

**Review Form 3**

Journal Name:	<a href="#">Asian Journal of Education and Social Studies</a>
Manuscript Number:	Ms_AJESS_129796
Title of the Manuscript:	LANGUAGE AND LITERACY LEARNING EXPERIENCES OF DEAF STUDENTS IN MULTILINGUAL PRIMARY TEACHER EDUCATION CLASSROOMS IN ZAMBIA: A CASE STUDY OF KITWE COLLEGE OF EDUCATION
Type of the Article	

**PART 1: Comments**

	Reviewer's comment	Author's Feedback <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.</b>		
<b>Is the title of the article suitable? (If not please suggest an alternative title)</b>		
<b>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</b>		
<b>Is the manuscript scientifically, correct? Please write here.</b>		
<b>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</b>		

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<p><b>Is the language/English quality of the article suitable for scholarly communications?</b></p>		
<p><b>Optional/General</b> comments</p>	<p>Review Comments on the Manuscript</p> <p>This manuscript provides valuable insights into the language learning experiences and challenges faced by deaf students in multilingual classrooms, focusing on Kitwe College of Education. The study addresses a critical gap in understanding how curricula designed for hearing students impact the literacy development of deaf learners, particularly in Zambia. The case study approach, involving diverse cohorts and methods such as focus groups, observations, and document reviews, ensures a comprehensive exploration of the issue.</p> <p>The findings are significant, highlighting barriers such as reliance on auditory-based instruction, inconsistent access to sign language interpreters, and challenges in understanding English-based literacy instruction. The emphasis on the value of peer teaching and the role of Zambian Sign Language (ZSL) and visual aids as mitigating strategies is commendable. Additionally, the recommendations for curriculum adaptation, inclusive teaching strategies, and revised educational policies are both practical and relevant.</p> <p>However, the manuscript could benefit from more detailed discussions on a few points. For instance, while stratified purposive sampling was used, the rationale for selecting 15 students could be elaborated to clarify its representativeness. Additionally, greater emphasis on how the thematic analysis was conducted and triangulated with the different data sources would strengthen the methodological rigor. Finally, the discussion section could more explicitly connect findings to existing literature on inclusive education for deaf learners.</p> <p>Overall, this manuscript makes a significant contribution to the field of inclusive education. With minor revisions to methodology and contextual framing, it has the potential to inform meaningful policy and practice improvements.</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>The manuscript addresses an important gap, exploring how curricula designed for hearing students affect deaf learners' literacy development.</li> <li>The case study approach and diverse data collection methods (focus groups, observations, and document reviews) provide a comprehensive perspective.</li> <li>The findings highlight significant challenges (e.g., auditory-based instruction, inconsistent access to interpreters) and offer practical recommendations for curriculum adaptation and policy reforms.</li> </ul> <p><b>Methodology:</b></p> <p>The rationale for selecting 15 students through stratified purposive sampling should be elaborated to clarify its representativeness.</p> <p>Thematic analysis requires more detailed explanation, including how findings were triangulated across data sources.</p> <p><b>Discussion:</b></p> <p>The discussion could be strengthened by explicitly connecting findings to existing literature on inclusive education for deaf learners.</p> <p><b>Overall Contribution:</b></p> <p>The manuscript provides valuable insights and practical recommendations. With minor revisions to the methodology and discussion, it holds potential for significant contributions to inclusive education policy and practice.</p>	

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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

**Reviewer Details:**

Name:	<b>Danveer Gautam</b>
Department, University & Country	<b>Dr. Shakuntala Misra National Rehabilitation University, India</b>