

ENGLISH AS A FOREIGN LANGUAGE  
FOR DEAF AND HARD OF HEARING  
PERSONS – CHALLENGES AND  
STRATEGIES

EDITED BY  
EWA DOMAGAŁA-ZYŚK AND EDIT H. KONTRA

Cambridge Scholars Publishing 2016

Reviewed by  
Prof. Elana Ochse  
University of Torino, Torino  
Prof. Katarzyna Karpińska-Szaj  
Adam Mickiewicz University, Poznań

Copyright: Ewa Domagala-Zyśk, Edit Kontra &  
Contributors.

ISBN 978-1-4438-9534-7

# TABLE OF CONTENTS

## Introduction

Oral communication and intelligibility in deaf speech

*Nuzha Moritz* p.11

The use of cued speech to support development of language skills in English language instruction for deaf and hard of hearing students

*Anna Podlewska* p.25

Experiences in teaching English to deaf and severely hard-of-hearing pupils in Norway

*Patricia Pritchard* p.43

Monolingual, bilingual, trilingual? Using different languages in an EFL class for the D/deaf

*Joanna Falkowska* p.57

Foreign language teachers at schools for Deaf and hard-of-hearing students

*Katalin Piniel, Edit H. Kontra and Kata Csizér* p.75

Teaching English to deaf and hard-of-hearing students in Serbia: a personal account

*Iva Urdarević* p.93

Challenges of reading comprehension development of deaf learners in the foreign language classroom: putting theory into practice

*Jitka Sedláčková* p.111

Teaching vocabulary strategies in EFL classes for deaf and hard of hearing students

*Ewa Domagala-Zyśk* p.135

Visualizing - the most effective way to teach ESL to Deaf and hard of hearing

*Beata Gulati* p.155

Immersion in the English language for deaf classes

*Anna Nabialek* p.171

Lesson content modifications: how to adapt ESL teaching strategies to the special needs of deaf and hard-of-hearing students

*Monika Malec* p.185

## CHAPTER EIGHT

# VOCABULARY TEACHING STRATEGIES IN ENGLISH AS A FOREIGN LANGUAGE CLASSES FOR DEAF AND HARD-OF-HEARING STUDENTS

**Ewa Domagała-Zyśk**  
**John Paul II Catholic University of Lublin, Poland**

### **1 Introduction**

In the methodology of teaching foreign languages to deaf and hard-of-hearing (D/HH) students (surdo-glottodidactics) usually general teaching and learning strategies are used and regarded as effective. These strategies are varied and depend upon the student and teacher's characteristics and preferences, the dominant teaching approach within the institution or contemporary methodological trends. This tendency is an adequate one, and there are actually no special methods or strategies of teaching and learning that should be used exclusively with the group of D/HH learners. On the other hand, we cannot presume that foreign language teaching should not be in any way modified in classes for D/HH students as this would mean denying this group a proper educational support. The general methodological approach and teaching strategies should be carefully and extensively *modified and adapted* into teaching techniques, activities and classroom materials so as to meet the specific needs of this group. In the field of surdo-glottodidactics, there still exists a shortage of such methodological modified ideas, techniques and materials that might be used and shared by the teachers of D/HH students. Therefore there is an urgent need for publications presenting particular methodological solutions and methodological empirical studies.

The aim of this chapter is to present D/HH students' achievements and difficulties in learning foreign language vocabulary and a set of valuable teaching and learning strategies that might be used during foreign language classes with this group. The source for the description of the

difficulties and the strategies enlisted is the author's 14-year participatory research in a group of 40 D/HH university students who had been learning English as their foreign language in the years 2000-2014. The program *English for the deaf and hard-of-hearing* was conducted by the author at John Paul II Catholic University of Lublin. All of its participants had a hearing loss of 70 or more decibels, came both from hearing or deaf families and were educated either in mainstream schools or in special institutions for the deaf. None of these demographical characteristics differentiated the groups. Their advances in foreign language learning depended mostly on their personal characteristics: the level of motivation, educational expectations and the ability to structure their learning so as to achieve success. All of them successfully passed their university foreign language exams and reported achieving their personal goals as far as learning a foreign language is concerned.

## **2 Challenges in learning foreign vocabulary by D/HH learners**

When we work with D/HH students it is necessary to remember that their main problem is not only the impossibility or restricted possibility to get access to the audio component of the language but first of all to understand the meaning of the words and expressions. Because of this, learning and teaching a foreign vocabulary is of the utmost significance as it breaks the most annoying barrier that is met in education by the D/HH students.

In his book on EFL methodology Harmer (1991) suggests that when teachers think of learning a new language they usually mean learning the vocabulary and grammar of it. However, it is a commonly known fact that grammar gives language a structure, but vocabulary “provides the vital organs and the flesh” (p. 153). In the past years grammar was regarded as a dominant part of language learning (e.g. in the Grammar Translation Method). Later the significance of vocabulary was commonly stressed in various teaching approaches, alongside with communication abilities and active language use in different social contexts (e.g. communicative approach or direct learning method). Today learning vocabulary no longer means learning a set of words by heart (as it used to be), but learning it by negotiating the meaning in group work, guessing the meaning from the context, learning new words not only systematically, but also incidentally.

In such a context a basis question may arise: What does it mean to *know* a word? Wallace (1982) suggests that this process is complicated

and means that the student: 1. Recognizes the spoken and written form of a word; 2. Associates it with a certain object or word content; 3. Uses it in a proper grammatical form; 4. Pronounces it in an intelligible way; 5. Writes it correctly; 6. Uses it in a suitable context; 7. Is aware of its connotations and collocations; 8. Uses it in correctly constructed collocations with other words. This kind of language learning perception was described thoroughly in the lexical approach promoted by Lewis (1997). According to the principles of this trend vocabulary is prized over grammar and it is presumed that an important part of learning a language consist of being able to understand and produce lexical phrases. Lewis postulated that students should learn such lexical chunks as they make a large part of everyday discourse. Later the researchers added that in order to achieve the vocabulary competence it is not enough to understand the meaning of the word just from the context, but to get to know the word on the phonological, morphological, semantic and syntactic levels (cf. Almela, Sanchez 2007, Harmon, Hedrick & Wood 2005).

Deaf and hard-of-hearing students usually have some problems in learning foreign vocabulary (Domagała-Zyśk, 2009, 2013a) and this is mainly connected with their difficulties in mastering their national spoken language. Having a restricted repertoire of words in their national language they have to fight for every single word in their own and other languages. The majority of D/HH children (about 95%) are born in hearing families and are usually advised to learn the language of their parents. Not having a full and unrestricted access to speech they do not acquire new words, but they *are taught* them. This results in a poorer vocabulary and mistakes in matching the words to their full meaning (making mistakes of narrowing or widening the meaning of the words, Krakowiak 2012). Psycholinguistic studies show that D/HH children who possess the same level of intellectual potential as their hearing peers usually get lower results in vocabulary tests (cf. Lederberg 2005; Lederberg, Prezbindowski & Spencer, 2000), smaller repertoire of vocabulary (Ouellet, Le Normand & Cohen 2001), especially words used rarely (McEvoy, Marschark & Nelson 1999) and difficulties in fluency of vocabulary memory operations (Marschark & Everhart 1999). This applies to children of any age and manifests itself as reading and writing difficulties during their school years. At the same time, learning foreign vocabulary is regarded by the students as a relatively easy part of a foreign language course (cf. Domagała-Zyśk, 2013a). This can be explained by an observation that in the process of learning a foreign language D/HH learners usually repeat the stages of learning vocabulary in their national spoken language. This fact might have important motivational significance

and serve as an incentive to master vocabulary in both national and foreign languages.

## **2.1 Learning the written or the oral form of words?**

D/HH students usually rely rather on writing than on speaking or listening. They usually learn to read and write early (sometimes as early as at the age of 3-4, see Cieszyńska, 2001) and use these skills as the main means of learning about the world and communicating with it (cf. Albertini & Schley 2005). Speech, speech-reading and listening are means of communication in native languages only for a part of D/HH persons. To be useful, these means of communication need special external conditions: good visibility, good quality of the interlocutor's speech and no background distractions. These conditions are not easily met, especially in mainstream classrooms and difficult to achieve in everyday spontaneous communication. As a consequence, D/HH students studying foreign languages learn first of all to recognize the written form of a word. They rarely have the chance to match it with the spoken form. It often happens that if a D/HH student knows a written word and then comes across a spoken form of a word he learned, he is not aware that these are two different forms of the same word and treats them as two separate lexical items. Such a situation creates numerous problems. First of all, as many linguists argue (cf. Blamey, 2003; Krakowiak 2012; LaSasso, Crain & Leybaert 2011; Leybaert, 2000) the spoken form is naturally the first one that has to be met and acquired by a student to learn and know how to use the word. If a student meets only the written form, it usually means he sees it in a formal written context. Not having the possibility to use this new word in real dialogues, exchanges and conversations, the students tend to *learn about the language but not the language*.

It is clear that students whose preferred means of communication is sign language do not learn the spoken form of a foreign language (Domagała-Zyśk, 2013c). The goal of D/HH students with no or limited residual hearing is thus usually to learn to read and write in a foreign language. Researchers and language teachers e.g. in Norway (cf. Pritchard, 2013) argue for the benefits of introducing BSL first as this enables them both to fulfil the foreign language requirements at school and gives a real and empowering possibility of communication with D/HH people from abroad. Still, for majority of D/HH students the written form of the word is the basic form of the lexical item that has to be learnt. Writing is usually the D/HH students' strength and the teaching process should be based on this. D/HH students present good visual memory skills (cf. Domagała-

Zyśk, 2013a; Emmorey, Kosslyn & Bellugi, 1993; Todman & Cowdy, 1993) and it is a good prognosis for success in memorizing the written form of new lexical items. The process of visual memorization can be supported by using different visual forms like pictures, photos, tables, charts, diagrams and other such aids. Using technological devices, such as social networks, online forums or chats as an element of a FL lesson structure can be also an effective tool (Domagała-Zyśk, 2013d)

While deciding about the answer for the question posed as a title of this paragraph it should be stressed that the teacher's role is to provide for the students *the opportunity* to get accustomed to both the written and oral form of the word—only if it is manageable and wanted by a student. It might be possible first of all when the teacher uses clear lip-speaking. Today the majority of persons with hearing loss use speech and speech reading techniques for communication with the hearing society. Consequently, we have no right to limit their education and use only the written form of a foreign language. If it is not possible for the student to recognize the words by lip-speaking, we can use different technological tools to present oral forms of a language. Some teaching programs provide a set of free texts in the form of clear speech (e.g. SignOne! and SignOnOne, cf. Dotter, 2008). These short films can be watched by the students thus helping them to learn the shape of the word and to recognize it more easily in everyday communication. Regular technological materials prepared for teaching in mainstream groups are also a great help, especially in the forms of tape-scripts added to regular audio or video dialogues. The important thing is that the tape-scripts are not printed on the last page of the course book, but are presented on the computer screen in real time—so the students can listen to a conversation but at the same time—see the texts with the spoken phrases highlighted the moment they are spoken. Thanks to this, the student not only gets to know the vocabulary, but also to know when, in which circumstances and in conversation with whom certain lexical items can be used. Such teaching is multi-sensory in its nature and this helps to learn effectively. The student not only reads the material (as it used to be with the traditional printed tape-scripts), but also watches people using certain structures, gets some access to them speaking, observes the people's behaviour, learns the words and expressions and associates them logically with certain objects or word contexts.

## **2.2 Learning the grammar of the vocabulary**

In order to know the lexical item it is indispensable to know what are the correct grammar forms of a certain word. Grammar is difficult for majority of D/HH students in their national language. Those who are educated in their national language or within a framework of bilingualism are sometimes really exhausted as they have been learning different rules and exceptions. It is really difficult for them to sort the things out. Such students are de-motivated to learning a foreign language well, and try to learn only the basics, so as to communicate quickly and in simple language, even if it is not correct. They do not express the need to master the language and it stops their achievement level.

In order to support the students one must take care in presenting the vocabulary not only in its basic form, but also in the true diversity of the language. In other words, not only the breadth of vocabulary knowledge, i.e. the quantity of words learners know, but also its depth, i.e. the quality of their vocabulary knowledge (cf. Paribakht & Wesche, 1996). Mastering the quality of their vocabulary knowledge D/HH students need time and individualized support. The more real-life contexts and practical exercises in using the foreign language as a means of real communication, the better are the students' results. This statement can be supported by achievements of my D/HH students participating in EFL classes in 2000-2012. Oral and written English production of EFL classes participants shows diversity of English structures used (good quality of vocabulary knowledge) and richness of their vocabulary (cf. Domagała-Zyśk, 2013b, pp. 176-177).

## **2.3 Word pronunciation**

By pronouncing the word aloud correctly the students have one more channel to learn and revise vocabulary. D/HH persons who prefer to use sign language in communication usually do not learn pronunciation of either their national and consequently foreign languages. However, the majority of students with hearing loss nowadays use speech to some extent and they want also to learn to pronounce new words (Domagała-Zyśk, 2001; 2003, 2013a).

It is natural that D/HH students' pronunciation might not be ideal, but we do not have any right to forbid them to try to master it to the extent they are able to master it. Students' unclear pronunciation should not discourage the teachers from practicing the vocabulary aloud with them. If a person is stuttering or experiencing a speech disorder, nobody even thinks of discouraging them to use their national language. Surely, it would be inhuman to ask somebody not to speak because it made

somebody feel “uncomfortable” –and such situations are reported by our students. The same rule should be applied to the D/HH students.

D/HH persons do not hear their own voice or hear it imperfectly and they are also not able to control their own voice. As a result it is not possible for them to assess whether they are pronouncing a word correctly or not, which means the D/HH students have less possibility to revise and exercise their vocabulary. However, if they wish to speak a foreign language, they have every right to do so and to get the teacher’s support for learning the correct pronunciation. Also this desire is frequently expressed by the D/HH student themselves: they want to speak a foreign language and wish to be taught this. In Domagała-Zysk’s (2013a) research, out of a group of 35 university students with severe and profound hearing loss, 28 persons (80%) wished to use speech in communication in English as a foreign language. D/HH students represent different levels of speech intelligibility. What is important is to try to cooperate with their speech therapists and to discuss which sounds could be improved by exercise and which could not as a result of a certain medical condition.

In mastering the pronunciation of words, the cued speech method can serve as a very useful tool (cf. Podlewska, this volume). The cues were adjusted to several languages (e.g. French–Le Langage Parle Completé (LPC) or Spanish–La Palabra Complementada (LPC) and thus may serve in learning foreign languages. The main idea of cued speech is to show with a hand shape and a hand position those language elements which are not well visible on the lips–e.g. words like *baba*, *papa*, *mama* look the same, but if we speak them with different handshapes for *m,p,b*–it is possible to read on the lips which word was spoken. Podlewska (2013) suggests that while getting to know a new word, especially if it is an important one and used regularly, it is advisable to prepare *sound grids*. This is a visual way of presenting a written form of a word, the number of its syllables, consonants and vowels and also the way it is pronounced with the use of cues. Such analysis helps the student to get to know better the structure of a given word and the rules for its pronunciation.

## **2.4 Contexts, connotations, collocations**

Learning a new word means also that the student is able to use the word in an appropriate context. This may create a problem for the D/HH persons, as their language experience is usually narrower than that of their hearing peers. They are physically not able to use effectively hearing aids or CI and participate in conversations for so many hours as the hearing

persons can. If they use a sign language, their communication activities are restricted to a smaller than wanted circle of relatives or colleagues. All this means that even knowing the words they may have problems in using them in a proper social and cultural context. The same difficulties are usually met while using the words in correct connotations and construct collocations with other words.

Foreign language classes have a special meaning: when we learn a foreign language we have to learn about some social, cultural or natural phenomena (e.g. *famine, women's rights, suffragettes, the Berlin Wall, shift work, hippopotamus' adoption*). To speak about them using a foreign language one has to know them and to be able to name them in their native language. It is not always like that and D/HH students during their foreign language classes not only learn the foreign names of these phenomena, but get to know about them for the first time in their life.

D/HH students have a narrower vocabulary in their national language and very often do not understand some vocabulary contexts used during foreign language classes (Domagała-Zysk, 2006). This slows down the teaching process but for the students it creates a chance to get to know words and expressions they had no chance to learn in their national language.

## 2.5 Hearing vocabulary in classes for D/HH students

There is a certain type of vocabulary that is especially difficult for D/HH students. It was noticed as early as in the 1970s (Heinen, Cobb, & Pollard, 1976/1993) and observed during my classes with D/HH students (Domagała-Zyśk, 2009). These are the words connected with auditory sensations. It is well known that if we know a certain part of reality, we can quickly understand the vocabulary used to describe it and use it fluently. When somebody likes music and listens to it regularly, words like *transpose, triplet* or *andante* are well known to him. D/HH persons learning any phonic language have to acquire and use words that are completely *unrealistic* to them and it is really hard work to get their right meaning. These kinds of words were grouped by Domagała-Zyśk (2009) into six categories and include: 1. Words and expressions describing a person's voice: *scream, cry, hum, whisper, to say sweetly, to say softly, to shout cheerfully, ask anxiously, say calmly*; 2. Animals' voices: *miaow, squeak, bark, roar, chirp*; 3. Natural sounds: *rumble of thunder, echo, blowing wind, falling rain*; 4. Social events or situations where auditory element is a dominant one: *auditions, gold record, number one hit*; 5. Music words: *play the flute, sing, hum, buzz, croon, twitter, zoom*; 6.

Background noises: *car brakes screeching, a siren wailing, to click, a tap dripping, a clock ticking, knocking, a doorbell ringing.*

Topics about music, music programs on TV and favourite singers have a well-established position in all language courses. Listening to music is definitely a natural activity of a vast number of young learners and they like sharing their opinions on this topics. For our D/HH learners these create a certain problem: for majority of them music is an unapproachable and alien world, though some of them try to download music and try to get the flavour of it. A lot of new cochlear implants users write on their blogs that not being able to listen to music and sharing this passion with their peers was for them a serious source of depression and alienation and they perceive the possibility of enjoying music after implantation as one of the most important assets of CI.

While discussing music and listening topics with D/HH learners the teacher should be very sensitive to their individual needs. Some of the students overtly refuse to learn about listening and music and do not wish to touch these topics—they would prefer omitting this vocabulary. Others like being treated as majority of FL students and sharing their views on these topics. They want to work out the meaning of the words and try to learn to distinguish them. For some of them FL classes create a possibility to incorporate these words into their internal vocabulary as they did not have a chance to learn it earlier in their national language. In each case the teacher should take into account the fact that in FL classes for the D/HH users music and listening vocabulary forms a group of “sensitive” vocabulary that has to be touched with deep understanding of the life situation of the students.

### **3 Strategies of learning and teaching foreign vocabulary**

In achieving success in foreign language learning, it is important to use effective strategies. Oxford (1992/1993) explains that they are “specific actions, behaviours, steps or techniques that students use to improve their skills in the language they are learning” (p. 18). Thanks to these strategies, the process of learning a foreign language becomes easier, quicker, more independent, joyful and effective. Learning strategies are inseparably connected with teaching strategies (Laurillard, 2002): that is why it is reasonable to inspect and describe them together, as *learning and teaching strategies*. These strategies should be studied as dynamic phenomena: teachers are often changing their strategies and adjusting them to the students’ abilities and their own preferences. Strategies are not innate, but

they are acquired by the students, so they have to be presented by the teacher and the students must be encouraged to try them. This means that students during their education are faced with a series of strategies and they are usually exploring and accepting some of them for further use.

All these strategies might be applied and serve well in the process of teaching and learning foreign languages to D/HH persons. Nevertheless, for this group of students, it is worth to use some specialist strategies that may make this process even more effective and joyful.

### 3.1 Vocabulary Personalization

The first of them is Vocabulary Personalization. D/HH students should be made aware that while learning a foreign language they should personalize their foreign vocabulary and learn those words and expressions which they are sure will be useful to them. Of course, each foreign language course has its own rules and teaching cannot always be personalized to its maximum (there are tests, exams and different formal objectives to be met). At the same time when students are personally motivated to learn a certain set of vocabulary that they see as their personal goal, they are able to do it much more effectively. A technique that might be supportive in this process is *Personal Vocabulary Journal*, PVJ (Wood, 2001). Students are asked to prepare their own dictionaries consisting of those words which they want to know and which are not taught in the course. The words can be connected with a sport practised by the student, his temporary job requirements, last holiday experience, local Deaf Culture events etc.

As it was mentioned before, in teaching a foreign language, we must understand well the fact that oral languages are usually not *acquired* by the DHH individuals—they *are taught* every single word of it. It is not possible for them to pick up words spontaneously while listening to music, to the radio, overhearing the conversations, dialogues or quarrels. They pick up words during school classes, speech therapy classes and meaningful conversations with their carers. In such circumstances the vocabulary repertoire might be incomplete therefore the first task of a foreign language teacher is to check if the student understands in his native language the vocabulary that he plans to teach. While learning a foreign language it often appears that even adolescents do not know the particular vocabulary and they need explanation (in our classes for university students these were words such as *aerosol, fiord, couscous, greenhouse effect, lagoon, irritation, conclusion, shift, nephew, bossy, breeze, night owl, full lips*, Domagała-Zysk, 2013a, p. 199). Students for

whom sign language is their preferred means of communication usually also need some explanation here as the meaning of words in oral languages do not always match their meaning in sign language—sometimes a particular sign might have several oral synonyms, sometimes the oral and sign meanings differ as to the word's precise connotation. In this sense a foreign language class has an added value—it creates a chance to revise and extend the student's vocabulary in his first spoken language

Vocabulary personalization also means that the teacher has to choose such a set of vocabulary as would be most appropriate to the student. It should be as far as possible connected with the student's everyday experiences, his hobbies and interests. The vocabulary to be taught should be divided into a set of significant, indispensable words and those that are used much more rarely and thus they are not so necessary in regular communication. Those words that are classified as significant have to be regularly revised and used in different contexts (cf. McEvoy, Marschark & Nelson, 1999). DHH students do not only have problems with acquiring new words, but also in remembering them, as—once again—their chances to rehearse them spontaneously are scarce. DHH persons usually learn foreign languages only during the FL class, so they need more formal occasions to practice foreign vocabulary than their hearing peers who can use it spontaneously in different contexts. In the FL learning process it is very important to appreciate the students' efforts to use a foreign language for everyday regular communication. When they need and want to speak about their personal experiences it is much more motivating for them to ask their teacher for a new vocabulary describing their experience and thus learn new words and expression. Some examples of such personalized statements are enlisted below. They were all produced by D/HH students during English for the deaf and hard-of-hearing classes at KUL. The statements have not been corrected so as to give a real insight into the students' foreign language usage:

*I used to be shy and calm but now I am a little crazy.  
My sister is lazy. I am not lazy. My mother is not lazy. My father is sad,  
hungry, tired.  
My nephew name Bartek. My niece Ola is 12.*

Students usually want to use FL in communication with the teacher since from the very first class they want to greet the teacher in a foreign language and to use it in informing them about different organizational issues. The teacher's task would be to appreciate and encourage such

behaviour as this helps to master the language. Examples of such students' message can be read below:

*Dear Teacher. I cannot come on Monday. I am headache and sore throat. I apologize.*

*I wish you happy Christmas and many health. You and your husband.*

When using the Vocabulary Personalization strategy it is advisable to base it on Vygotski's idea of the zone of proximal development (Vygotsky, 1978). It is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86). For the FL teachers of the D/HH who play the role of enablers (Tatar, 1998) it means they should concentrate not only on the student's abilities, but also on their potential—in a way perceive the student not as he/she is today, but as they may function tomorrow. The teacher should be one step ahead, organizing tasks that are not doable by the students themselves, but which can be performed with the teacher's support. Only then will the teacher's expectations not seem to be too high and at the same time they will be challenging and fruitful.

### **3.2 Vocabulary Emotionalization**

The second strategy might be called Vocabulary Emotionalization. Linguists agree that we remember better those words that were presented to us not only clearly, but also with an emotional component (Kaczmarek, 2001, p.20)—the more moving the learning situation is, the better the vocabulary is memorized. An example of using this technique is shown below. The teacher knows that Paul has strong emotional bonds with his sister and he likes speaking about this relationship. An everyday shopping situation is used to introduce new words: *old-fashioned*, *V-neck sweater* and *turtle-neck sweater*:

*T: Paul, what did you do yesterday?*

*S: Nothing special. I did shopping.*

*T: What did you buy?*

*S: A sweater.*

*T: Did your sister like your sweater?*

*S: (smiling) No, she said it is ugly because people do not wear such sweaters.*

*T: What do you mean—such sweaters?*

*S: (tries to explain in sign language and using gestures that it is a cardigan).*

*T: So your sister thinks cardigans are old-fashioned? Does she like V-neck sweaters or turtle-neck sweaters more (teacher shows photos of different types of sweaters found quickly on the internet)?*

*S: She doesn't like V-neck sweaters and turtle-neck sweaters. She want I wear a shirt and a suit every day.*

It is also very important to create a positive atmosphere as it also supports learning. When the student feels safe, he is more eager to show his full potential. D/HH students usually experience more emotional strain than their peers: they feel frustrated when they are not able to communicate freely, they usually have to fight for their rights and they feel excluded. These emotions also influence their learning capability. Foreign language classes are often taught in small groups and it makes possible to establish a more personal relationship between the student and the teacher. D/HH students like to get to know their teachers. If they learn in a mainstream group they are usually excluded from the peer gossip, so the only way to get information is to ask the teacher directly. Questions like „How old is your daughter?“, or “Have you been born in Lublin?” should therefore be treated not as a sign of nosiness, but a sign of communicative language use—language is learned in order to communicate. When students feel emotionally safe they are motivated to use language; their progress is more dynamic. In the following, classical dialogue a student reversed the roles (with a simple expression *And you?*) as her curiosity was greater than her shyness:

*T: How many brothers and sisters have you got?*

*S: I have one brother.*

*T: What is your brother's name? Where does he work?*

*S: And you? Have you a brother?*

*T: No, I haven't. But I have got three sisters.*

*S: Three sisters?! I haven't got three sisters.*

### **3.3 Word Semantic Analysis**

The next effective strategy is Word Semantic Analysis. Learning vocabulary in a foreign language might be difficult for a D/HH individual because it is not easy to get the exact, precise meaning of a new word or expression. They often commit mistakes of widening or narrowing the meaning of a word (Krakowiak, 1995). While we learn a new language,

we learn at the same time about historical, social, political and natural phenomena. Some of these phenomena might not be known to D/HH individuals. Second language teachers can observe significant gaps not only in vocabulary in a FL but also in the first language of the student. It is a good chance to improve the student's general knowledge and vocabulary.

D/HH students should have more opportunities that are organized by the teacher to practise and revise vocabulary. An important tool here is communication and information technology (cf. Poel & Swanepoel, 2003). Thanks to the Internet and on-line databases it is much easier now—relative to even a few years ago—to find a visual context for new words (it is easy to find a picture of e.g. a tree house or a vending machine) and to practice it with the use of numerous exercises, tests or online courses.

### **3.4 Word Morphological Analysis**

Word Morphological Analysis is the last strategy which I would like to recommend in this chapter. Morphological analysis has a special significance in English, as it has been estimated that more than 40% of new English words are formed with the use of suffixes or prefixes (Algeo, Pyles, 1982). The art of word morphological analysis helps the students to understand the language better and to be able to get the meaning of new words on the basis of knowing their morphological structure. D/HH students are often conscious language users. They have the experience of attending speech therapy classes where they learn the language structure. While learning to read and write they gain thorough knowledge about word formation, paraphrasing and rules of pronunciation. An example of such analysis done during my classes might be chains of words: *care-careful-careless-carelessly-carer*; *wise-wisdom-wisely*; *polite-impolite-politeness-impoliteness*; *politics-policy-political-politician*. This strategy might be especially fruitful with students using cued speech: while cueing they learn to recognize the phonological and morphological structure of words.

## **4 Conclusion**

The aim of this chapter was twofold: 1. To analyse D/HH students' chances and difficulties in learning foreign language vocabulary and 2. To propose a set of effective teaching strategies for foreign language classes

for D/HH students. The main message concerning the issue of foreign vocabulary learning and teaching for the group of D/HH students is that despite many disadvantages (like lower level of national language vocabulary, restricted access to the spoken form of words, difficulties in reaching the exact and precise meaning of the words) D/HH students are able to master their foreign language vocabulary and use it effectively. Four teaching strategies were described and analysed thoroughly: Vocabulary Personalization, Vocabulary Emotionalization, Word Semantic Analysis and Word Morphological Analysis. It is not a closed set but rather a kind of methodological incentive. Using these strategies should help teachers to work out their own creative and effective methodological tools that may motivate their D/HH students and support them in consistent, systematic and successful foreign language learning.

## References

- Albertini, J.A., & Schley, S. (2003). *Writing. Characteristics, instruction and assessment*. In M. Marschark & P.E. Spencer (Eds.), *Oxford handbook of deaf studies, language and education* (pp. 123–135). Oxford: Oxford University Press.
- Algeo, J., & Pyles, T. (1982). *The origins and development of the English language*. New York: Thomas Publication.
- Almela, M., & Sanchez, A. (2007). Words as “lexical units” in learning/teaching vocabulary. *International Journal of English Studies*, 7(2), 21–40.
- Blamey, P.J. (2003). *Development of spoken language by deaf children*. In M. Marschark & P.E. Spencer (Eds.), *Oxford handbook of deaf studies, language and education* (pp. 232–246). New York: Oxford University Press.
- Cieszynska, J. (2001). *Od słowa przeczytanego do wypowiedzianego. Droga nabywania systemu językowego przez dzieci niesłyszące w wieku poniemowlęcym i przedszkolnym* [From a read word to a written word. The way of acquiring a language system by deaf children in preschool age]. Kraków: Wydawnictwo Naukowe AP.
- Domagała-Zyśk, E. (2013a). *Wielojęzyczni. Studenci niesłyszący i słabosłyszący w procesie uczenia się nauczania języków obcych* [Multilingual. Deaf and hard-of-hearing students in the process of learning and teaching foreign languages]. Lublin: Wydawnictwo KUL.
- Domagała-Zyśk, E. (Ed.), (2013b). *English as a foreign language for deaf and hard of hearing persons in Europe*. Lublin: Wydawnictwo KUL.

- Domagała-Zyśk, E. (2013c). *Written English of Polish deaf and hard-of-hearing grammar school students*. In E. Domagała-Zyśk (Ed.), *English as a foreign language for the deaf and hard of hearing persons in Europe* (pp. 163–180). Lublin: Wydawnictwo KUL.
- Domagała-Zyśk, E. (2013d). *Using technology to teach English as a foreign language to the deaf and hard-of-hearing*. In E. Vilar Beltran, Ch. Abbott & J. Jones (Eds.), *Inclusive language education and digital technology* (pp. 84–102). Bristol, London, Toronto: Multilingual Matters.
- Domagała-Zyśk, E. (2009). *Trudności osób niesłyszących w nabywaniu słownictwa w języku obcym i sposoby przewyżczenia tych trudności*. In M. Dycht & L. Marszałek (Eds.), *Dylematy (nie)pełności – rozważania na marginesie studiów kulturowo-społecznych* (pp. 223–236). Warszawa: Wydawnictwo Salezjańskie.
- Domagała-Zyśk, E. (2006). *Edukacyjne i terapeutyczne wartości lektoratu języka angielskiego dla studentów niesłyszących*. In K. Krakowiak & A. Dziurda-Multan (Ed.), *Przekraczanie barier w wychowaniu osób z uszkodzeniami słuchu* (pp. 423–432). Lublin: Wydawnictwo KUL.
- Domagała-Zyśk, E. (2003). *Nauczanie języka angielskiego studentów z uszkodzonym narządem słuchu*. *Audiofonologia* XXIII, 127–136.
- Domagała-Zyśk, E. (2001). *O uczeniu języka angielskiego uczniów z uszkodzeniem słuchu*. *Języki Obce w Szkole*, 7, 106–110.
- Dotter, F. (2008). *Deaf sign language users: Still a challenge*. In C.J. Kellett Bidoli, & E. Ochse, *English in International Deaf Communication* (pp. 97–121). Bern: Peter Lang.
- Emmorey, K., Kosslyn, S., & Bellugi, U. (1993). Visual imagery and visual-spatial language: enhanced imagery abilities in deaf and hearing ASL signers. *Cognition*, 46, 139–181.
- Harmer, J. (1991). *The practice of English language teaching*. London and New York: Longman.
- Harmon, J.M., Hedrick, W.B., & Wood, K.D. (2005). Research on vocabulary instruction in the content areas: implications for struggling readers. *Reading & Writing Quarterly*, 21, 261–280.
- Heinen, J.R.K., Cobb, I., & Pollard, J.W. (1976/1993). Word imagery modalities and learning in the deaf and hard of hearing. *The Journal of Psychology*, 93, 191–195.
- Kaczmarek, B.L. (2001). Psychospołeczne aspekty porozumiewania się. *Języki Obce w Szkole* 7, 5–11.
- Krakowiak K. (1995). *Fonogesty jako narzędzie formowania języka dzieci z uszkodzonym słuchem*. [Cued speech as a tool of forming language of

- hearing impaired children]. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej.
- Krakowiak, K. (2012). *Dar języka* [The gift of language]. Lublin: Wydawnictwo KUL.
- LaSasso, C.J., Crain, K.L., & Leybaert, J. (2011). *Cued Speech and Cued Language for deaf and hard-of-hearing children*. San Diego-Oxford-Brisbane: Plural Publishing.
- Laurillard, D. (2002). *Rethinking university teaching. A conversational framework for the effective use of learning technologies*. London: Routledge.
- Lederberg, A.R. (2005). *Expressing meaning: From communicative intent to building a lexicon*. In M. Marschark & P.E. Spencer (Eds.), *Oxford handbook of deaf studies, language and education* (pp. 247–260). Oxford: Oxford University Press.
- Lederberg, A.R., Prezbindowski, A.K., & Spencer, P.E. (2000). Word-learning skills of deaf pre-schoolers: the development of novel mapping and rapid word-learning strategies. *Child Development*, 71(6), 1571–1585.
- Lewis, M. (Ed.) (1997). *Implementing the Lexical Approach*. Hove: Language Teaching Publications.
- Leybaert, J. (2000). Phonology acquired through the eyes and spelling in deaf children. *Journal of Experimental Child Psychology*, 75, 291–318.
- Marschark, M., & Everhart, V.S. (1999). Problem solving by deaf and hard-of-hearing children. Twenty questions. *Deafness and Education International*, 1, 63–79.
- McEvoy C., Marschark M., & Nelson D.L. (1999). Comparing the mental lexicons of deaf and hearing individuals. *Journal of Educational Psychology*, 91, 1–9.
- Ouellet, C., Le Normand, M.-T., & Cohen, C. (2001). Language evolution in children with cochlear implants. *Brain and Cognition*, 46(1-2), 231–235.
- Oxford R. (1992/1993). Language learning strategies in a nutshell: Update and ESL suggestions. *TESOL Journal*, 2, 18-22.
- Paribakht, T.S., & Wesche, M. (1996). Enhancing vocabulary acquisition through reading: Ahierarchy of text-related exercise types. *Canadian Modern Language Review*, 52, 155–178.
- Podlewska, A. (2013). *The use of Cued Speech within an empirically-based approach to teaching English as a foreign language to hard-of-hearing students*. In E. Domagała-Zyśk (Ed.), *English as a foreign*

- language for deaf and hard of hearing persons in Europe* (pp. 181–196). Lublin: Wydawnictwo KUL.
- Poel, K., & Swanepoel, P. (2003). Theoretical and methodological pluralism in designing effective lexical support for CALL. *Computer Assisted Language Learning*, 16(1-2), 173–211.
- Pritchard, P. (2013). Teaching of English to Deaf and severely hard of hearing pupils in Norway. In E. Domagała-Zyśk *English as a foreign language for deaf and hard of hearing persons in Europe State of the art and future challenges* (pp. 113-134). Lublin: Wydawnictwo KUL.
- SignOn! English for Deaf sign language users on the Internet. Retrieved from <http://www.acm5.com/signon3/Netscape/index.html>
- SignOnOne. Beginners' English for the Deaf. Retrieved from <http://acm5.com/signonone>.
- Tatar, M. (1998). Teachers as significant others: gender differences in secondary school pupils' perception. *British Journal of Educational Psychology*, 68, 217–227.
- Todman, J., & Cowdy, N. (1993). Processing of visual action codes by deaf and hearing children. *Language and Cognitive Processes*, 9, 129–141.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wallace, M.J. (1982). *Practical language teaching: Teaching vocabulary*. London: Heinemann Educational Books Ltd.
- Wood, K.D. (2001). *Literacy strategies across the subject areas*. Boston: Allyn & Bacon.