



Practice – based - Pedagogies to Magnify Early Career Special Education Teachers for Teaching English as Second Language to Pupils with Hearing Impairment in Classroom

Context: A Survey Study of the Punjab, Pakistan

Dr. Muhammad Nazir¹, Dr. Hina Hadayat Ali² & Dr. Khaliq Hussain³

¹ Lecturer Special Education, Department of Special Education, University of Education, Lahore, Faisalabad Campus, Pakistan Email: muhammad.nazir@ue.edu.pk

² Assistant Professor/Coordinator, Department of Special Education, University of Education, Lahore, Faisalabad Campus, Pakistan Email: hina.hadayat@ue.edu.pk

³ Assistant Professor, Department of Education, Riphah International University, Faisalabad Campus, Pakistan Email: khaliqhussain6767@gmail.com

Abstract

Pupils with hearing impairment find it difficult to learn like their hearing peers, so they need specific strategies for learning. During this study, it was aimed to find out evidence-based pedagogies for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. This research was primarily a descriptive study in its nature. Research population was included the special education teachers teaching presently children with loss of hearing in the special education department of the Punjab. Sample of study comprised of randomly chosen sixty special education teachers. Data was collected through a self-developed questionnaire based on five Likert scale. Descriptive statistics and inferential statistics helped the researcher to interpret the results. It was revealed that there was no significant difference ($p>0.05$) in the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan on the basis of gender, designation, qualification, experience and locality. The researchers recommended that new strategies and methods need to be designed for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan involving modern technological tools and language based needs of the students.

Keywords

Hearing Impairment, Practice-Based-Pedagogies, English Language Skills, Special Education Teachers, Elementary Level.

Introduction

The English curriculum emphasizes the teaching of four language skills including the writing, reading, speaking, and listening. All pupils are expected to learn enough spoken and written English as part of the English curriculum so that they could communicate clearly, on their own, and in their daily lives. Additionally, pupils should develop language proficiency to have a successful communication, information exchange, and sharing their stance in an effective and comprehensible manner in English. For pupils with hearing impairment, the English curricula in both secondary and primary schools have been modified. Since hearing parents make up 95% of deaf children, language development doesn't begin until the child enters school. This is true whether the language was spoken or signed. A child's ability to reason effectively and logically, which is crucial for composition language, is facilitated by early language development (Callon, 2000).

Language learning in deaf pupils with special needs was those who, under specific circumstances and circumstances, were different from the majority of other pupils of their age, which causes them to face learning issues. As a result, such students require special education service in a segregated setup / special school which tries to special needs of these children (Mayer and Lowenbraun, 1990). Pupils who were deaf typically struggle with their articulation and have hearing difficulties that make it difficult for them to understand information conveyed through sounds. As a result, the pupils found it difficult to understand most of the teacher's material. Thence, compared pupils with normal hearing, pupils with loss of hearing would usually have some problems throughout the teaching and learning processes, predominantly when it came to fully grasping the subject. They therefore require special education teachers who could effectively convey the information in light of their deafness.

According to Chomsky (2019), infants are born with a language acquisition device that helps them acquire their linguistic skills. Chomsky suggested that this gadget was the reason why no one truly understands how language is taught. As a tool that supports people's innate language learning, this device was worn from birth (Xu, 2018). The children can process input and produce phrases on their own with the aid of their language acquisition gadget after feeding it information including children who were deaf and also born with the language acquisition tool. However, they were unable to hear or access any sound-based information. They had less input for the language acquisition tool than youngsters who don't have this problem with language development, who had more input (Hadi et al., 2019).

In contrast to pupils without disabilities, pupils with disabilities had less input for the language acquisition device to process, which results in a reduced ability to speak phrases and a slower development of language. Deaf children's linguistic traits differ significantly from those of children without impairments because of this, and the language can occasionally be difficult to understand. Frequently, the only input a deaf youngster can comprehend was spoken or signed language (Adoyo, 2002). Deaf pupils probably need extra time to comprehend the material during the learning process in school. To aid them in the process of learning in the classroom, it was important to learn about and comprehend their nature or qualities (Herring and Woolsey, 2020; Adi, 2017). Consequently, teaching the deaf is difficult for a teacher (Patrick, 2017). Deaf and hearing impaired pupils "tend to be visual pupils, and this is problematic in a setting where much vital information was conveyed entirely by word of mouth (Enns, 2006; Adoyo, 2002). When adjusting to a student's conduct or disability, the instructor must take great care (Luckner & Handley, 2008). An instructor could use a cue, such as a touch on the shoulder or a wave, to call the attention of deaf pupils before the classroom begins. To maintain the attention of deaf children, a teacher must speak clearly and naturally without overdoing the lip or hand movements. The teacher must face the pupils and refrain from assuming a front (Wolbers, 2008).

Pupils who have hearing difficulties might not understand the term "hearing impaired." Given the difficulties deaf pupils confront, it is difficult for a teacher to teach English to deaf pupils. A teacher must take great care to adjust to the needs or behaviors of the children with hearing impairment. Based on the above mentioned background, the problem statement of the study was the practice-based-pedagogies used by teachers for teaching English as second language to pupils with hearing impairment at elementary level in Punjab, Pakistan. To fully understand the problem, regarding the practice-based-pedagogies used by Elementary school English teachers of hearing impaired pupils, the current research will be valuable for stakeholders, including schools, teachers, parents, and child rights advocacy groups. Teachers will find the results of the current study useful in understanding how hearing impaired pupils learn English at Elementary school. Future researcher tackling analytical and experimental issues at diverse educational levels and types will find the study's conclusions helpful as well.

Objectives of the study

The objectives of the study were to:

1. To determine the respondents' demographic characteristics.
2. To inquire the new insights of the phenomenon of the study.
3. To identify practice-based-pedagogies used by special education teachers to teach English language skills to pupils with hearing impairment in English classroom.

4. To give suggestions and recommendations pertaining to practice-based-pedagogies used by special education teachers to teach English language skills to pupils with hearing impairment in English classroom.

Research Questions

The study was conducted to find answers to the following questions:

1. What are the respondents' demographic characteristics?
2. What are the new insights of the phenomenon of the study?
3. What are the practice-based-pedagogies used by special education teachers to teach English language skills to pupils with hearing impairment in English classroom?
4. What are the suggestions and recommendations pertaining to practice-based-pedagogies used by special education teachers to teach English language skills to pupils with hearing impairment in English classroom?

Literature Review

Murphy and Dodd (2010) emphasized that everyone, especially those who were disabled, should pay close attention to their education. However, it can be stimulating for people with disabilities to select the ideal informational organization based on their unique preferences and abilities. It occurred because there was a cap on the number of services that can accommodate people with disabilities. It differs from the crucial goal of instruction, which was to help pupils develop the knowledge and abilities they need to regain their lifetime brilliance.

According to a report Cawthon (2001), pupils with special needs were those who, under specific circumstances, were different from the majority of pupils their age and had learning challenges. As a result, they required special education in a special school that makes an effort to meet their unique demands. Safder et al. (2012) defined "pupils with special needs" as either children without identified conditions but in need of specialized services, supports, or monitoring, or children with identified disabilities, health issues, or conditions of mental health which need intervention at the early stage including services of special education, or various other type of specialized interventions. Deaf students often have trouble pronouncing words correctly and have hearing problems, which makes it hard for them to comprehend what is being spoken to them through noises. This made it difficult for the pupils to understand much of the teacher's information. As a result, deaf pupils typically encounter some difficulties during the teaching and learning processes, particularly when it comes to comprehending the content in its entirety as opposed to hearing pupils. Due to their deafness, they therefore require special education teachers who can effectively convey the information. According to Khawaja (2019), it has been discovered that babies are born with a language acquisition device, or LAD, which was an innate capacity for language learning. This gadget, according to Chomsky, was the reason why no one truly understands how language was taught. This gadget, which aids with language acquisition naturally, is worn from birth.

Maxwell (1985) looked into that teaching English is the "transmission" of information from teacher to student regarding considering how English was the major foreign language taught in schools, or is it the creation of environments that allow pupils to learn on their own in ways that are nevertheless mechanical and routine-driven? According to Khwaja (2019), researcher view instruction as an exercise ingroup coordination. Teaching is a form of art. It is necessities not just having a thorough comprehension of the fundamental concepts of instruction, but having the abilities required to effectively and artistically impart this knowledge to pupils while also encouraging their own creativity. Children are significantly more successful than adults in learning a second language and do it with ease.

Turkestani and Omar (2022) emphasized when variables that were important in given education to pupils with hearing impairment are recognized, research has demonstrated that language development was important to a child's learning of literacy (Ayub, 2021). Children who were deaf, children who acquire language in various ways, children who suffer hearing loss depending on the family setting. According to Safna (2021), children need environments that were linguistically diverse in order to learned sign languages. Approximately 80% of deaf pupils in the United States attend public schools, at a setting where other people could hear (Domagała-Zysk, 2018). The learning of both their first and second languages for deaf is very crucial. Their progress in reading affects how well they do in school. The participants made note of the growing importance of understanding other languages, particularly English, as a result of the expansion of international communication (Fiorini &

Manzini, 2018). English is one of the more widespread languages used as a means of international communication. It has gained widespread acceptance among people worldwide and, as a result, has emerged as a means of communication. Bunyi and Nafukho (2013) outlined everyone has access to the global language. Including cultural, even for applied research, from the expert to the private Children can start to learn English at an early age (Khasawneh, 2021). English as a language is currently an obligatory subject in Indonesia for Indonesian pupils in elementary and middle schools (Andersson and Hagnebo, 2003). Additionally, English was 1a required course in every tertiary department. Consequently, it was.

Ogada et al. (2012) identified that despite their restrictions, teachers must nevertheless motivate children with special needs to attain their academic goals. According to Moore & Turnbull (2021), teachers should consider the restrictions of pupils who have hearing impairments as a distinctive pattern of their characteristics rather than as a deficit. More experts must focus their efforts on identifying and developing these children's strengths. According to Peralta and Alvarez (2021), however, in order to plan engaging lessons for pupils and teenagers with hearing impairments, teachers must be familiar with their traits, requirements, and skills. This supports the earlier statement.

Khasawneh (2021) looked into those Pupils who have hearing impairments and regular pupils both learn English in unique ways. It can be a little difficult for hearing impaired pupils to learn English because they frequently show considerable delays in phoneme production, vocabulary growth, and grammar (Cawthon, 2001). Pupils who were hearing impaired pupils cannot partially perceive sounds, whereas pupils who were hearing impaired pupils can; this may limit their capacity to read because the sounds they cannot comprehend have a limited vocabulary. According to Hallberg and Carlsson (1991), deaf and hearing impaired pupils "tend to be visual pupils," which was difficult in a context where much important information was provided solely through word of mouth, i.e., through Oyewumi. It means that children who have hearing loss prefer to learn through visual materials like images, videos, and other items that could be seen. Pupils who have hearing impairments may find this circumstance difficult because a lot of the crucial information was openly spoken. According to Wilson et al. (1998), the "transmission" of information about English as a "language" that is utilized as a source of foreign language in schools was one way that English was taught. Or it was the creation of environments that allow pupils to learn on their own in ways that were effective.

Podlewska (2011) explained that widespread belief did not distinguish between new-borns and toddlers (4–6 years old), which came before children (12–13 years old), and the complete range of ages in between. For a variety of reasons, children between the ages of six and twelve usually had extreme difficulty picking up a second language. Children who have hearing loss exhibit low language abilities compared to their peers who may also have hearing impairments, according to research by Banjara (2011). Youngsters with hearing loss therefore required different language development approaches than hearing children.

Molapisi and Modiba (2023) illustrated that children typically display the following traits, according to research: (1) their fundamental concepts are formed; (2) they can tell fact from fiction; (3) they can articulate their likes and dislikes; (4) those who have just developed a perception of fairness in what occurs in the classroom and start to question the teacher's judgments. Nisak et al. (2019) asserts that pupils have a lot of potential for delight as one of their traits. Usually, people were engrossed in the action and want to keep having fun while doing it. They were not always aware that they are acquiring a language. They also had a great need to communicate, which motivates them to learn new languages. According to Douglas (2011) effectively teaching the children differs from effectively teaching adults. Intellectual development was one of five aspects that could support a practical approach to teaching youngsters (Dewi et al., 2019). Children (up to the age of roughly 11) were still in an intellectual stage of what Paige called "concrete processes," therefore we must take this into consideration. Secondly, a reaction period to keep their interest and attention, young children need to be taught using a range of activities. A teacher must be dynamic, engaging, and passionate about the material as well. It was noted that the visual and aural techniques that are normally suited for a classroom setting should be well beyond what the activities attempt to achieve.

Research Methodology

Research Design: Holton and Burnett (2005) defined the research design as it was the preplanning of situations in terms of collection as well as analysis of data in such a way that it aims to acquired

relevant data for the desired study. In quantitative research, study aims to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs were either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study only sets up relationships between variables. The research was descriptive in nature. Survey design was used to explore the practice-based-pedagogies used by teachers for teaching English as second language to pupils with hearing impairment at elementary level in Punjab, Pakistan.

Research Population: Target population comprises of a large group of people having same characteristics. It contains a set or collection of all possible observation whether finite or infinite relevant to some characteristics of interest (Szklo, 1998). At least one single characteristics of interest must be shared by population. All teachers (teaching pupils with hearing impairment) employed in Govt. Special Education Schools of Division Faisalabad were the population of study. Researcher found that there were 38 special education institutes with 314 teachers working in Special Education department Faisalabad.

Sample and Sampling Technique: The sample of study was taken from the special education educators teaching the pupils with hearing impairment in the schools of Division Faisalabad. Sample of the present study comprised of 60 special education teachers who have experience of teaching hearing impaired children in special education schools. A sample selection is a method of choosing a large number of participants. Sample of study was selected using simple random sampling. Sampling technique is a method used to select representatives from the whole population which could be difficult to handle being in large number.

Table 1

Demography of Teachers

Demographic variables	F	%
Gender of Teachers		
Male Teachers	31	51.3
Female Teachers	29	48.7
Designation of Teachers		
Senior Special education teachers	25	43.7
Junior Special education teachers	35	56.3
Qualification of Teachers		
Under Graduate	39	65.0
Post Graduate	21	35.0
Experience of Teachers		
05-14 Years	33	52.7
15-24 Years	27	47.3
Locality of Teachers		
Urban	26	44.0
Rural	34	56.0
Age of Teachers		
16-20 Years	1	1.7
21-25 Years	3	5.0
26-30 Years	19	31.7
31-35 Years	14	23.3
36-40 Years	17	28.3
41-45 Years	4	6.7
46-50 Years	1	1.7
51-60 Years	1	1.7

Research Instrument: A questionnaire is a tool for collecting information from the human beings/respondents. Questionnaire consisted of questions/statements that ask the respondents to provide the required information (Linderholm & Broek, 2011). Five point Likert scale was used which is considered a good way to obtain research information and five-point scale provides a range of responses to observe, so it was also used by the researcher to know the range of their responses. The research instrument (questionnaire) was consisted of two parts. In the first part, researcher inquired the demographic data and the second part was containing statements regarding pedagogical practices of teachers. Research instrument was validated by expert opinion from the various faculty members and necessary changes were made accordingly. It was also important to determine reliability

of instrument, therefore SPSS was used to test the reliability of instrument which was found with the help of cronbach alpha value equals to 0.94 which indicated suitability of the questionnaire for the current research. The reliability statistics has been exhibited in succeeding content.

Table 2

Reliability Analysis of the Study Variable (N=60)

Variable	K	M	SD	Range		α
				Actual	Potential	
Practice-based-pedagogies Questionnaire	26	96	20.4	57-123	26-123	0.94

K=No. of items in scale and subscale; M =Mean; SD=Standard Deviation; α= Cronbach’s alpha

Table 2 shows the good reliability of assessment measures to carry out the further analyses.

Data Collection Procedure: Data were collected from teachers through questionnaire. The Likert scale used for questionnaire type questions which is commonly used and involved in research study.

Data Analysis: After the collection of data, the data were tabulated and analyzed with the help of Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequency, percentage, (with valid percentage and cumulative percentage) was used to describe the data.

Results:

Results of the study have been reflected in the tabular form to explore the practice based pedagogies to teach English as a second language to the students with hearing impairment in Pakistan:

Table 3

Statement 1: The teachers of hearing impaired pupils employ "Audio Visual Aids" for English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Yes	15	25.0	25.0	100.0
	Yes	35	58.3	58.3	75.0
	Not Sure	3	5.0	5.0	16.7
	No	7	11.7	11.7	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Audio Visual Aids” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 25% of the respondents responded as Absolutely Yes, 58.3% responded as Yes, 5.0% responded as Not Sure and 11.7% responded as No over the given scale.

Table 4

Statement 2: The teachers of hearing impaired pupils employ "Facial Expression" for English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely yes	38	63.3	63.3	100.0
	Yes	22	36.7	36.7	36.7
	Total	60	100.0	100.0	

This table shows effectiveness of “Facial Expressions” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 63.3% of the respondents responded as Absolutely Yes, whereby 36.7% responded as Yes over the given scale.

Table 5

Statement 3: The teachers of hearing impaired pupils employ "Flip Charts" for teaching English as second language to pupils with hearing impairment at elementary level in Punjab, Pakistan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely yes	18	30.0	30.0	30.0
	Yes	30	50.0	50.0	80.0
	Not Sure	3	5.0	5.0	85.0
	No	9	15.0	15.0	100
	Total	60	100.0	100.0	

This table shows effectiveness of “Flip Charts” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 30% of the respondents responded as Absolutely Yes, 50.0% responded as Yes, 5% responded as Not Sure and 15.0% responded as No over the given scale.

Table 6

Statement 4: The teachers of hearing impaired pupils employ "Sign Language" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	37	61.7	61.7	61.7
	Yes	19	31.7	31.7	93.3
	Not Sure	2	3.3	3.3	96.7
	No	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of "Sign Language" as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 61.7% of the respondents responded as Absolutely Yes, 31.7% responded as Yes, 3.3% responded as Not Sure and 3.3% responded as No over the given scale.

Table 7

Statement 5: The teachers of hearing impaired pupils employ "Play Activities" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	27	45.0	45.0	45.0
	Yes	20	33.3	33.3	78.3
	Not Sure	7	11.7	11.7	90.0
	No	6	10.0	10.0	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of "Play Activities" as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 45.0% of the respondents responded as Absolutely Yes, 33.3% responded as Yes, 11.7% responded as Not Sure and 10.0% responded as No over the given scale.

Table 8

Statement 6: The teachers of hearing impaired pupils employ the "Response Cards" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	23	38.3	38.3	38.3
	Yes	20	33.3	33.3	78.3
	Not Sure	6	10.0	10.0	83.3
	No	7	11.7	11.7	95.0
	Absolutely No	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of "Response Cards" as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 38.3% of the respondents responded as Absolutely Yes, 33.3% responded as Yes, 10.0% responded as Not Sure, 11.7% responded as No and 5.0% responded as Absolutely No over the given scale.

Table 9

Statement 7: The teachers of hearing impaired pupils employ "Peer Tutoring" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	17	28.3	28.3	28.3
	Yes	30	50.0	50.0	78.3
	Not Sure	12	20.0	20.0	98.3
	No	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of "Peer Tutoring" as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 28.3% of the respondents responded as Absolutely Yes, 50.0% responded as Yes, 20.0% responded as Not Sure and 1.7% responded as No over the given scale.

Table 10

Statement 8: The teachers of hearing impaired pupils employ "Lips Reading" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	37	61.7	61.7	61.7
	Yes	20	33.3	33.3	95.0
	Not Sure	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Lips Reading” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 61.7% of the respondents responded as Absolutely Yes, 33.3% responded as Yes and 5% responded as Not Sure over the given scale.

Table 11

Statement 9: The teachers of hearing impaired pupils employ "Presentation" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	21	35.0	35.0	35.0
	Yes	25	41.7	41.7	76.7
	Not Sure	11	18.3	18.3	95.0
	No	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Presentation” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 35% of the respondents responded as Absolutely Yes, 41.7% responded as Yes, 18.3% responded as Not Sure and 5.0% responded as No over the given scale.

Table 12

Statement 10: The teachers of hearing impaired pupils employ "Instructional Models" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely yes	13	21.7	21.7	21.7
	Yes	25	41.7	41.7	63.3
	Not Sure	12	20.0	20.0	83.3
	No	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Instructional Models” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 21.7% of the respondents responded as Absolutely Yes, 41.7% responded as Yes, 20.0% responded as Not Sure and 16.7% responded as No over the given scale.

Table 13

Statement 11: The teachers of hearing impaired pupils employ "Multimedia" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely Yes	25	41.7	41.7	41.7
	Yes	15	25.0	25.0	66.7
	Not Sure	8	13.3	13.3	80.0
	No	10	16.7	16.7	96.7
	Absolutely No	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Multimedia” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 41.7% of the respondents responded as Absolutely Yes, 25.0% responded as Yes, 13.3% responded as Not Sure, 16.7% responded as No and 3.3% as absolutely No over the given scale.

Table 14

Statement 12: The teachers of hearing impaired pupils employ "Picture Description" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely Yes	26	43.3	43.3	43.3
	Yes	28	46.7	46.7	90.0
	Not Sure	4	6.7	6.7	96.7
	No	1	1.7	1.7	98.3
	Absolutely No	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Picture Description” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 43.3% of the respondents responded as Absolutely Yes, 46.7% responded as Yes, 6.7% responded as Not Sure, 1.7% responded as No and 1.7% as absolutely No over the given scale.

Table 15

Statement 13: The teachers of hearing impaired pupils employ "Modern Aids" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely Yes	20	33.3	33.3	33.3
	Yes	26	43.3	43.3	76.7
	Not Sure	5	8.3	8.3	85.0
	No	7	11.7	11.7	96.7
	Absolutely No	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Modern Aids” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 33.3% of the respondents responded as Absolutely Yes, 43.3% responded as Yes, 8.3% responded as Not Sure, 11.7% responded as No and 3.3% as absolutely No over the given scale.

Table 16

Statement 14: The teachers of hearing impaired pupils employ "Written Materials" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely Yes	28	46.7	46.7	46.7
	Yes	28	46.7	46.7	93.3
	Not Sure	2	3.3	3.3	96.7
	No	1	1.7	1.7	98.3
	Absolutely No	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

This table shows effectiveness of “Written Materials” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. 46.7% of the respondents responded as Absolutely Yes, 46.7% responded as Yes, 3.3% responded as Not Sure, 1.7% responded as No and 1.7% as absolutely No over the given scale.

Table 17

Statement 15: The teachers of hearing impaired pupils employ "Modern Teaching Aids" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Absolutely Yes	12	20.0	20.0	20.0
	Yes	27	45.0	45.0	65.0
	Not Sure	12	20.0	20.0	85.0
	No	7	11.7	11.7	96.7
	Absolutely No	1	1.7	1.7	98.3
	Total	60	100.0	100.0	

This table shows effectiveness of “Modern Teaching Aids” as practice-based-pedagogy utilized by special educators in English teaching as second language to pupils with loss of hearing at

elementary level in Punjab, Pakistan. 20.0% of the respondents responded as Absolutely Yes, 45.0% responded as Yes, 20.0% responded as Not Sure, 11.7% responded as No and 1.7% as absolutely No over the given scale.

Table 18

Summary of strategies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan

Sr. No	Practice-based-pedagogies for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan	Percentage
1	The teachers of hearing impaired pupils employ "Audio Visual Aids" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	71.1%
2	The teachers of hearing impaired pupils employ their "Facial Expressions" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	72.2%
3	The teachers of hearing impaired pupils employ "Flip Charts" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	74.3%
4	The teachers of hearing impaired pupils employ "Sign Language" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	73.0%
5	The teachers of hearing impaired pupils employ "Play Activities" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	80.1%
6	The teachers of hearing impaired pupils employ the "Response Cards" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	66.2%
7	The teachers of hearing impaired pupils employ "Peer Tutoring" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	51.66%
8	The teachers of hearing impaired pupils employ "Lips Reading" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	84.4%
9	The teachers of hearing impaired pupils employ "Presentations" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	79.3%
10	The teachers of hearing impaired pupils employ "Instructional Models" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	65.4%
11	The teachers of hearing impaired pupils employ "Multimedia" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	89.9%
12	The teachers of hearing impaired pupils employ "Picture Description" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	82.1%
13	The teachers of hearing impaired pupils employ "Modern Technical Tools" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	91.3%
14	The teachers of hearing impaired pupils employ "Written Materials" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	86.4%
15	The teachers of hearing impaired pupils employ "Modern Teaching Aids" for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan.	95.3%

Table 18 demonstrates that “modern teaching aids” for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan, are very helpful and their proper and effective use brings positive change in language acquisition skills of the pupils with hearing impairment. It was evident from data analysed above that Modern Teaching Aids, Modern Technical Tools, and effective use of Multimedia for English teaching as second language were found to be very crucial at elementary level for language development of children with hearing loss. Whereby Peer

Tutoring, Instructional Models and Response Cards were used by the teachers are a minimal level for English teaching as a second language to the children with hearing loss at elementary level in Pakistan.

Table 19

Independent samples t-test was applied to compare the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan on the basis of their gender.

Gender	N	Mean	S.D	df	t	p
Male	31	3.45	0.678	58	0.118	0.521
Female	29	3.56	0.891			

Table 19 reveals that there is no significant difference ($p > 0.05$) in the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan language skills to pupils with hearing impairment based on gender.

Table 20

Independent samples t-test comparing the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan on the basis of designation.

Designation	N	Mean	S.D	df	t	p
Senior Special education teachers	25	3.87	0.521	58	0.783	0.122
Junior Special education teachers	35	3.95	0.449			

Table 20 reveals that there is no significant difference ($p > .05$) in the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan language skills to pupils with hearing impairment based on designation.

Table 21

Independent samples t-test comparing the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan on the basis of qualification.

Qualification	N	Mean	S.D	df	t	p
Under Graduate	39	3.56	0.573	58	0.885	0.106
Post Graduate	21	3.67	0.871			

Table 21 reveals that there is no significant difference ($p > .05$) in the practice-based-pedagogies used by special education teaching English language skills to pupils with hearing impairment based on basis of qualification.

Table 22

Independent samples t-test comparing the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan on the basis of experience.

Experience	N	Mean	S.D	df	t	p
05-14	33	3.91	0.591	58	0.783	0.297
15-24	27	3.84	0.781			

Table 22 reveals that there is no significant difference ($p > .05$) in the practice-based-pedagogies used by special education teaching English language skills to pupils with hearing impairment based on experience.

Table 23

Independent samples t-test comparing the practice-based-pedagogies used by special education teachers for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan based on their locality.

Locality	N	Mean	S.D	df	t	p
Urban	26	3.98	0.876	58	0.981	0.326
Rural	34	3.93	0.910			

Table 23 reveals that there is no significant difference ($p > .05$) in the practice-based-pedagogies used by special education teaching English language skills to pupils with hearing impairment based on their locality.

Discussion

The study was carried out to investigate the Practice-based-pedagogies used by teachers of Hearing impaired pupils children for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan at the Elementary Level. A questionnaire survey was administered, and the results were evaluated. Based on the opinions of 60 teachers, it was determined that current methods in Pakistan are adequate. Almost 35% teachers are agreeing with the statement of Audio Visual Aids that practice-based-pedagogies for English are directly related to academic achievement among the hearing impaired. 61% teachers are agreeing that Sign Language is directly related to academic achievement among the hearing impaired pupils. Only 46.7% teachers agreeing that Written Materials are valid for teaching English as second language to pupils with loss of hearing at elementary level in Punjab, Pakistan. Almost, 61.7% teachers agreeing that pupils of HI use lips reading. 45% teachers agreeing that teachers of HIC have difficulties using in the Modern Teaching Aids. 50% teachers agreeing that peer tutoring is valid. According to research by Reza and Khalid (2017) those children who have hearing loss exhibit low language abilities compared to their peers.

Almost 63.3% teachers are agreeing with the statement of Facial expressions that practice-based-pedagogies for English are directly related to academic achievement among the HI. Almost 31.7% teachers are agreeing with the statement of Flip Charts that practice-based-pedagogies for English are directly related to academic achievement among the hearing impaired. Almost 46.7% teachers are agreeing with the statement of Activities that practice-based-pedagogies for English are directly related to academic achievement among the hearing impaired. Almost 38.3% teachers are agreeing with the statement of Response Cards that practice-based-pedagogies for English are directly related to academic achievement among the hearing impaired. According to Brunello and Rocco (2017) deaf and hearing impaired pupils pupils tent to visual learner which is difficult in a context. As a result, teachers of deaf pupils must be familiar with various practice-based-pedagogies as a foundational topic.

Conclusion

Teaching English skills is a major activity in the English classroom. Special education teachers should have command over various instructional pedagogies to teach English language skills to pupils with hearing impairment. “Modern teaching aids” is very effective to be used to teach English language by the teacher to implement in their English class. Pupils can understand easily if a teacher uses “modern teaching aids” because this method enhances the receptive and expressive language skills of the students with hearing impairment. It encourages the pupils engagement through frequent opportunities to respond, practice, and feedback aligned with literacy resources.

Suggestions and Recommendations

Based on the findings of the study, the researcher made the following suggestions and recommendations:

1. Special education teachers should focus on preparing and delivering their lectures via Power Point slides and games; flash educational games; Lesson relayed on radio through satellites; lessons on TV relayed by certain TV channels; English language CDs and DVDs, projectors; interactive whiteboards also called smart boards etc.
2. Special education teachers should concern about learning resources, education supplies & toys for making teaching learning process successful.
3. English literacy resources should be available and implemented in true spirit.

Limitations

The following were the limitations of the study:

1. Time constraint was the limitation of the study.
2. Access to respondents was limited to the province of Punjab.
3. Cultural bias was a problem in data collection.
4. Limited knowledge on practice-based-pedagogies was also hindred the study.

Delimitations

The following were the delimitations of the study:

1. The study's sample size was small.
2. The random sampling technique was employed.
3. The researcher devised her own research tool to collect data.
4. As a result, the findings may be generalized over a narrow segment of population.

Ethical Considerations

The research adheres to the ethical principles in order to protect the dignity, rights and welfare of research participants.

Conflict of Interest

There is no conflict of interest.

Funding, Authors' Contribution

There is no funding agency to support financially. Author contributed to carry the research out to disseminate its results.

Acknowledgements

The researcher is thankful to the special education teachers for providing data to run the study and reach the conclusions later on.

References

- Adi, S. S., Unsiah, F., & Fadhilah, D. (2017). Teaching special pupils: English lessons for deaf Pupils in Indonesian special junior high schools. *International Journal of Education and Research*, 5(12), 121-136.
- Adoyo, P. O. (2002). *Emergent approaches towards sign bilingualism in deaf education in Kenya*. A report on the Nyaweri HIV/AIDS Awareness Project of the Deaf in Kenya.
- Andersson, G., & Hagnebo, C. (2003). Hearing impairment, coping strategies, and anxiety sensitivity. *Journal of Clinical Psychology in Medical Settings*, 10, 35-39.
- Ayub, S. (2021). *Obstacles Faced by Pupils with Disabilities in Colleges due to the Lack of Inclusive Educational Frameworks in Pakistan*. [Dissertation of M.Ed, Flinders University]
- Banjara, A. (2011). *Techniques of teaching vocabulary to hearing impaired children* (Doctoral dissertation, Department of English Education).
- Callan, D. E., Kent, R. D., Guenther, F. H., & Vorperian, H. K. (2000). An auditory-feedback-based neural network model of speech production that is robust to developmental changes in the size and shape of the articulatory system. *Journal of speech, language, and hearing research*, 43(3), 721-736.
- Cawthon, S. W. (2001). Practice-based-pedagogies in inclusive classroom with deaf pupils. *Journal of deaf studies and deaf education*, 6(3), 212-225.
- Dewi, A. A., Yawisah, U., & Siregar, S. (2019). Teaching English to children with hearing impairment: a case study in special school. *Pedagogy: Journal of English language skills Teaching*, 7(1), 10-19.
- Domagała-Zyśk, E. (2018). Adapting English as a Foreign Language classrooms to the needs of pupils with hearing impairments in early elementary education. *Szkola Specjalna*, 79, 12-20.
- Douglas, M. (2011). Teaching children with hearing impairment to listen and speak when the home language is not English. *Perspectives on Hearing and Hearing Disorders in Childhood*, 21(1), 20-30.
- Enns, C. J. (2006). A language and literacy framework for bilingual deaf education. *Faculty of Education University of Manitoba Winnipeg, MB R3T 2N2, Canada*.
- Fiorini, M. L. S., & Manzini, E. J. (2018). Strategies of Physical Education teachers to promote the participation of pupils with hearing impairment in classrooms. *Revista Brasileira de Educação Especial*, 24, 183-198.
- Hadi, F. N., Wahyuni, D. S., & Sulistyawati, H. (2019). Teacher's Strategies in Teaching English for the Hearing-Impaired Pupils. *English Education*, 7(2), 264-271.
- Hallberg, L. R. M., & Carlsson, S. G. (1991). A qualitative study of strategies for managing a hearing impairment. *British journal of audiology*, 25(3), 201-211.
- Herring, T. J., & Woolsey, M. L. (2020). Three suggested practice-based-pedagogies for pupils who are deaf or hard of hearing. *Support for Learning*, 35(3), 346-358.
- Holton, E. F., & Burnett, M. F. (2005). The basics of quantitative research. *Research in organizations: Foundations and methods of inquiry*, 29-44.
- Khasawneh, M. A. S. (2021). Problems Teaching English to Deaf Pupils. *Indonesian Journal of Creative Counseling*, 1(2), 32-42.

- Khawaja, A. (2019). *Occupation and Displacement of Palestinian Multilinguals: Language Emotional Perception, Language Practice, and Language Experiences in Palestine and in the Diaspora*. University of South Florida.
- Luckner, J. L., & Handley, C. M. (2008). A summary of the reading comprehension research Undertaken with pupils who are deaf or hard of hearing. *American annals of the deaf*, 153(1), 6-36.
- Maxwell, M. (1985). Some functions and uses of literacy in the deaf community. *Language in Society*, 14(2), 205-221.
- Mayer, P., & Lowenbraun, S. (1990). Total communication use among elementary teachers of Hearing impaired pupils children. *American Annals of the Deaf*, 135(3), 257-263.
- Molapisi, G., & Modiba, M. (2023). Teaching English to Pupils with Hearing Disabilities: Challenges of Inclusion. *Journal of Educational Studies*, 22(1), 102-120.
- Moore, P., & Turnbull, B. (2021). Emergent bilingualism in foreign language education. In *Research Questions in Language Education and Applied Linguistics* (pp. 195-199). Springer, Cham.
- Mpofu, J., & Chimhenga, S. (2013). Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School. *Journal of Research & Method in Education*, 2(1), 69-74.
- Murphy, J., & Dodd, B. (2010). A diagnostic challenge: Language difficulties and hearing impairment in a secondary-school student from a non-English-speaking background. *Child Language Teaching and Ther*
- Nisak, C., Samad, I. A., & Silviiyanti, T. M. (2019). Teacher's Strategies in Teaching English for Pupils of Hearing Disorder. *Research in English and Education Journal*, 4(1), 39-48.
- Ogada, R., Oracha, P., Kochung, E. J., & Matu, P. M. (2012). Strategies used in teaching English composition to pupils with hearing impairment in Nyanza. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), 638-645.
- Patrick, C. (2017). Strategies Used in Teaching Written English language skills to pupils with Hearing Impairment: A case of Njia Special School in Meru County, Kenya. *International Journal of Education and Research*, 5(12), 1-14.
- Peralta, F., & Álvarez, C. (2021). Strategies to Teach English Vocabulary to Mexican Young Pupils with Hearing Impairments. *CIEX JOURNAL*, (12), 21-31.
- Podlewska, A. (2011). Educational technology and other learning resources in English language skills instruction for pupils with hearing impairment. In *Proceedings of the conference universal learning design, Brno 2011* (pp. 101-107).
- Safder, M., Akhtar, M., Fatima, G., & Malik, M. (2012). Problems faced by pupils with Hearing-impairment in inclusive education at the university level. *Journal of Research and Reflections in Education*. Vol, 6. Mpofu, J., & Chimhenga, S. (2013). Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School. *Journal of Research & Method in Education*, 2(1), 69-74.
- Safna, O. (2021). *English Teacher's Strategy In Teaching Concrete Nouns To Hearing Impairment Pupils* (Doctoral dissertation, UIN Ar-Raniry).
- Szklo, M. (1998). Population-based cohort studies. *Epidemiologic reviews*, 20(1), 81-90.
- Turkestani, D., & Omar, M. H. (2022). The Effect of Feedback on Written Expression Skills among High School Deaf Pupils. *International Journal for Research in Education*, 46(1), 79-111. *Research in Education*, 46(1), 79-111.
- Wilson, J., Hickson, L., & Worrall, L. (1998). Use of communication strategies by adults with hearing impairment. *Asia Pacific Journal of Speech, Language and Hearing*, 3(1), 29-42.
- Wolbers, K. A. (2008). Strategic and Interactive Writing Instruction (SIWI): Apprenticing deaf pupils in the construction of English text. *ITL-International Journal of Applied Linguistics*, 156(1), 299-326.
- Xu, B. (2018). Using New Media in Teaching English Reading and Writing for Hearing Impaired Pupils-Taking Leshan Special Education School as an Example. *Theory and Practice in Language Studies*, 8(6), 588-594.