

A BOOK REVIEW: ENGLISH AS A FOREIGN LANGUAGE FOR DEAF AND HARD OF HEARING LEARNERS

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Resensi Buku: Bahasa Inggris sebagai Bahasa Asing untuk Pelajar Tunarungu dan Sulit Mendengar (Ditulis oleh Ewa Domagała-Zyśk, Nuzha Moritz, and Anna Podlowska)

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ABSTRACT

The content of this book is intended to address difficulties about teaching technique limits and instructor flexibility when teaching English as a Foreign Language (EFL) to DHH students. This book focuses on conceptual overviews of the importance of inclusive English learning for all students, especially DHH pupils. The authors give two parts of primary research reports on the use of various English learning strategies for DHH learners in diverse circumstances, as well as theoretical studies on approaches to learning strategies appropriate for DHH learners from various perspectives. The initial chapter in this book examines comprehensive input strategies and treatments, including a review of the principles and theories that serve as the foundation for language learning for students with special needs. In the second section, the authors present some research findings on the circumstances and outcomes of teaching EFL to DHH learners.

Keywords: Book Review, EFL, Deaf Learners, Hard Hearing Learners

A. INTRODUCTION

The most frequent topics of conversation when studying English are learning techniques and picking up foreign

and second languages (L2). Because their approaches to learning strategies diverge significantly from the typical process of language learning, Deaf and Hard of

Hearing (DHH) learners are one of the learning groups with special needs. The key justification for applying a unique approach to techniques for DHH English learners is that they now have very few options due to physical constraints in hearing loss. This book is intended to address issues with the constraints of teaching methods and the flexibility of teachers when teaching English as a Foreign Language (EFL) to DHH students. This book focuses on conceptual reviews of the significance of inclusive English learning for everyone, including DHH students. The contributors present two parts of primary research reports that cover the application of various English learning strategies for DHH learners in various contexts, as well as theoretical studies on approaches to learning strategies that are appropriate for DHH learners from various perspectives. The first section of this book discusses strategies and interventions for comprehensive input, which includes a review of the ideas and theories that serve as the foundation for language learning for students with exceptional needs. The authors give some research findings on the circumstances and results of teaching EFL to DHH learners in the second section.

B. BRIEF SUMMARY

The first part of the book discusses about sharing ideas and experience of

teaching career as an English teacher of DHH students. The first chapter focuses on identifying these obstacles and difficulties, while the second chapter covers various instructional strategies and activities that support deaf and hard of hearing students' oral communication skills and specially pronunciation techniques. In this chapter, the authors provide the difficulties of DHH students; (1) pronouncing letters and words as they are written, without applying pronunciation rules and habits; (2) using sounds from their national spoken language instead of English sounds, for example, using /s/ or /f/ instead of English /th/; (3) adding unnecessary sounds where a consonant cluster appears (like in the word table); (4) not pronouncing /s/ at the end of words in the plural or 3rd person singular forms; (5) pronouncing the past tense ending /-ed/ in the same way for all words, without differentiating it into its three different pronunciations; and (6) using incorrect stress, rhythm, and intonation patterns. The difficulties mention above as the barriers of DHH students in speaking specially pronunciation.

Cued speech and visual phonics are the most popular techniques. Another visual communication tool used to assist DHH students with speech production, lipreading, and speech recognition is cued speech. According to this subchapter,

additional aids and activities can help DHH students develop their speaking abilities, including the use of digital technology, visual supported listening with digital hearing aids and cochlear implants, developing speech therapy routines, practicing lipreading, speech visualization techniques, speaking with native speakers, and motivation, which is the main factor in enhancing students' willingness to speak English (Surahmat et al., 2023).

Phonic reading as a method for teaching English reading to DHH students is covered in the second chapter. The beginning of this chapter describes the challenges that young DHH students face when learning to read EFL. In order to decode English texts, the focus eventually switches to phonic reading. Readers employ a range of strategies to assist understanding and decipher written content. According to the research, it's important to comprehend how speech sounds are represented in writing in the target language. The chapter describes the phonic reading instruction that students received, which engaged all of their senses. (p. 32).

In addition to the phonic reading strategy, phonological awareness (PA) is one of the main issues affecting English reading learning for DHH students. PA is an awareness that recognizes that a word is a composition of one or more speech

sounds which are then known as phonemes, and understands how to pronounce them (p. 33). In other words, PA includes the ability to pronounce the phonemes one knows. Collaboration between awareness of sound knowledge and pronunciation is a unit in PA that will help DHH students in the process of learning English reading. This ability can be maximized through systemic reading that is well integrated (formal, informal and non-formal learning processes). This ability is considered as a basic-primary input of DHH students and will be effective if it is balanced with teacher intervention through various English reading learning strategies but with phonic reading as the primary strategy.

This book's second section focuses on the context of English instruction for DHH learners in relation to their variety of age levels. A significant point made in this chapter of the book is the importance of individual differences in the setting of age. Different DHH learners learn and acquire foreign languages at different ages. This idea prompts the authors to experiment with applying several EFL learning tactics for DHH learners, look at how these strategies function, and assess the efficacy of all employed strategies. The personalized method is the most efficient one when teaching and studying EFL to DHH learners. With the help of this

method, teachers may determine the degree of deafness of their students and use the appropriate techniques.

C. CRITIQUES

The primary EFL issue for DHH learners, according to this section of the book, also includes their parents. The degree of parental deafness has a significant impact on how well their children learn. Parents play a crucial role in the early language acquisition (LA) of DHH children. The process of learning a language gets simpler for parents whose hearing is normal since they are able to distinguish and pronounce the language that their children are mimicking. The child's LA process, however, will either not exist at all or be substantially impaired if the parents have DHH status. The formal method of learning English at school is greatly influenced by the linguistic experiences that children with DHH have with their parents.

The first context raised and discussed in the second part of this book is teaching EFL to children and adolescents with DHH. The author conducted research on children and adolescents in Hungary by applying several learning methods. From the several methods applied, the writing strategy is the most successful method in achieving English learning. Writing was the student's top choice and was very

popular considering their hearing limitations which made it impossible to learn through sound (listening). Writing skills must of course be based on students' ability to recognize sounds in writing (sound transcripts). It requires teachers to have such skills for assisting with adequate infrastructure. The limitation of this writing method is the lack of supporting infrastructures.

In this book, the EFL procedure for adults with DHH is also covered. Various strategies can be employed in the EFL learning process depending on the barriers. To guarantee that the particular needs of pupils are met, communication with parents must first be established. Second, check to see if the educational setting has the necessary infrastructure to support learning processes (Csizér, K., & Kontra, E. H., 2020). Third, each learner has to receive individualized care based on their level of deafness. In order to establish a natural process, it is also strongly advised to adopt non-formal learning approaches. Finally, teachers must be able to assist adult learners in finding their deaf peers through a variety of events, such as seminars, and foster connections between the communities so that DHH learners can support one another as they learn.

The importance of PA for DHH learners as the primary capital, also known as input, which calls for a diversity of

tactics and teacher intervention at the beginning of the learning process, are the two key concerns discussed in this book. Without PA, it will be challenging for teachers to choose and implement effective learning strategies for DHH students (Domagała-Zyśk, E., & Kontra, E. H., 2016). The introduction, understanding, and ability to replicate word sounds (phonemes) are all part of PA. Without the involvement of parents in the LA process, PA cannot be obtained. When the parents both have DHH, the issue worsens. Therefore, determining parents' deafness is essential for examining students' PA. The context of EFL learning in terms of age range is the second problem. When it comes to learning EFL, children and adolescents and adults differ significantly. If adult learners have deaf peers to foster natural communication, EFL learning will be most effective. Adults will also be more adaptable and willing to sharing their knowledge with other DHH students. Phonics-based reading and writing education is the most effective learning method for all age groups, including children, adolescents, and adults. These two techniques can overcome physical restrictions on sound detection and imitation.. Phonic reading helps the process of recognizing and pronouncing sounds while writing based-instruction

helps in memorizing and understanding the meaning of English.

Based on the main subjects addressed in this book as a contribution, at least two concrete benefits can be provided. First, it aids in systematizing the integration of the EFL learning process for teachers. Only with an individualized approach to each DHH student is this integration of learning feasible. This tailored method also includes the parents of students who take part in their LA process. Parents with normal hearing have a big impact on students' LA processes. Parents with DHH, however, are somewhat constrained in this process. Determining EFL learning techniques and strategies takes learning and early LA information into account. Further, it also enables teachers to build an ecosystem that supports the systematic EFL learning process. In addition to implementing phonic reading and writing based-instruction for children and adolescents, teachers must also build a community and network among DHH people for adults. This will greatly assist the realization of holistic and systemic learning (formal, informal and non-formal settings). Moreover, parents also have a special role in supporting systemic learning like recognizing children's deafness from an early age and intervening LA process (Kang, K. Y., & Scott, J. A., 2021).

D. CONCLUSION

Since it emphasizes the value of an inclusive and equitable EFL learning process for all people, including DHH learners, this book is well worth reading by the general public. This book can serve as a valuable resource when creating curriculum policies for language learning. Communities that are concerned about DHH persons may use a lot of the information in this book as a consideration and a guide when setting up informal educational facilities to aid in a structured EFL learning process.

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