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CAIRO UNIVERSITY
INSTITUTE OF EDUCATIONAL STUDIES
DEPT. OF CURRICULUM & INSTRUCTION

A SUGGESTED STRATEGY BASED ON USING GRAPHIC ORGANIZER TO DEVELOP VOCABULARY FOR DEAF STUDENTS

A Thesis

Submitted for the M.A. Degree in Education (TEFL)

By

Elham Sweilem Ahmed Desouky

Supervised By

DR. MOSTAFA ABD EL-SAMIE MOHAMMED

*Prof. Curriculum and
Instruction Dept.
Institute of Educational Studies
Cairo University*

DR.
FATMA SADEK MOHAMMAD

*Prof. Curriculum and
Instruction Dept.
Benha Faculty of Education
Benha University*

DR.
KHALED EL-RASHEDY

*Lecturer., Curriculum and
Instruction Dept.
Institute of Educational Studies
Cairo University*

2006

Acknowledgements

My sincere thanks and gratitude are extended to professor **DR. MOSTAFA ABD EL-SAMIE** *my supervisor, who offered generously time, and guidance the researcher thanks his patience, kindness and tireless assistance during the progress of the study.*

I would like to express my deepest thanks to professor **DR. FATMA SADEK MOHAMMED** *my supervisor, who offered generously time, and guidance the researcher thanks her patience, kindness and tireless assistance during the progress of the study.*

My sincere thanks and gratitude are extended to **DR. KHALED El-RASHEDY** *my supervisor, who offered generously time, and guidance the researcher thanks his patience, kindness and tireless assistance during the progress of the study.*

I am also grateful to the institute and staff members at the Dept. of curricula and methods of teaching.

My sincere thanks and gratitude are extended to my dear family, my father, my sister Sawsan, my brothers Mohammed, and Ahmed for their continuous support and encouragement.

My deepest thanks and love go to my mother who encouraged me to continue with my research.

My deepest thanks and love go to my daughters Sama and Sandy.

Finally, I like to gratefully send my sincere thanks and gratitude to all people who helped, advised and encouraged me during the study.

ABSTRACT

This study aims at designing a strategy for teaching vocabulary to deaf students in the eighth grade. The strategy was designed in a way that overcomes the defects of the book "Hello" which is being taught to both the hearing and the deaf students, and at the same time, a strategy that suits deaf students' abilities and satisfies their needs. The study also aims at finding out the effectiveness of the proposed strategy by teaching eight lessons and administering an achievement test in order to determine the effect of teaching the lessons on deaf students' achievement.

The sample for the study was 26 deaf students in the eighth grade in El- Amal institute, Benha. The sample consisted of male and female students.

The instruments used are, the teacher's manual, and achievement test. Since deaf children depend in learning mainly on their sight. The researcher, during the teaching process, used many kinds of graphic organizers, such as family tree, concept map, 5 square vocabulary sheet.....etc.

THE PROBLEM OF THE STUDY

1.1.Introduction

Language is a uniquely human activity. It is looked up on as   a means of communication and interaction among individuals. It is used as a vehicle for communicating meanings and messages *Mahmoud (1991)*. *Yalden (1985: 43)* said that "Language is seen therefore, as essentially a function of society, serving an interpersonal role, and making each speaker a member of speech community through its use" thus communication is the first function and ultimate purpose of language. *Valette (1973: 407)*, stated that communication is the ability to understand what one hears or reads and "The ability to express oneself in speaking and writing so, it means receiving as well as producing messages either written or spoken", because language is concerned with developing the learners ability to take part in the process of communicating.

The importance of foreign language learning has increased, as people's need to communicate increased. So, English language teaching has a great interest all over the world as it is considered the worlds, first language by

which communication can be achieved. Communication is the heart of English language learning and part of learning process at the same time *(Mohamoud, 1991 P. 14)*.

English language teaching for deaf students has the same importance as for normals because deaf students are inseparable and integrated part of society *(Abd- El-Nabi, 2001: 2)*.

Ghoneem, (2000 P. 10) stressed that in Egypt, learning English language is a must for the hearing students and the deaf students as well. The English language is integrated in almost every profession. The deaf students needs to know and understand the English language to help him adjust successfully in the society. On the other hand, being able to learn the English language and use it in situations helps the deaf child to have confidence in his/her abilities. The deaf child needs to feel good about himself and form a positive self- concept.

The goal of language instruction for deaf students is to provide them with a learning environment rich in opportunities to use the language for meaningful interaction with others, for reading and writing as well as signing and receiving signs. According to *Schirmer (1994 P. 30)* "deaf children are not cognitively or linguistically deficient. An

environment abundant with linguistic experiences will enable them to figure out the underlying rules of the target language" (p. 30). In other words, using different kinds of media and instructional programs could be a useful way for creating such environment.

For the deaf person, learning depends, mainly, on his sight. He lost the sense of hearing and is unable to use or develop the listening or the speaking skills. Deafness is either pre-lingual or post-lingual. The first kind means that the deaf person is born deaf and in this case, he is unable to learn any sound. The post-lingual deafness means that the person becomes deaf after birth. In this case, he has the chance of learning how to speak or at least learning some sounds. On the other hand, deafness does not always mean complete hearing disability. There are degrees of hearing loss; mind, moderate, severe, and profound *Ghoneem, (1997 P.4).*

From early age onwards, language teaching to deaf students seems to proceed rather by limited use of the sign language, by trial and error, and much less by corrective feedback. Progress is slow and the activities used concentrate on uninteresting details, all of which is

unattractive and unrelated to deaf students' lives and interests **Ghoneem (2000 P. 8)**.

According to **Devilliers, (1992 P. 25),** deaf students' progress is slower in the field of foreign language teaching. The differences between the student's mother-tongue and the foreign language necessitate more efforts, support, and concern. Children with hearing-impairment need large amounts of individual attention in order to cope with the demands of the curriculum. With the pressure of large classes and the necessity of covering the whole curriculum in a certain amount of time, such individual attention can not be available.

There are two main methods used for teaching English as a foreign language to deaf students. **Bunch's work (1987 P.20)** is representative of the first method which believes that deaf students learn English as a foreign language by a comparing and a contrasting their utterances in the Sign language and English. The advocates of this method are influenced by contrastive analysis and grammar-translation approaches. But, this method neglects the fact that what is acceptable in the Sign language may not be acceptable in English. For example, the count features of Sign language and English are different. This difference will