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Abstract

The investigation examined approaches to studying deaf students taking courses by distance learning who preferred to communicate using either sign language or spoken language. In comparison with hearing students, the deaf students obtained higher scores on comprehension learning, surface approach, improvisation and fear of failure. Whilst they obtained higher scores on reproducing orientation, their qualitative responses indicated that this was not because they had been driven to use rote memorisation. In addition, the deaf students seemed just as capable as the hearing students of adopting a meaning orientation. In the specific context of distance education, there were no differences in approaches to studying related to the students' preferred mode of communication. However, communicating by sign language rather than speech had different practical consequences for the students' effective workload. (HRK / Abstract übernommen) John T. E. Richardson, E-mail: john.richardson@brunel.ac.uk