

## **A Conundrum of Teachability and Learnability of Deaf Adult English as Second Language Learners in Pakistani Mainstream Classrooms: Integration or Elimination**

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**Abstract :** Teaching a second language to deaf learners has always been a challenge in Pakistan. Different approaches and strategies have been followed, but they have been resulted into partial or complete failure. The study aims to investigate the language problems faced by adult deaf learners of English as second language in mainstream classrooms. Moreover, the study also determines the factors which are very much involved in language teaching and learning in mainstream classes. To investigate the language problems, data will be collected through writing samples of ten deaf adult learners and ten normal ESL learners of the same class; whereas, observation in inclusive language teaching classrooms and interviews from five ESL teachers in inclusive classes will be conducted to know the factors which are directly or indirectly involved in inclusive language education. Keeping in view this study, qualitative research paradigm will be applied to analyse the corpus. The study figures out that deaf ESL learners face severe language issues such as; odd sentence structures, subject and verb agreement violation, misappropriation of verb forms and tenses as compared to normal ESL learners. The study also predicts that in mainstream classrooms there are multiple factors which are affecting the smoothness of teaching and learning procedure; role of mediator, level of deaf learners, empathy of normal learners towards deaf learners and language teacher's training.

**Keywords :** deaf English language learner, empathy, mainstream classrooms, previous language knowledge of learners, role of mediator, language teachers' training

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