of writing); writes the action words (V-ing) with their

meaning& explains these words along with gestures; lets them practice themselves for sometimes & asks them individually to explain these words; asks them to copy from the board

Sts: give answer by explaining; practice the words from the board with their meaning individually; copy the words from the board.

Observation no. 4: 2067-03-07-Sunday

Unit: 1.6 & 1.8

T: uses realia & gives the concept of 'this' & 'that'; writes on the board; asks to say 'far' or 'near' & 'this' or 'that' in group; puts one object near & writes 'this', one object far & writes 'that', two objects near & writes 'these', two objects far & writes 'those'; explains when to say this & that or these & those; draws pictures on the board along with the pointing hand & asks the sts to write this or that & these or those on the board individually.

Sts: answer whether it is far or near & this & that or these & those in group; write on the board individually.

Observation no. 5: 2067-03-09-Wednesday

Unit: 1.8 & 1.10

T: asks the questions given in the book (by pointing out the pictures); draws pictures of the book on the board & asks the sts Yes/ No questions in group; asks some of the sts to write on the board individually; asks the spelling of the words; gives homework.

Sts: give answer in group, write on the board individually.

Observation no. 6: 2067-03-10-Thursday

Unit: 1.14

T: writes the words 'lazy' & 'clever' along their meaning; asks who is lazy & clever by adding who is sleeping & working; asks what will happen if we

are lazy; explains the story; writes the meaning of difficult words on the board such as- cat, rat, dog, asked, little, help, cut, said, plant, etc. on the board; explains the words with their spelling; asks the sts to copy the words from the board in their exercise book; asks the sts to read the words as homework.

Sts: practice the words with their spelling in group after the T ; copy the words from the board in their exercise book.

Observation no. 7: 2067-03-11-Friday

Unit: 1.14

T: asks the words with their spelling & meaning of the previous day; explains all the lines by using gestures & asks the sts to watch her carefully; asks the sts to practice the story in sign language along with their peers; asks the sts to be little red hen, rat, cat, dog & do sign in their turn by dividing the class into two groups; asks the sts to draw the pictures of the lesson in A4 paper (by showing the paper) as their homework.

Sts: gives the spelling & meaning of the words individually; do signs of the story with their peers, role play by doing sign language in group.

Observation no. 8: 2067-03-15-Tuesday

Unit: 1.14

T: shows the best drawing to all & gives one copy; asks the questions to the sts in group; writes the random sentences given in the book & explains them; asks the sts to write the sentences in the correct order individually; finds the correct answer of some sts & asks them to write on the board; asks other sts to correct their answer.

Sts: give the answer of the questions related to the lesson in group; arrange the sentences individually in their exercise book as class work; write on the board; self correct their class work.

Observation no. 9: 2067-03-16-Wednesday

Unit: 1.14 & 1.17

T: asks 1 student to tear 2 sheet of papers into 16 pieces; asks the other student to write the given letters in those pieces nicely, folds the papers & distributes to all; asks them to find out the correct words by matching those pieces; declares as the winner of the game for those who found the words; asks the winner to say & write the words on the board; asks the question given in 1.7 after writing on the board; teaches to say yes/ no, did/ didn't & he/ she; asks to do the exercise of 1.17 as their homework.

Sts: involves in group work to play vocabulary game; try to match the correct words individually; winner students write the words on the board; say the answers of the question.

Observation no. 10: 2067-03-17-Thursday

Unit 2.1

T: checks the homework; writes the difficult words & their meaning (looking, brush, sweep, etc.); talks about the work of broom; explains the words of the board with their spelling & meaning; asks to read the words themselves; draws the picture of the book on the board; asks the sts where is the hen? bird? cat? Chankhay? What is Shambhu doing? etc.; asks to draw the picture of the lesson as their homework.

Sts: practice the words with their spelling & meaning individually; gives the answer asked by the T in group.

Observation no. 11: 2067-03-18-Friday

Unit: 2.1

T: shows the best drawing in the class after checking it; explains the every sentence; asks the sts to do sign after the T; asks the questions given in the book in group; helps them to say the correct answer; writes the question-answer on the board and asks the sts to copy it.

Sts: practice doing sign of the lesson individually; say the answer of the questions which they know in group; copy the question- answer from the board as class work.

Observation no. 12: 2067-03-24-Friday

Unit: 2.3

T: draws the picture given in the book on the board; asks questions related to the picture such as- dog or a dog on a mat?, writes the respective words below the pictures after asking the sts; asks the sts to draw the pictures and the words from the board; checks the class work.

Sts: says the answer in group; draws the picture with the words in their exercise book.

Observation no.13: 2067-03-30-Wednesday

Unit: 2.3

T: brings a chart with pictures & blanks under the pictures; hangs the picture on the board; asks the sts 'what is it ?' in group; writes the correct words in the blanks (the chart is for teaching prepositions such as- a cat under a table, a box on a table, a ball in a box, etc.); uses realia & asks the sts where is it? Individually; explains where to use in, on, under, etc.; asks the sts to copy the chart.

Sts: give answer in group & individually; copy the chart in their exercise book.

Observation no.14: 2067-04-12-Wednesday

Unit: 2.4 & 2.5

T: asks the Yes/ No questions given in the book; asks the further questions such as- Am I running? Are you writing? Is this a pen? (showing a book); asks the sts to copy 2.4; writes the sentences along with the blanks given in 2.5 on the board; asks the sts about the missing letters; fills in the blanks;

asks the sts to copy this in their exercise book.

Sts: answer the Yes/ No questions in group; copy the exercise from the book in their exercise book as their class work; says the missing letters in group; copy the sentences from the board.

Observation no. 15: 2067-04-16-Sunday

Unit: 2.8

T: asks the questions related to the picture of the text like- Can the man walk? Where is he sitting? Can he ride the bike?; writes the difficult words & asks the meaning; helps the sts to say the correct meaning & writes the meaning on the board; explains the words along with their spelling; asks the sts to copy the words with their meaning; asks the sts to say the meaning & the spelling of the words individually.

Sts: say the answer in group; copy the words from the board in their exercise book; say the meaning & spelling of the words individually.

Observation no. 16: 2067-04-19-Wednesday

Unit: 2.8

T: explains the story line by line (up to 2 pages); asks them to read themselves ; asks the sts to copy the lesson in their exercise book as their homework.

Sts: see the signs done by the teacher; read themselves by doing signs

Observation no. 17: 2067-05-04-Friday

Unit: 2.8

T: asks what they read the previous day; explains the remaining pages & tells the summary of the lesson; says the sts to read the lesson themselves.

Sts: tells whatever they know about the previous lesson; watch the teacher's sign language carefully; read the lesson themselves.

Observation no. 18: 2067-05-06-Sunday

Unit: 2.8

T: writes a group of words given in activity 1; explains the words & encourage sts to find out the single words; writes the single words of the given group of words on the board; asks the sts to copy it; explains the sentences of activity 2 & asks whether it is true or false; writes it on the board & asks the sts to copy it.

Sts: try to find out the single words; copy the words from the board; say whether it is true or false in group; write the activity 2 from the board in their exercise book.

Observation no. 19: 2067-05-10-Thursday

Unit: 2.9

T: asks the sts to show the sign of A to Z; writes some word list alphabetically & explains which comes first & which at last; writes the list given in the book on the board & asks the sts to arrange them alphabetically in group; shows the sign of A to S & explains that 'answer' comes first than 'ask' because 'N' comes first than 'S' ; asks the sts individually to say the words from the lesson in alphabetical order.

Sts: show the sign of A to Z serially in group; arrange the words alphabetically with the help of teacher in group; say the words alphabetically from the lesson individually.

Observation no. 20: 2067- 05-11-Friday

Unit: 2.9

T: asks if the sts have seen tempo by using gesture; asks what Chankhay & Shambhu doing in the picture 1& 2; explains the sentences written in the both pictures; writes the questions given in the book; asks the sts the questions & writes the answer on the board ; asks the sts to copy the question - answer ; corrects the class work.

Sts: do sign of tempo by producing sound in exciting manner (gesture) & say yes; discuss about the pictures; watch the T carefully; copy the question-answer from the board as class work.