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Difficulties of the Algerian Deaf and Hard of Hearing pupils in Learning English

"The Case of Deaf and Hard of Hearing Middle School Pupils in Ain Temouchent-Temanrasset-Mascara-Sidi Bel Abbes"

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Linguistics

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Dedication

To my parents.

To my dear daughter Mayassine. You have made me stronger, better and more fulfilled than I could have ever imagined. I love you to the moon and back.

To my brothers and sisters

And to my dear pupils who inspired me to present this humble work.

Cherif Hanane

Dedication

This work is dedicated: to my lovely and respectable parents for their

endless love and support .My father who supported my decision for higher

education, and my mother who encouraged me all the time.

To my lovely sisters Djamila and Rouba.

Bouchra Mezada

Acknowledgement

Abstract

This study aims at investigating the teaching of English as a foreign language (EFL) to deaf and hard of hearing pupils in the Algerian middle schools, more precisely to explore whether learning EFL by deaf and hard of hearing middle school pupils can be considered as a challenge and what kind of challenges and obstacles they face when they learn EFL. It also intends to shed light on the real learning situation for D/HH, besides eliciting the most effective ways to facilitate teaching and learning EFL to this kind of learners.Throughout this research, we have hypothesized that D/HH pupils can acquire EFL because they have already acquired the oral language of their community. In fact, degrees of hearing loss affect learning EFL; therefore, teaching EFL to D/HH pupils will be easier by using Assistive Technology. In order to conduct this research two different tools have been used; a questionnaire administered to middle D/HH pupils seventy seven (77) D/HH pupils and ten (10) specialized English language teachers selected from middle schools from 4 different Algerian provinces which are Ain temouchent, Temanrasset, Mascara and Sidi Bel-Abbes for the sake of obtaining the information needed, in addition to the classroom observation to identify how D/HH pupils acquire EFL. Consequently, a comparison was done between traditional and modern teaching methods in order to see if the teaching approach selected by the teacher makes a difference on D/HH pupils' motivation. The findings have indicated that the hypothesis which said that though teaching English to a deaf pupil seems an incredible challenge, they can acquire it because they have already acquired the oral language of their community is confirmed.

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List of Abbreviations and Acronyms

AACs: Augmentative and Alternative Communication Devices

AISL: Auslan and Australian Irish Sign Language

ALDs: Assistive Listening Devices

ASL: American Sign Language

AT: Assistive Technology

AUSLAN: Australian Sign Language

BSL: British Sign Language

CDC: Centers for Disease Control and Prevention

CODA: Children of Deaf Adults

DB: Decibel

DCAL or **DCAL:** Deafness Cognition and Language research center

DCAL: Deafness Cognition and Language

DHH: Deaf and Hard of Hearing

EFL: English as Foreign Language

EHA: Education for Handicapped Act

FL: Foreign Language

FLL: Foreign Language Learning

FM: Frequency Modulated

GE: General Education

IDEA: Individuals with Disabilities Education Act

IR: Infrared listening system

L1: First Language

L2: Second Language

LAD: Language Acquisition Devise

SE: Sign English

SNE: Special Needs Education

SNHL: Sensor neural hearing loss

TC: Total Communication

TDD: Telecommunication Device for the Deaf

TTY: Teletype Machine

WFD: World Federation of the Deaf

WHO: World Health Organization

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General Introduction

General Introduction

For many centuries, deaf and hard of hearing individuals were regarded as "individuals without language." However, the latest psychological and linguistic research has changed this view. Actually; it is assumed that if there are no other disabilities, deafness in itself doesn't limit the linguistic abilities of deaf and hard of hearing individuals. Therefore, nowadays the view of D/HH education has changed in most societies. There has been a great deal of research into the education for individuals with hearing loss, as a result they have created for individuals with hearing difficulties special institutions and schools to learn and have promoted the ideology of inclusive and integrated education which is about reforming mainstream schools to meet the needs of all learners with different needs. D/HH learners from non-English-speaking countries like their hearing peers, often have to learn foreign languages in order to communicate in the field of education, work, and entertainment to reach their true potential. However, D/HH individuals face problems when using their national spoken and written languages for this kind of disability. Learning a spoken language is a major challenge so what is about foreign languages learning which is considered as new challenge for both D/HH pupils and their teachers.

In Algeria D/HH pupils have two stages to get their education. The first stage is to attend specialized primary schools for teaching the pupils with hearing loss. The second stage is to attend mainstream middle and high schools to acquire knowledge with hearing pupils. The Algerian D/HH pupils acquire the Algerian sign language which is usually their L1 besides the spoken language of their country (L2). In the Algerian educational system D/HH pupils have also to learn as their hearing peers French language from the second grade of primary school and then English from the first grade of middle school which means that the D/HH pupils have to acquire at least three different languages namely Arabic language, French and English language as foreign languages.

Statement of the Problem

The question is about whether deaf and hard of hearing pupils in Algeria are able to learn English as a foreign language or not, and what are the major challenges that face both of D/HH learners and their teachers when teaching and learning this language.

Significance of the Study

The significance of this study is to discuss whether D/HH learners are able to acquire spoken foreign languages. In addition to explore how the teaching approach and method used by D/HH teachers in classes affects the pupil's achievement when learning FL.

Aim of the Study

We have chosen this topic "Difficulties of the Algerian Deaf and Hard of Hearing Pupils in Learning English" to present the challenge of D/HH middle school pupils to learn English as a foreign language and issues that they encounter with their teachers when they are learning FL. The aim of this study comprises the following:

1. To know whether Algerian DHH middle school pupils' are able to learn English as a foreign language and if the degree of hearing loss affect their academic achievement.

2. To discover the truth about learning and teaching EFL in the Algerian middle schools by hearing loss pupils.

3. To set suitable methods and techniques for a good acquisition of EFL in middle schools by D/HH pupils.

Research Questions

In order to achieve this task, we raise the following research questions:

1- To what extent Deaf and hard-of-hearing pupils are able to learn foreign languages?

 a- How can the degree of deafness affect the acquisition of English as a foreign language?

b- What are the tools used to facilitate learning a foreign language?

Hypotheses

With the aim of investigating such issues and to deal with the problem statement, we put forward the following hypotheses:

1- We have hypothesized that though teaching English to a deaf pupil seems an incredible challenge, they can acquire it because they have already acquired the oral language of their community.

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For the sub-questions we hypothesize:

a- Degrees of hearing loss affect the way D/HH learn EFL. The hard of-hearing, for instance, are able to use auditory input to a certain degree, and they should be distinguished from the profoundly deaf, who are incapable of perceiving any auditory input; as a result their language acquisition is limited.

b- Teaching a foreign language to D/HH pupil will be easier by using assistive technology.

The Population and Sample

For this research the sample includes 77 D/HH pupils and 10 specialized English language teachers selected from middle schools from four (4) different Algerian provinces which are Ain temouchent, Temanrasset, Mascara and Sidi Bel Abbes.

Research Methodology

This research is carried out using mixed approach including qualitative and quantitative method in order to acquire and accumulate data for this dissertation. Moreover, a descriptive design is employed in the current investigation as a method which suits this research subject and adopts an analytical framework to be implemented in the present study. We find this method suitable because it allows us to introduce the world of deafness and how is the attitude of learners in such disability toward foreign languages. In this research the data gathering tool that we rely on are a questionnaire submitted to both of D/HH pupils and their teachers to collect information and have different points of view. In addition to a classroom observation and note taking, this has been only conducted in Ain temouchent middle school.

Description of the Study

This dissertation is an attempt to improve the quality of education of D/HH pupils and highlight the idea that they are linguistically competent individuals if the right conditions are available when learning foreign languages, taking as a case study D/HH middle school pupils and teachers from four different Algerian cities. As such, it aims at identifying the real situation of foreign languages learning by D/HH pupils.

The study comprises three chapters. In the first chapter, we attempt to review some literature on hearing loss and see how different terms may be applied to describe individuals with hearing difficulties; in addition to providing degrees of hearing loss and pointing out the

challenges they face in hearing community. We have also tried to take a closer and brief look at language development for deaf and Hard of hearing persons and give an overall idea about the education of the deaf and how they acquire foreign languages.

The second chapter is devoted to the fieldwork and the research methodology; it exposes the different research tools used for data collection. The results are analyzed and interpreted to confirm or disconfirm the hypotheses in accordance with the elicited data.

The third chapter includes some practical solutions and suggestions in the form of pedagogical recommendations to both of D/HH pupils and their foreign languages teachers in general.

Chapter One

Literature Review

1.1 Introduction

The first chapter is devoted to the introduction of different concepts relevant to the topic. As we are concerned with "deaf" and "hard of hearing" pupils in the Algerian middle schools and as our aim is to discover whether D/HH pupils are able to study English as a foreign language, we feel it is necessary to introduce a few concepts relevant to hearing loss because it is very important to know the difference between the different terms which are used to talk about hearing loss, its levels and some difficulties that face people with hearing loss. Besides, deaf and hard of hearing communication methods. In addition, we have dealt with an overview of Bilingualism, foreign languages and deafness. Moreover, this chapter will discuss teaching methods and approaches. The Deaf and the hard of hearing are very distinct groups and using the proper terminology.

1.2 Hearing Disabilities

Numerous terminologies are used to describe people with disabilities. Interestingly, the term used by individuals has become a sensitive issue.Some terms are understandably negative. For example, the terms idiot, moron, and imbecile used to be accepted terms to describe persons with varying degrees of intellectual disabilities. They are very hurtful terms and of course are not used anymore. Similarly, many terms or names are used to describe hearing loss.Some of the commonly used ones include Hearing loss, Deaf-mute,Deaf and dumb , Hard of Hearing , Deaf, deaf, Hearing impaired and deafened (Stelmacovich, 2012).

1.2.1 Hearing Loss

According to the World Health Organization (WHO), there are 360 million persons in the world with hearing loss (5.3% of the world's population), and 32 million of whom are children.The most common form of human sensory deficit, is the partial or total inability to hear sound in one or both ears.It may be a bilateral loss occurring in both ears or unilateral;When hearing loss occurs in both ears it is called "bilateral" whereas hearing loss in one ear is reffered to as "unilateral". Hearing loss is a nice generic term that includes conductive, sensorineural, or mixed losses .It may be a sudden or a progressive impairment that gradually gets worse over time. Depending on the cause, it can be mild or severe, temporary or permanent. Hearing loss may be fluctuating, that is, varying over time,

improving at times and getting worse at other times. In other cases, hearing loss is stable, not changing at all with time.

A clear and concise description of the classification system for hearing loss based on the current state of scientific knowledge is important not only for clinical diagnosis and therapeutic management, but also for the use in medical research and education. In addition, a clear-cut explanation of the disease can aid patients who will themselves benefit from a better understanding of their hearing loss.

1.2.2 Deaf-mute / Deaf and Dumb

'Deaf-mute' is a term that has been used to identify a person that is deaf and could not speak. While it still continues to be used to refer to people that are unable to speak."Mute" means silent and without voice .The Greek philosopher, Aristotle (350.BC) pronounced "deaf and dumb," because he felt that deaf people were incapable of being taught, of learning, and of reasoned thinking. According to him; if a person can not use his/her voice in the same way as a hearing person, then there was no way that this person could develop cognitive abilities.

Both "Deaf-mute" and "Deaf and Dumb" terms describe the notion that people with significant hearing loss from birth can neither hear nor speak. These terms should never be used as they are both inexact and of course disrespectful.These terms are not prefered by deaf and hard of hearing; since they use sign language and sometimes lip-reading to communicate so they are not silent.

1.2.3 Hearing Impaired

The term "hearing impaired" or "Hearing impairment" is often used to describe people with any degree of hearing loss, from mild to profound, including those who are deaf and those who are hard of hearing. It can be used to describe a condition in which ability to detect certain or all pitches is either partially or completely impaired .This term seems to be the one that draws the most criticism and controversy today.

Many individuals who have hearing loss prefer the terms "deaf" and "hard of hearing," because they consider them to be more positive than the term "hearing impaired," which implies a deficit or that something is wrong that makes a person less than whole. This term is not acceptable in referring to people with a hearing loss. It should never be used in referring to Deaf people. "Hearing impaired" is a medical condition; it is not a collective noun for people who have varying degrees of hearing loss. It fails to recognize the differences between the Deaf and the hard of hearing communities.

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1.2.4 Hard of Hearing

According to Moores (1996) hard of hearing refers to; people whose amount of hearing loss is between 35 - 69 dB, which causes difficulty but who do not have a disability in understanding speech through the ear with or without hearing aids. A person whose hearing loss ranges from mild to profound and whose usual means of communication is speech and sometimes through sign language; It is both a medical and a sociological term.

Individuals who are hard of hearing experience difficulty hearing, and may wear a hearing aid to amplify sound.A hearing aid does not cure the loss, but assists in better communication ;such using Frequency Modulated system (FM)which is used to more clearly hear sounds and voices. Hard-of-hearing" can denote a person who doesn't belong to the cultural deaf community.

1.2.5 Deaf

Although the term "deaf" is often mistakenly used to refer to all individuals with hearing difficulties, the word deaf usually refers to an individual with very little or no functional hearing and who often uses sign language to communicate.

 « Deaf »refers to an individual who is unable to hear as someone with normal hearing, or only partially able to hear actually it is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that negatively affects the child's educational performance. This term is applied to those who are not able to fully acquire spoken language without some assistive device such as a hearing aid or cochlear implant.Those who are deaf may have little or no speech depending on the intensity of the hearing loss, they will often communicate through a sign language interpreter in addition that they can be lip readers that is someone who can understand spoken words by watching the movements of a speaker's lips.

1.2.6 deaf and Deaf

According to Carol Padden and Tom Humphries, in Deaf in America: Voices from a Culture (1988): *"We use the lowercase deaf when referring to the audiological condition of not hearing, and the uppercase Deaf when referring to a particular group of deaf people who share a language – American Sign Language (ASL) – and a culture. The members of this group have inherited their sign language, use it as a primary means of communication among themselves, and hold a set of beliefs about themselves and their connection to the larger society. We distinguish them from, for example, those who find themselves losing their hearing because of illness, trauma or age; although these people share the condition of not hearing, they do not*

have access to the knowledge, beliefs, and practices that make up the culture of Deaf people." (Padden & Humphries, Deaf in America Voices from a Culture, 1988)

In deaf culture, there are two terms of the word deaf: « Deaf » and « deaf »; the former used to refer to the cultural definition and the later one used to refer to the medical definition.

Deaf with a capital D refer to people who have been deaf all their lives, or since before they started to learn to talk, they are culturally deaf. "Deaf" refer to individuals who are members of the Deaf community, they attended schools and programs for the deaf and they are extraordinarily proud of themselves to be deaf because they have a strong deaf identity and strong sense of community. Deaf people tend to communicate in sign language as their first language it is the primary means of communication among themselves, English is considered as a second language for most of them, they may have a limited ability to read, write or speak English.Deaf persons are members of a cultural or linguistic group whose language is American Sign Language (ASL).The Deaf community is a very strong cultural community.

On the other hand, the "small d" deaf may identify themselves with hearing community because they have become deafened or hard of hearing after they have acquired a spoken language so they may be able to speak or read English to the same extent as a hearing person and they are more likely to use hearing aids and lipreading skills.They are those who lose their hearing because of illness, trauma or age. Although they share the condition of not hearing but they don not have access to the knowledge and beliefs that make up the culture of deaf people.

According to James Woodward co-director of the centre for Sign Linguistics and Deaf Studies at the Chinese University of Hong Kong, the term Deaf is used to refer to people who do not hear and use sign languages other than ASL.In Quebec for example, Deaf French Canadians use a different sign language, Langue des Signes Québecois and Nova Scotia has a community of Deaf people whose sign language is related to British Sign Language but not to ASL (Padden & Humphries, Deaf in America: Voices from a Culture, 1988).

1.2.7 Deafened

Deafened; also known as late-deafened, is both a medical and a sociological term referring to individuals who have become deaf later in life and who may not be able to identify with either the Deaf or the hard of hearing communities in other words deafened describes someone who has lost the majority of his hearing post-lingually (after the acquisition of spoken language).Deafened persons cannot hear what people say, but usually respond verbally in a conversation. They sometimes use interpreters, but more often at college, request a computerized notetaker.There are organizations such as the Association of Late Deafened Adults in the US. So this term is well accepted.

1.3 Hearing Loss Causes

Protecting one's sense of hearing is considered to be essential for optimal communication. According to World Health Organization WHO there are 360 million people who live with deafness and hearing-impaired; this is approximately 5.3% of the world population. Defining causes of deafness or hearing impaired is an important step in ensuring the proper treatment and care. Though deafness is often associated with old age it can be a birth deffect, also called congenital disorder or even caused by ilnesses or injuries. Thus, causes of deafness and hearing impaired can be devided into congenital and acquired causes.

1.3.1 Congenital Causes

Congenital causes may lead to hearing loss being present at or acquired soon after birth. Hearing loss can be caused by hereditary and non-hereditary genetic factors or by certain complications during pregnancy and childbirth, including:

- Maternal infections such as Rubella or Syphilis.
- Complications at the time of birth, such as birth asphyxia i.e. a lack of oxygen at the time of birth, low birth weight and prematurity.
- Malformation of outer ear, ear canal or middle ear structures.
- Inappropriate use of particular drugs during pregnancy, such as aminoglycosides, cytotoxic drugs, antimalarial drugs, and diuretics.
- Severe newborn jaundice, which can damage the hearing nerve in a newborn infant.

1.3.2 Acquired Causes

Acquired causes may lead to hearing loss at any age, such as:

- Infectious diseases including meningitis, measles and mumps.

- Chronic ear infections.

- Collection of fluid in the ear (otitis media).

- Use of certain medicines, such as those used in the treatment of newborns' infections, malaria, and cancers.

- Injury to the head or ear.

- Excessive noise, including occupational noise such as that from machinery and explosions.

- Recreational exposure to loud sounds such as that from use of personal audio devices at high volumes and for prolonged periods of time and regular attendance at concerts, bars and sporting events.

- Ageing, in particular due to degeneration of sensory cells.

- Wax or foreign bodies blocking the ear canal (Deafness and hearing loss, 2014).

1.4 Hearing Loss Types

Just as there are numerous reasons for hearing loss, there are several forms of hearing loss. Functionally, the human ear can be divided into two major divisions, the conductive division, associated with the areas responsible for air conduction (the outer ear and the middle ear) and the sensorineural division associated with the inner ear. Accordingly, there are three basic types of hearing loss: sensorineural, conductive, and mixed hearing losses.

1.4.1 Sensorineural Hearing Loss (SNHL)

SNHL is hearing loss caused by dysfunction of the inner ear, the cochlea, auditory nerve, or brain damage. Usually, this kind of hearing loss is due to damage of the hair cells in the cochlea. As humans get older, the hair cells lose some of their function as a result hearing gets worse.

Long-term exposure to loud noises, especially high-frequency sounds, is another common reason for hair cell damage. Damaged hair cells cannot be replaced. Currently, research is looking into using stem cells to grow new ones.Sensorineural total deafness may be due to birth defects, inner ear infections, or head injury. If the eardrum and middle ear are functioning properly, patients may benefit from a cochlear implant - a thin electrode is inserted into the cochlea, it stimulates electricity through a tiny microprocessor that is placed behind the ear, under the skin.

1.4.2 Conductive Hearing Loss

It occurs when there is a problem conducting sound waves easily through the outer ear canal, tympanic membrane, or middle ear (ossicles). This means that the vibrations are not passing through from the outer ear to the inner ear, specifically the cochlea. It can be due to an excessive build-up of earwax, glue ear, an ear infection with inflammation and fluid buildup, a perforated eardrum, or a malfunction of the ossicles (bones in the middle ear). Also, the eardrum may be defective. Conductive hearing loss makes sounds softer and more difficult to hear. This type of hearing loss may be responsive to medical or surgical treatment.

1.4.3 Mixed Hearing Loss

This is a combination of conductive and sensorineural hearing loss. Long-term ear infections can damage both the eardrum and the ossicles. Thus it is the result of damage to conductive pathways of the outer and/or middle ear and to the nerves or sensory hair cells of the inner ear. Sometimes, surgical intervention may restore hearing, but it does not always work. (Types and Degrees of Hearing Loss)
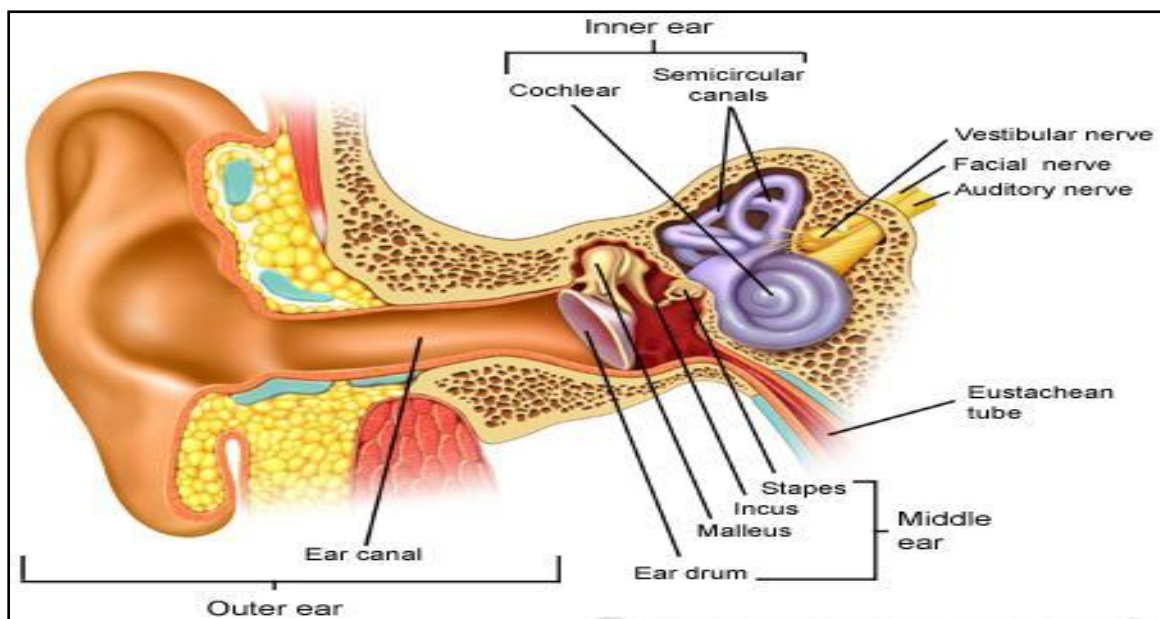
Figure1.1: The Anatomical Structure of the Ear (myVMC, 2007)

1.5 Symptoms and Levels of Hearing Loss

Each of the previous three main classifications are sub-categories of degree, reveal that the hearing loss may be mid-level, moderate, severe, or profound. An important measurement in hearing is "frequency." This quantifies the pitch of sounds from very low to very high. According to Knight and Swanwick *"the degree of deafness is also seen to be important as it indicates how well a person can understand human speech"* (Swanwick, 1999:p.23);for a person with normal, healthy hearing, the faintest sound that can be heard is 0 decibels, but for someone with a hearing loss, a sound must be louder than 0 dB before it can be heard.People often experience hearing loss at different frequencies so even if people listened to a range of sounds at exactly the same volume, they would not be able to hear them all.

The most common categories of hearing loss classifications are mild hearing loss, moderate hearing loss, severe hearing loss and profound hearing loss:

1.5.1 Mild Hearing Loss

People who suffer from mild hearing loss have some difficulties keeping up with conversations it is difficult to hear soft speech or distinguish sounds, especially in noisy surroundings.Technically speaking, it is defined as having hearing loss between 26 and 40 dB in the speech frequencies.

1.5.2 Moderate Hearing Loss

At this level, people who suffer from moderate hearing loss have difficulty keeping up with conversations when not using a hearing aid. The TV or radio may need to be turned up to be heard clearly.Individuals with this degree of hearing loss cannot hear sounds lower than 41-69 dB.

1.5.3 Severe Hearing Loss

Individuals with this degree of hearing loss cannot hear sound lower than 70-94 dB.They can not hear what people are saying without the use of a hearing aid or other amplification, or they tend to rely on reading lips to understand the conversation. Therefore, people who suffer from severe hearing loss will benefit from powerful hearing aids, but often they rely heavily on lip-reading even when they are using hearing aids. Some also use sign language.

1.5.4 Profound Hearing Loss

'Deaf' people mostly have profound hearing loss; on average, individuals with this degree of hearing loss cannot hear sound lower than 95 dB. People who suffer from profound

hearing loss are very hard of hearing. some profoundly hearing loss people cannot hear anything at all, at any level of decibels This means that they may be unable to hear very loud sounds like airplane engines, trucks moving down the road, or fire alarms. Communication is done with sign language and lip-reading, hearing aids will be likely ineffective and a cochlear implant may be the best solution (Types and Degrees of Hearing Loss).

Table 1.1: The Levels of Hearing Loss

Type of Hearing		Degree of Hearing
Normal hearing		0-26dB
Hard of hearing	Mild hearing loss	26-40dB
	Moderate hearing loss	41-69dB
Deaf	Severe hearing loss	70-94dB
	Profound hearing loss	95dB+

1.6 Deaf vs Hard of Hearing

In previous years, "hearing impaired" was an umbrella term used to describe people with any degree of hearing, including those who are deaf and those who are hard of hearing, thus « deaf » and «hard of hearing » were employed as subcategories of the term "hearing-impaired". For many people, the words "deaf" and "hard of hearing" are not negative. Instead, the term "hearing-impaired" is viewed as negative, that is why some deaf people objected to the description of their hearing status as « impaired » actually they have considered this term as an insult to them and they dropped it gradually .Now,the term « deaf and hard of hearing » has apparently been substituted and is being used to refer to anybody with any degree of hearing loss instead of using the term « hearing impairement ».

It is not easy to differentiate between « deaf » and « heard of hearing » since the deaf and hard of hearing community is very diverse for instance many people in the « Deaf » community believe that hard of hearing people use the same assistive listening devices, the same way in communication; while many hard of hearing people do not use the same aids devices or even communication skills; they are quite different from that required by deaf people.

Medically the diffinition of « deaf » and « hard of hearing » depends on the decibels of hearing loss a person is suffering from, as it is mentioned above there are different degrees of hearing loss and it is considered that loss which is less than profound is « hard of hearing » .For hard of hearing people, "communication access" mostly means improved "auditory access" (through hearing aids and other kinds of assistive listening devices), while for deaf people, it usually means "visual access" through interpreters, speechreading, teletypewriter (TTY). In short, hard of hearing people value and require primarily auditory and not visual access for communication purposes, while the converse is true for deaf people.. According to theCenters for Disease Control and Prevention (CDC) "deaf" people are unable to process language and speech by relying on their hearing as they cannot hear their own voice or any other voice. Whereas, people who are "hard of hearing" may process language and speech and also communicate with other individuals using their hearing abilities because they can hear sounds.

To summurize, "Deaf" means unable to hear normally. "Hard-of-hearing" means having a mild to moderate degree of hearing loss. An individual who is deaf cannot use hearing to understand speech, they use vision as the primary way to learn and communicate, whereas who is hard of hearing can use hearing to understand speech, usually with the help of a hearing aid.

1.7 Difficulties Deaf People Face

One of the great difficulties D/HH individualis face is the hearing culture that treats them as handicapped; which leads discrimination that stems from ignorance of the Deaf culture and the beautiful language that flows through it. Hearing people tend only to think of deafness as a simple disability; the inability to hear and that their only means to communicate is flailing hands around people. People who are deaf or hard of hearing often do not have the same access to education and employment as hearing people do for instance employers think that deaf employees can not do a job as good as a hearing employee also D/HH pupils may face discrimination in school when teachers insult or ignore them .

The lack of knowledge and education on Sign language has caused most of the hearing community to space themselves from the Deaf. It is natural for people to do this when they do not understand what they are trying to keep away from. Due to people not knowing too much about the language, obviously people who rely on Sign for communication have trouble with things that people with an oral language do not. Communication between deaf children

and their hearing parents can be very difficult so in this case learning sign language by hearing parents is important in order to facilitate communication and to know how to get their deaf children into the community.

Language is learned from hearing it is spoken by parents and peers. Deaf children struggle with communicating far longer than hearing children, they must be taught sign language and the ability to read lips. They often can feel isolated and lost. Children go through stranger anxiety phases. Later at school age they will face language dificulties and a lack of language skills; reading, writing and comprehension. Children who only learn to sign have troubles in understanding teachers and peers. The Gallaudet Research Institute in Washington, D.C., tested a group of 926 deaf pupils, aged 17 to 18, in reading comprehension skills. The results of their tests were equivalent to those of the same tests given to hearing children in the fourth grade. The medium literacy level of the deaf 17- to 18-year-olds was the same as hearing 8- to 9-year-olds in public schools.

The World Federation of the Deaf (WFD) was established in Rome in 1951. It is an international community that strives for equality, human rights and respect for all people, with a focus on deaf individuals. Better education is higher on the WFD program. Federal monies are lacking for most special needs children with disabilities. The Individuals Disability Education Act from the 1970s states that all children should be provided with a free and appropriate education. The problem is getting parents and schools to agree on what "appropriate" means. Proponents reason that, if a child is bright and capable of learning but learns in a different way than typical children, providing them equal education rights should be adhered to by law.

In short, Hearing loss is one of the major challenges facing society; it leads to social isolation, mental health issues, lost employment opportunities and a poor quality of life. This means there are often barriers stopping people with hearing loss taking full control over their lives and the services they receive (JENKINS, 2017).

1.8 Language Development in Hearing Loss

Hearing plays an essential role in acquisition and development of language that is why hearing loss can be considered as an important biological factor that causes significant delay in the child's language acquisition. Children are born with an inner capacity for language development; Noam Chomsky studied language development in children in the 1960's and he

suggested that children have a Language Acquisition Device, which he called LAD; according to Chomsky the brain of new born is designed for early acquisition of language and children naturally come to be fluent in whatever accessible language they are surrounded by and exposed to on a regular and frequent basis.

Both of normal hearing and deaf or hard of hearing children go through a set of amazing achievements in from birth through one year of age. A hearing child displays different cries (hungry, angry, sleepy, tired, and lonely) at about 1-2 months of age. He/she is aware of his/her environment; enjoys human interaction; smiles; and plays with his/her hands and fingers. At approximately 2-3 months of age he/she begins to make cooing noises, and begins babbling by combining consonants and vowels and produces them randomly and without meaning between 3-6 months of age. At around 6 months of age, a hearing child will begin producing jargon speech, which is like "adult speech" in the differentiated intonation of strings of consonant and vowel combinations, then between 12-18 months of age many hearing children produce their first few meaningful words .

A deaf or hard of hearing child, born to deaf parents using sign language, similarly is conscious of his/her environment, enjoys human interaction, smiles, and enjoys hand play from birth to 3 months of age, then from 3-6 months he also begins to babble, referred to as "fingerbabbling" (Andrews, Logan, & Phelan, 2008). *"These gestures of the deaf children do not have real meaning, any more than babble noises have meaning, but they are far more systematic and deliberate than are the random finger flutters and fist clenches of hearing babies"* (Angier, 1991). Between 6-12 months, he will use manual jargon, and communicate with gestures, such as pulling and pointing. Many deaf children will sign their first word around 8 months of age and up to 10 or more signs by 12 months of age.In this situation, the deaf child may have their specific needs of language and linguistic interaction met from the time of birth and the development of language can be seen as natural and takes place in a relaxing form.

However; deaf children who are born to hearing parents generally start learning language later, and with less consistent and less useful experiences. it is much more difficult because the opportunity to access language is different from that of deaf children with deaf parents; such children do not share a native language with their family. Their hearing loss, on average, is not identified until their first birthday. These children are exposed to less linguistically rich environments than deaf children of deaf parents or hearing children of hearing parents. Because of these differences in language exposure, children who are deaf in

homes with hearing families begin their language learning at a later age than their peers. A deaf child's interaction with people around them therefore, such as parents and carers, is very important and affects the rate of learning development.

Research has shown that deaf children of deaf parents perform better in school than deaf children of hearing parents Deaf parents know how to naturally communicate with their deaf children and they often have a positive attitude towards their child's hearing loss. Hearing parents need to create opportunities for effective communication with their deaf children, whether it be through English or Auslan, to make sure their children are similarly advantaged. Notwithstanding whether parents of deaf children are hearing or deaf, the children who have better language skills are those who received an early diagnosis of hearing loss and have early access to communication and interaction (Language Development and Deaf Children, 2012).

1.9 Deaf and Hard of Hearing Communication Methods

Communication is the process of providing and receiving the information. From psychological point of view we can distinguish the communication into verbal and non verbal communication; the nonverbal communication includes body language, sign language and writing .Verbal communication is built on the spoken language and among others includes speech, tone of voice and pitch of voice. As well as normal hearing people, hearing loss people use many communication methods during their communication, that is individuals who have hearing loss do not communicate in the same way by using the same strategies; actually the preference of method depends on the other participant of communication, in other words the strategy used for communication depends on the individuals involved in conversation and the situation. For example a person who lost hearing after he or she acquired language or has mild to moderate hearing loss will prefer the spoken language and in general will have developed speaking skills comparable with a normal hearing person; however, a child who is born with deafness and lives in a hearing family will have little chance to gain systematically sign or spoken language and his or her communication will be a combination of many communicational strategies.

Among the communicational strategies there are: Sign language, Home Signs, lip reading, finger spelling,

1.9.1 Sign Language

Sign languages, like any other languages, are a means of communication and are the natural languages of Deaf communities. Sign languages are visual-spatial languages using distinct movements called signs in place of spoken or written words. These movements include hand shapes, eye gaze, facial expressions and arm, head and body postures. It has its own grammar and syntax, like any verbal language. The international linguistic research has demonstrated that sign languages are equal in their complexity and expression to spoken languages. There are some sign languages that are related and similar to each other in the same way that some spoken languages have similarities. Contrary to popular belief there is not one universal sign language used by all Deaf people. In fact, Deaf people throughout the world use different sign languages depending on their country of origin. In North America, ASL (American Sign Language) is the main form of communication for the Deaf community, another ASL used in Algeria that is the Algerian sign language which was officially recognized by the Algerian law on the protection and promotion of persons with a disability on May 8, 2002. It has influenced the deaf community in Oujda in northern Morocco.

1.9.2 Lip-reading

One of the ways that many deaf people learn to communicate with non-deaf people is to learn to read lips. Lip-reading involves watching the mouth movements of the speaker and identifying sounds from lip patterns in other words lip reading means looking at the movements of a person's mouth to work out what that person is saying (if they cannot be heard). This is a receptive communication strategy. Being able to 'read' a person's lips can help a person who has trouble hearing to understand what someone else is saying. Deaf children who learn lip-reading from a young age can become proficient in lip-reading.

Lip reading is very difficult. It involves a lot of guess work; It is not 100% accurate as generally thought. Also accents and dialects can lower the chance to lip-read the speech and if we also consider the misunderstanding caused by the fact that lips looking the same can produce different sound we come to the conclusion that lip-reading is more guessing than accurate communicational strategy (Mole, McColl and Vale 16). For example, just try to 'see' (to lip read) the difference between the sounds 't', 'd', 'l', and 'n' – they look the same when we say them (our tongue goes to the roof of our mouth just behind our top teeth), even though they sound different. This means that the words 'tea', 'Dee', 'Lee' and 'knee' all look the same. To be good at lip reading a person needs to have well cognitive (learning and thinking)

skills; lip reading requires lots of concentration and problem solving skills. This can make lip reading a difficult strategy for many people with intellectual disabilities.

1.9.3 Gestures

Gesture is the kind of strategy that can be used to communicate with members of the community quite successfully. Gesture means using hand and body movements to 'act out' a word or situation; for example, moving hands as if they are on the steering wheel of a car to indicate 'driving'. Some people with intellectual disabilities have their own unique systems of gestures and 'signs'. Gestures can be used as an expressive or receptive communication strategy. They are usually used alongside spoken language, to make the meaning of words clearer. They could be used without speaking. For example, if the person you support cannot hear what you are saying and cannot understand formal sign language, that person might still benefit from you using gestures to 'show' what is meant. Conversely, if the same person has tried to get a message across but has not been understood, they might use gestures to get the messages across.

1.9.4 Finger Spelling

Finger spelling is one of the oldest forms of manual communication. It is not a language, but a system of manually representing the letters of the English, Arabic or any other official alphabet and should not be confused with sign language. It is the communication in sign language of a word or other expression by rendering its written form letter by letter in a manual alphabet. There are many different manual alphabets throughout the world for example finger spelling is made up of twenty-six distinct hand shapes or "signs" to represent each of the twenty-six letters of the English alphabet. In Australia there are two manual alphabet (fingerspelling) systems. The most common system is the two-handed Alphabet which has its origins in Britain. The less common is the one handed alphabet, which has its origins in Ireland. Fingerspelling is typically used in conjunction with signing and is often used for spelling proper nouns, such as place names and people's names or technical terms that do not have a signed equivalent. Fingerspelling may also be used as a supplement to lip-reading by signing one or more appropriate letters during a spoken conversation to cue someone in to the subject being discussed.

Fingerspelling is not a language, but is used with sign languages to spell words for which a sign is not known, or for proper nouns, for example, people's names. There is a special sign for each letter of the alphabet and the signs can be put together to make words.

This is known as the Manual Alphabet. It is often helpful for lip-readers to learn finger spelling to clarify words which are difficult to lip-read.

1.9.5 Writing/Reading

Writing/reading is a low-technology solution that costs very little and can be very effective, provided that both people involved in an interaction have adequate literacy skills. Writing/reading can help a person get their messages across or even a receptive communication strategy to help a person understand messages that they cannot hear or make sense of in other ways. Writing could be the main strategy that a person uses for most of their communication. It could also be a strategy that a person uses when they are not being understood in other ways. There are different methods of using written material depending on the intended purpose such as using a calculator to show the cost of items in numbers ,using pre-printed cards with requests for people to follow, or explaining how to communicate with the person , having a small portable whiteboard and marker that can be used at any time and sometimes even writing in the air with a finger , also using email and texting which is a very popular method of communication with Deaf and hard of hearing people. These systems have made communication with hearing people much easier.

1.9.6 Oral Auditory

An approach that teaches and encourages an individual to make maximum use of their residual hearing through amplification such as hearing aid, cochlear implant, assistive listening devices (ALDs); this program stresses the use of speech reading and communication through the use of voice that is Oral/Auditory options combine hearing, lip-reading, speech therapy and hearing devices. The goals of these options are to help children develop speech and language skills.

1.9.7 Cued Speech

It is a system that uses hand shapes in different locations along with the natural mouth movements to represent speech sounds. Watching the mouth movements and the hand shapes can help some children learn to speech-read; this is especially important in discriminating between sounds that sound different but look the same on the lips.

There is much debate concerning the best ways or methods for communicating with and educating deaf people. Various proposals have been put forward as better connecting with deaf pupils. There are many specialists in deaf education who emphasize that there is no specific form of communication suitable for every deaf person. However, there are some

factors that may affect the choice of communication method, such as the degree of hearing loss, the individual's ability to benefit from the remaining hearing, age at time of deafness, the communication type that is preferred by the family, and the availability of services. The literature (e.g. Al-Turkee, 2005; Poe, 2006; Al-Zeriqat, 2009) describes main methods which can be used with deaf people, and distinguishes between the previous methods. The Oral Method approach for instance is about communicating and educating deaf people through the use of spoken language, lip reading and auditory training. In lip reading, the deaf person can use the visual to assist in the understanding of the words of the speaker and facial expressions. This method can be practiced well with people who have mild and moderate hearing loss as it could be easy for them to hear with hearing aids. Some educators and hearing people advise the Oral method for the reason that they do not like the deaf children to rely on sign language and interpreters in order to communicate with hearing people. In the same way, they believe that when deaf people are allowed to use sign language they may not learn how to use speaking and lip reading (Alothman, 2014). On the other hand we have the manual Method for communicating visually based on the use of sign language and using hand symbols to communicate for learning; this is favoured in the deaf community. People with moderate and severe deafness may find the Manual Method is the easiest method to use in communication and learning. Nevertheless, several educators believe that the Manual Method is notthe best method for communication as it has some limitations. For instance it isdifficult for the deaf to participate with hearing people and it can significantly exclude them from a range of social contexts.

Total Communication approach allows learners to communicate through incorporating a range of methods, such as the use of speech, lip reading, gestures, reading, writing, finger spelling, and sign language.this approach has been highly used in the context of deaf children, as it offers the learner the convenience of the use of the best method in any given context. This approach emphasises the individual factor for each learner and their best methods to develop learning and communication academically and socially.

1.10 Special Education

In 1975 the United States Congress enacted the Education for Handicapped Act (EHA) into Public law. It provided handicapped children equal access to education and required that they be placed in the least restrictive educational environment possible. The act was brought on not just by public support, but also by legal pressure. Before The Education for All

Handicapped Children Act was enacted, U.S. public schools educated only 1 out of 5 children with disabilities. Until 1975 many states had laws that explicitly prevent children with certain disabilities including those who were blind, deaf from attending public school. Government provision of special education services generally followed after voluntary groups have shown successful attempts to teach children with special needs. For instance, scientific attempts to educate mentally retarded children began with the efforts of Jean-Mark-Gaspard Itard, a French physician and othologist. In his classic book,"The Wild Boy of Aveyron"(1801),Itard relates his five-year effort to train and educate an 11 year old boy found running naked and wild in the woods of Aveyron,France. It proved to be able to teach the boy how to communicate with others and how to perform daily living skills, such as dressing himself (Gabor TOTH, 2001).

Special education describes an educational alternative that focuses on the teaching of persons with academic, behavioral, health or physical needs that cannot sufficiently be met using conventional education programs. Special education services can help both disabled and gifted children make progress in the educational field. The most reported disabilities are speech and language impairments, hearing, visual, and orthopedic impairments, autism and traumatic brain injury. Special education was created to avoid creating an isolated deaf community and to encourage Deaf youths to join both the deaf and hearing worlds.

Children with disabilities have always been part of our communities, hearing loss for instance. Historically, people with hearing loss i.e. deaf and hard of hearing were for the most part neglected and even rejected; however in the last few decades, the view of deaf education has changed in most societies and the field of special education was developed because many individuals with hearing disabilities could not benefit from the general public education system. There has been a great deal of research into the education of pupils with hearing loss, and as a result of this instead of segregating students with hearing difficulties into special institutions and schools, the ideology of inclusive education, which is about reforming mainstream schools to meet the needs of all pupils with different needs, is being promoted in other words it is the process by which pupils with special needs move from a separate educational placement to study with non-disabled pupils.

Deaf education also attracted the interest and enthusiasm of some voluntary educators who devoted their efforts to train and develop the communicative skills of deaf children.However, the field of deaf education has been subject to hot debates between Manualists, who argued that deaf children should be taught to sign, and Oralists, who viewed

that they have to be trained exclusively to speak. Each method has its main arguments and points of view which strongly opposed the use of the other method.

Forlina & Chambers (2011: p. 17) observed that one of the challenges in professional development is to prepare teachers to meet the needs of students with disabilities. Certified teachers experienced in teaching students with special needs; these teachers must have a degree in special education and the Ministry of Education planned some training courses for teachers in-service so that they remain aware of new developments in special educational needs. There are some tasks and requirements for teachers of the deaf students , such as identifying student's needs inside the class in order to determine the nature of the education support ; Giving recommendations concerning intervention needs that may help the child also .The teacher must also follow-up to evaluate each student on a regular basis (weekly - monthly) in order to identify the extent of progress and he must Participate in studies, research, courses, seminars, and conferences in the area of deaf education to help the student at school and create interactive learning environments. These tasks and requirements for teachers of deaf students are significant and important in order to support deaf students academically and socially (Aldabas, 2015).

Each country across the world has developed its own system of providing special education services and has made improvements in its education system year by year and special education classrooms were opened in public schools to educate students with visual impairment, blindness, hearing impairment, deafness, intellectual disabilities and autism. Students with disabilities should be educated in least restrictive environments according to their needs and should be considered when making individual educational plans for the students.

1.11 Bilingualism and Deaf Learners

Bilingualism is the knowledge and regular use of two or more languages, and yet, recent research has shown the many advantages of allowing Deaf children to be bilinguals, since it allows deaf child to meet his/her needs, that is, communicate early with his/her parents, develop his/her cognitive abilities, acquire knowledge of the world, communicate with the surrounding world, and acculturate into the world of the hearing and of the Deaf.

The bilingualism of the deaf child involves the sign language used by the Deaf community and the oral language used by the hearing majority. The latter language will be

acquired in its written, and if possible, in its spoken modality. Depending on the hearing loss levels and the language contact situation some children will be dominant in sign language, others will be dominant in the oral language, and some will be balanced in their two languages. In addition, various types of bilingualism are possible.

Most of bilingual studies involve two spoken languages. Such "unimodal" bilingualism automatically involves a severe production constraint and both languages are perceived by the same sensory input which is audition, whereas for bimodal (speech-sign) bilinguals one language is perceived auditory and the other is perceived visually ;So bimodal bilingualism is distinct from unimodal bilingualism because the phonologies of the two languages are expressed by different articulators. Unimodal bilinguals cannot physically produce two words or phrases at the same time, e.g., saying cat and gato ("cat" in Spanish) at the same time while bimodal bilinguals have the option of switching between sign and speech or producing what we term code-blending in which signs are produced with spoken words at the same time.

Deaf people can be also bilingual in two sign languages, which is another kind of bilingualism in deaf bilinguals. "Bilingualism British Sign Language and Irish Sign Language" was a study conducted by Deafness Cognition and Language research centre (DCAL) researcher Robert Adam who looked at the relationship between different dialects of British Sign Language and Irish Sign. Robert was brought up in a bilingual environment in Australia where both Auslan and Australian Irish Sign Language (AISL) were used by his parents. AISL was transported to Australia by Irish catholic nuns who taught his mother, whereas Auslan, a language that has similar origins to BSL, was used by his father.

Every deaf child, whatever the level of his/her hearing loss, should have the right to grow up bilingual; however there is still no widespread acceptance that deaf and hard of hearing individuals have the right to be bilingual. Thus, many DHH children in the world are not given the chance of mastering both a sign language and an oral language from their earliest years on or their country sign language and another foreign sign language. As a result, they will have problems of communication with many of those who matter most in their lives and with the whole world.

1.12 Foreign Languages and Deafness

Nowadays, there are advantages to being bilingual since we are surrounded by more languages than just our mother tongue. Studies have shown that the younger the better, for foreign language learning. That is why, many schools are now including foreign language programs at the elementary school level .The aim from these programs is to begin to expose the brain to the sounds and structures of another language at an early age, while the brain is still developing.

The ability to speak multiple languages allows for additional career opportunities. Years ago, the possibility for people with hearing loss did not give an importance to learn more than one language. However, with progresses in technology (digital hearing aids and cochlear implants), it becomes possible for those with hearing loss to learn many languages.

It has long been acknowledged that learning a foreign language (FL) is not just another school subject but it is very important in life. Deaf are just like hearing persons, they want to communicate with hearing foreigners as well, watch foreign movies with foreign subtitles, read foreign papers or websites, and access information written in a FL, usually English, on the Internet or in the printed media.

Deaf and hard of hearing individuals are bilinguals, many of them do not reach full competence in either their national spoken language or their local sign language. Consequently, any FL they learn is their third language i,e.they can be considered as multilinguals and the more solid their L1 base is, the more smooth their process of third language learning can become.

It is also important to remember that many Deaf people experience the dominant spoken language of their country as a second or foreign language to which they have very limited access. Deaf children do not acquire at home the language spoken in their society, actually they learn it during their first years of schooling; in addition to this they face a huge difficulty in acquiring their own oral languages in comparison to their natural acquisition of signed ones. Thus, "For many deaf persons, the spoken language of their country or region will always remain a foreign or second language" (Stevens, 2005).

Some mistaken beliefs which still exist said that deafness is a language disability; However Vidímová does not agree that opinions about deafness as a language disability are still present. According to her, approaches to teaching foreign language to deaf have changed over the years and so everyone can learn language. She says that the main attention moved

from the question: who is able to learn foreign language to the question how to present foreign language and make the learning easier (Morávková, 2011).

The literature on foreign language learning by deaf and hard of hearing, is dramatically rare that is why, there is a great need to develop the processes of learning and teaching foreign languages to D/HH students.

1.13 Teaching Methods and Approaches

The twentieth century was characterized by many changes and innovations in the domain of language teaching ideologies. In the history of language teaching approaches and methods, there was a shift from methods that concentrate on writing and reading to methods that stronger focus on the skills of speaking and listening.

The history of language teaching shows that the different suggested methods and approaches encountered ups and downs over the twentieth century, as Richards and Rodgers indicated. However, common to most of them are the following assumptions (Richards & Rodgers 1986: p. 14-15):

• An approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching.

• Particular approaches and methods, if followed precisely, will lead to more effective levels of language learning than alternative ways of teaching.

• The quality of language teaching will improve if teachers use the best available approaches and methods.

The several approaches and methods to foreign language teaching, that appeared mainly in around the last 60 years had often very different features. However, they all share the same belief that they will bring about enhancements in language teaching through enhancements in teaching methodology (Kamhuber, 2010).

There are different methods of teaching and the choice of teaching methods/s to use is affected by many components such as content, time, ability of pupils, group size as well as the teachers" personal preference:

1.13.1 Grammar Translation Method

The grammar-translation method also known as the classical method, it is one of the earliest teaching methods, and it is a traditional way of teaching Latin and Greek. The Grammar-Translation Method originated in Prussia in the mid-19th century, and it was originally presented in Germany to teach French, German and English. In the grammar-translation method, much use of the native language was employed because the goal was not oral proficiency, also in this method teachers did not necessarily have to be fluent speakers of the target language because the focus was not on communication. It dominated public schools and university language teaching in the United States until World War II. This method was used for helping students read and appreciate foreign language literature, and grow intellectually. It has been criticized for its reliance on translation. Celce-Murcia (2001) argues that this method would hinder a student's ability to use the target language in communication, as it minimizes the use of L2. Although this method has been mostly used, it is still recognized as the most popular method and is still used in some countries today even though it has been proposed that it should be substituted by other methods due to its weak outcomes especially in speaking skills and reliance on translation.

1.13.2 Direct Method

One of the first scholars who were against translation was J.S. Blackie. His philosophy of learning emphasized language learning by direct interaction with the foreign language in meaningful situations and translation should be banned. This method came against the Grammar Translation Method, it based on communication as the primary function of the language. The natural approach objective is to help the learners become intermediate. The learner in level of intermediate is able to convey meaning and there is no need to learn every word and there is no need to be master in grammar.

1.13.3 Audio Lingual Method

Later on another method was discovered which emphasized prevention the use of translation it is known as the audio-lingual method was founded during the World War II. It is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits i.e. the learner repeats patterns until able to produce them spontaneously. According to Richard & Rodregs; it was widely used in United States and other countries in the 1950's and 1960's (Rodgers & Richards, 1986). It is still used in some programs today. This method is also known as Oral method; Army method and the new method, because it was created to decode shifts in other languages like French, German, Italian, Japanese and

Chinese during the war and the government suggest teaching it in the universities for the students to achieve conversational proficiency in a variety of foreign languages.

1.13.4 Competency-Based Language Teaching:

The Competency-Based Language Teaching (CBLT) approach which emerged in United States in the 1970's. This approach is based on theories of adult learning which state that for effective learning to take place, adults need to know that what they are studying will improve their lives. The approach has been developed and applied in the United States to help immigrants and refugees learn English and life skills at the same time. It is also used in vocational training .The adoption of a competency-based approach is based on worldwide research that highlights the importance of the links between learning and context of use, thus help the learners make learning meaningful.

The competency-based approach was introduced in Algeria in 2002 as a result of the educational reform in the primary, middle and secondary school; new books were published for this aim for all the levels. CBA has been adopted in teaching English as a foreign language in order to prepare the learners to be competent in their real life tasks.

1.13.5 Communicative Approach

The communicative approach is the recent and latest approach of teaching English. This approach puts a great emphasis on the use of language. It enables the students to communicate his ideas in a better way. The socio linguists Dell Hymes spread this approach. According to him the purpose of teaching language is the communicative competence. The communicative approach point to make the entire learners obtain a communicative competence i.e. use language precisely and appropriately. The main focus is on learner and teacher is just a facilitator. The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching.
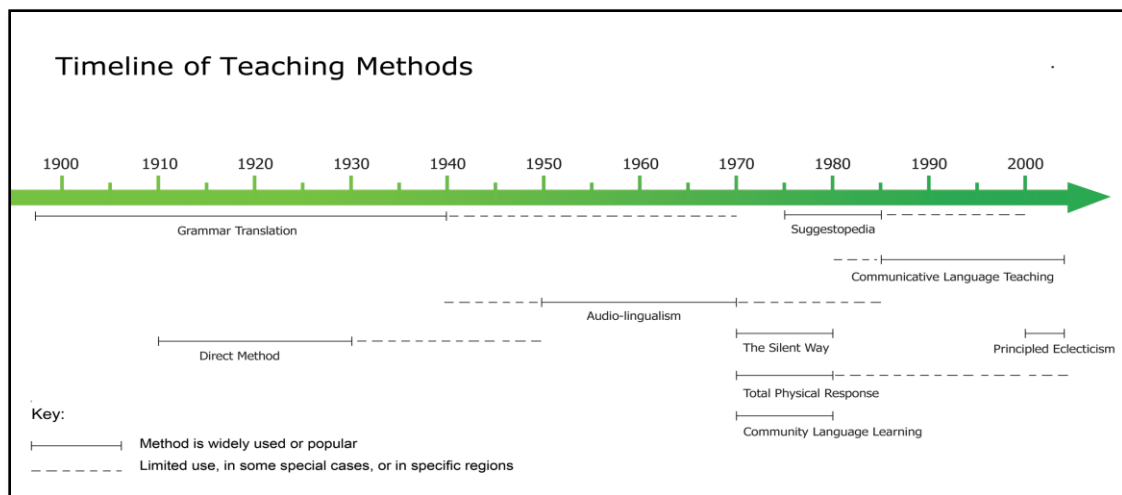
Figure 1.2: Timeline of Teaching Methods (Taylor, 2003)

1.14 Teaching Approaches and Methods for Deaf Learners

The task of teaching a foreign language to a deaf student seems impossible. When we teach our pupils English as a foreign language we rely on oral teaching methods however these teaching methods are impossible to be used in the situation of teaching pupils with hearing loss or at least they need adaptation.

Children with hearing loss unlike the "normal" ones have a disability in hearing and talking. Smart (1998) states that the deaf have a restriction to communicate and this make them different from other people. This means, they do not have a gift of verbal communication shared by the normal people. Moreover He suggests that the difference should define the ways the students should be taught. That is, similar methods cannot be used for both the hearing loss and the „normal" children. They may be taught educational concepts using similar methods but care should be taken that they are applied to suit the needs of the learners.

Deaf students are often visual learners, so an attractive classroom with interesting notice boards and posters around the room assists the student to learn. Visual teaching methods, using pictures, diagrams and word maps, for example, also assist the deaf student.

The Manipulative Visual Language (MVL) is an effective method that was developed to the special needs of deaf people to learn English. It was developed by Jimmy Challis Gore and Robert Gillies when they saw there was a growing need for visual learning in Deaf children and adults who found traditional English instruction difficult to adopt.MVL is a tactile and visual teaching system using two- and three-dimensional coloured shapes to

represent grammatical concepts. It has been used successfully with Deaf children in the USA and Canada.Since deaf children are not able to acquire a spoken language naturally, the authors of MVL believe that the methods that are used with hearing children are not adequate for the deaf because of their lack of spoken input. The MVL provides a "visual model of English" since it uses various tools and colors that represent grammatical structures. The tools have shapes of geometric figures such as triangles that represent the nouns (even the plural), adjectives, articles and pronouns. They vary in their size and color. Verbs are represented by circles and prepositions by a round bridge or a crescent. The aim is to visualize grammatical concepts because "the real issue is that Deaf students are more adept at learning languages in the visual-spatial mode" .The research in Glasgow shows the remarkable improvement of deaf adults communicating in the British Sign Language when using this visual method; This learning system can be used by and with anyone who benefits from visual/tactile instruction.

Figure 1.3: The Manipulative Visual Language (Cole, 2010)

Another effective method used by D/HH teachers is Total Communication which combines auditory and visual communication for instruction. A combination of sign systems can be used, including American Sign Language, signed English, speech and sign language used simultaneously, cued speech and/or other communication methods. Also among the most common educational approaches used to teach D/HH learners foreign language we have:

- Bilingual-Bicultural: In this approach, American Sign Language is the only method used in the classroom. Traditional English is taught through exposure to printed words on paper.
- Auditory/Oral: This teaching approach does not use sign language, but instead teaches the English Language through residual hearing and speech (Saint Joseph's University).

The methods used to teach normal hearing students can be also used with D/HH such as the communicative approach; the characteristics remain the same However; the different is on the language. Deaf learners' uses in their communication sign language which we will talk about it in second chapter, this approach emphasis on learning to communicate through interaction using sign language also this approach is characterized by the introduction of authentic texts into the

learning situation. even Total Physical Response and Suggestopedia can also be used with the adaptation to teach foreign languages to deaf students The Total Physical Response which is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter (stress) and Suggestopedia method are useful, innovative and highly effective in deaf education.

1.15 Foreign Language Learning Challenges

Deaf and hard of hearing learners who are seeking a place to learn a foreign language might encounter several challenges. In some schools, hearing loss pupils are educated with other learners who have unrelated difficulties or disabilities , D/HH pupils are joined with other pupils who have normal hearing abilities under the inclusive education and sometimes teachers may not be specialized in teaching deaf learners foreign language; all these factors make learning a foreign language for D/HH an obstacle especially for those who do not have a strong base in their national language; actually it is something onerous.

Foreign language vocabulary develops more slowly by pupils who have hearing loss. They can learn concrete words like cat, jump, five, and read more easily than abstract words like before, after, equal to, and jealous. They also have difficulty with function words like the, an, are, and a. They cannot differentiate between their uses; they have limited vocabulary. Some lip patterns may be indistinguishable from other lip patterns (e.g. 'b', 'm', 'p'). Depending on frequency loss, the pupil may find some languages 'easier' to hear than others. They may have problems when developing pronunciation which would be understood by a native speaker of FL.

Many languages have subtle auditory differences in words that can be harder for students with hearing loss to distinguish. For example in French language the masculine and feminine le and la, or the /s/ at the end of words in Spanish that indicates verb tenses. As a result some hard of hearing pupils may have difficulties with pronunciation because they cannot hear the sound clearly enough. It is then difficult to relate the sounds of the language to its written forms (Benwell).

If we consider English as a foreign language to deaf and hard of hearing learners we will notice that pupils have difficulty understanding words with multiple meanings. For example, the word bank can mean the edge of a stream or a place where we put money; also comprehend and produce shorter and simpler sentences than pupils with normal hearing. They

often have difficulty in understanding and writing complex sentences, such as those with relative clauses or passive voice. Many of D/HH pupils face problems when learning English grammar and syntax they cannot differentiate between markers such as "-ed", "-ing", or "-er", so learning the rules of a new language can be challenging.

Deaf children may also misunderstand common expressions and idioms of FL, such as "It's not my cup of tea" and they may understand only in a literal way, such expression as "open your mind." Thus they have difficulties in understanding unusual names, the effect of rhyme, play on words, idioms, jokes, etc.

On the other hand teaching deaf and hard of hearing pupils is not an easy task; it can be tiring, challenging and stressful.Therefore, teachers must do their best to minimize some of the difficulties found in teaching and learning foreign language by seeking help from specialists in the domain. Foreign language teachers of D/HH, may face the unique challenges that is why they should learn how to read the student's facial expressions, and how to deal with student's social emotional problems such as self-consciousness and loneliness , and searching for useful resources for the learner. In addition to these teachers explanations of word order or grammar in FL are often based on comparison with L1; these explanations may not make much sense to the D/HH pupils, especially when interpreted through Sign (R. Staples, Eisenberg, Constantino, Abrams, & Harris, 2017).

Most teachers in foreign language programs are not deaf, but hearing .They could be good teachers if they share good educational and language background, they need to be skillful and able to relate to D/HH pupils in their struggle to learn a foreign language. A deaf teacher may have more experience than a hearing teacher does. But the fact remains that it is not easy to find language courses that are taught by deaf teachers.

1.16 Assistive Devices

The term assistive device or assistive technology (AT) can refer to any tool that helps people with disabilities; often with hearing loss or a voice, speech, or language disorder to communicate. Assistive technology often refers to tools that help a person to hear and understand what is being said more clearly or to express thoughts more easily. With the development of digital and wireless technologies, more and more devices are becoming available to help people with hearing, voice, speech, and language disorders communicate

without difficulty and to enhance their quality of life and participate more fully in their daily lives.

When working with students who are deaf or hard of hearing, teachers might observe that the pupils may struggle to hear when there is background noise even while wearing hearing aids and cochlear implants since these two instruments do not create normal hearing for the user they work better in quiet environments and with assistive technology (e.g. FM/digital wireless and audio distribution systems) Which are a means that treat this issue.

Different types of assistive devices and technology are now available to deaf and hard of hearing students; however there are generally two types of assistive technology used to help individuals with hearing loss: assistive listening devices (ALDs) and augmentative and alternative communication devices (AACs).

1.16.1 Assistive Listening Devices

Assistive listening devices (ALDs) is a technology that has been around since the 1800s, it fosters remaining hearing for individuals with hearing impairment and it allows them to hear sounds and volumes that they could not detect before. ALDs assist people who are deaf and hard of hearing with everyday communication. This technology are used when individual hearing instruments are not sufficient and it allows the user to overcome the negative effects of background noise and distance to offer the user better hearing in everyday situations. Assistive listening devices can be used with a hearing aid or cochlear implant to help the wearer to hear certain sounds better. There are primarily three different types that are proper and effective within the classroom, all of which can usually be paired with the technology in today's hearing aids and cochlear implants (Neese, 2015).

1.16.1.1 Frequency Modulation Sound System

FM is the most common type of ALD used in classrooms, this system use radio signals to transmit amplified sounds. They are often used in classrooms, where the instructor wears a small microphone connected to a transmitter and the student wears the receiver, which is tuned to a specific frequency, or channel. FM systems are great tools for classrooms because they are simple, convenient, and effective for D/HH learners (Assistive Devices for People with Hearing, Voice, Speech, or Language Disorders, 2011).
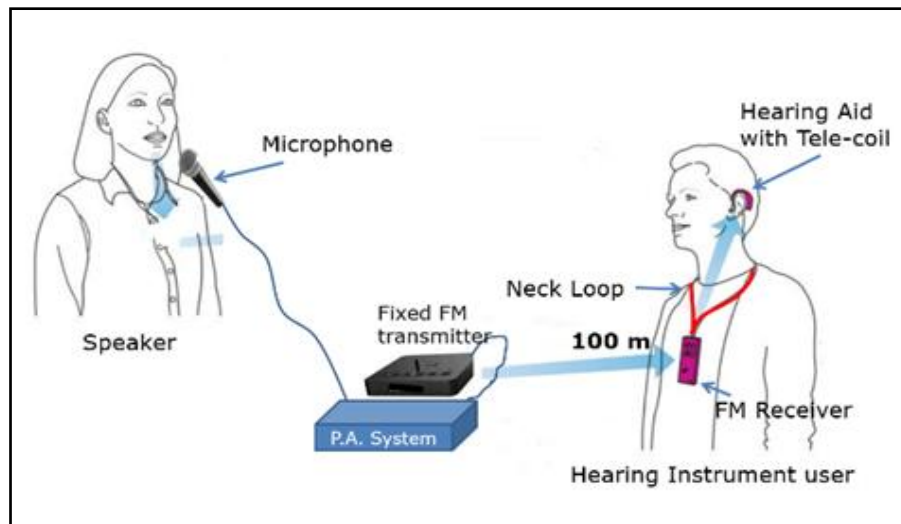
Figure 1.4: Frequency Modulation Sound System

1.16.1.2 Hearing Loop

A hearing loop (sometimes called an audio induction loop) is a specific type of sound system for use by people with hearing aids. The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting. Hearing loop consists of a microphone to pick up the spoken word; an amplifier that processes the signal which is then sent through the final piece; the loop cable, a wire placed around the perimeter of a specific area for example; a meeting room, a classroom, a service counter etc to act as an antenna that radiates the magnetic signal to the hearing aid.
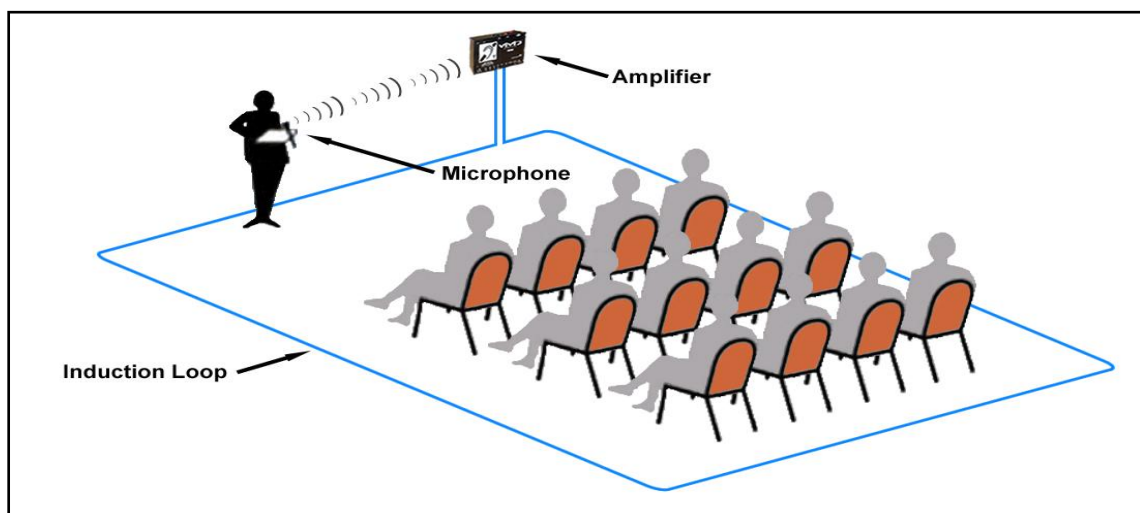
Figure 1.5: Hearing Loop

1.16.1.3 Infrared System

An infrared system can be used in difficult listening situations. It is often used to help improve listening in conference rooms, in theaters, or at home while watching television. A hearing loop can cause overspill, but with an infrared system does not cause this problem. This system uses light waves to transmit sounds from the transmitter to a special light sensitive receiver. There must be a clear line of connection between the transmitter and receiver so that the light signal is not interrupted. Infrared systems cannot be used in environments with many competing light sources like outdoors or in strongly lit rooms.
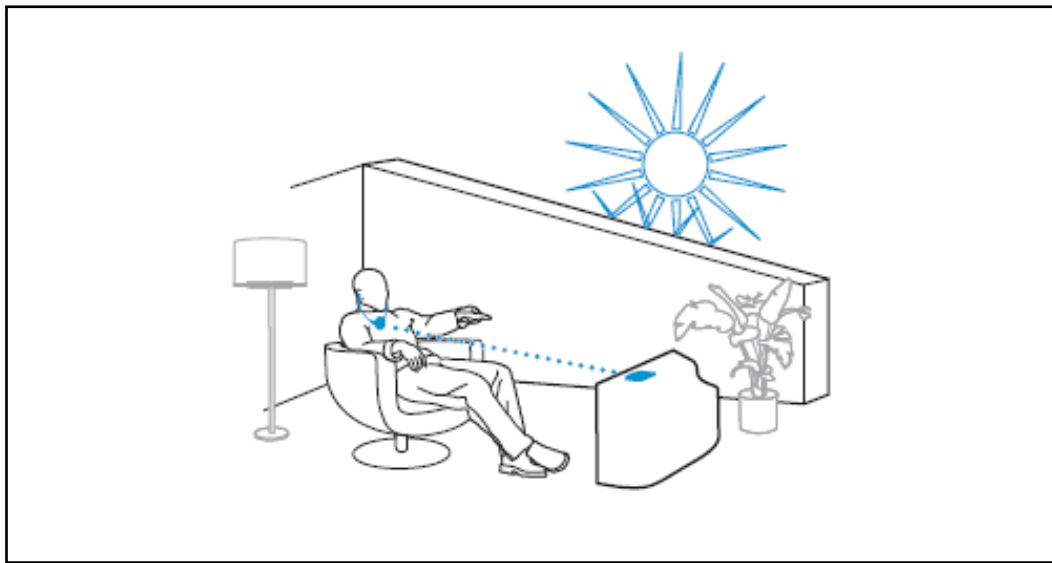
Figure 1.6: Infrared System

1.16.2 Augmentative and Alternative Communication (AAC) Devices

AAC (Alternative and Augmentative Communication) is used to describe the various techniques which are used to help people with disabilities communicate with the others. Augment means to enhance. For instance, we can augment speech by using gestures, eye pointing and body language while alternative refers to choice or a substitute. We can use alternative communication to speech by pointing to symbols, signing or by spelling and Communication is to send and receive messages with at least one other person. An AAC system indicates the entire combination of techniques used for communication, for instance, gestures, eye pointing, vocalizations and pointing to symbols.

Over the years, people with hearing loss used text telephone or telecommunications devices, called TTY or TDD machines, to communicate by phone. Telecommunication Device for the Deaf (TDD) was previously known as teletype machine (TTY); each TDD has a keyboard with a text screen and it was used for many years as a method of typing messages

for people with very limited or no usable hearing. A user either needs to connect with another person that has a TDD or use a relay service that can convert the text into voice for the hearing listener who is receiving the call.

In addition to the previous assistive devices we have also alerting devices which are visual or vibrating systems that supply signals to alert those who have hearing problems for different types of messages usually they are connected to a telephone, doorbell or alarm that put out a loud sound or flashing light to allow someone with hearing loss recognize that an event is taking place , such as the phone, a fire, a meeting with a colleague, a wake-up alarm, baby crying, when a door or window opens etc. Alerting systems could be sound, light even vibrations, or a combination of these mechanisms. Alerting devices are among the best solutions that help deaf and hard of hearing individuals to stay connected and secure daily and alert them in emergency situations.

1.17 Conclusion

Deaf, deaf, hard of hearing and hearing impairment are some examples of terminology often used when referring to a person who is unable to hear sound. Because there is such a vast range of sounds to be interpreted, there will be a wide variation between individuals and what sounds they are able to hear and interpret.

In this chapter we have defined some terms related to hearing loss; such as deaf/Deaf, deafened, deaf-mute, deaf and dumb and hard of hearing, also the use of appropriate terminology is important to note as there are often distinct differences between people with a hearing loss, that is why we have talked about the different types and degrees of hearing loss. This chapter has also provided an overview on deaf difficulties in hearing society, in order to show that hearing loss is a challenge in the person life.We have discussed language development stages in deaf individuals. We have also given a general view about learning foreign languages by D/HH individuals and the main challenges they face. We devote the next chapter to research methodology and data analyses.

Chapter Two

Research Methodology and Data Analysis

2.1 Introduction

The present chapter deals with the methodology which our research is based on and attempts to provide explanations to the results obtained with the aim of providing some answers to the proposed hypotheses. This chapter deals with the practical study as it explains the instruments used in the research. Two different research tools have been applied which are questionnaire and classroom observation .The former has been to investigate both teachers and D/HH learners' attitudes towards teaching and learning EFL.Whereas, the latter has been applied to present a practical comparison between the traditional and the modern teaching methods.

2.2 Methodology

In order to achieve the objectives of the current study, a mixed-method approach is used which incorporates both quantitative and qualitative methods, this approach have gained popularity in recent years as researchers have become more willing to acknowledge the unique strengths and limitations of both qualitative and quantitative methods.

2.2.1 Quantitative Method

Quantitative research method is characterized by the collection of information which can be analyzed numerically, that is, it generally takes the form of numbers (statistics) and their analysis involves counting or quantifying these to draw conclusions. The results are typically presented using statistics, tables and graphs.

The aim of the quantitative research method is to test pre-determined hypotheses and produce generalizable results. By using statistical methods, the results of quantitative analysis can confirm or refute hypotheses.

2.2.2 Qualitative Method

The qualitative research method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon. A good definition is given by Denzin and Lincoln (1994) that a qualitative research method focuses on interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings. Qualitative method helps researchers understand processes and complex issues. According to Rubin & Babbie (2001), the qualitative method pursues a deeper understanding of the human experience, especially when observations and

theories cannot easily be reduced to numbers.

Hitchcock and Hughes (1995: 295) have explained the qualitative method as: *"the ways in which the researcher moves from a description of what is the case to an explanation of why what is the case is the case."* This kind of research method involves field work where a researcher must participate in the setting, especially for observation and interviews with respondents of the research topic. The qualitative research method involves looking in-depth at non-numerical data.

2.3 Aims of the Present Study

This chapter is designed to analyze the findings obtained through investigating the nature of relation between D/HH and EFL .The goal of this study is firstly, to know whether Algerian DHH middle school pupils' are able to learn English as a foreign language and to discover the real situation of English language learning in the Algerian middle schools by hearing loss pupils. Secondly, to reveal if English is considered as a challenge for both D/HH and teachers. For this purpose; we rely on the pupils' and teachers 'questionnaires in addition to a classroom observation and note taking to understand the situation when dealing with foreign languages in this case of disability.

2.4 Tools of Research

Instruments refer to the tools that is to say techniques or methods which are used to collect information in a research. There are many different techniques which can be used in data collection. Such techniques include observation questionnaires and interviews. The tool to be used depends on the type of research design.

In this research the data are mainly obtained from a questionnaire designed for both of teachers and pupils, classroom observation and note taking in order to have different information concerning teaching EFL for D/HH pupils.

2.4.1 Questionnaires

The questionnaire is often the first tool that people consider when conducting a research project. Simply it is a predefined series of questions used to collect information from individuals. In this research the questionnaire has been handed to both teachers and D/HH pupils; the main purpose of the teachers' questionnaire is to know what methods the teachers use to teach English as well as the strategies to develop learners' language. Moreover the aim

is to know to what extent teachers of deaf students are acquainted to situation .It is also as an instrument to know if those teachers are qualified enough to teach them. On the other hand the main objective of the pupils' questionnaire in this study is to know whether they are able to acquire a spoken foreign language and motivated to learn it language.

2.4.2 Description of the Questionnaires

The questionnaire built on two different types of written questionnaires. The first type was for English language teachers of special education and the second type was for D/HH middle school pupils.

2.4.2.1 Teachers' Questionnaire Description

In order to investigate this study the first instrument used is teachers' questionnaires conducted in 4 different provinces as we have mentioned before .The teachers' questionnaire includes 12 items; in addition to general information about teachers, it consists of open-ended and closed ended questions. Items (1-4) seek to get more information about the teachers. Items (5-10) ask teachers about teaching and learning process when teaching EFL for DHH pupils and look for the methods and materials that teachers use. Besides, items (11-12) are about teachers' evalution and comments on their pupils' level.

2.4.2.2 Pupils' Questionnaire Description

Concerning the pupils' questionnaire; it contains 6 selected closed ended questions with pictures included in items (2-6) in order to facilitate understanding the questions and to be able to select the appropriate answer .The questionnaire has been submitted to pupils in two versions in English and Arabic language.

2.5 Classroom Observation

The second instrument used to gather more data is a classroom observation with note taking; classroom observation is useful for gathering in-depth information about some phenomena accruing in L2/FL classrooms.

This tool is used just in Ain Temouchent middle school and the purpose is to observe the acquisition of a foreign language by D/HH pupils in a classroom and to see if there is a difference when teachers use modern and traditional methods in teaching deaf pupils. Classroom observation is chosen in this study to make a comparison and see if the teaching approach selected make a difference and motivate D/HH pupils to learn FL .The pupils have been observed in unconstrained situations and at the same time notes were taken. This

research instrument gives the researcher a full surveillance towards the pupils' activities in class and enables him to discover the impact of the learning materials and strategies selected by the teacher on the academic achievement of D/HH learners. A full analysis of the questionnaires' results is presented.

2.6 Population and Sampling

According to Enon (1995), population refers to the people that a researcher has in mind from whom he/she will obtain information. So population simply means a group of individuals from whom information and data can be obtained and gathered.

In this research sample population consist of 77 D/HH pupils and 10 specialized English language teachers selected from middle schools from 4 different Algerian provinces which are Ain temouchent, Temanrasset, Mascara and Sidi Bel Abbes. Concerning the pupil's hearing loss degree; 10% of them had mild hearing loss (henceforth HL, 21-40dB), following by 10% of moderate HL (41-69 dB), 15% of severe HL (70-89 dB) and 42% had profound HL (90 dB or more). They communicate by using sign language (50%) and speech or speech reading (52%).

2.7 Results of the Questionnaire

The major concern is about whether the teachers of D/HH are qualified to teach this category of learners. It also inquires about techniques and approaches used in teaching EFL to D/HH pupils .In addition to this, it analyses the difficulties they face when teaching English to a deaf learner.

2.7.1 Teacher's Questionnaire Results

<u>**Section One**</u>: Teaching Process

<u>**Sample Size:**</u> 10 **/ female:** 7 **male:** 3

1. Have you performed your studies in the center of special needs?

Aim of the question: To know if the teachers are qualified to teach D/HH pupils.

Table 2.1: Teachers' Qualifications

Answer	Number of teachers	%
Yes	3	30%
No	7	70%
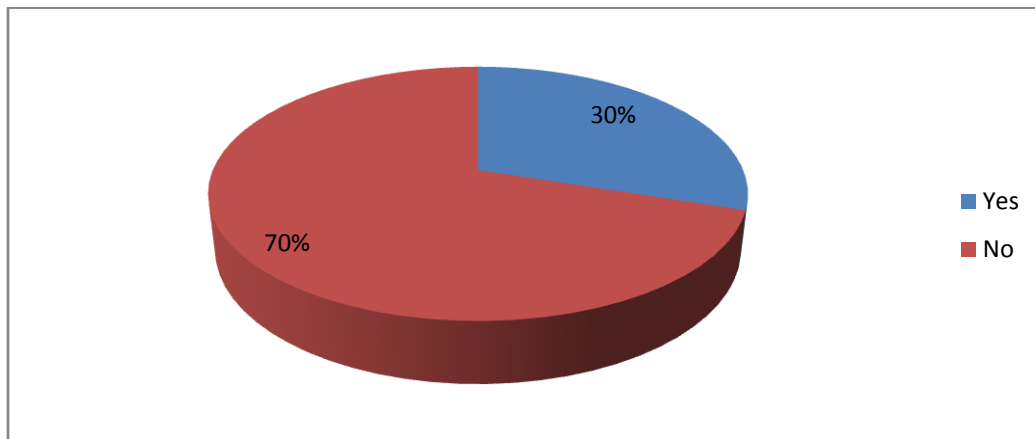
Figure 2.1: Teachers' Qualifications

As being presented in the table above, a percentage of (30%) of the participants were taught in the Centre of special needs; unfortunately a number of (70%) i.e. the majority of the participants did not undergo a special training.

2. Is teaching deaf/hard of hearing pupils your first choice?

Aim of the question: This question is aimed to reveal whether all participants' teachers are satisfied by teaching D/HH pupils.

Table 2.2: Teachers' Job Choice

Answer	Number of teachers	%
Yes	4	40%
No	6	60%
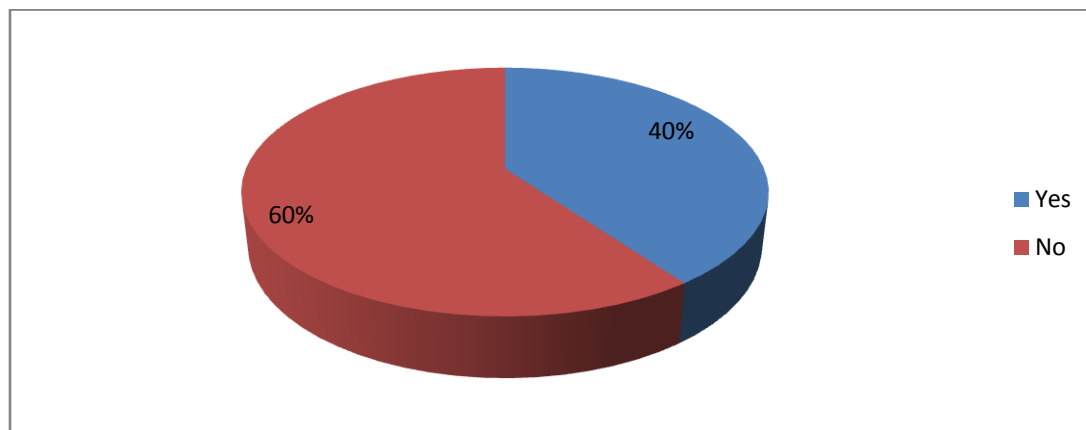
Figure 2.2: Teachers' Job Choice

As it is mentioned in the table above, a percentage of (40%) of the participants who are teaching deaf and hard of hearing pupils was their first choice. Whereas, a percentage of (60%) which refers to the majority of the teachers said that teaching deaf pupils was imposed.

3. How long have you been teaching English for deaf and hard of hearing pupils?

Aim of the question: This question aims to show the rate of teaching experience of this category of learners.

Table 2.3: Teaching Experience

Number of teachers	Years of teaching	%
1	7months	10%
2	18 months	20%
3	2years	30%
2	3years	20%
1	7 years	10%
1	9 years	10%
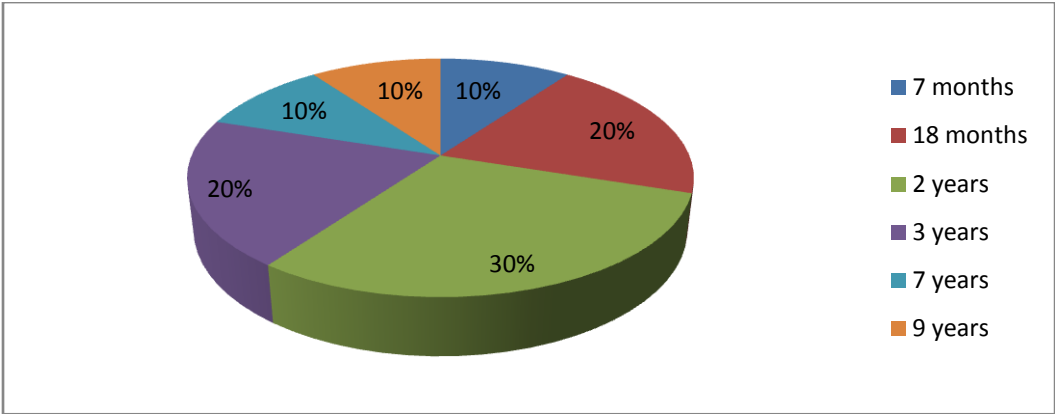
Figure 2.3: Teaching Experiences

The most experienced teacher has a rate of 9 years and the least experienced 7 months.The others are between 18 months and 3 years of experience.

4. Do you master sign language?

Aim of the question: To find out how teachers' sign language in sign language.

Table 12.4: Mastery of Sign Language

Answer	Number of teachers	%
Yes	**7**	**70%**
No	**3**	**30%**
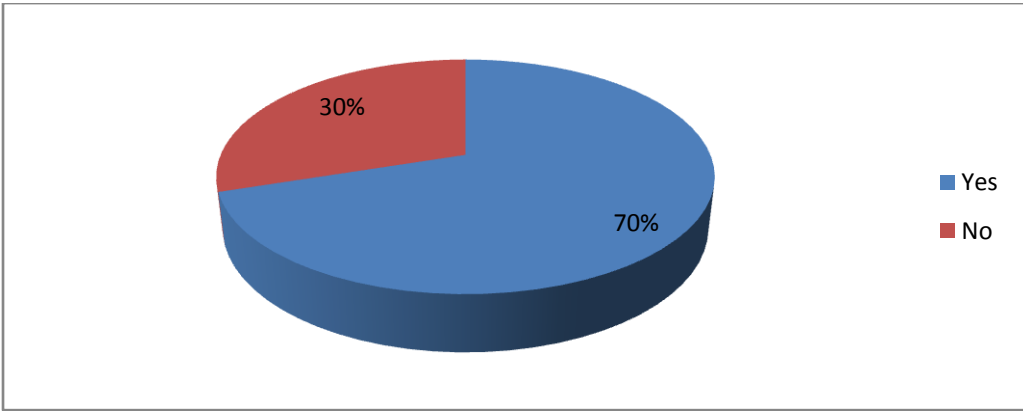
Figure 2.4: Mastery of Sign Language

70% of the participants have learned and master sign language either in the center of special needs or from their deaf pupils acquaintance with experienced teachers; while30% of teachers do not master sign language because they did not perform their studies in center of special needs as previously mentioned they have not yet a strong interaction with their pupils since they are new in this domain.

5. Do you face as a teacher of D/HH pupils difficulties when teaching EFL?

Aim of the question: To reveal teaching difficulties.

Table 2.5: Teaching Difficulties

Answer	Number of teachers	%
Yes	7	70%
No	3	30%
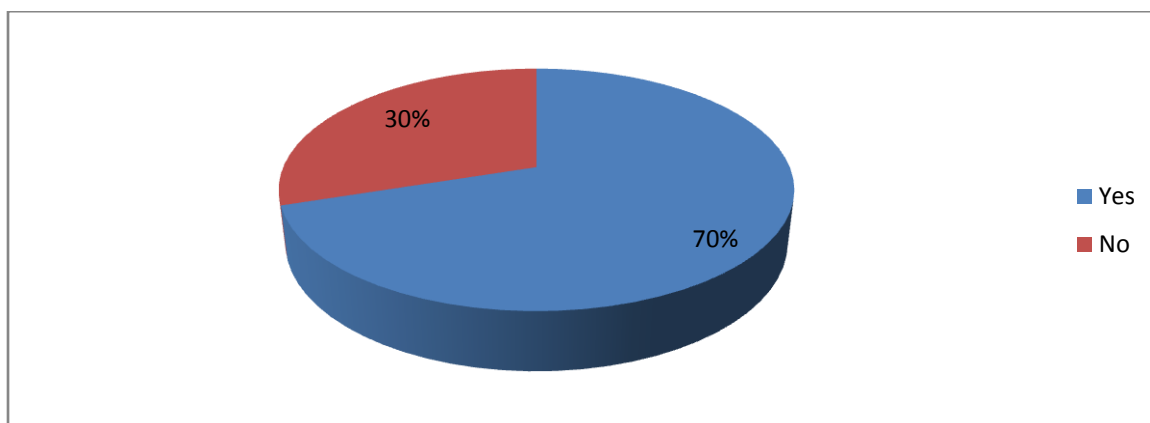
Figure 2.5: Teaching Difficulties

Most of the teachers (70%) agree that this category need more special treatment in learning sign language in addition to communicating effectively, they said that they face great difficulties in communicating with learners with a difficult curriculum provided for a deaf learner.However, about 3 teachers i.e. (30%) claimed that they do not face any difficulties when teaching EFL for D/HH.

6. Do you think that your pupils like English courses?

Aim of the question: to know the pupils' attitudes towards EFL.

Table 2.6: Pupil's Attitude towards English Courses

Answer	Number of teachers	%
Yes	4	40%
No	6	60%
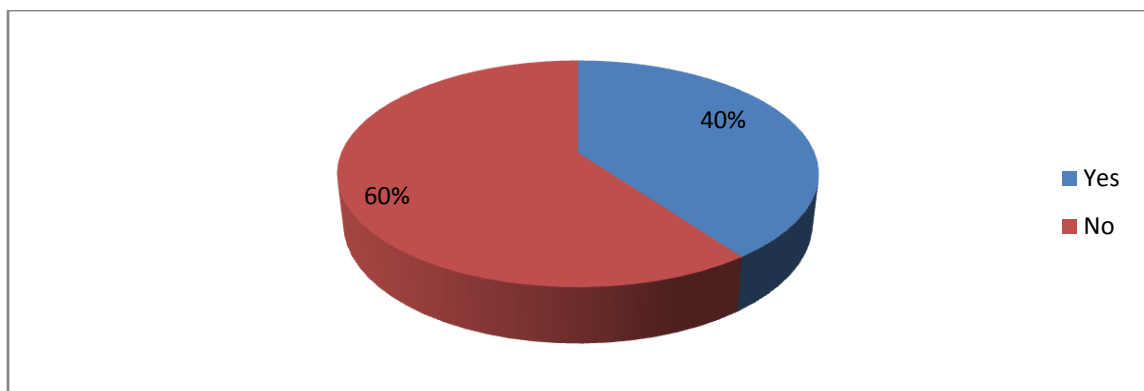
Figure 2.6: Pupil's Attitude towards English Courses

Concerning this question 4 teachers (40%) answered by yes and they have justified their answers by saying that D/HH pupils like the English course because they find it very funny and new for them. Yet, (60%) of the participants answered no because the pupils do not interact during the English course and they consider it as an additional subject and not really interesting**.**

7. How is your D/HH pupils' level in English?

Aim of the question: To know the learners' level in English.

Table 2.7: English Level

Answer	Number of teachers	%
Very good	0	/
Good	4	40%
Average	4	40%
Poor	2	20%
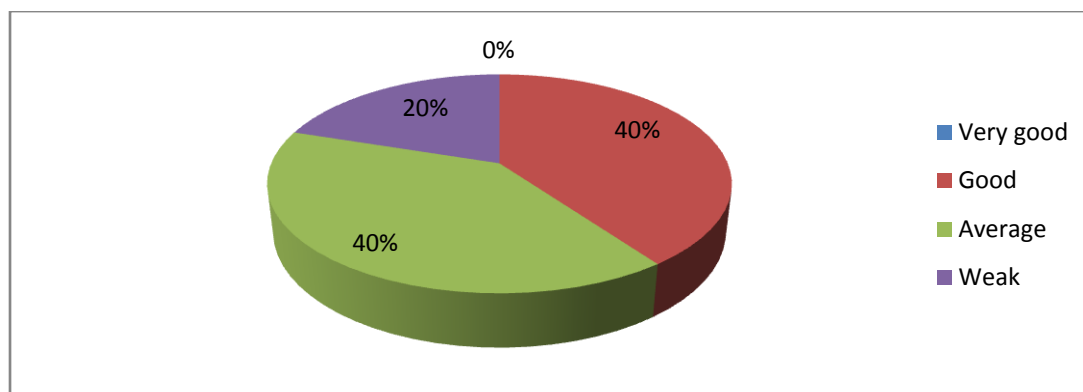
Figure 2.7: English Level

4 teachers (40%) said that the level of the D/HH pupils is good in English and 4 other teachers (40%) said that the level of pupils is average while two teachers (20%) stated that the level of their pupils is poor.

8. Do your D/HH pupils:

Aim of the question: To reveal the different ways of interacting and providing a feedback.

Table 2.8: Understanding Abilities

Answer	Number of teachers	%
Usually understand and express ideas by speaking and listening.	0	/
Usually understand and express ideas through signing.	9	90%
Usually speak and sign at the same time.	1	10%
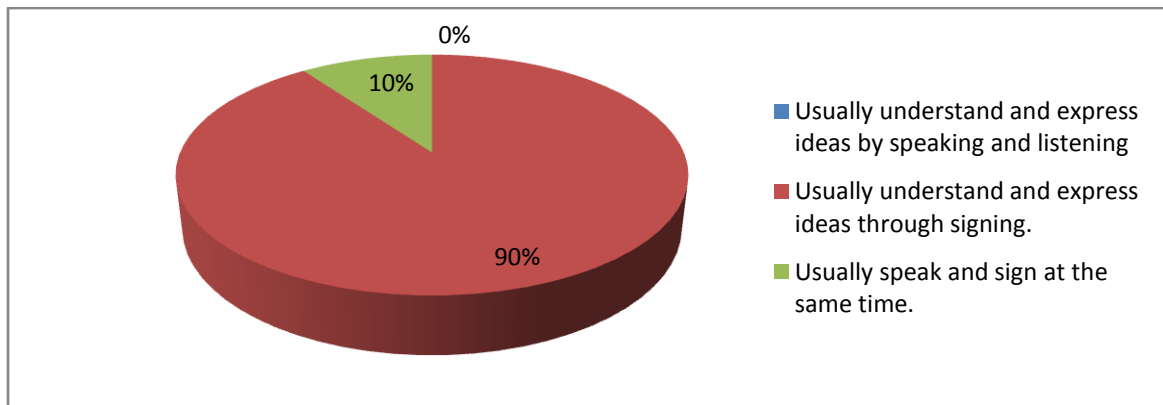
Figure 2.8: Understanding Abilities

About (90%) of teachers said that their pupils usually understand and express ideas through signing and only (10%) said that the pupils usually speak and sign at the same time.

9. Which of these methods do you use when teaching English to your D/HH pupils?

Aim of the question: To show the methods teachers rely on in teaching and learning process.

Table 2.9: Teaching Methods

Answer	Number of teachers	%
Visual-literacy Approach	6	60%
Communicative approach	3	30%
Observation study	0	0%
Others	1	10%
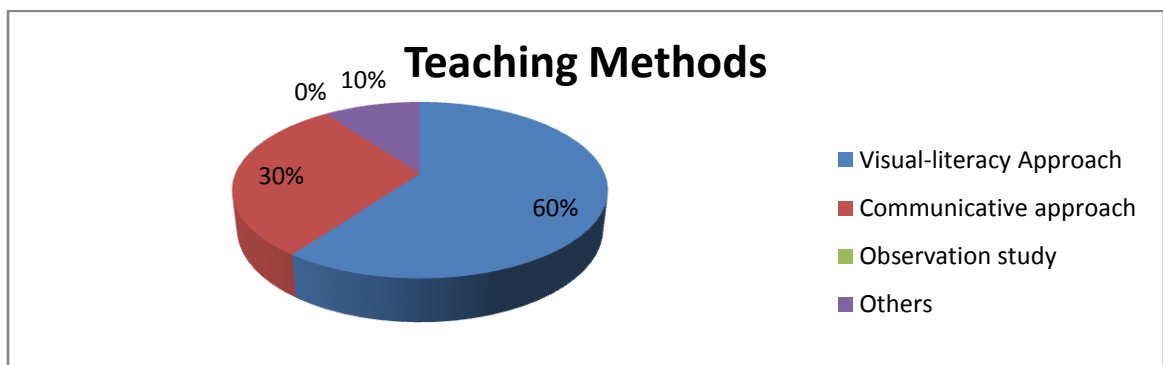
Figure 2.9: Teaching Methods

Teaching method differ from a teacher to another and from a situation to another about (60%) of the teachers use visual- literacy method in their class and 30% use the communicative method, however; none of them use the observation. One of the participants (10 %) has suggested the grammar translation method.

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- Do you think that these methods are adequate to deaf learners?

Aim of the question: To show the effectiveness of the methods used in teaching EFL for D/HH.

Table 2.9.1: Teachers' Opinions on Teaching Methods

Answer	Number of teachers	%
Yes	10	100%
No	0	0%

All the teachers agree that the methods they rely on are useful and adequate to deaf pupils, because they facilitate learning a foreign language for D/HH pupils.

10. Do you use assistive devices in your class?

Aim of the question: To show to what extent assistive devices are used.

Table 2.10: The Use of Assistive Devices

Answer	Number of teachers	%
Yes	4	40%
No	2	20%
Sometimes	4	40%
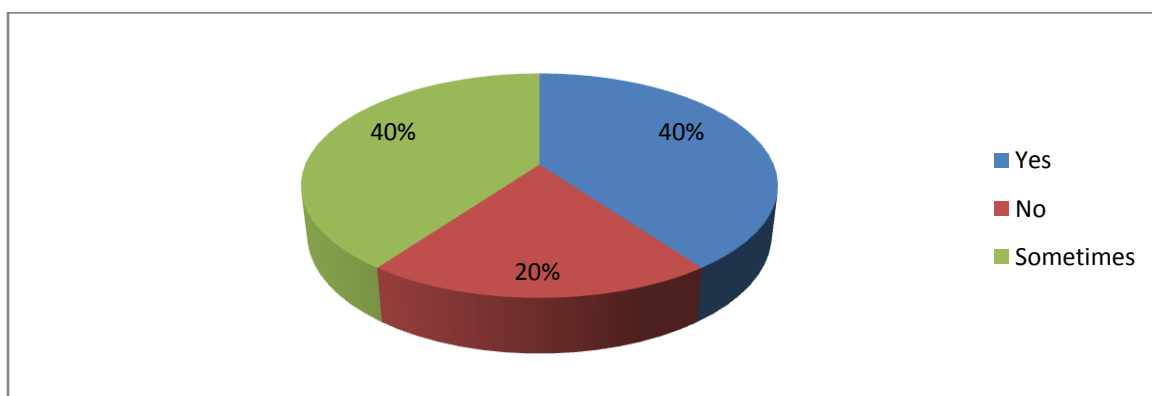
Figure 2.10: The Use of Assistive Devices

4 teachers 40% said that they use assistive devices whereas 20 % said that they do not. 40% said that just sometimes they use assistive devices.

11. Do you see your deaf pupil as bilingual?

Aim of the question: To show to what extent we can consider this kind of learners bilinguals.

Table 2.11: Bilingualism

Answer	Number of teachers	%
Yes	3	30%
No	3	30%
Not sure	4	40%
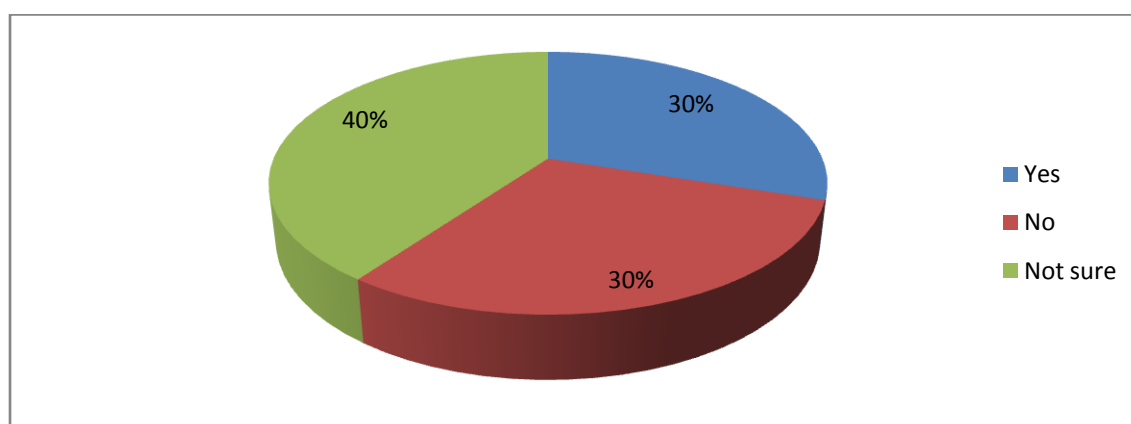
Figure 2.11: Bilingualism

12. Do you think that the authorities take into consideration deaf and hard of hearing pupils in the educational process?

Aim of the questions: To show if the authorities take in charge the responsibility of D/HH in the educational process.

Table 2.12: D/HH Pupils' Educational Rights

Answer	Number of teachers	%
Yes	6	60%
No	4	40%
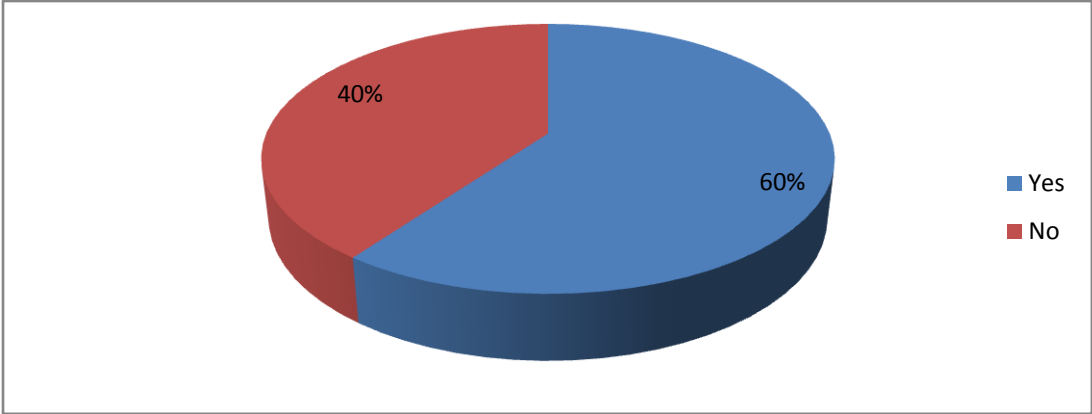
Figure 2.12: D/HH Pupils' Educational Rights

This question was a debate between the teachers, because about (60%) of them claimed that the government gives all the rights to this category including their residence and their food. Also, by giving them special teachers, centers and it has inaugurated integrated special classes. However; about (40%) of the participants see that the government does not provide this category of learners with the necessary devices as having special books, adequate classes and special exam sessions. In fact all their exams are performed with the hearing pupils including the same program.

2.7.2 Pupils' Questionnaire Results

Sample Size: 77

Male: 46 female: 28

Degree of hearing loss:

Table 2.13: The Degrees of Hearing Loss

Answer	Pupils' Number	%
Mild	2	2.5%
Moderate	26	33.76%
Moderately Severe	22	28.57%
Severe	18	23.37%
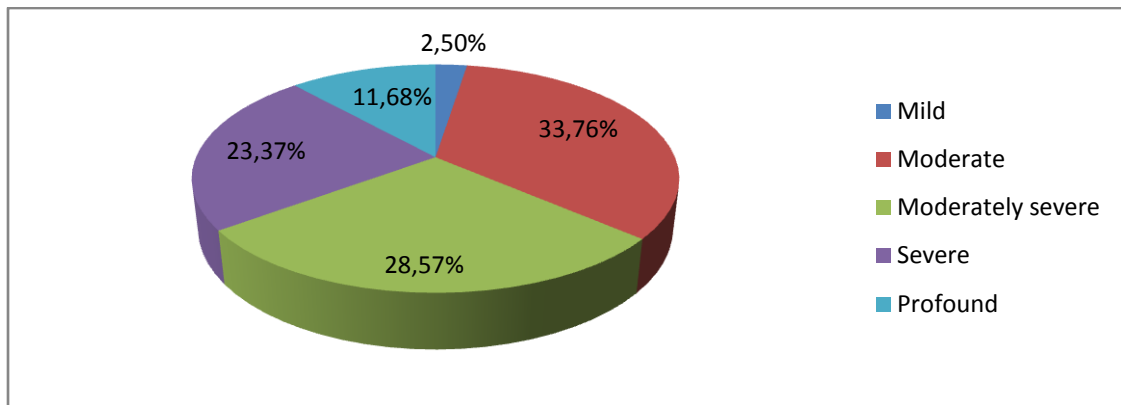
Figure 2.13: The Degrees of Hearing Loss

1. Do you use hearing devices?

Aim of the question: To know if D/HH pupils use hearing devices.

Table 22.14: Hearing Devices

Answer	Number of pupils	%
Hearing Aids	**65**	**84.41%**
Cochlear Implant	**5**	**6.49%**
Both	**0**	**0%**
None	**7**	**9.09%**
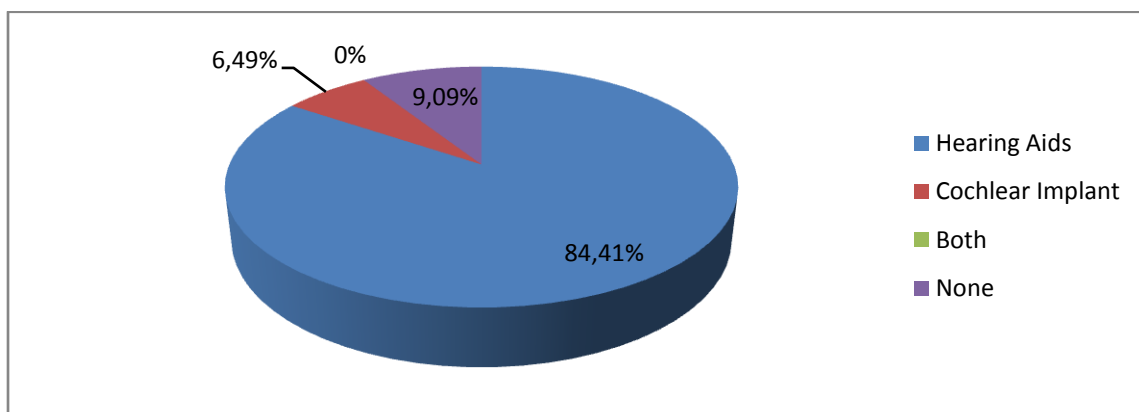
Figure 2.14: Hearing Devices

The majority of the pupils wear hearing aids 84.41%; while 6.49% have a cochlear implant and only 7 (9.09%) pupils does not have any assistive device.

2. How do you communicate with hearing people?

Aim of the question: To know which method D/HH use when communicating with hearing people.

Table 2.15: Communication Methods

Answer	Number of pupils	%
Sign only	51	66.23%
Talk only	00	0%
Sign and Talk	26	33.76%
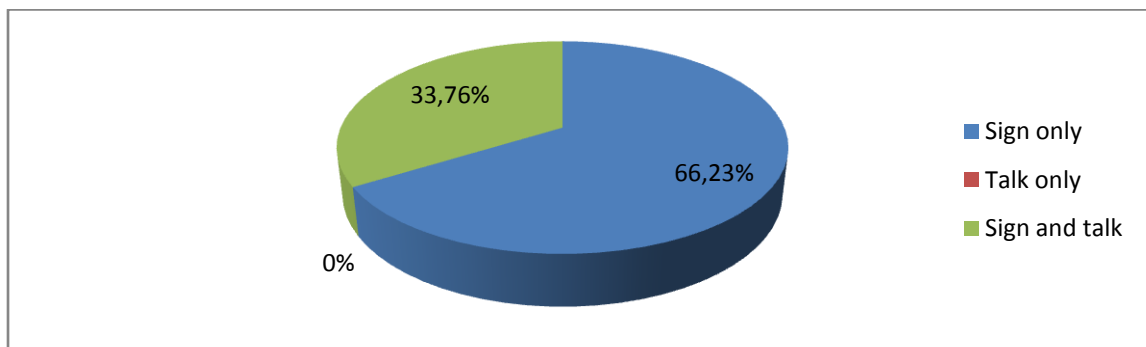
Figure 2.15: Communication Methods

66.23% of the pupils sign only while 33.76% sign and talk at the same time.

3. Do you like English language?

Aim of the question: To know learners attitudes toward EFL.

Table 2.16:Pupils' Attitude towards EFL

Answer	Number of pupils	%
I like it	21	27.27%
Neither like nor dislike	31	40.25%
I hate it	25	32.46%
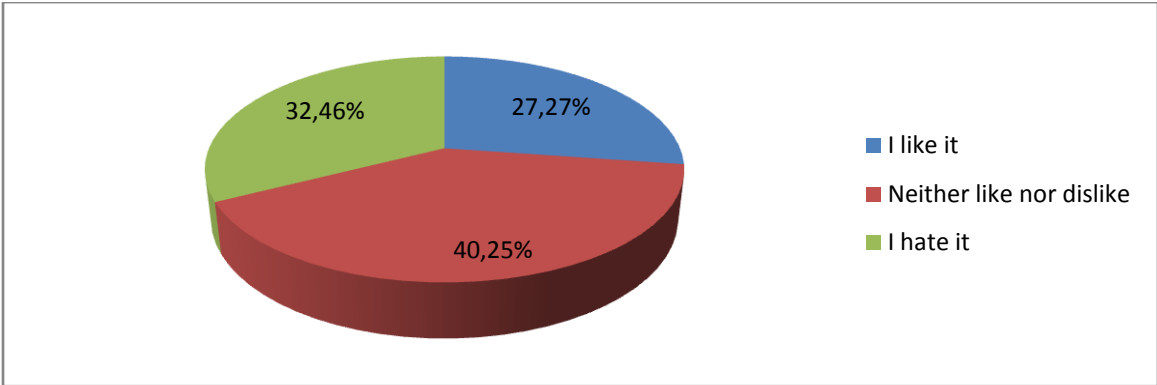
Figure 2.16: Pupils' Attitude towards EFL

27.27% of pupils like English language while 32.46% do not and we found some pupils with a Neutral position 40.25% they neither like nor dislike learning English.

4. Would you learn English language, if it was not an obligatory subject?

Aim of the question: To know if deaf learners have willingness and motivation to learn EFL.

Table 2.17: Pupil's Willingness to Learn EFL

Answer	Number of pupils	%
Yes	29	37.66%
No	48	62.33%
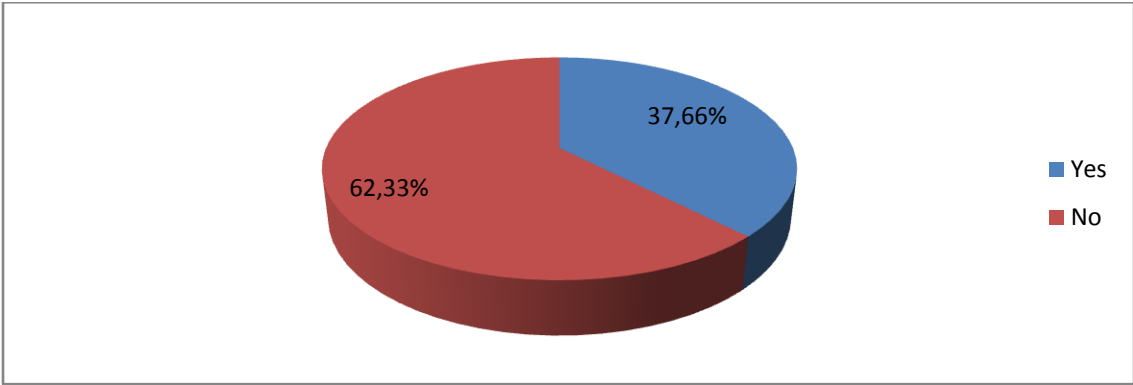
Figure 2.17: Pupil's Willingness to Learn EFL

37.66% of pupils would learn English language if it was not an obligatory subject while the remainder refuse.

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5. Do you use English language outside the classroom?

Aim of the question: To see if learners interact with EFL outside the school.

Table 2.18: English Language Use

Answer	Number of pupils	%
Yes	28	36.36%
No	49	63.63%
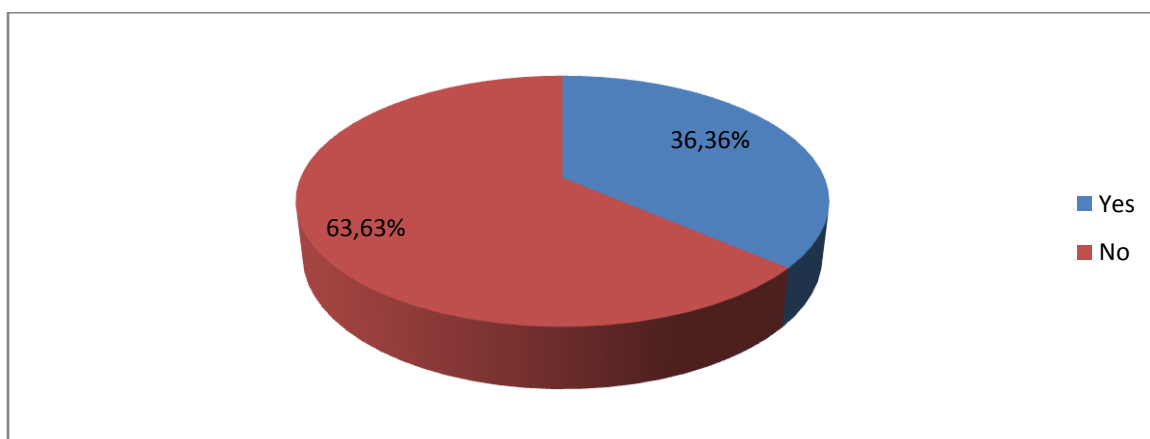
Figure 2.18: English Language Use

- If yes when?

Most of pupils answered as follows:

- When using the internet.

- When chatting with friends from different countries who speak English.

- When using their smart phones.

- When playing video games.

- When watching movies at home on MBC2 or MAX.

This question reveals that each pupil has his own use of English outside the classroom.

- How do you feel when using English?

Aim of the question: To detect learner's feeling when using EFL

Table 2.19: English Language Usage Attitude

Answer	Number of pupils	%
Happy	**22**	**28.57%**
Neutral	**6**	**7.79%**
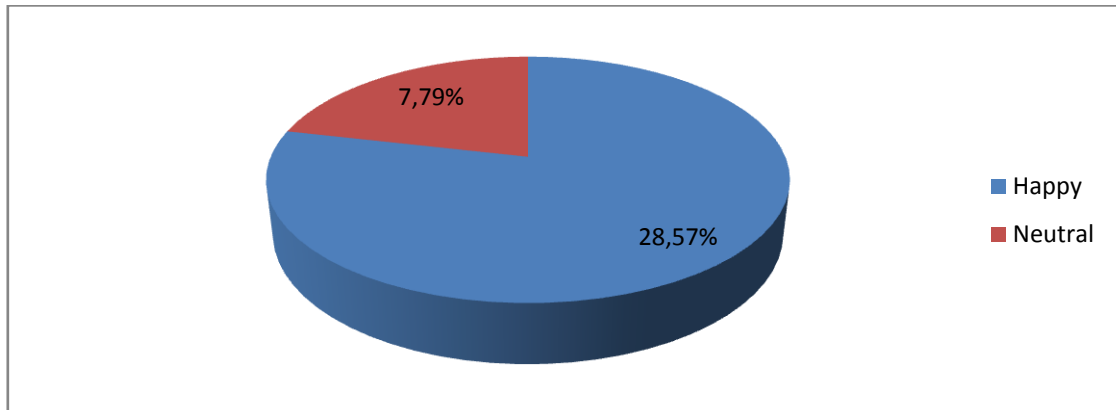
Figure 2.19: English Language Usage Attitude

A great amount of pupils do not use English outside the classroom. It represents 63.63%. On the other hand, about 1/3 of the respondents: 36.36% do use English in their daily life. Actually they use English when surfing or chatting with foreigners on the net. They are also acquainted to English Language when they play video games for instance: game over, play, start and when they use their smart phones. Concerning their attitudes towards the use of English in this domains 22 (28.57%) of participants feel happy when using English while 7.79% feel neutral.

6. Do you think that learning English language is important?

-Why?..

Aim of the question: In order to see the importance of English language for D/HH.

Table 2.20: The Importance of English

Answer	Number of pupils	%
Yes	**33**	**42.85%**
No	**44**	**57.14%**
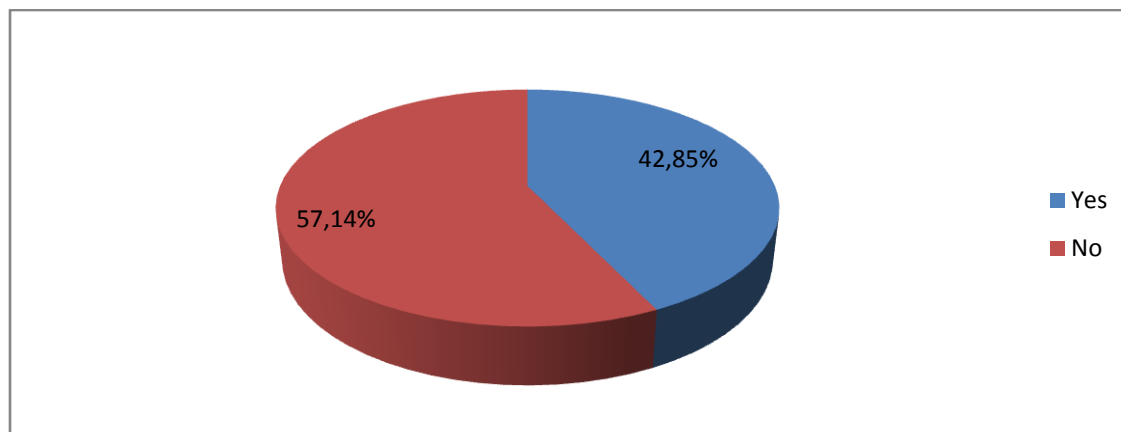
Figure 2.20: The Importance of English

According to 42.85% of the participants learning English is important because they think that learning English as a foreign language is important and they justified their answers in a positive way by saying that it is good to learn new language and 57.14% of them think that the English language is not important at all because it is not necessary to learn a foreign language for deaf especially when it is spoken.

2.8 Interpretation of the Results

The main objective of the questionnaire was the collection of a set of information about teaching and learning EFL for D/HH pupils in middle school .The questionnaire result provided important information about this topic.

2.8.1 The Teachers' Questionnaire Interpretation

Firstly we will start with the teachers' questionnaire which is composed of 12 questions and already mentioned in the description, it has been addressed to 10 teachers from different geographical locations.

The objective of the first question which was about whether the teacher learn in the Centre of special needs is to know if the teachers are specialized and deserve to teach deaf and hard of hearing or not .The results acquired from the questionnaire in (Table 2.1) shows that teachers who have been subjected to a special training represents (30%).This implies that those teachers are not well equipped to deal with this kind of learners.

The second question has revealed that teaching deaf learns is not a desirable Choice, indeed this career is imposed to respond a pre-operating contract. Howeve (40%) of the teachers claim that it is their own choice.

Concerning teachers' experience it varies from 6 months to 9 years. Conversely, most of the teachers have a short term experience.

The fourth question was about teachers' level in sign language and how much they master this special language which is the base of their career and the most important mean to communicate with their D/HH pupils. The result shows that 70% of teachers master this language though as we mentioned before the majority of the sample didn't study in special centers training. However, they acquired sign language from their pupils and the most experienced teachers.

The aim of question five was to know whether teachers face challenges and difficulties in their career. The results show that teachers' challenges existed and about 70% of them face challenges and find it hard to teach D/HH EFL, they find it difficult to explain lessons to their deaf pupils and to deal with the program of normal hearing and use it with this category of learners. Since the teacher concerned have not benefited from a special training as pre-experience learners, teaching D/HH pupils is a great challenge. Indeed, it is difficult for them to make the process of teaching and learning easier and to adopt a curriculum destined to normal hearing pupils. On the other hand, 30% have asserted that no problems occur when teaching. What is intriguing is the teacher with the least experience does not face any challenge.

The next question is more related to EFL and D/HH pupils.40% of teachers has mentioned that their pupils do like English classes since it is an equal opportunity for both D/HH pupils and normal hearing pupils. 60% of the teachers assume that their pupils do not like English. They are not motivated because of their disability and difficulties to acquire this spoken foreign language.

The purpose of the seventh question is to know the level of the pupils and another aim was to know to what extent the teachers are aware of their pupils' capacity and ability. 40% of the teachers perceive their pupils level as good, 40% say that is average and 20% said that the pupils' level is weak and no one said that they are very good.

when teachers were asked about the capacity of the pupils' understanding and expressing themselves in classroom the majority of the teachers agree that their pupils generally understand and express their ideas through signing which means that the pupils cannot speak English, only one teacher claimed that his D/HH pupils usually speak and sign and the secret

behind this unique answer was that his 6 pupils level degree of deafness was about mild and moderate and it was a coincidence to have only this two levels of deafness in one classroom .

The ninth question is about teaching methods, its purpose is to know if the teachers are aware of which methods to be used when teaching deaf learners or they use the same methods used by normal hearing pupils. The results in the outcome of this question is that 60% of the teachers are using the visual literacy method, about (30%) of the teachers use the communicative method, yet; not a single teacher (0%) use the observation one. One of the teachers (10%) contributes a method that uses it in his class which impart to the lips, body language and gestures.

Another question related to teaching methods and strategies, actually we have asked the teachers if they use during their English courses assistive devices. 40% of the teachers answered by yes while another 40% said that they sometimes use these devices and are affirmative; while 20% said that they do not use them at all. Both those who usually use assistive devices or not in their lectures argued that 1 hour is not enough for them to present a course with these devices. The teachers claim that the materials are not always available in the school because it could be taken by other teachers and some middle schools' rules refuse to lend their school materials to integrated classes. Even those who use the assistive devices during their courses stated that the available materials are not enough and suitable to facilitate learning D/HH pupils, also, the authorities should provide assistance and be aware of these hindrances.

 when we asked the teachers in question 11 if they consider their pupils as bilinguals 30% said yes and 30% said no; while the other 40% were not sure about their situation another remark was noticed in this question was that those who performed their studies in special centers were sure about their bilingualism because they were informed more than the others who did not study in special centers about D/HH case and teachers who said no or were not sure based their judgments on their pupils' results.

The last question in teachers' questionnaire was a general one it was about if the authorities takes into consideration deaf and hard of hearing pupils in the educational process , the answers were different and surprising about 60% of the teachers agree that the authorities takes into consideration D/HH in the educational process and provide assistance. On the other hand, 40% of the teachers claim that they face difficulties with their D/HH and they said that this integrated classes are not integrated in the reality because they lack adequate materials

also they cannot teach a deaf pupils what a normal one can learn. That is why they request the authorities to create special books and programs to this category of learners.

2.8.2 The Pupils' Questionnaire Interpretation

The second questionnaire was submitted to D/HH pupils, in general the participants age was between 13-21 years old; the age of respondent reveals crucial details about learning capacity. it seems little bit strange to have a pupil in his twenty one years old in middle school but it is normal to a hearing loss one because:

- Grade repetition

- Delayed school entry

- Lack of knowledge of existence of specialized schools for D/HH

The group was not balanced from gender point since it consists of 29 female and 46 male. Concerning degree of hearing loss, the group was heterogeneous as 33.76% were of moderate hearing loss, 28.57% were moderately severe 23.37% were severe 11.68% were profound and only 2.5% were with mild degree of hearing loss. The diversity can be seen in the previous graph.

The first question is about hearing devices and the answers show that the majority own hearing aids 84.41% and only 6.49% have cochlear implants while 9.09% do not own either hearing aids or cochlear implant. Most of them own hearing aids but what is mentioned during the questionnaire was that those who said they use hearing aids were not wearing them and they justified in informal interview that hearing aids make sounds louder, actually the noise picked by the little device is much more louder than the real sound, it causes severe headaches and hurt. Others stated that they avoid wearing them to look like their normal hearing peers so they feel shy and most of them had broken their devices .D/HH avoid to do cochlear implant because they are afraid of the surgery and its complications.

In the second question the result shows that 66.23% of the participants sign only and no one can talk, while 33.76% can sign and talk at the same time. This result has a strong relation with the degree of hearing loss.

The research focused on the pupils´ attitudes towards EFL that is they were asked if they like foreign language. 21 pupil (27.27%) like English and 25 pupil (32.46%) do not like it. While 31 pupil (40.25%) have a neutral position. In this study we did not focus on the reasons behind their attitudes toward EFL. However after analyzing the answers we found

that there is a relation between the levels of hearing loss and the positive attitudes toward EFL.

Question four aims to investigate the pupils' motivation, that is why we asked the pupils whether they would learn EFL if it was not an obligatory subject. The result was expected because of their answers on the previous question of their relation with English. 62.33% answered by no while only 37.66% said that they would learn EFL.

In order to get more information about the previous question we asked the pupils another question; it was on the employment of English language in their daily lives i.e. whether they use English outside the classroom. 49 pupils (63.63%) declared that they never use English language except at school .While 28 pupil (36.36%) admitted that they use English language in their free time. We also asked a sub-question to those who answered that they use English in their daily life and we found that they interact with English when using their smart phones or during using the internet for example when chatting with foreigners who use English, also some of them found themselves obliged to deal with English when playing video games. Moreover we asked about pupils´ feelings during their usage of English in their daily lives. We eliminate them between two different feeling happy or neutral, the majority are happy when using English (28.57%) whereas only (7.79%) feel neutral when using English.

The last question seeks to know the pupils' opinion about the importance of learning English language. According to 33 participants out of 77 (42.85%) learning English language is important however, 44 participants (57.14%) think that learning English language is not important.

The participants who have a positive attitude towards the importance of learning EFL argued as following:

- whenever you buy something you find it written in a foreign language

- Learning is good

- When I learn English I succeed in my exams

- When I learn English Ii forget my disability

- I feel like normal pupils in this middle school when I acquire a foreign language

- I use English when I surf on the net and chat on facebook.

While those who answered by no justified their answers by saying:

- I cannot speak it so I do not have to learn it

- It is not necessary and we have already learned French so it is enough for me

- This language is too hard

- It is too boring.

- When I compare myself to other learners, I feel too inadequate because I am deaf.

From the answers, it is clear that some of the participants are aware of the fact that English language is a language which is used internationally whereas the others are not motivated at all.

2.9 Classroom Observation

In order to enrich the findings of this study, classroom observation is the second tool in this study. Classroom observation is a common method of investigation which deals with how teaching or learning takes place in the classroom to collect data about the learning needs. Classroom observation is an important research tool used in SLA to help researchers in their search for information and explanation of teaching techniques and learning processes. Furthermore, classroom observation also provides strong support for the third hypothesis. In this study it aims to explore whether the method and strategy of teaching selected by the teacher affect D/HH pupils motivation and acquisition of English as a foreign language. Two classroom observation sessions that last one hour a day with the same integrated classroom and lecture but presented in two different ways. We dealt with the traditional teaching method and the modern one. During each session, notes were taken.

Observation is considered as a direct method for studying different aspects of human behavior. It gives the researcher the opportunity to record events at the time of occurrence. There are cases when observation is not totally reliable especially when the participants may intentionally attempt to exhibit artificial behavior when he/she knows that he/she is being observed. That is why in this study only one researcher has attended the observation pretending that he is visiting his mate and the pupils did not realize that the guest is in the classroom in order to observe the teacher and pupils.

The situation of the class, the shape and the way of the pupils' sitting play a big role in motivating both pupils and teacher to teach especially when dealing with the hearing loss pupils. We attended the integrated classroom of Lahcen Ben Babouch middle school at Ain Temouchent, on Sunday April 8th, 2018. The class began promptly at 9:00am. There are 6 deaf and hard of hearing pupils in the first grade integrated class. The class contains 4 males and 2 females aged between 13 and 20 years old and they were with different hearing loss levels from moderate to profoundly deaf. The class was carried in a small room that contains few tables gathered about five in 3 rows with a desk for the teacher at the front and a white board.

2.9.1 First Observation Session: Traditional Teaching Method (Grammar)

In the first observation session, we are going to describe briefly the main characteristics each course that we have attended during two days. The first course was a traditional one about daily activities; the course objective was to enable the learners to talk about their daily activities, using the simple present tense. The teacher greeted the pupils using spoken language and sign language and started asking each one of them about his regular activities at what time they get up, at what time they usually have lunch. Then she used few simple sentences about daily activities like I always brush my teeth, I eat my breakfast. Then she interpreted them in sign language after that, she asked the pupils to read or sign the sentences but most of them could not read it correctly; they mixed the sentence patterns instead of signing S+V+C they read it C+S+V or C+V+S, except for one pupil who could read them but with some difficulties in pronunciation. In the second task the teacher gave her pupils a passage to complete it with words they have dealt with in the first task which was about some cues and asked them to write correct sentences. We also noticed that no one could write a complete correct sentence because they had poor grammar background. The course was nearly presented in the same way used with normal hearing pupils; the only difference which was noticed was about the language used during the lecture that is sign language in addition that the teacher spent lot of time using the board trying to explain each sentence .

2.9.2 Second Observation Session: Modern Teaching Method (Grammar)

The second section was already with the same grade and the teacher has dealt with the same lecture but this time she used another method, she relied on the computer, data show the first thing that we noticed was the enthusiasm of pupils, they wanted to know what the teacher will do with these materials. The teacher started the lesson by displaying a comic video of 5 minutes about daily activities of a family and each activity appeared in a written form; the

pupils were following them interestingly. After the video show the teacher asked the pupils to express what they have watched. We noticed that all the pupils participated and some of them tried to repeat words they heard from the video. After that the teacher asked each pupil to stand up and repeat their regular activities of each morning before going to school and she interpreted what they said in written form to enable them to get familiar with the new vocabulary. Then she gave them printed papers that contain some daily activities with pictures to stick them in their copybooks. Finally the teacher gave the pupils a printed exercise and she asked them to combine each expression with the suitable picture.

All in all, what has attracted our attention in this classroom observation, is that that the pupils' behavior in the classroom was totally different in both sessions; actually they were more active in the course which was presented with visual aids and the participation was higher .The pupils enjoy working with their teacher where as in the first lecture the interaction between the teacher and the pupils was not attentive and not academically engaged all the time.

2.10 Conclusion

In order to estimate to what extent D/HH pupils' are able to acquire EFL two research tools were used. Firstly, questionnaires have been administered to the two main participants in the process of teaching and learning; English language teachers and D/HH pupils of integrated classes of middle schools from four different Algerian towns. Secondly, a classroom observation has been conducted to find out the difference between the traditional and modern teaching method. All in all, the interpretation of the teachers' and pupils' questionnaires do not really comfort and establish the hypothesis which said that though teaching EFL to a deaf pupil seems an incredible challenge he can acquire it. Actually not all D/HH pupils can learn EFL and even those who can acquire it, they cannot achieve this task easily due to the lack of the suitable devices and materials that facilitate teaching/learning EFL to this category of learners, even their disability hinders them; this last confirm the hypothesis that the degrees' of hearing loss affect the way D/HH to learn FL.

The classroom observation results confirm the hypothesis that teaching a foreign language to D/HH learners will be easier by using the assistive technology devices. Furthermore, the different methods and approaches that the teacher uses in the classroom have a great impact on the pupils' acquisition of EFL. To sum up we can say that there are many factors that foster or impede the acquisition of EFL for D/HH pupils.

Chapter Three

Practical Implications and Recommendations

3.1 Introduction

This chapter intends to draw recommendations based on the data analyzed and the results that have been discussed in the previous chapter. To sum up to the current research, we have attempted to pose the obstacles and the difficulties that face the teachers in teaching Deaf and Hard of Hearing pupils in Algeria. Due to those problems, we have discussed the way of teaching deaf pupils with an attempt to find some appropriate solutions. In this chapter, the main aim is to provide teachers with available methods and strategies in teaching English as a foreign language to D/HH pupils. Therefore, we feel it necessary to show some instructions for teachers to know how to deal with deaf individuals in a good way inside the classroom. Besides, we have also tried to explain how the teacher should encourage deaf pupils to learn English as a foreign language by motivating them and improving their self-esteem.

3.2 Deaf Educational Rights

Individuals who are deaf or hard of hearing have been excluded from society due to communication barriers and are often neglected in learning and going to school. They belong to all people, regardless of gender, ethnic, origin, color, religion, language or any other status such as disability or deafness. Millions of children are struggling to learn or not attending school at all because of deafness and parents should know that their children beneficiate from education and provide equal opportunities.

Deaf are born with the same ability to acquire language; therefore, they should learn and acquire both FL and Sign Language simultaneously. In fact, without language they may experience linguistic deprivation. Deaf can fully access education. Every deaf individual should have full access to get all information, to have specialized teachers, adequate school programs. If deaf are well educated they can perform well academically and are likely to be psychosocially healthy.

Some rights should be guaranteed to Deaf and hard of hearing learners:

- Deaf and hard of hearing individuals should be educated

- Deaf communication mode should be developed to an appropriate level of skillfulness

- D/HH learners have the right to have proficient teachers who are trained to work with them and to understand their unique needs

- Planning educational curriculum based on their unique needs

- They should have the opportunity to learn more than one foreign language

- Providing classrooms with technology tools to enhance language learning for deafness

D/HH needs special care and attention to integrate them into society and public life in order to show their potential and abilities. Sign language is inseparable from deaf people's human rights without it deaf people are not equal. There are different sign languages in our world today, some countries have multiple sign languages, and each one has its own structure and lexicon that should be protected in use. Sign language is necessary to deaf person's cognitive, social, emotional, and linguistic development, this is why the WFD (World Federation of the Deaf) enhance sign language rights for deaf and hard of hearing pupils, and the right to bilingual education for all. Sign languages should be equal to spoken language; moreover, D/HH pupils should be allowed to have official communications in the way they choose, including in sign languages. Deaf individuals need to be provided with opportunities to ameliorate their abilities in learning.

A stronger right to education and language learning can be found in state and federal laws that protect the rights of those who are deaf and hard of hearing by ensuring they have equal right to learn just like hearing individuals. The Individuals with Disabilities Education Act (IDEA) is another law also which provide special education to D/HH individuals and ensures that they receive an appropriate education.

It is important for deaf children to learn in order to give them the opportunity to be able to express themselves and communicate; all of them deserve to have access to a proper education.

3.2.1 Authorities Support

The authorities should provide a favorable and supportive atmosphere to develop and enhance special education, this is highly important for hearing loss learners. However, many authorities are still unaware of what is involved in providing education for deaf pupils. Authorities should guarantee sufficient funding for particularistic assistance services, so deaf individuals could have an equal opportunity at school regardless where they live. In addition to the need of instituting an educational support by the Local Educational Authority, to supply coaching courses to support foreign language teachers of D/HH learners.Providing foreign

language teachers with enough training to know how to deal with deaf learners is a key factor for the success of deaf education.

The authorities concerned with deaf learners have to encourage the learning of sign language and raise the linguistic identity of Deaf Community. Every deaf pupil should get his linguistic and social capabilities with both a sign language and an oral language of his community.

Hearing loss individual would acquire knowledge about the world mainly through language as he communicates with parents and other family members. It is required to spread comprehensive information, and support to those with hearing loss, including information about deaf culture, sign language, bilingual education and supporting parents of deaf pupils to be involved with schools' activities.

The authorities should be rigorous in its executive instructions for example pupils may not be unaccepted from any educational level; obligation of the advancement of curricula for special education; and the necessity of establishing facilities to ameliorate special education for deaf and hard of hearing.

Deaf pupil must be able to communicate fully with those who are part of his life, so education in special schools for deaf and Hard of Hearing should become just like the education of hearing pupils at least in terms of content because through language and learning the deaf become a member of both the hearing and the Deaf world.

3.2.2 School Role

In some schools, deaf learners are not provided with the opportunity to learn more than one language. Schools should supply the possibility for deaf and hard of hearing pupils to learn languages other than their native language (Sign language), some pupils might be dominant in sign language, others in oral language, and some would have a balance in the two languages and use them in their everyday lives.

Deaf learners may need sign language interpreter, others may need an assistive listening device as loop system or FM system in order to understand and participate in the same activity, and it is preferable for school systems to provide interpreters in cases when deaf parents meet with teachers or attend school programs.

To achieve successful education, the teaching and learning materials and resources in inclusive schools should be designed to meet deaf pupils' needs. Failure to provide sign

language interpreter or auxiliary aids for deaf and hard of hearing leads to serious bad consequences.

Schools need to raise awareness about deafness to develop effective communication with deaf pupil. They should make certain that the activities and practices they take inside the classroom help them to achieve their full potential. Schools can employ creative scheduling to allow teachers of deaf pupils and their parents to meet because both of them need to develop collaboration and communication for successful education Schools need to contact all parents of D/HH pupils to be involved in schools' activities. Parents' participation in special schools helps to achieve good level of deaf education.

Deaf learners should have equal opportunities for participating in class activities. The contents of the curriculum for deaf pupils should be the same as hearing pupils. However, the methods and the ways of teaching should be appropriate for those pupils with hearing loss. Schools and teachers are the key elements for success of deaf education; they are asked to create a compatible learning environment to give support to deaf pupils to learn and to promote interaction with hearing pupils

3.2.3 The Need of Sign Dictionaries for Deaf

Dictionary system provides deaf pupils with an easy tool of access using their mother-spoken language. Authorities should create and develop bilingual dictionaries further to facilitate access and language acquisition for sign language learners because sign dictionaries may typically provide more than one single word for a particular sign as it provide also information on meaning relating to the sign and its actual use by deaf people. Sign dictionaries help those who want to learn two sign languages to seek up new vocabulary. These special kinds of dictionaries supply information on signs, which are made of more than one meaningful unit, for example, compound signs.

The main goal of Sign Language Dictionary is to help people with hearing loss overcome with this intensity. Additionally, it is an aid for anyone wanting to learn or improve their knowledge of Sign Language, and enable them to communicate easily with others in other countries.

3.3 Teaching Training for Foreign Language Learners

Teacher of the deaf or hard-of-hearing training programs concentrated on preparing teachers to work in two educational settings: a special school for the deaf or deaf education

classroom within a public school called integrated classrooms. Since teaching English as a foreign language for Deaf and Hard of Hearing is a challenging, teachers should not only be prepared to work in a different setting, but they also should be given a voice to decide on programs and curriculum decisions. The role of teacher of D/HH varies extremely depending on the needs of his pupils.

Foreign language teachers for deaf should know what communication methods should be used in teaching pupils with hearing loss, whether they wear hearing aids or not and the level of their deafness especially when teaching those individuals for the first time. Teacher may find it difficult to understand what a deaf pupil is saying / signing and his facial expressions might be unfamiliar to those learners with hearing disabilities. Therefore, they will need time to adjust too. It is important for teachers to spend more time getting to know deaf pupils, their behavior, how they communicate.

When thinking about special education for D/HH in general there are some duties and responsibilities for teachers of D/HH learners; they need to demonstrate fluency in sign language at the same time they have to use the appropriate and suitable communication skills for each pupil with hearing loss. Teachers should be able to solve technology problems associated with hearing loss and to follow-up to evaluate each pupil on a regular basis in order to identify the extent of progress. They have to participate in studies, seminars, and conferences in the area of deaf education and work as part of the educational team as adequate to help deaf pupil at school and create interactive learning environments.

The task of teaching a foreign language to a deaf pupil seems impossible. Teaching deaf pupils English as a foreign language typically rely on oral teaching methods. These teaching methods need adjusting in the case of teaching hearing loss pupils. An EFL teacher who faces the challenge of teaching hearing loss pupils should bear in mind the specificity of the task and the characteristic of pupils he/she is going to interactwith.Foreign language teachers for deaf pupils can use different methods and strategies in teaching deaf pupils, the effect and usefulness of a given method or strategy can vary from one learner to another, the teacher should adjust the teaching methods according to the pupils' specific characteristics and individual needs. There should be exchange of information between teachers and principals about inclusive education for deaf pupils.When he starts teaching a foreign language, he should bear in mind the different components of learning a foreign language and the cultural awareness the new language opens. Considering the difficulties pupils had, teachers have to use a number of language learning strategies to help and improve their learning process.

The use of visual aids is the most helpful since vision is their primary source of receiving information, in addition to maintaining physical contact to draw pupil's attention and using the body language, which conveys information.

Teachers of D/HH should know how to prepare and plan their lessons and activities that are appropriate for a deaf learner. Teacher should consider these points when planning the lesson for deaf pupils:

- To have a clear objective

- To present the information visually since deaf learners are considered as visual learners

- Use accessible resources such as videos

- Prepare homework sheets

 A good EFL teacher for deaf pupils is the one who can realize classroom problems, and work to find solutions, he is the one who is able to create suitable learning environment. EFLTeachers should focus on giving positive support and confidence for deaf learners and theytend to support active learning rather than directly transmitting information.

3.3.1 Teacher's Role in Reducing D/HH Pupils' Difficulties

The pupil has difficulties for understanding what the teacher is saying because of some utterances in L2, which may be difficult. Therefore, the teacher's attitude in the classroom can help or hinder the pupil's success in the class. Most deaf or hard of hearing learners depend on their vision to either speech read the teacher or to watch an interpreter, so the physical aspects of the classroom become very important, that is why the teacher should:

- .Always face deaf pupil when pronouncing keywords because standing in front of a light make it difficult for deaf pupils to speech-read the teacher.

- Stand next to the board , so that deaf pupil can point to words on the board

- Preventing noise inside the classroom e.g. computers and outside the classroom as pupils walking down a corridor because Background noise, reverberation can be real issues for deaf children

- Indicate clearly when he is switching between L1 and L2

- Use gesture and facial expression to illuminate meaning

- Use visual aids whenever possible.

- Place deaf pupil with a suitable partner when undertaking pair work

- Ensure that all pupils have understood the instructions

- Allow extra time for writing

- Make sure pupil has finished writing before beginning to speak again

- If deaf pupil has little or no residual hearing, the teacher should allow him to concentrate on the visual forms of L2 (reading, writing)

The pupil may have difficulties when developing pronunciation, so the teacher should:

- ✓ Teach the phonetic system of L2

- ✓ Provide the pupil with list of words which change their meaning if pronunciation changes

These tasks and requirements for teachers of deaf pupils are significant and important in order to support deaf pupils academically and socially. Well-qualified teachers are critical to the success of pupils who are deaf or hard of hearing.

3.3.2 An Appropriate Learning Environment for D/HH

It is very important to create a positive classroom atmosphere and best learning conditions for deaf pupils. When the pupil feels secure, he will be more eager to show his full capacities. D/HH pupils usually experience more emotional tension than their normal hearing peers do: they feel depressed when they are not able to communicate freely; they usually have to fight for the educational rights. D/HH integrated classrooms are often taught in small groups and this makes possible the establishment of a more personal relationship between pupils and teachers. D/HH learners like to get to know their teachers, so might ask their teacher questions like "How old are you?", or "are you married?" should therefore be treated not as a sign of curiosity, but as a sign of communicative language use: language is learned in order to communicate, after all. When pupils feel emotionally safe they are motivated to use language, and their progress is more effective.

Furthermore as a part of preparing deaf pupils to learn FL, particular attention should be paid to improve the acoustics and layout of the classrooms. Classrooms can be noisy places, which affect children's performance on academic tasks; the noisier the environment is, the more difficult it will be for the pupil to hear the teacher speaking. The presence of much noise makes listening difficult for hard of hearing pupils, they find difficulties to distinguish the teacher voice from background noise. D/HH learners who rely on spoken language need to hear the speech of the teacher clearly but poor acoustical environments would affect deaf speech perception negatively. Therefore, it is important for teachers to ensure that classroom listening conditions are good for their hard of hearing pupils and to reduce background noise in the classroom for example to close the window or door when there is a noise outside to improve listening conditions, this encourage deaf pupils to work quietly. Poor lighting, obstruction of line of sight, and seating near doors or windows with high traffic are among the classroom features that can influence academic engagements and the pupils' behavior in learning. Seating arrangements, lighting, and organization, can influence the pupils' behavior and attention to academic tasks.

Teaching and learning spaces should have an adequate size to allow the space to support different activities and to address different pupil's needs, this offers a more inclusive environment. Close spaces between teacher and his pupils is important to reduce tribulation during transit as it keeps pupils to stay connected to the class, where all the pupils face each other while the teacher can move about the room. In the classroom, a deaf pupil should face the teacher. If the teacher walks around when he is talking, a deaf child may not be able to follow what he is saying, therefore, standing in key places in the classroom help deaf pupil to see his teacher clearly. It would be difficult for deaf pupil to read his teacher's facial expression if he is talking and writing at the same time on the board. If the deaf learner has better residual hearing in one ear therefore, it is better for teacher to place himself on that side to facilitate speech reading for him. It is important to make sure the lighting in the classroom is good especially when showing a video. What is also very necessary is to control the room temperature to the appropriate level to ensure comfort for D/HH pupils this is particularly important for the pupils who are not able to communicate due to temperature extremes, so their teachers need to be able to keep an eye on the pupil carefully.

 Sometimes seating hearing loss pupil near the teacher is not enough; he should consider the possible benefits from the advances of technology. It is the role of the authorities in general and the school in particular to provide the appropriate tools of teaching. Assistive

technology device are useful and helpful in the classroom for deaf pupils as hearing aid and sound field system. With assistive listening, D/HH pupils can clearly hear lessons, instructions, and their academic performance will greatly improve.

Changing the seating affects the pupil's behavior. Therefore, arranging classroom seating by providing personal space, and rearranging the classroom furniture to reduce distractibility can help deaf pupils to engage and participate in groupwork, In addition to keeping closer distance between the teacher and the pupil to support speech reading.

All these environmental modifications on classroom affect the academic engagement and D/HH pupil's behavior. The physical environment can affect the ability of the teacher to move around the classroom and make contact with the pupils, thereby increasing pupil engagement in the classroom activity

3.3.3 How to Ensure Effective Communication with D/HH Pupils

Communication is an interactive process. D/HH who relies on English or another spoken language as their main means of communication will usually rely on their remaining hearing, hearing aids, lip-reading, and strategies to communicate effectively. Some may use speech only to communicate or a combination of sign language, finger spelling, speech, writing, body language, and facial expression. Deaf individuals need clear and accessible communication for successful learning. Pupils who are deaf use many ways to convey an idea to other people. The key is to find out which combination of techniques works best with each pupil. Effective communication can facilitate making positive relationships with peers, reinforce identity as it help increasing the ability to recognize different thoughts and emotions and developing linguistic social skills.

To ensure effective communication with D/HH pupils:

- Ask deaf for their preferred communication strategies

- Make sure you have pupils' attention before starting to talk; it is helpful for pupils to know the topic discussed by the teacher in order to follow the conversation

- Speak clearly. Over exaggerating in talking will make it harder for deaf learners to understand you

- Introduce the topic first before going into details.

- Use short sentences and do not forget to explain any new vocabulary or technical term

- Use natural gestures to support what you are saying

- Try not to talk when you are writing on the blackboard.

- Check for understanding during communication

- Be patient and allow extra time to communicate

- Remember that a pupil cannot do two visual tasks at the same time as writing and lip-reading

- Repeat or rephrase information because if the pupil only missed one or two words the first time, one repetition will usually help

- Use natural lip movements, body language and gesture

- Maintain eye contact during conversation. Eye contact conveys the feeling of direct communication.

- Permit only one pupil to speak during group discussions because it is difficult for teachers to follow several pupils speaking at once.

- Use open-ended questions

3.3.4 Additional Tips for Teacher

Keeping deaf pupils interested in learning is the teacher's task first. The great EFL teacher for D/HH learners is the one who does not only teach, but also motivate and empower. The goal of teaching pupils with hearing loss is to motivate them to learn Englishas a Foreign Language.

Here are some additional tips and guidelines for teacher of D/HH pupils to consider:

- Read the pupil's facial expressions

- Be sensitive to the pupils' challenges in learning EFL

- Search for useful resources to prepare the lesson

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- Write the main points of the lesson

- Learn basic signs to use for instructions

- Encourage individual participation.

- Talk to parents and meet them to learn as much as you can about the pupils' needs

3.4 Motivational Learning:

Motivation is about internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivating pupils to learn English as a foreign language begins by recognizing the different types of motivation. Motivation has been categorized mainly as intrinsic and extrinsic. Both extrinsic and intrinsic motivation can influence pupils' behavior in different ways. Extrinsic motivation about when someone is extrinsically motivated by an external factor pushing him to do something. It involves doing something to gain a reward or avoid punishment whereas intrinsic motivation is about when someone's behavior is motivated by his own internal desire to do or achieve something. According to Dornyei and Csizer (1998)

"without sufficient motivation, even individuals with most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement" (Zoltán i, 1998).

The teacher task is to provide a comfortable appropriate learning environment for deaf children. A motivational environment needs to be created with much effort, it is important for teachers to build trust with their pupils to feel comfortable with the learning process, it is important to listen to them, to learn about them and what interests them. Teaching strategies helpincrease, preserve the pupil's motivation and integrate them into the classroom with their mates. Teachers' approaches and ways of teaching have a big influence to raise deaf learners' motivation, which can be described as 'motivational strategies'. Dörnyei (2001, p.28) defines motivational strategies as 'those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect' (Alshehri & Etherington, 2017).

Furthermore, educators have to help pupils to develop their own learning strategies to increase their L2 motivation. The first remarkable point of motivating deaf pupils or even

hearing pupils is helping them improve their self-esteem to be able to learn more and giving them what they want and like to do.

A pupil may be unmotivated for a variety of reasons:

In some cases, deaf pupil does not receive the care and attention from the teacher   or teacher's methods do not fit his abilities. If deaf are unmotivated, they cannot learn effectively. The teacher should:

- Encourage open communication and free thinking with deaf pupils

- Encourage them to participate by giving each pupil a work to do

- Make them work in groups

- Enrich the subject matter with visual aids, like colorful charts, diagrams and videos.

- Take D/HH pupil's learning seriously.

- Make sure deaf and hard of hearing pupils receive sufficient preparation.

Both teachers and parents' expectations affect deaf motivation to learn, they appreciate teachers who listen to their wishes. Some deaf learners are motivated for a communicative purpose: they want to be able to communicate with others, and some of them want to study abroad and get to know other Deaf persons in the world. Knowing English is substantial for both hearing and deaf individuals, whether they want to travel study abroad or work in international environments. The wishes of future studies or workplaces are a strong driving force that motivates Deaf and hard of hearing individuals to learn English.

3.4.1 The Role of Technology in Learning Motivation for Deaf

Technology is integratedin our life and part of language learning which help teachers to find better ways to motivate deaf pupils because it enhances learning and has the benefit of increasing the pupil's engagement and academic achievement. Providing learners with convenient assistive technology in classrooms create an appropriate learning environment for D/HH pupils. Technology support teaching and learning process as it motivate both hearing and deaf learners to study and strengthen their abilities.

Applying meaningful speaking and listening language practice is difficult and challenging for D/HH learners, however the task would be much easier through using

assistive device as cochlear implant and FM systems that help Deaf and Hard of Hearing individuals to hear and understand more clearly and to improve sound transmission. In addition to other technological devices such as computers, laptops, showing videos and telecommunication tools as texting and smartphones that enhance communication for this category of learners. All those tools are motivational features for learning language in general and EFL in particular.

Technology is of great importance in various fields especially in Teaching and learning process; it increases the possibility for reinforcing motivation in learning English or any other foreign language for pupils with hearing loss. Therefore, it becomes necessary to teach deaf pupils in a modern method to receive different information in a best way through using technology techniques.

3.5 Conclusion

In the light of what has been said, our aim in this research has been to explore on deafness world in the learning process and to show the difficulties that both teachers and D/HH individuals face in teaching and learning English as a foreign language. We have attempted to find some solutions. This category of society is marginalized in Algeria and has not received sufficient rights in all areas, especially in the field of education; therefore, teachers are invited to improve their teaching and be adapted to these learners. Moreover, we appeal the concerned people as the ones who have the final word in decision making to highly consider this part of society. In fact, collaboration with other countries with successful experiences is essential to improve the teaching/learning process for D/HH learners.

General Conclusion

General Conclusion

The aim of the this research is to investigate whether D/HH pupils of Algerian middle schools are able to acquire EFL and if they face any difficulties when learning EFL or eventually another FL as well. Moreover, we want to find out the effective teaching strategies and techniques that should be used to facilitate teaching and learning EFL for D/HH pupils. Therefore, the core of the research is to shed light on language acquisition by Algerian D/HH pupils and exhibit the problems this kind of learners face. Based on the findings, some recommendations and solutions are set to alleviate the endurance of D/HH learners.

In the first chapter, some definitions to different terms are used to describe individuals with hearing loss; besides, a distinction between the levels of hearing loss. In addition to the obstacles and challenges this category faces in the hearing community. We have also dealt with their language development, their education, and acquaintance with foreign languages in general. Finally, we have stated some methods that can help the teachers to teach individuals with this disability.

For the empirical part, two different tools are used, a questionnaire submitted to the teachers and D/HH pupils. The questionnaires aim at collecting information about teaching and learning EFL for D/HH pupils at the middle school. The results obtained from the pupils' questionnaire confirm that the majority of the Algerian D/HH middle school pupils do not give an importance to EFL, actually they are not even motivated to learn it except those whose disability is not profound or who use means of technology like computers, internet, video games and smart phones since they find themselves obliged to deal with some English words. Most of the pupils believe that EFL is not necessary for them and they will not use the knowledge of English in the future because of their disability which limits their choices in the Algerian society. On the other side, only few of the respondents have rather positive attitudes towards EFL. Indeed, some of the participants are aware of the fact that English language is a language which is used internationally, whereas the majority are not motivated at all to use the language.

Moreover; the teachers' questionnaire results reflected the real situation of teaching D/HH pupils foreign languages in Algeria .To sum up, through this questionnaire we attempted to know the methods used by teachers of D/HH when teaching EFL as well as the obstacles and problems that face them in Algeria. The results showed that some teachers are not aware about teaching pupils with this kind of disability, they do not know which teaching

method is suitable for them or even how to deal with them; only few teachers claimed that this integrated classes are not integrated in reality because they have a lack of materials and assistive devices and they cannot teach a deaf pupil what a normal one can learn. In addition to this they argued that the authorities should create special books and programs to this category of learners.

In order to enrich the findings of this study, classroom observation was the second data tool. This aimed to explore whether the teaching method and strategy selected by the teacher affect D/HH pupils motivation and acquisition of EFL. Therefore, in order to achieve this task we have attended two classroom observation sessions of one hour with the same integrated classroom and lecture but presented in two different ways. The first session was presented in a traditional teaching method and the other in a modern one and the result obtained from this experiment showed that the pupils' behavior in the classroom was totally different in both sessions. Actually, the pupils were more active in the session that was presented with visual aids which is the modern one and the participation was higher; they enjoyed working with their teacher. Whereas the session which was presented in traditional teaching method had a negative effect on the pupils' behavior in the classroom, they were not attentive and not academically engaged all the time.

The third chapter includes some practical solutions and suggestions in the form of pedagogical recommendations to both of D/HH pupils and their foreign languages teachers in general. From the obtained results we can say about what we hypothesized that teaching EFL to a deaf pupil seems an incredible challenge, they can acquire it because they have already acquired the oral language of their community after their mother tongue which is sign language, this hypothesis is as a rejected one for some pupils and confirmed for others. Some pupils have a positive attitude toward EFL however the majority have a negative attitude toward it and they are not motivated to learn it.

Concerning the first sub-hypothesis that degrees' of hearing loss affect the way D/HH learn FL. The hard of-hearing, for instance, are able to use auditory input to a certain degree, and they should be distinguished from the profoundly deaf, who are incapable of perceiving any auditory input; as a result, their language acquisition is limited. In fact, the hypothesis is confirmed because when we have analyzed the questionnaire we found that the majority of pupils who have mild or moderate hearing loss have a positive attitude toward EFL, however, the profoundly deaf do not. For the second sub-hypothesis that teaching a foreign language to D/HH learners will be easier by using assistive technology, is also confirmed through the

experiment which has been applied in the classroom observation and we conclude that using assistive technology, that is modern teaching method will make learning EFL easier and more interesting.

Concerning the limitations in our research, we have faced some obstacles when collecting data, it would have been better if we have endorsed the research procedure by performing interviews with the teachers and pupils concerned. This would have clarified some ambiguous features. Unfortunately it was not possible because the sample is not from the same city.

In the Algerian educational settings D/HH pupils are neglected; therefore, the authorities and the ministries concerned are required to comfort the integrated classes by providing them with the materials needed and assistive devices. In addition, they should produce special books and try to adopt the programs of other countries such as the Saudi Arabia special education program for D/HH learners; which has existed since 1958 and made a considerable progress in providing services to pupils with disabilities and appoint real specialized teachers to this category of the society. We aim to open a window on the world of hearing loss, and then help them to acquire educational rights. This would help to integrate this kind of learners in society.

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Appendices

Appendix 01: Glossary

Acquired Deafness: Loss of hearing that occurs or develops sometime in the course of a life time but is not present at birth.

ASL: American Sign Language, a full, rich, and complete language. It is a manual (sign) language with its own syntax and grammar used primarily by deaf people.

Assistive Listening Devices (ALD's): Non–hearing aid devices used by a hearing impaired individual to improve communication and the performance of activities in specific environments. ALDs include devices such as infrared and FM personal amplifiers, alerting devices, and closed captioning equipment.

Bilateral: A term used to signify that both of the ears or both sides of the head are involved i.e. He has bilateral hearing loss.

Bimodal: Bimodal communication is the simultaneous use of two "ways" of communicating; producing a sign while speaking it in English, for example.

Cochlea: Cochlea – Snail–shaped structure in the inner ear that contains the organ of hearing.

Cochlear Implant: Medical device that bypasses damaged structures in the inner ear and indirectly stimulates the auditory nerve, allowing some deaf and hard of hearing individuals to learn, to hear and interpret sounds and speech.

CODA: Children of Deaf Adult(s)

Conductive Hearing Loss: Hearing loss caused by an abnormal transmission of sound in the outer or middle ear. Most common in children.

Cued Speech: manual coding/representation of language phonemes. CS uses 8 hand shapes, each in 4 possible positions, and was originally intended to improve literacy success.

deaf: having a hearing deficit; partially or completely without the sense of hearing

Deaf: Upper case D: a cultural, community, or linguistic affiliation or identity."Big-D" is another way to say "deaf with a capital D."

Deaf Culture: language, art, icons, history, customs, and conventions, and affinities of the Deaf community.

Decibel (dB): A unit used to measure the intensity or loudness of sound. Sounds at different frequencies need to be from 0-20 dB in intensity to be heard by normal ears.

FM Listening System: With FM listening systems the speaker talks into a microphone which is connected to an FM (frequency modulated) transmitter that broadcasts the sound of the speaker's voice to a receiver worn by the listener.

Gallaudet: Gallaudet University Located in Washington, DC. The world's only university designed to accommodate deaf and hard of hearing students. Established in 1864 by Act of Congress. Gallaudet's charter was signed by President Abraham Lincoln. Known affectionately as Gally.

Gesture: Irregular, imprecise, spontaneous movement; accompanies communication

Hand shape: the way the hand and fingers are configured for sign formation (one of four characteristics of a sign)

Hard of Hearing: partially without the sense of hearing.

Home Signs: non-standard signs or gestures, idiosyncratic, developed by and used among one's family members within typically the same household; home signs vary from family to family.

Inclusive School: is about the full participation and achievement of all learners.It sustains and confirms that all children are able to learn and need a support for learning. It is when all pupils regardless of any challenges they may have, are placed in age-appropriate general education classes to receive high quality instruction.At inclusive schools, pupils with special needs are participating and enjoying their learning.

Induction Loop: Uses electromagnetic waves for the transmission of sound.

Infrared Listening System (IR): Infrared listening systems transmit sound by invisible light beams. An IR system converts an auditory signal into infrared light and carries – or emits – it by special light emitting diodes (LED) to the infrared receiver. The receiver converts the light energy back into an auditory signal.

Loop System: a type of assistive listening device that utilizes a small neck or large room loop to set up a magnetic field. The system allows for a transfer of a desired signal, with less background noise interference, to a hearing aid or other device using electro–magnetic energy.

Measles: a childhood infection caused by a virus.

Mumps: is a contagious viral infection that tends to affect children.

Newborn jaundice: occurs when a baby has a high level of bilirubin in the blood. Bilirubin is a yellow substance that the body creates when it replaces old red blood cells.

Otitis media: inflammation of the middle ear characterized by pain, dizziness, and impaired hearing.

Sign Language: manual language (signed communication).

Teletypewriter (TTY) / Telecommunications Device for the Deaf (TDD): A typewriter-like unit with a keyboard and viewing screen that allows people with hearing or speech disabilities to communicate over the telephone using text, rather than voice.

Telecoil (T-coil): Telecoils allow audio sources to be transmitted to hearings aids and cochlear implants, which are intended to help the user mitigate the problem of distance to the sound source and filter out background noise. They can be used with telephones, FM systems and infrared systems (with neck loops), and induction loop systems that transmit sound to hearing aids and cochlear implants from public address systems and TVs.

The Individuals with Disabilities Education Act (IDEA): was first passed in 1975. At that time, it was called the Education for All Handicapped Children Act. Is a federal law that allows students with disabilities to get the education they need to thrive.The law ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs.

Appendix 02: Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers,

I am conducting a study about "Difficulties of the Algerian Deaf and Hard of Hearing Pupils in Learning English". I need your valuable information in the subject matter which I hope this attached questionnaire would fulfill it. The purpose of the study is to know whether D/HH pupils are able to acquire spoken foreign languages. In addition to explore how teaching approach and method used by D/HH teachers in classes affects the pupil's achievement when learning foreign languages. Thank you in advance for your cooperation.

<u>**Questionnaire**</u>

<u>**Section one**</u>: General Information

Gender: Male ☐   Female ☐

Age:

Level:

Degree:

<u>**Section One**</u>: Teaching Process

1. Have you performed your studies in the center of special needs?

Yes ☐   No ☐

If no please mention where have you studied?

………………………………………………………………………………

2. Is teaching deaf and hard of hearing pupils your first choice?

Yes ☐   No ☐

3. How long have you been teaching English for deaf and hard of hearing pupils?

…………. Years

4. Do you master sign language?

Yes ☐   No ☐

5. Do you face (as a teacher of D/HH pupils) difficulties when teaching EFL?

Yes ☐   No ☐

What kind of difficulties? …………………………………………………………………

6. Do you think that your pupils like English courses?

Yes ☐   No ☐

7. How is your D/HH pupils' level in English?

| Very good | Good | Average | Weak |

8. Do your D/HH pupils:

a. Usually understand and express ideas by speaking and listening. ☐

b. Usually understand and express ideas through signing. ☐

c. Usually speak and sign at the same time. ☐

9. Which of these methods do you use when teaching English to your D/HH pupils?

a. Visual- literacy pproach ☐

b. Communicative approach ☐

c. Observation study ☐

d. Others ☐

……………………………………………………………………………………………

10. Do you use assistive devices in your class?

| Yes | No | Sometimes |

11. Do you see your D/HH pupils as bilinguals?

| Yes | No | Not sure |

12. Do you think that the authorities take into consideration deaf and hard of hearing pupils in the educational process?

Yes ☐   No ☐

Explain

....

....

Pupils' Questionnaire

Dear pupils,

The main objective of this questionnaire is to know whether deaf and hard of hearing pupils (D/HH) are able to acquire spoken foreign languages. The information collected from this questionnaire will be confidential and it will be used for research purpose only. Thank you in advance for your cooperation.

<u>Questionnaire</u>

Age: ....

Gender: female ☖ ☐ / male ☖ ☐

Grade: ....

Degree of hearing loss:

Mild	Moderate	Moderately Severe	Severe	Profound

1. Do you use:

a. Hearing aids ☐

b. Cochlear Implant/s ☐

c. Both ☐

d. None ☐

2. How do you communicate with hearing people?

a. Sign only ☐

b. Talk only ☐

c. Sign and Talk ☐

3. Do you like English language?

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a. I like it 　 ☐

b. Neither like nor dislike 　 ☐

c. I hate it 　 ☐

4. Would you learn English language, if it was not an obligatory subject?

Yes 　 No

5. Do you use English language outside of the classroom? (E.g. travelling, internet, films)

Yes 　 No

-If yes: when ………………………………………………………………..

-**How do you feel when using English?**

Happy 　 Neutral

6. Do you think that the knowledge of English language is important?

Yes 　 No

Why? ………………………………………………………………