AN ANALYSIS OF LANGUAGE PRACTICES IN INCLUSIVE ENGLISH LANGUAGE CLASSES OF SELECTED SECONDARY SCHOOLS IN CENTRAL PROVINCE

By

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DECLARATION

I, Martha Favour Banda, do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for a degree at this or any other university.

Signed… …

Date… …

DEDICATION

My late mother, Komiwe Phiri and my father Ackani Banda whose support in my academic education has been rent less

This dissertation by Martha Favour Banda is approved as partial fulfillment of the requirements for the award of Master of Education (Applied Linguistics) degree of the University of Zambia.

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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

vii

LIST OF FIGURE

DEFINITION OF CONCEPTS

Deafness: Hearing loss that the individual cannot process spoken language

Hard of hearing: Lesser loss of hearing

America sign language: Language of the minority deaf people in United States of America and Canada. It is a language with its own words and grammar.

Signed English: This is a sign language that parallels the English language.

Finger spelling: This system is made up of an alphabet of 26 hand formed letters that correspond to regular alphabet.

Inclusive classroom: Classes involving the hearing impaired and those who can hear.

Language impairment: An impairment that directly interferes with oneøs language use

Language practices: Refers to language forms (verbal, sign, gesture, gaze, soundí) and communication affordances such as pictures, videos used to communicate

Variation: Refers to the difference in the sign language used.

Sign language: Language which chiefly uses manual communication via gestures

The compatible language: Language that carters for both the hearing and non-hearing pupils

Hearing impaired*:* Pupils or learners who are deaf and cannot comprehend verbal language.

Verbal language: Communication that chiefly relies on voiced sounds.

ABSTRACT

Inclusive education is the type of education that puts all the pupils regardless of their physical or mental disabilities to learn together. For example, the deaf learners put in the same class with the learners who are not deaf. The study aimed at analyzing language practices in selected inclusive education classrooms that have learners with hearing impairments in selected secondary schools of central province. The study was anchored on three objectives as follows: analyze language strategies teachers used when teaching English Language in inclusive classes, asses the nature of interaction between the pupils with hearing impairments and those without hearing impairments and establish challenges that teachers faced when providing instruction to inclusive classrooms. The method used was mixed methods, mainly qualitative and a bit of quantitative data was collected. The design was descriptive employed through face to face interviews, document analysis, focus group discussions and classroom lesson observations. 16 teachers of English Language and 180 pupils who were purposively sampled participated in the study and the findings were analyzed thematically and statistically. The study established that there were various Language Practices that teachers and learners used when teaching/ learning in inclusive classes of the hearing impaired learners and the non-hearing impaired. The Language Practices that were mainly used were simultaneous use of verbal and sign language, use of language interpreters among teachers who did not know sign language, interpretation of sign language to verbal language in a class where teachers could not only use sign language as well as use of pictures and videos to deliver lessons. The nature of nature was such that pupils interacted in class when the teacher was around but did not interact outside where teachers were not present. There was discrimination and abuse of with each other which led to groups avoiding each other. Out of the four schools that the researcher visited, almost all of them complained of lacking adequate teaching/ learning materials and most of the teachers handling classes of sign language upon deployment lacked the knowledge of the standard sign language. The study recommended that more teaching and learning materials for the learners should be availed in Schools that provide these services and that more sensitization should be made to the pupils without hearing impairments so as to lessen stigmatization between the two groups of learners (hearing impaired and non-hearing impaired). Finally, government should put in a deliberate policy to train more teachers of special education on how to use the standard sign language to alleviate the shortages.

Key words: Inclusive Education, Inclusive classroom, Hearing Impaired, English, Teaching

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Simpson and Warner (2010:18) defined Inclusive Education as, õplacing children with disabilities into classes with typically developing peers, as appropriate, and providing them with necessary services and support to enable them benefit from being there. According to Nwokeocha et al (2017), Inclusive education connotes a new system of education whereby able bodied children and those with disabilities study together. Inclusive classroom is therefore a learning environment or a classroom where pupils of different abilities study together without segregation. Inclusive classroom is an educational system that allows special child students to become included in normal classes alongside their peers (Lipsky and Gatner 1996). Additionally, inclusive classroom is the provision of services to students with disabilities, including those with severe impairments. It could also be seen as a place to prepare the special children to participate as a full student to acquire knowledge and skills to contribute to the development of the society through engaging in entrepreneurial practices.

In his summary of inclusive classrooms, Iliya (2017) postulates that an inclusive classroom is one that is based on teaching students with disabilities in a regular classroom rather than in special schools or classroom pull-out locations. He adds that this form of educational system supports inclusive education as it is the most current system of providing education for children with special needs. He quotes Obani (2006) who states that, õinclusive classroom is the acceptance or discrimination into the neighbor-hood school that they should ordinarily attend.ö Iliya clarifies that the implication therefore is that an inclusive classroom should have some adoptions and modification in the regular school in terms of administrative strategies, curriculum, learning materials, infrastructure, personnel and methods of approach in order to accommodate the special learning needs not with their forms of disabilities and difficulties in learning. He further explains that inclusive classroom is an option programme carefully designed to educate special needs learners with diverse needs within the restructured mainstream or school communities. It means that all students in schools according to Iliya (2017) regardless of their strength and weaknesses in any area become part of the school community. It is therefore a place where disabled children and non-disabled

children are placed in the same classroom and school environments where they are taught to play together, communicate without possible labeling and discrimination of any sort. This according to Iliya (2017) means that the students start from early days in life to regard each other as colleagues, understand each other's weaknesses and individual differences as a result, and appreciate one another at their level.

In another definition of inclusive education, Iliya quotes Okuoyibo (2001), õAs means whereby students with disabilities regardless of their nature or severity of their disabilities are put into all planning activities at general education such as school, classroom and surrounding communities. Inclusive education in other words according to Iliya implies that a child should be unconditionally mainstreamed into the regular educational system without regard to nature and severity of his/her disability. From the above definitions, one can safely conclude that what was arrived at is that inclusive education represents a process of addressing and responding to diversity of all learners through increasing participation in learning cultures and communities and of reducing exclusion within education. When all children regardless of their differences are educated together, learning side by side in the same classroom, then inclusion or inclusive education is being practiced. They enjoy field trips and after school activities together. Inclusive education values diversity and unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging.

Including children with special needs involves more than just accepting a child into ones classroom. It involves understanding that child's special needs and how they impact not only in the way that child learns and plays with other children, but also his or her typically developing peers in the classroom. If a programme places a child with special needs in a classroom setting with typically developing peers, yet that child does not interact with the other children or is physically separated from them during activities and lessons, then the justification for inclusion does not exist. Simpson and Warner (2010:18) states, õinclusion cannot be thought of as a place, but rather a practice of fully enabling children to participate actively in that environment.ö

Including children with special needs in childcare and public schools has become common practice in today's society. However, the degree to which children are included varies from

one facility to another. The actual practice of including all children comes with special challenges for both children with special needs and their typically developing peers. In order for these facilities offering inclusive education to see proper benefits, caregivers/teachers have to address these challenges by truly understanding the rationale and impact that inclusion has on the structure of their classrooms. Klein and Eshel (1980:73) states, õFor the teacher facing integrated classroom, the most immediate and problematic aspect is the wide, sometimes extreme, range of abilities it contains.ö Inclusion therefore is not regarded as a place, but rather as a practice of fully enabling all children to participate actively in that environment. For this practice to be achieved successfully, the child with special needs required additional assistance, (Simpson and Warner 2010).

The success of an inclusive programme is heavily weighed on action and attitudes of the teachers in the classroom. The attitudes of teachers on pupils with hearing impairments in inclusive classes may vary. A study by Nwokeocha *et al* (2017) on teachers attitudes towards pupils with hearing impairments revealed that some of the studies have used mainstreaming or integration while others have used the term inclusion. In-spite using different terminologies, they all refer to the same scenario in which a class, school or education system tries to meet the needs of children with special education needs (SEN) as well as that of the ‑normalø children by changing attitudes, behavior, teaching methods, curricular and environment. He however, stated that for inclusion to be successful, it required commitment from a wider range of stake holders such as government, teacher training institutions, schools, teachers and the school community.

The Zambian Ministry of Education (1996:66) states, õThe Ministry of Education upholds the principle that every individual has an equal right to educational opportunity.ö According to this policy, it therefore implies that every individual regardless of personal circumstances or capacity has a right to access learning and to participate in the in the education system. In this study, focus is placed on the use of language in classes which combines pupils with hearing impairments and those without hearing impairments. In other words, the interest is on those who can access instruction through sign language and those who can access instruction through verbal language but they are placed in one inclusive classroom learning together. The point of interest is how the teachers use language or languages in order to reach out to all the learners despite those differences. It is common interest that regardless of the childøs

condition, they need language in order to communicate in their day to day activities and thereafter use it for acquiring an education in learning institutions. How then was language defined in this study? According to Munsaka and Matafwali, (2013:38) language is, õan organized system of words, including signs used for inter and intra-communication purposes.ö

In Zambia, the government has formulated policy guidelines such as the National policy on Disabilities and the National Action Plan on Disability 2003-2008 and activation of the laws such as persons with Disability Act No. 33 of 1996 in governing disability issues. The Zambian ministry of Education (1996:67) states, õThe guiding principle for the education of exceptional children is that to the greatest extent possible they should be integrated into the programmes that are offered in ordinary classrooms.ö Government has also facilitated the establishment of Disabled personø organization (DPOøs) six of which are affiliated to the Zambia Agency for Disabled persons along with 24 other national organizations for disabled persons. The Zambian ministry of sport, youth and child development (2006:19) states, õZambia has an inclusive policy on education which states that all persons including those with disabilities should have access to general education without discrimination.ö

In the Zambian schools, English language is the main medium of instruction apart from the recent revised policy on education which directed the use of a familiar local language to be used as media of instruction from grades one to four. The Zambian sign language was recognized in Zambia in various learning institutions as means of communication for the deaf and hard of hearing learners. According to the Zambian sign language ethnography of 2015 18th edition, it was in the year 1996 when the countryøs government formally recognized the sign language. The same source further explained that the government provides bilingual education using the countryøs sign language for the deaf children and deaf students in those educational settings (Zambian sign language ethnography 2010) .

When the policy suggests bilingual instruction in these inclusive classes where sign language and verbal language have to be used simultaneously, the teacher has to be bilingual or employ strategies or interventions which still results into bilingual classroom instruction in order to communicatively reach out to both groups of pupils linguistically. Allen and Schwarz (1996) actually states that teachers have to use both verbal and sign languages and teach using a wide range of interesting activities and materials to both hearing and non hearing pupils.

Moreover, the senior secondary school English language syllabus recommends the use of the communicative language teaching approach and the text based integrated approach (CDC, 2013). This means that the teaching of English should be communicative with maximum classroom interaction through activities such as group work, debate, classroom discussion, role play, simulation and pair work (see CDC 2013:36). The question that begs attention is: How then do teachers and pupils communicate in these classrooms and what language practices do teachers and pupils adopt in the teaching and learning of English which enable epistemic access?. Further, what activities are used in these classrooms and how are they employed while maintaining the principle of inclusive education?

1.2 Statement of a problem

In Zambia, inclusive education is backed by policy. In this study, focus is on inclusive classrooms where hearing and non hearing pupils are placed together to receive instruction at the same when learning English. Since these pupils have different language abilities and different language codes (verbal language and sign language) but they have to receive instruction t the same time in a highly communicative environment, the research is that it is not known how teachers and pupils communicate in these classrooms. It is not known what language practices they use in order to communicate with one another inclusively without bias or discrimination.

1.3 Purpose of the study

The purpose of this study was to investigate teachers and pupilsø classroom language practices in Selected Inclusive Education classrooms where both verbal and sign languages were used.

1.4 Objectives of the study

(1) To analyse the language practices used by teachers when teaching English in inclusive classes having pupils with hearing impairments and those without hearing impairments.

(2) To assess the nature of interaction between the pupils with hearing impairments and their peers without hearing impairment in inclusive classrooms.

(3) To establish challenges teacherøs face when providing instruction to inclusive classrooms.

1.5 Research questions

In trying to achieve the above stated objectives, this study asked the following research questions.

(1) What language practices do teachers use when teaching English in inclusive classes of pupils with hearing impairments and those without hearing impairments?

(2) What is the nature of interaction between the pupils with hearing impairments and their peers without hearing impairment in inclusive classrooms?

(3) What are the challenges that teachers face when providing instruction to inclusive classrooms?

1.6 Significance of the study

It is hoped that the results of this study would help teachers handling inclusive classes of sign language instruction enhance their instructional strategies as regards the teaching of the hearing impaired learners. It is further hoped that the findings would bring more insight to the sign language skills taught to the hearing impaired learners in schools in Zambia and the findings would add to body of knowledge.

1.7 Limitations of the study

The limitations of this study are that since only four schools were sampled from the Central Province, the findings may not be generalized as being representative of Zambia as a whole.

1.8 Organization of Dissertation

This dissertation is divided into seven chapters. The first chapter introduces the study by giving the context of the study, statement of the problem, objectives, research questions, significance of the study and limitations. The second chapter is review of related chapter. The review is presented under each objectives. The third chapter is theoretical framework. The theories being used are Translanguagingg and Critical Discourse analysis and multimodality. The fourth chapter is methodology. This is followed by presentation of research findings. The next chapter is discussion of findings and the discussion is done under research questions. Finally, there is a chapter on conclusions and recommendations. Areas of further research are also suggested in the last chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of relevant literature on inclusive education classroom instruction with special focus on the use of verbal language and Sign language in schools as well as inclusive education. The review starts with what is known about sign language instruction in schools as well as inclusive education followed by the prevailing situation. Literature review according to Kombo and Tromp (2006) is õA systematic, critical and summary of existing literature that is relevant to the research topic.ö Davies et al (1986:6) in Kasonde (2013:27) explains literature review as õa review of existing literature that identifies what researchers have identified to be important and provides a basis for the researcher to work from.ö The review of literature starts with brief explanation of inclusive education and the principles which should e followed. Thereafter, literature is reviewed according to the objectives of the study. in other words, the literature review has been structured according to research objectives.

As hinted in chapter one, including children with special needs involves more than just accepting a child into ones classroom. It involves understanding that childøs special needs and how they impact not only in the way that child learns and plays with other children, but also his or her typically developing peers in the classroom. If a programme places a child with special needs in a classroom setting with typically developing peers, yet that child does not interact with the other children or is physically separated from them during activities and lessons, then the justification for inclusion does not exist. Simpson and Warner (2010:18) states, õinclusion cannot be thought of as a place, but rather a practice of fully enabling children to participate actively in that environment.ö

In order to have a successful and principled inclusive classroom and instruction, Simpson and Warner (2010:31) suggested the following guidelines which should be adhered to in order to successfully implement inclusive instructions:

(a) Meet with the childøs parents prior to implementing the inclusion model to gather more information from the parent regarding the childøs special interest, specific problems and solutions.

(b) Children should be phased into the programme and only after the previously noted parents visit.

(c) Take time to prepare the children already enrolled in the centre so they can ask questions and u can assist them in understanding their fears.

(d) Answer children's questions honestly. Although it is not necessary to use lengthy responses it is important to be honest in your answers.

(e) Address the fears and concerns of the families and parents if the children with and without special needs.

(f) Encourage and support all parents.

(g) Remain positive.

(h) Be realistic.

(i) Create simple rules and guideline for classroom expected behavior.

(j) Find opportunities to highlight the specific strengths that the child with special needs has.

(k) Create opportunities for the child with special need to serve as a helper in the classroom.

(l) This will prevent the child with special needs from always being the student who needs help.

(m) Use creative strategies to adapt and change the environment to meet the needs of children in the class rather than trying to change the child.

(n) Provide training to staff that focuses on facilitating peer interaction.

(o) Do not expect too much of yourself or the situation.

As seen from the guidelines above, it is very important for caregivers/units providing inclusive learning not to rush into the practice before meeting with the parents of the involved children as doing so would have deprived the caregiver of the necessary information needed to successfully implement the inclusion model. Also the families of both children with and

without learning disabilities have various concerns regarding the issues of practicing inclusion. It is therefore important to address the fears and concerns of these families and parents of the involved children, (Klein and Eshel, 1980).

The parents of these children have so many concerns, it is prudent as persons involved in providing Inclusive Education to encourage and support all parents. There is great need for the caregiver to remain positive regardless of the situation. There is also high need for objectivity to avoid exaggerating and generalizing matters. In as much as it is not an easy thing to accomplish, caregivers of these children with special needs, create opportunities for the children with special needs to serve as helpers in the classroom in order to remove the feeling that a child with special needs is the one who always needs help. It is recommended that the caregivers/institutions practicing inclusive educations should invest in training members of staff on how to best handle these children. Without this training, Simpson and Warner (2010:19) reported that some teachers end up practicing inclusive education only because they are mandated by the law.

Nwokeocha and Mtonga (2017) on the teaching and learning in Africa suggested the following as useful hints for the teacher to work with the hearing impaired learners.

(a). Avoid turning your back to the students when speaking.

(b). Repeat questions or comments by other persons in the room.

(c). Do not chew gum, or block the areas of your mouth, hand or other objects.

(d). Speak naturally, simply and clearly.

(e). Avoid exaggeration of lip movement.

(f). Apply facial expression, gestures and other body language to help convey your message.

(g). If one is teaching through the interpreter, direct your conversation to the student who is deaf and finally, notification in changing in either class work or assignment must be well written on the board.

From the foregoing, it is clear that inclusive education is not just a practice but a principle. In order to the ideology and principles behind inclusion to work, all stakeholders including

parents, teachers and pupils have to adhere to the above principles in order for the practice to yield positive and intended results.

2.2 Language Practices that teachers use when teaching English in inclusive classes

The context of this study are classrooms where sign language user and verbal language users have been mixed thereby brining these two forms of language in one space. By implication, this means that for inclusive education to take place, both languages should be used for classroom interaction. The use of verbal language is straightforward as the ‒de factoø norm is that schools use verbal language for classroom interaction. Thus, it is important to give a review of the use of sign language in classroom interaction too. In Zambia, sign language was only recognized to be used in various institutions of learning and other organizations in 1996 (Zambian sign language ethnography, 2015 18th ed). It was not until then that the government started to provide bilingual education using the Countryøs sign language and verbal language.

A sign language also known as signed language according to Nutbrown and Clough (2006) is a language which chiefly uses manual communication to convey meaning, as opposed to acoustically conveyed sound patterns. This can according to the above authors involve simultaneously combined hand shapes, orientation and movement of the hands, arms or body and facial expressions to express a speakers thought. Sign language share many similarities with spoken languages (oral languages) which depend primarily on sound, which is why according Genish (1998) linguistics, consider both to be types of natural language.

There are however, also some significant differences between signed and spoken languages, such as how they use space. Grammatically, sign languages show the same linguistic properties and also use the same language as spoken languages do. They should not be confused with body language which is a different kind of semiosis (Smith 2000).

Wherever communities of deaf people exist, sign languages have developed and at the core of local deaf cultures. Although signing is primarily used by the deaf, it is according to Smith (2000) also used by people who can hear but cannot physically speak, or have trouble with spoken language due to some other disability. It is however not clear how many sign languages exactly are into existence. Nonetheless, thereøs a common misconception that all sign languages are the same world-wide or that sign language is international. Besides the pidgin international sign, each country generally has its own native sign language and some

have more than one. It is worthy to note however that there are also substantial similarities among all sign languages (www.signlanguage.org.)

Some sign languages have obtained some form of legal recognition while others have no status at all. The Zambian sign language ethnography of 2015 18th edition explains that sign language was formally recognized to be used in various learning institutions and other organizations in 1996. Linguistics distinguishes natural sign languages from other systems that are cursors to them or derived from them, such as inverted manual codes for spoken languages.

A study conducted by Mulonda (2013) on situational analysis on the use of sign language in the education of the Deaf in Zambia reveals that sign language largely follows the sentence structure Of Object subject verb (OSV) unlike the English language which usually follows the subject verb object (SVO) pattern. For instance, ‒Zambians arrived yesterdayø Maybe signed as ‒yesterday/Zambians/arrivedø (Zambia association of the Deaf, 2015).

Chibwe (2015) conducted a study on the contribution of sign language variations to academic performance of learners with hearing impairments. Sign language variation is the difference in the type of sign language that is being used. The study used a descriptive research design and used both qualitative and quantitative data. The sample consisted of one hundred and twenty (120) respondents, comprising fifty (50) learners with hearing impairment, ten (10) senior teachers and thirty (30) parents of the learners with hearing impairments.

The findings revealed that a few participants indicated that sign language variations contributed positively to the academic performance of the learners. That factors which influenced sign language variations were friends, parents, culture, environment and training institution the teacher was trained. It revealed that challenges such as educational tours, examinations and co-curricular activities were the areas that were affected due to sign language variations. Learners on transfers were also victims of the challenges resulting from sign language variation. This study also revealed that subjects that suffered more included informational ones such as social and developmental studies, science and mathematics. The study finally revealed that providing specialist teachers, sign language dictionaries and encouraging the formation of sign language clubs would help to address the challenges which

resulted from sign language variation. In terms of language practices in the classrooms, the study shows while specialist teachers speak using sign language, there is need to aid their instruction with dictionaries which can be used as additional recourse for acquisition of meaning as well as expansion of linguistic proficiency and scope. However, the actual classroom practices and which forms of language to be used differ from context to context.

Mwiinga (2010) conducted a study on investigation into teachers' attitude towards inclusive education in Basic schools. The study used a survey approach to conduct this research. Findings revealed that the nature and severity of the disabilities influenced the attitude of teachers. It also revealed that teachers' attitudes appeared to vary with their perceptions of the inclusion according to teaching experience. It gives a further insight that considerable attention was another factor that had to be dealt with as regards knowledge about children with special educational needs during pre- and in-service training. This was an important factor in improving teacher's attitudes towards inclusion according. Out of 95 participants, (teachers) that were sampled, 76 were of the opinion that pupils with disabilities or special needs have a chance to attend ordinary Schools. However, a closer inspection of the data indicated that several factors were associated with the participants' opinions towards inclusion; notable among those was to do with the nature and severity of the disability. 87 of the 95 participants mentioned that pupils with specific disability should be included. The most frequent mentioned by the respondents were pupils with physical disabilities and sensory disabilities. The pupils that were considered least included were those with mental challenges and emotional behavior difficulties that affected reading, writing and Arithmetic. Seven respondents specifically mentioned that pupils with emotional and behavior difficulties should not be included in ordinary Schools.

The review further shows that teachers attitudes appeared to vary with their perceptions of the inclusion according to teaching experience. Those teachers with six or less teaching experience had significantly higher positive score in their attitude to inclusive education than those with more than 14 years (Leyser et al 1994). That the acceptance of a child with a physical disability in the classroom was significantly higher among teachers with less than six years of teaching and those with six to ten years of teaching scored insignificant difference from those with six to ten years of teaching. Mwiingas' study also reveals that teaching experience was cited by several studies to have an influence on teacher's attitudes.

Clough and Lindsay (1991) found that the younger teachers and those with fewer years of experience had been found to be more supportive of inclusion. While Florins (1995) showed that the acceptance of a child with a physical disability was significantly higher among teachers with less than six years of teaching.

Mandyata (2002) conducted a study on teachersø views on inclusive practices in Zambia. The study used a survey approach to conduct the research. The findings showed that teacherøs perception of inclusion were in two categories. The first two thirds of teachersø population did not support the idea of inclusion while a third approved it. That acceptance of pupils with disabilities was on the basis of the nature of disability conditions. More serious disability provoked more resistances. All in total, the study sampled 124 respondents. The respondents identified the academic performance, attitudes, competencies, curriculum and educational resources as some of the factors influencing teachersø views on the inclusion of all pupils in ordinary Schools.

Out of 124 respondents, 32 who were ordinary teachers felt that pupils with disabilities experienced more academic failure in ordinary Schools than Special education Schools. On the other hand, 26 believed that inclusion helped to improve and sustain the academic performance of all pupils. Of 30 special education teachers who responded to the question on whether pupils with disabilities had more academic failure in ordinary Schools than Special Schools, 21 of the special education teachers supported the view that that pupils with disabilities experienced more academic failure in ordinary that in special Schools. 9 teachers however, felt that pupils with disabilities performed better in ordinary classes.

The results from the study further revealed that the majority of ordinary teachers believed that pupils with disabilities were often teased by other pupils in ordinary Schools. 10 of the ordinary teachers however, felt that there was no teasing of pupils with disabilities by other pupils once they were included in the ordinary classes. Generally, the study results revealed that the majority of the teachers as well as School administrators were of the view that there was teasing of pupils with disabilities once included in the ordinary Schools.

Ruland (2002) conducted a study titled Classroom management, Routine and procedures in Britain. The study outlines a number of classroom language practices that should be adhered

to in order for successful communication and teaching of inclusive classes involving sign language and verbal language users. She starts by mentioning that effective teachers used body language to communicate with students and make them feel safe and supported. In her article, she quotes Mindy B (on NEA Today face-book page) who advised teachers handling inclusive classrooms to õface the students with arms uncrossed and relaxed and usually always smiling.ö Ruland advises teachers handling inclusive classes to give the students an eye to eye contact and pay attention to them, by doing this one are conveying a message that he or she cares for both the sign language and verbal language users. This means that in inclusive classrooms, effective communication goes beyond mere knowledge of the two forms of knowledge by adopting interaction practices which removes bias and which will make both groups of learners feel recognized and cared for. Thus, according to Benner (1999:98), õThe ability of the teacher to establish positive rapport with the students is critical aspect of the teacher learner relationship.ö Ruland (2002) adds that a successful teacher blends both verbal and non-verbal communication skills in establishing good rapport with his students and that this had a direct co-correlation to student achievement. Another practice which Ruland recommends is for teachers of inclusive classes of sign language to test their understanding of their students and how their body language affects the students by standing in the doorway of the room as the students shuffle in. That this close contact would set up a naturally occurring single file line that calms the students before they even sit down. Ruland advises teachers to command the classroom from the start, õGreet the class with a loud, clear up heat voice.ö

Ruland (2002) argues that handling inclusive classrooms does not only depend on language practices alone but additional behaviors which go hand in hand with language practices. He suggests the following behaviors which co-work with language choices in the classroom for effective classroom communication to take place:

(a) Where you stand in the classroom speaks volumes- stand up straight , poor posture, slumped shoulders, stomach sticking out is not only physically unhealthy but can convey a whole range of attitudes and degrees of interest and respect.

(b) Avoid folding your arms, standing behind a desk and using barriers. These behaviors simply send the signal that you do not want to make contact. It blocks you off and makes you appear unapproachable. Do not cross your arms or shuffle papers that are

14

not related to the lesson and refrain from looking at your watch when a child is speaking.

(c) Use the whole classroom, walk around the students desk to show interest (in everyone) and indicate with a head nod.

(d) Be aware of your facial expression (or lack thereof). Students can easily convey any number of moods and attitudes as well as understanding or confusion.

(e) Smile óit conveys happiness and encouragement. Frowns show sadness or anger. Big open eyes suggest fear .

(f) Make eye contact-it helps them establish rapport and trust and also shows that you are engaged and listening to the students.

(g) Adopt different posses when you want your students to respond in a particular way.

(h) Your hand on your chin encourages students to think about the answer and shows you are waiting for their answer.

(i) Hands out and Palms up shows that you are open to questions and answering in a non-threatening way.

(j) Observe wait time-donøt stare and rush the students. Appear relaxed and ready to listen.

In conclusion Ruland (2002) makes a statement that body language helps the teacher to get his or her message across. Let students know that you as a teacher want to create a supportive and productive learning environment.

Marscharck et al (2004) conducted a study on Classroom interpreting and Visual information processing in Mainstream Education for deaf learners in the United States of America. He used a case study. His primary interest was how deaf learners deal with the visual demands of learning via sign language interpreting. The findings were that, video based sign language interpreting services were becoming available throughout the country with the support of

Federal Communications Commission. That educational researcher∅s frequently cited dependence of deaf students on the visual modality and encouraged the use of visual materials and displays in the classroom. The study also revealed that deaf individuals who are skilled signers posses visiospartial skills that may that may offset the apparent challenge created by multiple visual displays in the classroom.

The study also revealed that despite demonstrations of enhanced visiospartial processing abilities on the part of the signers in carefully controlled laboratory demonstrations, these abilities did not appear to have any obvious affect on the learning in the classroom. Also that deaf student∅s take away less from the classroom lectures presented via sign language interpreting than do their hearing classmates. Another finding was that the challenge of learning through sign language interpreting does not reside in the interpreter or the student communication skills. The study also indicated that deaf student∅s knowledge and skills may leave them unable to benefit fully from education in mainstream classrooms, even with high quality interpreting. This was because deaf students had deficiencies in understanding what was taught to them compared to their hearing peers.

In short, the message coming from Marscharck et al (2004) above in terms of language practices in inclusive classrooms is that the use of language interpreters is a useful practice. This is so because the school may have a teacher who uses only one of the two forms of language and not the other. In this case, an interpreter becomes a necessarily intervention. In fact, the use of interpreters is a common language practice in inclusive classrooms. The other practice from the above study is that teachers can use videos for demonstration. This helps and creates an equal platform for both sign language users and verbal language users because video demonstrations are meant for everyone and less discriminative.

 Cawthon (2003), conducted a study on Teaching Strategies in Inclusive Classroom consisting of deaf and non deaf students at Wisconsin. In his study, he stated that one of the greatest concerns in inclusive classroom management was managing students with wider range of abilities. As a solution, the study revealed that using interpreters in the classroom played a vital role in facilitating language practices that were to be used in inclusive classrooms of the deaf in order to effectively communicate with the two categories of learners. The study revealed that it interpreters assisted the deaf students in communicating with their peers as well as the teachers in the classroom. Interpreters∅ impact went beyond the

16

communication needs of the deaf students. When the teachers were speaking, the interpreters tracked whether the deaf students were attending to and understanding the material that was taught. Sometimes the interpreters repeated instructions for students who seemed confused. If deaf students were not watching, the interpreter would direct their eyes to the front of the class. One student had difficult time paying attention to the interpreter. Bothe the teacher and the interpreter expressed concern that this student rejected help.

In addition, during lesson observation, the interpreter repeatedly cued his studentsø visual attention towards her. Later conversation with the interpreter indicated that this had helped the studentsø attention improve significantly over the course of the year. The interpreters and the teachers worked together to establish and implement behavior guidelines. For example, one deaf student often did not wait for his turn to speak. When he interrupted, (by signing while the teacher was speaking), the interpreter voiced for him as if he was talking out of turn. The teacher and the interpreter responded accordingly by reminding the student to raise the hand and take his turn like all other students in the classroom. This made him more part of the classroom. These interpreters performed some duties that were not the normal responsibility of interpreters. Although assisting the deaf students, the interpretersø presence also helped to monitor the behavior of hearing students. They helped to manage the noise level of the classroom by using eye contact and physical and physical presence to guide to guide childrenøs behavior. They watched the class when the teacher was at the blackboard, assisting both the deaf and the hearing students. For example, when then teacher was dealing with a single student, the interpreter fielded questions, using both the speech and sign language to respond to hearing students (Cawthon, 2003). This means that language interpreters in inclusive classrooms do not only work for one group but for both. Infact, the interpreters ensure communication between the teacher and the two groups of learners as well as between learners themselves who should be assisted to communicate and understand one another.

Interpreters also eased transitions between activities. At the end of the activity, the teacher left the group to set up the next project. The interpreter was in charge, inviting individual student to come present their ideas in front of the class.

There is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group of which includes students

with hearing impairments and those without hearing impairments. Mpofu and Chihenga (2013), in their Article titled Challenges faced by hearing impaired pupils in learning recommended a number of strategies that would be of great help in teaching inclusive classes of both hearing and non hearing pupils. He advised that students with hearing impairments to sit towards the front of the classroom where they will have unobstructed line of vision. This is particularly important if the student is using an interpreter, lip reading, relying on visual clues or using a hearing aid which has limited range. Hearing aids may include transmitter/ receiver system with a clip-on microphone for the lecturer. If using such a microphone is not necessary to change your speaking or teaching style, teachers may need to repeat clearly any questions asked by students in the lecture or class before giving a response. Teachers are not supposed to speak when facing the black board. They should be aware that moustaches, beards, hands, books, or microphones in front of their faces can add to difficulties of lip readers. Students who lip-read cannot function in darkened rooms. Further, teachers may need to adjust the lighting in the teaching environment. If a sign interpreter is employed, follow the hints of working with an interpreter. It is difficult for a student watching a signer to also take notes from an overhead or blackboard. Neither is a signer able to translate at the same time, both your words and any information given on an overhead. It is important then that all information should be available in handout.

There is need to provide written materials to supplement all lectures, tutorials and laboratory sessions. Announcements made regarding class times, activities, field work, industry visits should be given in writing as well as verbally. Allow students to record lectures or, preferably make copies of your lecture notes available. Flexible delivery of teaching materials via electronic media is also particularly helpful for students who have difficulty accessing information in the usual ways. For deaf students new technology and the internet in particular, can be used to bridge many gaps. Ensure that lists of the subject óspecific jargon and technical terms which students will need to acquire are made available early in the course.

Any videos of films used should, where possible be captioned .when this is not possible, the teacher may need to consider alternative ways for students with hearing impairments to access the information. In tutorials assist students who lip-read by having the student sit directly opposite you and ensure, if possible, that they can see all other participants. Control

the discussion so that only one person is speaking at a time. Students with hearing impairments, especially those with an associated speech disorder, may prefer to have another student present their tutorial paper.

In summary, this section of the literature review has shown that language practices which are used in inclusive classrooms involving the deaf and those who are not include shuttling between sign language and verbal language, use of language interpreters in the classroom, use of videos for demonstrations, use of charts and pictures to represent language in a multimodal manner for all to associate with and the use of appropriate body language to relax the mood of learners in the classroom. The review of literature has also shown that there are other classroom behaviors which should go hand in hand with language practices to create a rich communication environment in the classroom. These include, use of body language, always facing pupils while speaking signing, smiling, moving across the classroom to show concern for everyone and to be patient with pupils because they will speak or communicate at different paces.

2.3 Interaction of pupils with hearing impairments and those without hearing impairments

Including all children without considering the type of their special needs may present challenges. However, it is only when this practice is done correctly that many benefits are seen. The children with special needs, their families and caregivers benefit from inclusive practices when it is correctly done. Simpson and Warner (2010) states, õChildren with special needs gain a great deal through socialization with typically developing peers.ö Their peers are able to model appropriate social interactions for them and provide the opportunity for participating in such interactions. A child with a special need is not able to interact for instance in the same way a typically developing peer will when given a toy. The child with a special need interacts in a way that may not be systematic. However, when a typically developing peer models and engages the child with a special needs in play, the child with a special need observes the correct way of interacting with the toy in a way that is meaningful.

What this means is that interaction of the pupils with special needs and those without special needs is necessary and aids in the positive development of the child with special needs both physically and academically. Due to the various physical disabilities the children with special needs maybe encountering, they may find difficulties or may have no idea at all on how to do

19

certain things. Sometimes it is only when these children with physical disabilities observe from others how certain things are done when they will also put effort to learn and do those things in a correct manner. This can only be achieved when the child with a physical disability or special need is allowed to interact with the typically developing peer.

Banda (2010) conducted a study on classroom interaction of children with and without disabilities. The study used a survey method where observation schedules and questionnaires were applied in the collection of data. This study revealed that since the publication of the education policy (MoE, 1996), integration of children with mild and mental retardation has been recognized as a viable alternative segregate aspects of schooling. It was established in this study that it was not sufficient to provide contact between children with and without disabilities and expect children to socially interact. The study also revealed that if the aim of integration was to facilitate social interaction, then opportunities for social interaction were supposed to be carefully planned.

Sign language interpretation services in inclusive classroom have also undergone scrutiny. According to Thoutenhoofd (2016) õ The sign language interpreter in inclusive education,ö it revealed that the reference to –sign language interpreterø is problematic because it does not recognize that the mediation is bi-directional and also benefits people or learners that do not understand sign language. It further reveals that a study conducted in Scottland established that though Scottish executive claimed politically that teachers were supported in the process of sign language interpretation, in effect, teachers were crying out for skills, knowledge, and expertise in order to meet childrenøs needs effectively. What this means is that language practices include language interpreters but that this interpretation is marred with challenges.

Mandayata (2002) conducted a study on teachersø views on inclusive practices. The study used a survey method to carry out the research because it provided a detailed description of the prevailing conditions in Schools. The population of the study consisted 923 teachers in Kasama District of Northern Province in Zambia. This was because these teachers were among the first in 1998 to experience the impact of teaching children with Disabilities in ordinary classrooms in the District. The research targeted nine schools in the district adding up to a total of 10.7% of the total number of schools. A stratified random sampling technique was used to select the schools from which respondents were to be drawn to participate in the study. At each school, a stratified proportionate sampling technique was used to ensure an

equal representation between male and female respondents. Furthermore, a simple random sampling technique was employed to determine teachers who should participate in the study. Numbers were assigned to all teachers and put in two separate boxes representing male and female teachers respectively. The researcher then randomly picked numbers from the boxes indicating teachers to participate in the study. The findings revealed that both ordinary and special education teachers were not in favour of providing educational programmes and services for all pupils in ordinary Schools. The findings of this study indicate that the teachers in these Schools were not readily available to interact with the pupils with various learning challenges or disabilities despite their Schools providing the services to the learners in question. This study as indicated earlier dealt with teachers views on inclusive practices. It however did not bring out any issues regarding the Language practices that are used when teaching the learners with hearing impairments in these inclusive classes, hence the importance of carrying out my research.

Hackins (2015), conducted a study in Mississippi on the Social Interaction between the Deaf and the hearing people. Survey method was used in this study. The findings were that the majority of hearing participants reported lack of knowledge about the deaf culture and how to interact with the deaf person. Others agreed that there was need for better understanding of deaf culture. The majority of hearing participants reported uncomfortable feelings in their interaction with deaf people. A higher percentage of deaf participants, as opposed to hearing participants agreed that there was need for understanding about their culture in the mainstream world. The majority of the hearing participants did not have a deaf person in their immediate social circle. Most of the participants agreed that there should be more education about deaf culture and deaf people in Schools and work places. They also agreed that they personally would like to know more about the deaf culture and how to interact with the deaf people. Most participantøs disagreed that hearing people adequately understood deaf culture and that hearing people adequately understood how to communicate with a deaf person.

Out of 582 participants, 373 reported that they had previously interacted with a deaf or hard of hearing person. The most common relationship participants had with the individual was that of a family member. That in terms of School set upøs, the hearing students had negative attitudes towards the deaf studentøs and that this was based on their problems in

communicating with them, such as frustration, fear, unfamiliarity, misunderstanding and averseness to out groups in general.

Hearing students follow their teacher's attitude towards the deaf and hard of hearing students. Teachers who have positive attitudes and treat deaf and hard of hearing students as vital members will encourage the other students to interact and communicate with each other. Also this encourages the deaf and hard of hearing students to participate and raise their hand for participation. Alasim (2018) argues that a number of issues affected the interaction of deaf students with the other hearing students. The study revealed that teachers who have positive attitudes often try to engage the deaf and hard of hearing students in their classroom. That they ask them questions, communicate with them individually, and encourage them to participate in classroom activities. One of the interpreters also indicated that the general class teacher should engage the deaf and hard of hearing students by asking them questions and then give them give them some time to answer. The teachers indicated that one of the teachers' responsibility was improving deaf and hard of hearing students in terms of getting information of what was taught. In order to facilitate interaction of the deaf and the hearing students, some teachers were making attempts to assist hearing students to understand the best way of how to communicate with the deaf and hard of hearing peers. This was confirmed by one of the interpreters who indicated that some general classroom teachers asked him to teach the hearing students sign language so as to enable them communicate with their deaf and hard of hearing peers.

Mlay (2010) conducted a study in Tanzania titled, Interaction between the learners who are hard of hearing and their hearing peers in Physical Education lessons. He used case study and the findings were that learners who were hard of hearing and their peers interacted both through the use of verbal and non-verbal communication. The communication between them was dominated by the use of gestures, speech-reading, eye contact which supported verbal communication. The learners who were hard of hearing depended more on speech-reading, gestures, watching the speakers face to get information than on their residual hearing. The hard of hearing learners interacted during Physical education lessons within various activities, in plying groups, pair works individual activities. During physical education lessons, a hard of hearing student joined and interacted with others in various games. The two categories of learners were observed playing some games together. They played with toys, soccer, running,

22

skipping, card and other kinds of games at their age. The study also revealed that learners who were hard of hearing could express themselves verbal communication in rarely cases by mentioning some words when they demanded something through shouting and screaming but most of the times, they used non-verbal communication. Particularly, lip-reading enabled them to understand what their peers and teachers communicated to them. During their playing sessions some of their peers talked loudly and used non-verbal communication like gestures to communicate. According to the researchersø observation, both the hard of hearing students and the hearing students played a role in initiating interaction and they also made good contributions during the interaction. However, others expressed some behavior which needed modification in order to be accepted within the group during physical activities or lessons.

In summary, it has been observed that there are variations in interaction patterns and behaviors between sign language and verbal language users in inclusive classrooms and outside the school. In some cases, there is poor interaction due to ignorance of the deaf culture and it hinders interaction. In some cases, pupils do not interact due to fear, mistrust, and anxiety among the two groups of pupils. In some schools, pupils of different language needs and abilities still interacted through the use of gestures and other paralinguistic features which aided communication and interaction among them. It has also been found that the attitude of teachers in inclusive schools and classrooms have an impact on the kind of attitudes pupils will have towards each other. This means that teachers ought to have neutral attitudes when handling inclusive classrooms for the good of each pupil.

2.4 Challenges which teachers face in providing instruction to inclusion communicative classes

In an attempt to clearly spell out the challenges that inclusive classroom face, Ramos (2009) pointed out that inclusion classrooms are a wonderful concept but it takes a lot of training, patience and compassion on the part of these teachers handling the inclusive classes. That because inclusive classrooms have students ranging from typically developing students to severe and profoundly disable students, it becomes a challenge for the teacher to find balance to serve all students. Ramos (2009) outlined the following to be the top challenges that teachers face in   special needs inclusive classrooms.

(a). **Lack of experience in an inclusion setting:** Some teachers have not been exposed to special needs classrooms and this can be a disadvantage. Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans.

(b). **Lack of experience dealing with severe and profound disabilities:** Students with severe and profound disabilities require more adaption and medical attention than the average student. Teachers must be skilled in handling severe disabilities and create lesson plans based on individual abilities and adhere to dietary needs of the child.

(c). **Including students in all activities:** Special needs inclusion classrooms must be able to involve its students in all classroom activities. Teachers need to address how the classroom will communicate with each other and encourage participation. If there is lack of adaptive equipment or adaptive communication and language tools, it makes it difficult for teachers to function as a united classroom. By adaptive equipment and language tools, it means that all the necessary things that will aid teaching in these types of classes, for example, the video showing equipments, pictures and so on.

(d). **Educating students with less severe disabilities:** When there are children of all abilities in the classroom, both physical and academic, children in the middle can easily fall between the cracks. These children can have learning disabilities, hearing impairments. Providing the right amount of attention and adaptation can be challenging, especially if there is a higher to student ratio.

(e). **Shortage of teacher aids:** Normally inclusive classrooms have a regular educator and special needs educator. Due to the nature of the classroom and size, it is imperative that there be an appropriate number of teacher aids to assist the teachers with day to day activities.

(f). **Individualised lesson plans:** Because there are varying abilities in the classroom, teachers can be challenged to address individual academic needs based on ability. This means that a teachers will have to prepare a lesson plan for each and every individual learner based on their abilities; now this is not only time consuming but cumbersome as well. If the teacher is to prepare the individualized lesson plans, it will take a lot of time for the teacher to execute those lessons later on complete the contents of the syllabus so as to allow the learners sit for their final examinations in time.

(g). **Coordinating therapies:** A special needs inclusion classroom needs to be well organized and allow for students to attend therapy sessions. However, this becomes challenging in planning day to day activities and keeping all students engaged and learning.

Ramos concludes by pointing out that even-though many schools are moving towards special needs inclusive classrooms, there are a number of issues or challenges that need to be addressed. He singles out the preparation and training of a teacher as the first step in making special needs inclusive classroom a success.

Omugur (2007) conducted a study on sign language interpretation services for children with hearing impairments in inclusive Secondary High Schools in Uganda. He used qualitative case study design and did not only focus on interpretation services in the classroom environments but also indoor environments. The findings were that some teachers used hard terminologies which were not easy for the interpreters to convert into sign language. Further, interpreters usually found it difficult for them to interpret lessons like Literature in English because they had not learnt specific signs associated to that subject. Also that the number of sign language interpreters fell far below the number of children with hearing impairments in all School activities. Since interpreters were not necessarily regarded as teachers according to the government policy of Uganda, low motivation therefore jeopardized their work in this regard. The other finding was that there was evidence of not having trained grade five teachers in the field of Special Needs Education suggesting that the teachers who were available were not fluent users of Sign Language therefore had limited sign language communication skills.

Adoyo (2001) conducted a study in Kenya on Educating Deaf children in an Inclusive Setting. A survey method was used. The findings were that due to the broad regular curriculum, adaptation to fit the needs of those who are deaf was difficult. That because Schools in Kenya were ranked according to the mean scores obtained in National examinations, regular head teachers were uncomfortable with the deaf. That deaf children in inclusive classes lacked attention from the teacher as a number of pupils in the regular classes was normally high due to free primary education. Teachers in Special Education Schools had negative attitudes towards learning Kenyan Sign Language. That parentøs had the rights to choose where their children learn and since many of the parents still associated or viewed deafness as a curse, they found it difficult to have their children share classes with their deaf

counterparts. Further, Kenya had acute shortage of sign language interpreters, it was very difficult to supply adequate interpreters in regular Schools in Kenya to assist the deaf. Lack of social and academic interpretationøs due to language barrier, this lead to isolation and lowliness on the part of the deaf. Deaf children should otherwise get educational support in Schools for the deaf lost the same because donors did not support regular Schools. Mapolisa and Tshabalala (2013) noted that children with hearing impairments face a lot of myriad of obstacles as they attempt to learn in regular Classrooms and Schools and yet it is their human right to receive their education in these ordinary Schools.

Mapolisa (2013) conducted a study on the impact of inclusion of children with hearing impairments into regular Schools in Zimbabwe. The findings were that, the curriculum in ordinary Schools was meant for children without hearing impairments. Most teachers admitted that they conducted their lessons as though they were teaching children who were the same physically and mentally. An overwhelming majority of the respondents indicated that there was need for a modified curriculum so that it could cater for the needs of the hearing impaired. It was also evident that the majority of the teachers had no experience teaching children with hearing impairments. It was clear that there was a shortage of specialist teachers to teach the hearing impaired in regular Schools. It was possible that teachers with specialist training to handle children with hearing impairment concentrated in Special Schools. The majority of the respondents also indicated that they had inadequate resource materials to meet the needs of the children with hearing impairments. They revealed that there was an acute shortage of materials in their Schools to meet the needs of the children with hearing impairments. The researcher also observed that all the children with hearing impairments did not have hearing aids. All the respondents confirmed that hearing devices were nit available to the hearing impaired.

During the interviews, an overwhelming majority of respondents indicated that they were not comfortable having a student with hearing impairment in their classrooms. This implied that most teachers still held negative attitudes towards the hearing impaired children. Some of the reasons out forward for little interest towards these impaired children included that attending to one child with hearing impairment was like teaching five normal children, the teacher had to always speak at the top of their voice among other things. This implied that there was need for extra time and work for the children with hearing impairments to benefit academically

and socially from ordinary Schools. On another dimension, the researcher found out that regular teachersø negative attitudes were in part due to lack of knowledge and that they did not understand how or why they should individualise their instruction.

When it come to challenges that are faced when teaching in inclusive classes, the challenges were not restricted to the teachers only. In some instances where teachers relied on educational interpreters to interpret their lessons into sign language or from sign language to verbal language, these interpreters also experienced their own challenges. Shchick and Williams (2005 put page number here) also noted that õDespite the important role that educational interpreters have in the education of the deaf and hard of hearing children, it is clear that many of them do not have the interpreting skills necessary to work effectively in classroomsö. Shchick and Williams (2005) evaluated some of the educational interpreters using a tool called EIPE. According to Shchick and Williams, EIPE is a tool that was designed to evaluate the interpreting skills of Educational interpreters. The majority of the interpreters evaluated in this study scored below an EIPE score of 3.5, considered a minimum level of proficiency in many states. That only 38% of the interpreters were able to meet that minimum standard, even though the vast majority of individuals who were tested were already working in classroom settings. The educational result was that the majority of students who used these interpreters did not have access to the same classroom content as their hearing peers. The quality of the interpretation most likely put the hearing impaired students at risk. The study also revealed that interpreterøs skills varied by grade and language. Interpreters who took the elementary version of the test scored significantly lower than those that took the secondary version for two domains, sign to voice and voice to sign. The straight forward interpretation of this result was that elementary interpreters were less skilled compared to secondary interpreters. This therefore meant that interpreters with less skills were supposed to be assigned with younger children.

The other finding was that teachers in Secondary classrooms used discourse and forms that were difficult for some interpreters to comprehend. This meant that many working interpreters had performance skills that were likely to result into distortions, omissions, and simplifications of the teacherøs message. Further this meant that the language errors, omissions and distortions in an unqualified interpreters signing were likely to be very

difficult for deaf or hard of hearing students to recognize and discuss with either the interpreter or the teacher.

Another study by Alexanda (2014) on challenges faced by teachers when teaching learners with developmental disability conducted in Tanzania and used qualitative research design revealed that there was shortage of teaching materials and that teachers had to be creative and find their own methods to help students in class with teaching materials. That teaching aids like pictures of different drawings presented a challenge for them since they solely depended on government. There was also lack of Special Needs teachers. The study established that Tanzania has few colleges that were teaching special needs education compared to regular teaching colleges. That very few teachers complete special needs education training every year and only a few decide to teach children with special needs. Lack of enough classroom and poor hearing environment was another challenge. Worse still, pupils with hearing impairments faced rejection in the Society. People did not accept these children as members of the society. Expectations from parents were also high; parents of these children with developmental disabilities expected to see their children being able to read and write within a short period of time after they were brought into the School. This also added pressure on the pupils. Finally the study established that motivation for teachers handling these children was inadequate coupled with a poor salary. That because the teachers daily needs depended on that salary they got but with it being very low, life was not easy and this affected teachersø performance.

Mulonda (2013), conducted a study on a situational analysis on the use of sign language in the education of the deaf in Zambia. A case study design was used to carry out this research. The study revealed that the majority of the teachers felt that they did not receive enough training in sign language. That out of 35 teachers that responded, 25 of them stated that they did not undergo any comprehensive training in sign language. Only 8 out of 35 teachers responded that they underwent comprehensive training in sign language while 2 teachers did not provide any response on the matter. During the focus group discussions with the participants, the study revealed further that the respondents stated that the standard of sign language training were generally poor. Most of the teachers admitted knowing very little sign language when they started teaching the deaf. When asked when and how they learnt their sign language, they explained various means by which they learnt their sign language. Most

of them said that they learnt their sign language through the learners. Others said that they learnt through interaction with the deaf people while others said that they were taught by some teachers whom they found already having sign language knowledge. The poor training of teachers to teach in these diverse classrooms has far reaching effects on the future prospects of the pupils they teach especially the deaf.

In summary, according to this reveal is that the challenges that are faced when executing lessons in inclusive classes of the hearing impaired and the non-hearing impaired learners are; lack of experience an inclusion setting because some teachers had not yet been exposed to Special Classrooms, shortage of teaching and learning aids. Individualised lesson planning was also considered a challenge because this took a lot of time for the teacher to execute the prepared lessons one by one. In some instances where communication relied on interpreters some of the interpreters where demotivated as government policy did not recognize them as teachers per say. There was also misguided information due to message distortion because some interpreters did not have the interpreting skills. The curriculum used in some Schools was not tailored towards the use of the hearing impaired learners but just the n on hearing impaired ones. Poor training of teachers was also in some Schools was also a challenge.

All of the studies that were reviewed above had looked at various aspects where inclusive learning and teaching of the hearing impaired and non hearing impaired learners was concerned. However, none addressed issue of language practices that were involved during the teaching of these classes. It was for this reason that this study sought to investigate if teachers who handled inclusive classes of sign language instruction were well vested with both the sign and articulate languages in order for them to translanguage without difficulty. The study also tried to establish the instructional strategies used in the teaching of pupils with hearing impairments and also investigate the nature of interaction between pupils with hearing impairments and their teachers during lessons in the classroom. It also established the teacher's preparedness/training for inclusive instruction of sign language and the challenges which teachers faced in providing inclusive instruction to inclusive classrooms.

CHAPTER THREE

THEORETICAL AND CONCEPTUAL FRAMEWORKS

3.1 Conceptual framework: Translanguaging

The conceptual framework is anchored on translanguaging. Translanguaging is the purposeful pedagogical alternation of languages in spoken and written form, receptive and productive modes. Garcia and Li-Wei (2014) explained that translanguaging involves issues of language production, the function of language and thought process behind language use. In this case, language was not being restricted to that which is spoken only but signs, gestures and any other mode that were used to enhance communication were regarded as part of language just as Munsaka and Matafwali (2012) explain what language is. . According to Lewis at-al (2012), Trans-languaging is the process whereby multilinguals speakers utilize their language as an integrated communication system. It is a dynamic process in multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be.

In connection to this study, translanguaging when used in an inclusive classroom of the hearing impaired learners may do a lot more of good not only to the above mentioned type of learners but also to the others who are non hearing impaired. There are a number of advantages of translanguaging in a learning environment. First is that translanguaging brings about democracy in the classroom thereby avoiding symbolic violence. Symbolic violence as explained by Bourdieu (1990) as a situation in which the standard variety or dominant language is legitimatized through institutionalized discourses of education, the courts, media, politics, economics and so on. While the rest of the languages are illegitimate and excluded from official discourse including the classroom. What this means therefore is that when the deaf and hard of hearing learners are included in the classroom of the other learners, the teacher should be able to use language or languages that will carter for all the types of learners in that particular classroom because if this does not happen, then the deaf and hard of hearing learners will have access to the classroom but not access the knowledge that is being given. In short, the teachers involved are expected to be conversant with both the verbal and sign language or to use interpreters in order to carter for both the deaf and non deaf learners.

Trans-languaging connects home to school literacy and practices. It also reflects the language practices of bilinguals and multilinguals. Translanguaging promotes epistemic access among minority speakers. It transcends verbal and written modes of language therefore making it a rich way of communicating.

Informed by Translanguaging and its antithesis, monolanguaging, figure 1 below presents a conceptual framework:
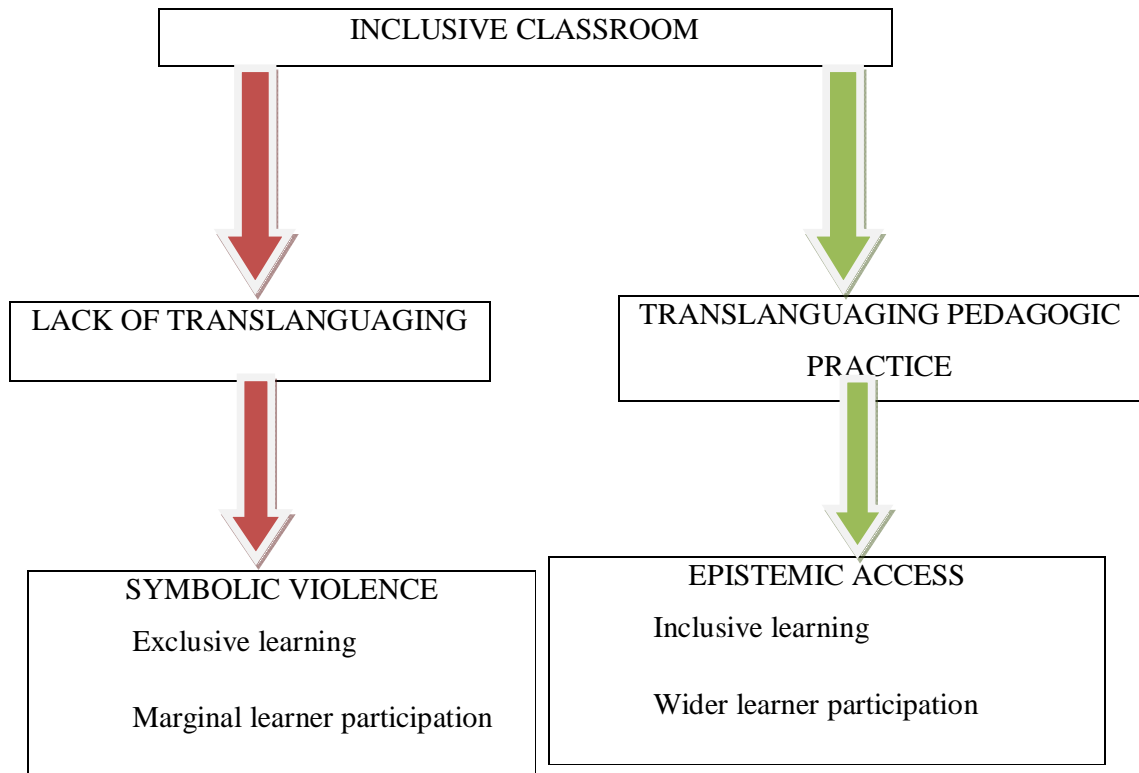
Figure 1: Illustration of possible language practices in an Inclusive Classroom and their effects

The conceptual framework means that teachers can make two choices regarding language practices in an inclusive classroom. Firstly, they may choose to use only one language (either verbal or sign language) which will practically exclude one group of learners from accessing learning thereby resulting into symbolic violence on the part of those pupils whose language will not be appreciated and recognised in the classroom. However, teachers may also opt to translanguage in which they will use both sign language and verbal language which will results in democratisation of the classroom thereby enabling all the pupils to access learning

and participate massively in the classroom. The use of a language interpreter in the classroom is also part of translanguaging in the classroom space. Thus, these are the two lenses which will be used to analyses teacher classroom language practices in these inclusive classrooms.

3.2 Theoretical framework

This study used two theories, multimodality (MDA) and Critical Discourse Analysis (CDA). Since this study looked at language practices used when teaching English language in inclusive classes of sign language classrooms, multimodality is used in this study to analyse the language practices/forms that were used to communicate meaning when teaching English lessons. Multimodality is a theory which looks at how people communicate and interact with each other, not only through writing or speech but through posture, sound, gaze and visual forms, Kress (2009). This theory was used to analyse Language Practices that teachers and their pupils utilised during English lessons in inclusive classes of the hearing impaired learners where different modalities (verbal and non verbal) languages were expected to be used.

Due to diversity in the way people communicate meaning and the medium through which teachers of sign language can do that, it was expected that teachers would vary their Language Practices and communication forms in the classroom in order to make the learning experiences an interesting and motivating one for the learners. Being multimodal is also helpful for the learners because it is believed that learners are also multimodal in their daily communication. Siegel (2006) argues that children have always been multimodal in the way they use their social cultural resources such as talk, gesture, drama and drawing in meaning making.

Multimodality recognises that while spoken or written language is important in classroom communication, between teachers and learners, there are other modes or semiotic resources which are available and can be used. They further argue that learning does not depend centrally on language (written or spoken) but on other modes too which include image, gesture, action with models and writing. Bock (2014) adds that multimodality recognises that all communication (including classroom communication) uses a variety of models where mode is defined as the different semiotic resources for making meaning, both verbal, (written and speech) and non verbal (image, gesture, gaze, posture, music, colour and discarded objects) Jewitt (2005) claims that in the 21st century, image, sound and movement have

32

centred school classroom in new and significant ways. Iedema (2003) suggest that television film and the computer may also be useful resources in communication. Kress (1999:68) advises scholars and in this case teachers õto realise that written language is being displaced from its hitherto unchallenged central position.ö

Classroom interaction normally involves face to face interaction between teacher and learners as well as learner to learner. However, the crucial point is that even face to face interaction is multimodal in nature. This is reflected in Strives and Sindwelløs (2005:2) definition of interaction when they noted that face to face interaction is õa multimodal interaction in which participants encounter a steady stream of meaningful facial expressions, gestures, body postures, head movements, words, grammatical constructions and prosodic contours.ö This means that when the teacher is teaching in class and learners are contributing through class discussions, group and pair work, they are not only using words to communicate but integrate words with paralinguistic features to make and communicate meaning. It is for this reason that teachers may deliberately speak as well as gesture when illustrating or demonstrating a point. Actually Strives *et al* (2005) adds that when talk and gesture are used together, they aid each other in meaning making.

During lesson preparation, teachers need to state or plan properly how he/ she will use the different semiotic resources in the lesson. Classroom interaction encompasses various teaching and learning material affordances. Jewitt (2005:15) suggests that discussions should be made regarding õwhen and how, speech and image are used to mediate meaning.ö In this case, speech is not only being restricted to the verbal language but is also representing the sign language as well as other forms of communication such as gaze, gesture, body posture and so on. This proposition explains why in this study, language practices are expected to be multimodal. Thus, this theory will be used to analyse teachers language practices and interaction since the composition of the class demands that teachers and pupils are multimodal in order to reach out to one another.

3.3 Critical Discourse Analysis

Critical Discourse Analysis (CDA) is a theory that was shaped by the works of Norman Fairclough and other linguists who were interested in the way relationships worked and influenced language. ÷Criticalø in this theory has not been used the way it is usually used in language. Wodak (2007) explains the meaning of ÷criticalø as used in CDA as follows:

‑Criticalø means not taking for granted, opening up complexity, challenging reductionism, dogmatism and dichotomies, being self-reflective in my research. Furthermore that, ‑Criticalø thus does not imply the common sense meaning of being negative rather skeptical. Proposing alternatives is also part of being ‑criticalø From Wodaksø explanation, CDA has been used to look at how teachers view themselves in terms of the training they got. When critically analysed, the accession by Wodak also looks at the attitudes that teachers hold towards some teaching methods and their willingness to learn and use other methods that they may not have been exposed to during their training. The teachers should be willing to use other methods if the methods they have been using traditionally do not seem to yield the desired results. Fairclough (1993:135) defined CDA as follows;

> Discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practice, events and texts, and (b) wider social and cultural structure relations and processes, to investigate how such practices, events and texts arise out of and are ideologically shaped by relationships of power and struggles over power; and to explore how opacity of these Between discourse and society is itself a factor securing power and hegemony.

The theory observes that there is power struggle in the society (education system) where we have the imposers of power and the seemingly oppressed. The theory tries to analyse how these power struggle relations work out in reality. In line with my study, the theory looks at how the language policy makers and the policy implementers, in this case the teachers relate. In addition, it also looks at how the teachers and the pupils relate. In terms of content it also looks at what influence the pupils have over the content which is given to them by the teachers. In other words, the theory will be used to examine the power relations in the classroom and how this affects pedagogical choices and practices in the school and classroom setting. It will also be used to analyse text or documents used. Bernstein (1990: 198-199) observes that;

> Critical Discourse Analysts seek to reveal how texts are constructed so that particular (and potentially indoctrinating) perspectives can be expressed delicately and covertly; because they are covert, they are

elusive of direct challenge, facilitating what Kress calls the õretreat
into mystification and impersonification.øø

In relation to the study, the theory will look at how teachers of English in inclusive classrooms of sign languages though being on the receiving end of power, exercise their power and authority in the classroom. Due to diversity in terms of language abilities in inclusive classrooms, the theory will be used to analyse how the two groups of pupils interact with each other on one hand and the pupils themselves are framed and treated by the teacher. Dijk (2004) agrees with this observation by stating, õWe want to know how discourse enacts, expresses, condones or contributes to the reproduction of inequality. At the same time, we listen to the experiences and opinions of dominant and dominated groups, and study the most effective ways of resistance and dissent.øø The learners can resist the teachersø power by resisting participating in some activities such as group work or debate. This power struggle if not well handled can deter the teacher from meeting his or her objectives.

3.4 Summary

From the above theories, we can relate with inclusive education of sign language practices of learning being situational and meaningful. The teacher as a facilitator should help the learners to interact in an environment that is conducive and bring learning experiences that are familiar to the cultural background of the learners. Thus, translanguging will frame the study conceptually while Multimodality and Critical Discourse analysis will frame the study theoretically.

CHAPTER FOUR

METHODOLOGY

4.1 Introduction

This chapter discussed the research design, the population, the sampling procedures, research instruments, data presentation as well as ethical issues that regarded the research which was undertaken.

4.2 Research Design.

Orodho (2003) defines a research design as a scheme, outline or plan that is used to generate answers to research problems. It constitutes the blue print for the collection, measurement and analysis of data. For this study a mixed methods design was used in particular, a Convergent Parallel mixed methods design. A convergent parallel mixed methods design is a design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of data (Creswell, 2014). The study deployed both quantitative and qualitative methods of data collection. Mainly the mixed methods of data collection were employed for triangulation purposes.

4.3 Population of study

According to Burns and Grove (2003:43), õpopulation includes all the elements that meet certain criteria for fusion/inclusion in a study.ö In this case, the studyøs target population was all the schools in Central province that offer inclusive education of the hearing impaired learners, all the teachers that teach both the hearing impaired and non hearing impaired learners, all the pupils in these inclusive schools of the hearing impaired learners (both HI and non HI learners)

4.4 Sampling: Sample size, sampling procedures

Sampling refers to methods of gathering information from a number of chosen people randomly or purposefully (Kombo and Tromp, 2006).

4.4.1 Sample size and Sampling Techniques

The number of schools that were sampled was 4. The population sample consisted of 196 respondents broken down as follows: 16 specialist teachers 4 from each school and 180

pupils 45 from each sampled school. The number of hearing impaired learners that was sampled from each school was 25 and those without hearing impairments was 20 bringing the total number of pupils that was sampled to 45 in each of the four schools.

The sampling technique that the study involved for sampling schools with inclusive classes were Simple random to select pupils in order for every member of the population to have an equal chance of inclusion while purposive sampling was used to select schools, teachers and Education administrators.

The study targeted four teachers per school those who taught in inclusive classes. The teachers were sampled through purposive sampling methods. However, in the cases where a school had a shortfall of teachers who were currently teaching in inclusive classes, the researcher included those teachers who had taught before in inclusive classes respondents for the study as they were considered as having enough experience and knowledge about the learners targeted as samples of the study,

The learners used in the study were sampled using multi-grade simply random sampling technique. The two sets of pupils were grouped differently. After they were grouped differently, the targeted number was randomly picked until the required number for each category was reached. In each category, the researcher wrote number from 1-30 and distributed the numbers randomly to pupils. Then, the teacher asked pupils to check their numbers and asked those who had numbers between 1-25 and 1-20 respectively to be part of the sample. In total the number of learners as samples was 180 in all of the sampled schools.

4.5 Research collection instruments

The following instruments were used in this research to collect data from teachers and learners; Questionnaires, interview Guides, observation checklists and focus group discussions.. Face to face interviews guide were used in collecting data. Check list for physical observation of the lessons in classrooms was another instrument used.

4.6 Data collection procedure

The study used three main instruments to collect data: The observation checklist, the interview guide and the questionnaires. Supporting instruments used were focus group discussions (FDGs), the voice recorder the video recorder and the note book. The

researcherøs intention was to use video recorder on all the teachers that were to be observed. However, this intention was not made possible due to ethical considerations as most of the teachers the researcher observed did not feel comfortable to be filmed and the researcher could not force the action. It was for this ethical consideration that shooting of the video was only done in one school out of the four that the researcher visited.

The voice recorder was used to record the interviews while the interview guide was used to ask the questions in accordance with the objectives so as to maintain a systematic flow of information. During lesson observation, the observation sheet/ checklist was used to establish the language practices that the teachers used and the note book to take notes from the interviews. The voice recorder was used so that the researcher could revisit the recording were necessary for accurate transcription of their responses. The end of term results and pupilsø exercise books were checked for purposes of analyzing their performance.

Before collecting data, the researcher went and obtained permission and clearance from the University of Zambiaøs Ethical Committee. The researcher also visited the District secretariat offices in the respective districts to get permission to conduct research in the districts. Upon identifying the schools, the researcher then had to seek permission from the respective School managers before proceeding for data collection process. Thereafter, The questionnaire was distributed to respondents. As they were answering the question, I started conducting interviews. The last step was classroom observation. Classroom observations were important because they help to see whether what was said in interviews or questionnaires reflected the actual classroom practice. After lesson observations, I collected the answered questionnaires and ended the data collection exercise.

4.7 Data analysis procedure

The data from interview guides and observation checklist was analyzed by coding and grouping the emerging themes. Lloyd and Blanc (1996) In Kasonde (2013:47) advises that, õwhen analyzing qualitative data, the initial task is to find concepts that make sense of what is going onö. The qualitative data was analyzed qualitatively through thematic analysis guided by research objectives. The data was collected, categorized and analyzed under relevant research objectives which formed themes in this study. Quantitative data was analyzed through SPSS where frequencies and percentages were generated to see certain

characteristics of inclusive education in numerical terms. In short, thematic analysis was used to analyze qualitative data while SPSS was used to analyze quantitative data.

4.8 Ethical considerations

Ethical considerations according to Cohen *et al (1998)* relates to the dos and donøts that the researcher must adhere to for the purpose of respecting and protecting the rights and privacy of the respondents. Permission was sought from the University of Zambia School of Education Directorate Post-graduate studies and the District Education Board Secretaries in the respective districts where the research was conducted in order for this study to be conducted successfully. The participants that took part in this research were all informed of the procedures and were willing and interested to take part in the research. The researcher observed confidentiality by respecting the respondentsø privacy and making sure that no individuals name was used. Respondents were informed that their participation was voluntary and that they were free to leave the study at any time for any reasons. In short, respondents participated in this study through voluntary informed consent.

4.9 Summary

This chapter has provided information on the methodology which this research used. The research applied a convergent parallel mixed methods design. The study population, sample size, sampling techniques, research instruments, validity and reliability, data collection and analysis procedures and ethical considerations were among the main sub-themes covered in the methodology chapter. The net chapter will present the findings of this study.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1 Introduction

This chapter presents the findings of the study as they were gathered from the field. It will present the findings under each research question. Since there are different types of data under some research questions, there will be sub themes under some research question. In terms of brad themes, the first set of data will be on teachers' classroom language practices in inclusive classrooms followed by the nature of interaction between the verbal and sign language users and finally data will be presented on the challenges faced by teachers in the implementation of inclusive education.

5.2 Teachers' and pupils classroom language practices in Inclusive classrooms during English Lessons.

The first objective was on the teachers' and pupils' language practiced which they adopted in inclusive classroom. In order to answer this question, data was collected through classroom lesson observation and interviews. The lessons which were observed were recorded and later described. Lesson description was preferred to lesson transcriptions because lesson transcriptions would leave out certain important information of what was happening in the classroom. For example, signage cannot be presented using verbatim but a lesson description would capture or report every important detail in the lesson especially that the context of the study had both verbal and non verbal languages. Below are four lesson descriptions from four different schools.

SCHOOL A

This particular class was a grade 11 class with a combination of hearing impaired learners as well as non-hearing impaired learners. The class had 48 pupils 21 hearing impaired and 27 non hearing impaired learners. The lesson was delivered by a student teacher from Nkrumah University who was doing her School experience at that time alongside the Head of Department.

Lesson Description

Teacher enters the classroom and immediately all the pupils both hearing impaired (HI) and non hearing impaired stand to greet the teacher. The teacher says good morning using both the sign and articulate language and asks the pupils to sit down. The teacher cleans the chalk board and introduces her lesson by recapitulating the previous lesson. Throughout her communication activities with the learners, she first verbally articulates what she wants to communicate with the learners and then this is followed by signing of whatever she has said. Teacher writes the days topic on the chalk board *HOMOPHONES* and asks any volunteer to read what she has written. Pupils raise their hands and the teacher points at one non hearing impaired pupil to read. The pupil reads the daysø topic correctly. Then teacher using both the articulate and sign language asks if there is another pupil who would like to read the topic written on the chalkboard again. Pupils raise their hands and this time the teacher points at a pupil with hearing impaired problem to read the topic. Using sing language, the pupil reads with difficulty. The teacher then corrects the pupil on how the word should be correctly read. The teacher does this using both sign and the articulate language.

The teacher progresses to the development of the lesson explaining what homophones are using both sign and the articulate language. Teacher explains that homophones are words whose pronunciation is similar but differs in the spelling and meaning. Some of the examples the teacher gives are *whether/weather, beat/bit, buy/by* and explain that all these pairs of words have the same pronunciation but the meaning is very different. The teacher takes her time to explain this using both sign and articulate language and where she has difficulties signing certain words, the head of department helps. She asks pupils if they have understood the definition/explanation of what homophones are, they all agree that they have understood. Throughout her lesson presentation, the teacher uses the articulate language alongside the sign language. After explaining what homophones are and giving examples, the teacher now divides the pupils into four groups and asks them to come up with two paired examples of homophones and explain their meaning. After the given activity, representatives from each group were expected to stand in front of the classroom and present to the rest of the classroom members the homophones they had come up with and explain their meaning.

Group one.

41

The representative from group one (non hearing impaired pupil) stands and goes in front of the classroom and presents their findings as discussed by the group. The group came up with the following pairs of homophones;

Eat/it and *there/ their* then correctly differentiated the meaning of the two sets of paired words.

Group two.

The representative from this group (hearing impaired pupil) stands up and goes in front of the classroom to present the homophones the group has came up with. The group representative does this by first writing the pair of homophones on the chalk board before explaining their meaning. The paired words the group has come up with are;

Hear/here and feast/fist. The group representative explains using sign language that the two pairs of words when pronounced have the same sound but the meaning is different. As the hearing impaired pupil is explaining to the rest of the classroom members, the teacher is interpreting using the verbal/ articulate language. The group representative explains the difference in meaning of the paired words correctly. The teacher using the articulate/verbal language together with the sign language asks the members of the classroom to clap for the members of group two. The class members do that.

Group three.

Halt/ hot and *pot/ port* were the two sets of homophones presented by the group representative from group three who was a non hearing impaired pupil. In an attempt to explain the difference in meaning of the two sets of homophones, the group representative could not explain correctly the meaning of the word ―halt‖ as she seemed to have forgotten what they had discussed as a group. Then, one member from this group (hearing impaired pupil) came to the aid of the group by giving the correct meaning of the word ―halt‖ and the teacher approved that it was the correct meaning.

After the last group presented the pairs of the homophones they had come up with and their meaning through the group representative who was a hearing impaired learner. The teacher interpreted all that the pupil was explaining and the homophones the group had come up with together with their meaning were all correct. The teacher then gave the classroom exercise to

be written by the pupils individually in their exercise books. The teacher asked the learners to come up with four pairs of homophones which were to be written individually in their exercise books. When giving instructions, the teacher used the verbal / articulate language as well as the sign language before she wrote the instructions on the chalk board.   The classroom exercise that was given marked the end of the days' lesson.

School B

There were more than 50 pupils in this class and it was a combination of the hearing impaired, non hearing impaired as well as the physically challenged grade eight pupils with about 3 learners who were mentally challenged. This class had 23 hearing impaired learners and the rest were non- hearing impaired. The classroom was managed by three teachers. One was teaching using verbal language and the other one was interpreting into sign language because that particular teacher did not know sign language. The other teacher was seen busy trying to maintain order in class so as to create a conducive learning environment.

Lesson Description

The researcher was taken in this class to observe the lesson by the Head of Department and found the teacher was already in class about to start the lesson. Upon entering the classroom, all the pupils (both hearing impaired and non hearing impaired) stood up to greet us. The teacher then went straight to introduce the days' lesson. This was a grade eight (8) class. The topic was *REPORTED SPEECH*. In this class, the teacher confessed that she was not fluent when it came to the use of sign language and the researcher observed that from time to time the teacher had difficulties signing certain words but the Head of Department was handy to render help whenever the teacher encountered a problem on how to sign certain words.

So the teacher writes a sentence on chalkboard. *Joy has come to school today.* She points at a named pupil (hearing impaired) to read the sentence written on chalkboard. The pupil stands up and reads the sentence using sign language. The teacher tells the class to clap for the pupil who has read because she has done it correctly. All the pupils (both hearing impaired and non hearing impaired) clap. Using sign language first followed by verbal language, the teacher asks the pupil to sit down.

Teacher now explains to the class using a combination of sign language and the articulate / verbal language that the sentence ‑Joy has come to school today,ø Is direct speech. Teacher continues to explain that when one is reporting, it means that whatever act which is being reported has already happened some time past or either happened the previous day even some days, weeks, months or years back. Teacher explains that when one is reporting something, there are certain rules that have to be followed as certain words/ tenses have to change when one is giving a report.

Using the example written on chalkboard ‑Joy has come to school today,ø teacher now asks pupils to imagine they are reporting or telling someone about this act a day after it happened. The sentence should read, ‑Joy came to school yesterday.ø Teacher continues giving the rule explanation using both sign language and the articulate/ verbal language. Tells the pupilsø to note the word/ tense changes in the reported sentence. The teacher asks the class to cite the words/ tenses that have changed in the sentence. Pupils raise their hands and teacher points at a named pupil, (hearing impaired). The pupil tries to explain using sign language of the changes that have taken place but the teacher does not seem to clearly get what the pupil is explaining to asksø the pupil to go and write the words that have changed on chalkboard. The pupil steps to the front and writes the words that have changed on chalkboard, *came* and *yesterday.* Teacher asks the class if what their friend has written is correct, they agree.

The teacher now explains using both sign language and the articulate language that in the sentence ‑Joy has come to school today,ø ‑has come when reporting changes to ‑*came'* and ‑todayø changes to *yesterday.* Teacher gives more examples on chalkboard and together with the pupils they change the sentences into reported speech. After this act, the teacher puts the pupils into groups. Note that the groups that have been created consist of a combination of both the hearing impaired and non-hearing impaired pupils. Teacher gives instruction that in their respective groups, they should come up with two sentences in direct speech and then change them to reported speech. Teacher gives the pupils 10 minutes to carry out this activity. At the end of ten minutes, not all the groups are done with the given activity so teacher gives them an extra five minutes. When the time is up the teacher using both sign and verbal language asks group representatives to present to the class what they had come up with.

Group one

The representative from this class is a hearing impaired pupil. Stands up with saying a word and goes to write on the chalkboard what they had come up with.

She is crying changes to she was crying and He is writing very fast today changes to He was writing very fast yesterday/that day.

Now the teacher using a combination of sign language and the verbal language asks all the group members why in the second sentence they have two options of word ÷yesterday and that day.ø A group member (non-hearing impaired) responds to say it depends with how much time has past from the time the action happened and when it is being reported. When this pupil without hearing impairment is explaining, the Head of Department who remained to be part of the members present throughout the lesson was interpreting to the class using sign language. So the teacher points at a certain pupil (hearing impaired) from that group and asks him to clarify when to use *yesterday* and when to use *that day.* The pupil explains that yesterday is used when the action took place the previous day and that day is used when several days from the time the act happened have past. As the pupil is explaining using sign language, the teacher interprets using the verbal language to as to cater for the other pupils without hearing impairments and those who are not so conversant with the sign language.

Group two

The group representative (non-hearing impaired pupil) writes on chalkboard what the group members had come up with. The two sentences are; *She is eating* which changes when reporting to *She was eating* and *The teacher is angry today* changing to *The teacher was angry yesterday/ that day.* Teacher asks other group members if what group two have presented is correct. The other members of the class agree. The teacher now asks the next group to present what they had come up with.

Group three

Representative pupil in this group is hearing impaired. So she starts by explaining what the group members had come up with. As the representative is explaining using sign language, the teacher is interpreting using verbal language. So the pupil representative finishes explaining, she writes the sentences on chalkboard. *Mary is eating in class* which changed to

Mary was eating in class. Then *Joseph is not feeling well* changed to *Joseph was not feeling well.*

So the trend goes on until all the groups are done with their presentations then the teacher concludes her lesson by emphasizing that when one is making a report certain words have to change especially the tenses. The teacher then writes five sentences as class exercise to be written.

SCHOOL C

According to the teacher, this class had about 68 pupils but most of them were absent on that day and the class only had 51 of which 24 were hearing impaired and the rest were non hearing impaired with two physically challenged learners and 3 mentally challenged. There was no interpreter in this class as the teacher used both sign language and verbal language. He was in command of both the verbal and non- verbal languages. This school had very few hearing impaired learners they only had one grade. According to the teacher, that was the first intake of grade 8 pupils. The teacher said that the majority of the hearing impaired learners in his class were fond of reporting late for classes and that he was sure before break some would have reported for classes. The daysø lesson was *IRREGULAR VERBS.*

Lesson Description

Before going into the major lesson, teacher introduced her lesson by recapitulating the previous lesson she had with the learners which was based on verbs in general. There is only one teacher in this class and the teacher is conversant with both the sign and articulate language. So when teaching he is using both the sign language as well as the articulate language. Teacher asks the class to say what a verb is as defined from the previous lesson. Several pupils (both hearing impaired and non-hearing impaired) raise their hands. Teacher points at a named pupil (hearing impaired).

Pupil:(signs) A verb is an action word.

Teacher: translates what the pupil has said using the verbal language. Teacher also tells the class using both the sign and articulate language that what their friend has said is correct. He asks any member of the class to give an example of a verb and some pupils again raise their

hands. Pointing at another named pupil (non-hearing impaired) to give an answer, teacher asks the pupil to stand up before giving the answer.

Pupil: (non-hearing impaired) stands up and gives an answerí *walk.*

Teacher: good.

Teacher now explains to the class that when one wants to use the regular verbs in the past tense, one just has to add óed for example the word walk in the past will become *walked.* Teacher explains that the daysø lesson was based on *irregular verbs and how to change them when used in the past.* Teacher explains (using both sign and verbal language) that irregular verbs are those types of verbs that cannot be used in the past by simply adding óed. Teacher gives two examples of irregular verbs, *Buy and get.* Teacher explains that the two irregular verbs when used in the past will change to *bought and got* respectively. Teacher asks the class if they have understood, and all the class members respond positively.

Now teacher writes a list of irregular verbs on chalk board:

Sing, cut, drink, bite, beat and give. After doing this, the teacher divides the class into two groups and asks the first group to write the past form of the first three words which are *sing, cut and drink.* Then the teacher instructs the second group to work on *bite, beat and give.* Teacher gives the two groups ten minutes in which to do their work after which group representatives are to report what they have come up with. After the given time has elapsed the two groups present what they have come up with.

Group one

Sang, cut and drank

Group two

Bitten, beaten and given.

Teacher applauds the two groups for presenting the correct form of the past for the given irregular verbs. The teacher concludes his lesson by asking the pupils to write six sentences in their individual exercise books using the past form of the irregular verbs they have just discussed. Pupilsødo as instructed.

School D

This was another unique combination of grade eight hearing impaired as well as non-hearing impaired learners four mentally challenged and two physically challenged learners. The head at this School justified the combination that they had just introduced inclusive learning at that school and that the majority of learners were the hearing impaired ones. These others the mentally challenged could not be given their own class because the school did not have enough staff members to handle the other class. There was only one special education teacher at the School and the other one, (deaf and dumb) was just a volunteer.

Lesson Description

During the lesson observation at school D, the teacher was presenting a lesson on comprehension and the title of the story was *HUMAN BODY PARTS AND WHAT THEY ARE USED FOR*. To aid the learners in understanding the story effectively, the teacher drew on the chalk board the human body and labeled the parts he wanted to discuss with the pupils. Among the notable body parts the teacher labeled were the head, the eyes, the ears, the nose, the knees, the hands, the legs and the feet. He explained all the parts that were labeled and told the pupils what they are used for while the pupils listened attentively. In this lesson, the teacher was also a teacher with a hearing impairment. For this reason, his lesson was to be interpreted in order to cater for the other learners without hearing impairments. So after he finished delivering his lesson, he asked the pupils to go in front to explain and demonstrate what each and every human body part he had labeled was used for according to what he had taught them.

Teacher now asks any volunteer to go in front and explain what the body parts are used for.

Pupil A (hearing impaired) Stands up and goes in front. She explains the use of the body parts as the teacher told them while the madam (interpreter) does her interpretation. The pupil explains almost all the body parts and their use correctly but forgets the correct use of the knees and the nose. So the teacher reminds her.

Pupil B (hearing impaired) courageously stands up and goes to the front to explain the names of the body parts and what they are used for. Teacher gives a go ahead but the pupils says that the eyes are used for breathing and the nose for seeing. The teacher asks any pupil from the

audience willing to help the friend and pupil C (non-hearing impaired) stands up and explains the correct usage of the eyes and the nose while the teacher interprets what the pupil is explaining using sign language . Teacher asks pupil B(hearing impaired) to repeat what pupil C (non-hearing impaired) has just explained and fortunately this time pupil B explains the usage of the eyes and the nose correctly.

This trend goes on for both the hearing impaired learners and the non-hearing impaired learners who of course had to do their explanation verbally and the teacher was interpreting using sign language so as to carter for the learners with hearing impairments.

After a successful demonstration and explanation of the human body parts and what they are used for, the other teacher (conversant) with both sign and articulate language had to sing the common *head and shoulders knees and toes* song with the pupils while demonstrating(touching the body parts) that were being mentioned in the song. The song and demonstration summed up the lesson and the teacher now gave the pupils some written questions as comprehension exercise to be answered in their exercise books.

 A respondent at School A said that the combination of sign language gestures as well as lip reading also aided in giving instruction when teaching. As the teacher is signing a word he/she had to as well emphasize the movement of the lips for this was so beneficial especially for those that had the residue of speech, said one of the teachers offering inclusive education.

Summary

The data has been presented shows the classroom language practices used by both teachers and pupils in inclusive classrooms during English language lessons. The four descriptions from four different schools show how teachers and pupils communicate with each other and the different language forms which are used during classroom interaction. The analysis of the language practices will be done in the next chapter.

5.3 Nature of interaction between the hearing impaired and the non-hearing impaired learners

The second objective was to establish the nature of interaction between sign language users and verbal languages users both in class and outside classroom. This was important because the principle of inclusive education is that pupils of different abilities and characteristics are

placed in the same classroom, learn together, work together and help one another in their work. This obviously means that they mix and interact mutually as equal partners in the learning process both in and outside the classroom. Thus, the nature or simply the fact that these different kinds of pupils interact has implications for the success of inclusive education and whether or not the practice is practical or not. In order to get the answers as whether the hearing impaired and the non hearing impaired interacted mutually in and outside the classroom, interviews, observations and questionnaires were used to collect the data.

A questionnaire was administered to 180 pupils both hearing and non hearing impaired learners of which 80 were hearing impaired and 100 were non hearing impaired to find out the nature of interaction between the hearing impaired learners and those without hearing impairments during classroom activities as well as play time. The results revealed that out of 80 hearing impaired learners, 65 representing a percentage of 81.35% stated that interaction between sign language users and verbal language users was not mutual in class and outside classroom.

A total of 100 non hearing impaired answered the question in the questionnaire. Out of 100 non-hearing impaired pupils sampled, 84 of them representing a percentage of 84% stated that interaction between hearing and non hearing pupils was not mutual both in class and outside classroom. Only 16 respondents representing a percentage of 16% were the ones who said that interaction was mutual both during classroom activities and outside during playtime.

Cumulatively, out of a total of 180 pupils who answered the questionnaires (both hearing impaired and non hearing impaired), 149 pupils stated that interaction between the two groups of pupils was not mutual both in class and out of classroom. Only 31 pupils stated that there was mutual interaction both in and out of the classroom among hearing impaired and non hearing impaired.

To answer the same question, teachers and pupils were interviewed. They were asked whether the principle of inclusion was working both in the classroom and outside classroom in the context of togetherness among pupils through classroom interaction and social interaction outside classroom. Different responses were given both among teachers and pupils.

Among teachers, most of the teachers stated that there was no mutual interaction between the two groups of pupils. They explained that hearing impaired pupils normally segregated themselves and were not willing to interact with the non hearing impaired. It was also mentioned that hearing impaired pupils were short tempered and opted to live among themselves. Other teachers examined that hearing impaired pupils felt comfortable to live among themselves. Therefore, there was no interaction between the hearing impaired and the non hearing impaired. Some teachers explained both groups of pupils could not communicate with each other and they lived in exclusion of each other such that both in class and outside class, the hearing impaired and non hearing impaired did not interact mutually. Consider the following responses:

Teacher A

These pupils the hearing impairment seem to have identified themselves from these communities where they come from. So even if we can say that they interact with the non-hearing impaired learners the interaction cannot be compared to the way they do amongst themselves.

Teacher B

From my observation since I started handling these inclusive classes, it is like the pupils with hearing impairments feel much more comfortable interacting amongst themselves than when they are with the non-hearing impaired pupils.

Teacher C

Some of these pupils with hearing impairments are short tempered. It is for this reason that the other pupils without hearing impairments try to avoid them by all means.

Some pupils also stated that there was no interaction between the two groups. They explained that no matter how they tried to be close to their friends, it was difficult as they could be ignored by the people of different needs. What came prominent in the findings was that pupils avoided each even in instances where some pupils made attempts to interact. The following are some of the responses from the pupils:

Pupil A: One of my classmates is almost my neighbor because we live in the same community but each time I tried getting myself closer this person just ignores me regardless of how much I try to be close.

Pupil B: They are too moody at times so me I avoid them because most of them are short tempered.

Pupil C: They are only friendly when you are in class but when outside like during break, they segregate themselves. They do not want to play with us but want to interact amongst themselves.

Pupil D: I donøt like playing with them (hearing impaired) because they like fighting.

Pupil E: The first time I tried to be friendly with one of these hearing impaired learners, I was just given a very bad look as if there was nothing that existed.

Pupil F: One time I tried to separate a fight between the two hearing impaired learners and the two just turned against me and started beating me up. Since then I do not like playing with any of them.

However, there was a small group of teachers who stated that interaction between the two groups of pupils was average while others stated that the pupils interacted only in the classroom but never interacted outside classroom during uncontrolled social interaction. The teachers explained that in class, pupils did some of the activities together but were not seen to do the same outside as they were seen to be associating according to their different language characteristics. The other reason given for lack of interaction was that the two groups did not know each othersø languages. The pupils who used verbal language did not know sign language and vice versa and this affected their interaction both in class and outside classroom. The following were some of the responses saying that pupils partially interacted and that the interaction was in classroom and not outside classroom:

Teacher D*: Well, the interaction between the hearing impaired pupils and the non-hearing impaired pupils is average so to say.*

There are some who really get along with the pupils without hearing impairments nicely. Some of the pupils with and without hearing impairments come from the same communities

and because they have learnt to accommodate each other from home before coming to school, the interaction among such is very excellent.

Teacher E

When in class, at-least you can see some pupils with and those without hearing impairment tying to communicate to each other. Now during play say at break, the situation is different as one would see the pupils with hearing impairments grouped on their own and the others without hearing impairments busy on their own as well.

Teacher F

Yes they do interact but not in that way one would say it is adequate because the non-hearing impaired learners do not know proper sign language but the street sign language

Teacher G

These pupils maybe difficult to understand, you may observe during class especially when given group work they will communicate to each other but during break time, the hearing impaired like to isolate themselves.

Teacher H

They do interact in the classroom situation but outside the trend is different because one can see the pupils with hearing impairments grouping and isolating themselves from the pupils without hearing impairments.

Teacher I

In as much as the pupils without hearing impairments would want to interact with their friends, it is not easy because most of the pupils without hearing impairments here do not know how to use sign language.

The interaction was also affected by negative attitudes between pupils with hearing impairments and pupils without hearing impairments. The findings showed that pupils without hearing impairments had negative attitudes towards those with hearing impairments. Regardless, a few pupils dispelled the assertions that there were negative attitudes between the two groups of pupils. The pupils who downplayed these views explained that it was mere

perception or misconception that there were negative attitudes towards each other while clarifying that there was no problem as they interacted as normal as possible.

The teacher said that the interaction between the pupils with hearing impairments and those without hearing impairment was not good. He observed a trend where pupils without hearing impairments were making fun of their friends especially during play time when they were not in class. He said that it was for this reason that most of the pupils with hearing impairments found it comfortable to remain in class even during break because it was only in class that they felt they were safe. Even when they by all means avoided the other pupils with non-hearing impairments, they would still follow them where they were to make fun of their situation. This situation angered the pupils with hearing impairments making them isolate themselves on several occasions especially outside the classroom.

Another teacher explained that it was rare to see the two groups of pupils interacting even outside the classroom. Even in the classroom, they only talked when one maybe needed help from the other one. Say a learner with a hearing impairment in class while writing his pen stops and he sees that the one who has a spare one is the one without hearing impairment, he would ask from the friend who has. This finding was supplemented by what pupils said regarding interaction. Although the pupil was generally saying that they interacted, he exemplified situations of need when they interacted. Consider what the following sentiments from some pupils:

Pupil A: Our friends without hearing problems are just okay, we talk, we ask for things like pen or pencil when you do not have or maybe the one you had has stopped writing. You can easily ask from a friend without hearing problem and he or she will assist you.

Pupil B (HI): We get along and interact so well with our friends without hearing impairments. We help each other with things

Pupil C: Personally I feel it is just a general misconception that people have towards our friends with hearing impairments that they are not social, otherwise they are good.

Pupil D (HI): Itøs difficult. They (non HI learners) laugh at us and look down on us.

The findings also revealed that it was not only pupils who held negative attitudes towards non hearing pupils. Even some of the teachers held negative attitudes towards those pupils who

could only communicate through signing. This made it difficult for special needs children to feel free and interact with the peers who had no hearing impairments. Teacher B disclosed that these pupils with hearing impairments were made fun of even from some members of staff. The teacher made mention of a particular teacher who would discourage the other pupils from interacting with the learners with special needs if he found any of them doing so. Take note of the following statement from one of the teachers:

Teacher B*: It is quite sad that even some of our own members of staff here make fun of these pupils with different learning abilities. One of them even told me to stop teaching them that if I continued I risked having a child who would be like one of those pupils that I teach but of course you and I know that it is just actually an old belief.*

In addition to observation data, the researcher also took notes during classroom and outside to just see whether there was interaction between the two groups of pupils. I observed that when it was break time, the hearing impaired learners grouped themselves under a tree. While some of the non hearing impaired learners tried as much as possible to interact with their friends with hearing impairments. The researcher observed that the response from the hearing impaired learners was not all that positive even when some of the other friends tried as much as possible to interact with them. One of the respondents; teacher C attributed the self-isolation of the hearing impaired learners from the non- hearing impaired learners to the stigma that some pupils (non-hearing) impaired learners have on the friends. However, there were cases where there was no stigmatization from the non- hearing impaired learners on their friends but merely cases of self-stigma by the learners with hearing impairments.

Observation was also made by the researcher that during classroom activities such as group work and discussions at one of the visited schools, the teacher had to isolate the hearing impaired learners from their non- hearing impaired learnersø group. After the lesson, the researcher tried to find out why the teacher had to isolate the hearing impaired learners from their friends when creating the groups. The teacher cited cases of short temperedness from some pupils with hearing impairments and that most of the times they were mixed with the non- hearing impaired learners, fights usually broke out due to misunderstandings amongst the hearing impaired and the non- hearing impaired learners.

Summary

This objective investigated the nature of interaction between the learners with hearing impairments and their peers without hearing impairments. The findings were that in some instances, hearing impaired learners interacted with non-hearing impaired ones both during classroom activities and outside classroom but in very rare situations. The majority of the hearing impaired learners only interacted with the non-hearing impaired learners during classroom activities and not outside class.

5.4 challenges faced by teachers in providing inclusive education of sign language.

a**. Lack of teaching materials**

Most of the teachers interviewed bemoaned lack of adequate teaching and learning materials as the greatest challenge encountered. One of the respondents revealed during an oral interview at School A that most the teaching aids used were self improvised. In the other Schools visited, the teachers expressed concern and emphasized that just the way government procures teaching and learning materials for the other type of learners, it should as well consider doing the same for the learners with hearing impairments. Teachers complained that it was not an easy task to facilitate teaching and learning of the hearing impaired learners with inadequate teaching and learning materials. Teachers really had to sacrifice in order to prepare lessons that were going to make learning easier for those learners with hearing impairments. Meaning they had to come up with visual teaching aids for every topic that was to be taught as visual aids made teaching and learning easier not only for the hearing impaired learnersøbut also the other learners without hearing impairments. Consider what the teacher said below;

Teacher I

The performance of the hearing impaired learners cannot be compared to that of the non-hearing impaired learners because the rate of understanding at which the hearing impaired learner grasps a concept is very different from that of a pupil without hearing impairments. It would have been of great help if the school had enough teaching and learning materials.

At School B, the teachers talked to revealed that the hearing impaired learners take a longer time to understand a concept compared to their non hearing impaired learners. This was as a

result of not having adequate teaching and learning material to carter for the hearing impaired learners. Consider what the teacher said here below;

Teacher E

If government can consider providing learning material to all schools providing the education of learners with hearing impairments that would help in improving the results of the learners' with hearing impairments.

b. Slowness in learning

The teachers also attributed the slowness in learning by the hearing impaired learnersø as natural issue because of the status of not understanding the articulate language. That these hearing impaired learners were too slow to learn and that they easily forgot what they had been taught. This made the progression rate of the pupils with hearing impairments to be slow because the teacher was forced to go back and re-teach the same content again and again before the concept could be understood. This slowed down the rate at which the syllabus was completed. However, the situation could be redeemed if the Schools had enough teaching and learning materials such as books so that after teaching, the learners are given the books go through the taught topic at their own time . This could aid the learners to retain most of the content taught on that topic before proceeding to the next. Teachers complained that in most instances, the syllabus was not even fully covered and yet the hearing impaired learners would be required to sit for the same examination as the other pupils who are non- hearing impaired. Here below is what one of the informants had to say;

Teacher J

Hearing impaired pupils are slow by nature in understanding new concepts that are taught to them compared to the non- hearing impaired learners. One has to repeat a concept several times in order for them to get it. This makes the rate at which we move covering the contents of the syllabus slow failing to cover all and yet at the end of the year they are required to sit for the same exam with the non – hearing impaired pupils.

At School A the teachers interviewed revealed that teaching and learning materials was one of the major challenges they faced as a unit offering this type of education to the learners. Teacher A in this school bemoaned the rate at which the pupils with hearing impairments

took to understand a concept. He said they (learners with hearing impairments) took a longer time to understand a concept that was taught to them compared to the non hearing impaired learners. This made it difficult for them to cover the contents of the syllabus in time. However, with or without completing the syllabus, the learners were required to sit for the same examination with the learners without hearing impairments. This made the learners with hearing impairments mainly to perform poorly in the National Examinations. Here below is what one of the informants from this School had to say;

Teacher C

The hearing impaired learners are slow in capturing what is being taught to them, even when you are a fast teacher you cannot move faster leaving the other pupils behind. This makes us not to finish the syllabus and it is one of the reasons that the hearing impaired pupils usually perform poorly in the National exams.

c. Teachers not knowing sign language

One of the teachers revealed that it was not easy for her when she just started work to communicate with the hearing impaired learners as she was not particularly taught sign language at the College she attended.

She had to learn how to use sign language while she was already deployed at that School. Because she was not a fluent user of sign language this also derailed that rate at which they had to cover the content of the schemed work for each term leading to a delay in covering the contents of the syllabus. Consider here below what the teacher had to say;

Teacher K

You see, it is usually difficult when you are a beginner and you have been given a class for the hearing impaired pupils to teach when in the actual sense at College you were not taught sign language but Special Education.

The teacher said that with time and through interactions with the learners and the older teachers who knew sign language, she became conversant. The researcher confirmed this when she observed one lesson presented by a student teacher. This teacher totally relied on the Head of Department for most of the communications in sign language during her lessons.

Another teacher talked to at this School confirmed that he learnt Special Education at the College he attended but was never taught how to use sign language.

At School D one of the respondents revealed that though they use sign language when teaching not all teachers of special education are fluent in sign language and those that were able to communicate using sign language were not conversant with all the words. That is to say they found it difficult to sign some words. Due to lack of teaching materials in the school, it was a challenge to teach for instance reading comprehension because was not easy for the teacher to sign all the words found in the passage in order for the learners to get the meaning from the passage being studied hence the easier way to go around it is for the teacher to summarise the passage involved. However, there is again a disadvantage with summarising the passage for them because the information given was not comprehensive thereby making the pupils miss out on certain vital information. The respondent was quick to point out that it took much effort on the part of the teacher in order to make the Hearing Impaired learners grasp the concept of reading.

The majority of the learners/pupils don't know how to read said the teacher K

In order to aid the hearing impaired learners grasp some reading concepts, the teacher said that she used the letters of the alphabet to make simple words and gradually go to simple sentences.

Another respondent from the same school pointed out that there was no effective communication as most of them did not know how to use fluent sign language.

Teacher L

There is language barrier when you are teaching, you may think that the pupils have gotten the concept when in fact not, said the respondent.

The respondent said that one can judge based on the classroom exercises given that the pupils actually missed out the concept because they do not perform well in most of the given exercises. Based on the fact that the hearing impaired learners are slow in learning, the respondent felt that the Examinations Council of Zambia should consider giving the hearing impaired learners an exam that is simplified because usually they do not even manage to

cover all the contents of the syllabus as they are slow learners. Their performance was not good even in the National exams.

d. Pupils not knowing standard sign language

Teacher F at School B said that it was not easy to communicate with the learners during lessons as most of them did not even know the standard sign language. Now when you go in class to teach and you are using the standard sign language, usually there is communication breakdown. The teacher said it was difficult for her because she first had to start teaching the learners what she termed standard sign language before she could go into teaching the actual content of the syllabus. This consumed most of her time as pointed out earlier that these learners take time to grasp a concept. Here is what the teacher had to say below;

What the majority of our pupils use is street sign language, so when you receive the pupils, you have to teach them first the standard sign language. This on our part takes a lot of our time for teaching the syllabus contents.

Teacher G at this school mentioned that some of the parents to the pupils with the hearing impairments also made it difficult for them teachers to operate smoothly as they would come to interfere with the schools way of running their programmes based on the information the parents received from their children. This teacher said that it was not easy to handle such learners and that it called for a strong willed person and one with a passion for the job. Teacher G said as well that the challenge she had was completing the syllabus in time. She said that it was difficult to cover the contents of the syllabus in time because the hearing impaired learners are too forgetful. She said that one would teach a concept today and hope to build on it the next day of meeting them only to discover that they cannot remember anything. This left the teacher with no option but to re-teach the concept. She again mentioned that sometimes it took the teacher to teach a concept more than two times before it could be registered on the pupiløs mindsø all this she complained that it was time consuming.

e. Sign language interpreters missing out vital information

At School C, the only teacher who was fluent in sign language instruction was the volunteer teacher who is also deaf and dumb. The other teachers handling the pupils with hearing impairments at this School were working hand in hand with the volunteer teacher so as to aid

communication for both the hearing impaired and non-hearing impaired learners. Meaning that when he was teaching, an interpreter was needed to aid the other learners who were non hearing impaired as the particular one could not offer both the sign and articulate language. One of the special education teachers at the said school who happens to carry out the interpretations of the lessons for the pupils said that the volunteer teacher was so fluent and very fast when teaching such that sometimes it became so difficult to move at the same rate with the one teaching thereby missing out a lot of vital information for the pupils. The teacher (interpreter) said that the volunteer teacher is a good teacher but had a short temper especially if he was asked to repeat what he said. There were four teachers at this particular School including the volunteer of which only one out of the three permanent ones was a fluent user of sign language. Here is what the teacher had to say;

Teacher M

Our friend (volunteer teacher) is so fluent and fast with his language. Because of his condition (both deaf and dumb), he cannot teach using both sign and the articulate language. It is for this reason that when he is teaching, someone has to interpret his lessons so as to cater for the non-hearing impaired learners because not all the learners understand sign language. Now the problem comes in when you as the interpreter miss a point because he doesn't like repeating points.

Teacher (interpreter) mentioned that there are some other words that were difficult to find their equivalent in sign language. Here below is what the teacher had to say;

Teacher M

One may have the knowledge and skills of sign language but sometimes it is not easy to find the exact or equivalent of certain words in sign language.

f. It is time consuming to use both sign and verbal language

At School A, teacher C lamented that it was time consuming to use both the verbal and articulate language while teaching. A single lesson which was supposed to be handled in 40 minutes ended consuming the time for the other lesson if it were a double period. In cases where a single period was allocated, that particular day meant not finishing the contents of the lesson that was prepared because it meant teaching two groups of people in two different

languages at the same time. When asked if having someone to interpret the lesson was going to make teaching easier, the teacher said it was one and the same thing because after you talk, you have to give time to your friend (the interpreter) to as well communicate in the language he/she is using.

Summary

This objective discussed the challenges that teachers face when providing instruction to inclusive classrooms of the hearing impaired. Prominent among the findings are that in all the four Schools the researcher visited, none of the teachers said they had adequate teaching resources. They lacked some of the major teaching materials such as visual aids as this type of learners heavily relied on what they saw in order for them to get meaning. Teachers also bemoaned the slowness in grasping concepts by the hearing impaired learners and attributed this to the fact that they could not comprehend the articulate language. Another challenge that the majority of the teachers were faced with was that they were not fluent users of sign language as some of the institutions they were trained from did not offer or teach them sign language but only taught Special Education. At School B, a respondent revealed that most of the pupils did not know the standard sign language hence when they received these learners, they had to be taught the standard sign language before they could start learning any other thing and this in itself was time consuming. As not all teachers of special education were fluent users of sign language especially at the time of deployment, there was need for those that were fluent with the language to be interpreting what was taught. However, sometimes interpreters missed out on vital information there by diluting the message which was supposed to be communicated. Finally some teachers lamented that teaching using both the sign and articulate language was time consuming. A lesson which was supposed to be covered in a single period took went upto the next period and in most cases affected the next lesson. All in all, this made them not to exhaust the contents of the syllabus and yet these pupils were expected to sit for final examinations by the end of the year.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.1 Introduction

This chapter presents an analysis of the findings presented in the previous chapter. The objectives of the study will help guide the discussion. During the discussion, reference shall be made to similar or contrasting views from the other studies done elsewhere within the themes to be discussed. The following are the themes under discussion; teachers and pupilsø language practices during English lessons, nature of interaction between the pupils with hearing impairments and those without hearing impairments and the challenges that teachers faced when teaching English language in inclusive classes of the hearing impaired learners. At the end of the discussion, a summary shall be presented. other studies done elsewhere within the themes to be discussed. The following are the themes under discussion; teachers and pupilsø language practices during English lessons, nature of interaction between the pupils with hearing impairments and those without hearing impairments and the challenges that teachers faced when teaching English language in inclusive classes of the hearing impaired learners. At the end of the discussion, a summary shall be presented.

6.2 Classroom Language Practices that teachers used when teaching inclusive classes of the hearing impaired and non Hearing impaired Learners in ESL Classrooms

From the findings presented in the study, it was clear that teachers of sign language employed a number of practices in order for them to achieve the objectives of their lessons. Some of the practices that these teachers used include;

Firstly, they employed simultaneous use of verbal and sign language. In some Schools like School A, there was simultaneous use of verbal and sign language in cases where the teachers were conversant with both the verbal and sign language. This meant that the teachers in this case were using both languages in order to communicate or deliver their lessons effectively. The practice by the teacher to use both languages is called translanguaging which Hornberger and Link (2012:262) defined as ÷the purposeful pedagogical alternation of languages in spoken and written, receptive and productive modesø Thus, what the teachers were doing by using both sign language and verbal language is typical example f translanguaging as a pedagogic practice. In so doing, the classroom is liberated and enables

everyone to hear and to be heard. However, it is important to mention that in this classroom, the use of signs (sign language) is viewed as one of the linguistic resources different from verbal language. The fact that signs are considered as language correlates with Banda and Mwanza (2017) who argue that translnguaging is both multilingual/bilingual and multimodal in nature. It is for this reason that Banda (2009) explains that the basic tenet of translanguaging as a classroom practice is to engender multilingual and multimodal literacies. In this particular classroom where the teacher was using both verbal and sign language, the teacher was engendering multilingualism by recognizing the linguistic repertoires of learners. In the context of this study, translangaging ensured inclusion and the pedagogic alternation of languages made every pupil regardless of their linguistic abilities and backgrounds to be part of the learning process and build a sense of belonging or inclusion among learners.

The second practice was the use of sign language interpreters. This happened in schools where the English subject teacher did not know sign language and a sign language interpreter joined the class to interpret for the hearing impaired learners. Thus, interpreters ensured that hearing impaired learners re catered for since they relied heavily on sign language. It is very important to mention that the use of language interpreters was done contextually. In a school where the teacher only spoke verbal language and did not know sign language, a sign language interpreter was used. However, in a school (School D) where the teacher only used sign language and did not know verbal language, a verbal language interpreter was used who interpreted sign language into verbal language. In School D where the English language teacher was deaf and dumb thereby being restricted to only the sign language, another teacher was called in for the interpretation of lessons from sign language to verbal language in order to cater for the category of some learners who relied purely on the verbal language. This is very important. Firstly, this shows that inclusive education in these classrooms was not done only for one group of people but for everyone. Thus, the attention is spread across the classroom. Secondly, it shows that translanguaging in these classrooms took different forms- from one teacher using multiple linguistic resources to two teachers aiding each other through interpretation to ensure epistemic access among pupils.

Thirdly, teachers used a lot of demonstrations during lessons as this aided the understanding of what was taught to both categories of the learners. Like during one of the lessons the researcher observed, the teacher was teaching comprehension and the passage was about the

human body parts. So the teacher had to draw a diagram of the human body parts so that when explaining he could easily demonstrate what each of those body parts was used for. The use of demonstrations is not just multimodal, but it makes learning interesting and instead of just listening, the pupils will see too. This helps the learner have multiple ways of perceiving reality and enhances comprehension a phenomenon.

The fourth language practice which was used was the use of pictures. There was use of a lot of pictures during presentation of lessons in these inclusive classes of the hearing impaired and non-hearing impaired learners in order to aid memory. For some lessons, teachers used videos to deliver them as this also was reported to be a good memory aider when it came to teaching of such classes.

Multimodality recognises that while spoken or written language is important in classroom communication between teachers and learners, there are other modes or semiotic resources which are available and can be used. They further argue that learning does not depend centrally on language (written or spoken) but on other modes too which include image, gesture, action with models and writing. Bock (2014) adds that multimodality recognises that all communication (including classroom communication) uses a variety of modes where mode is defined as the different semiotic resources used for making meaning both verbal (written and speech) and non-verbal (image, gesture, gaze, posture, music, colour and discarded objects). Jewitt (2005) claims that in the 21st century, image, sound and movement have entered school classrooms in new and significant ways. Iedema (2003) suggest that television, film and the computer may also be useful resources in communication. Kress (1999:68) advises scholars and in this case teachers õto realize that written language is being displaced from its hitherto unchallenged central positionö.

Classroom interaction normally involves face to face interaction between teacher and learners as well as learner to learner. However, the crucial point is that even face to face interaction is multimodal in nature. This is reflected in Strivers and Sidnelløs (2005:2) definition of face to face interaction when they stated that face to face interaction is õa multimodal interaction in which participants encounter a steady stream of meaningful facial expressions, gestures, body postures, head movements, words, grammatical constructions and prosodic contoursö. This means that when a teacher is teaching in class and learners are contribution through class discussion, group and pair work, they are not only using words to communicate but integrate

words with paralinguistic features to make and communicate meaning. For this reason, teachers may deliberately speak as well as gesture when illustrating or demonstrating a point. Actually, Strivers *et al.* (2005) adds that when talk and gesture are used together, they aid each other in meaning making.

Infact, teachers mentioned that there was need to be creative so as to make learners with hearing impairments get the point that the teacher was trying to put across. In order to achieve this, the teacher said that she had to use hand shapes, facial expressions, vigorous movement of the lips as some pupils easily followed when one is signing as well as moving the lips to communicate. The teacher said that sometimes, body or facial expressions were used. This is in agreement with what Nwokeocha and Mtonga (2017) pointed out amongst their several hints that applying facial expression, gestures and other body language helps to convey ones message when teaching the hearing impaired learners were useful in inclusive classrooms.

Nutbrown and Clough (2006) also agrees to the assertion when they said that sign language or signed language is the type of language that chiefly uses manual communication to convey meaning as opposed to acoustically conveyed sound patterns. According to Nutbrown and Clogh (2006), this involves simultaneous combined hand shapes, orientation and movement of the hands, arm or body and facial expression to express a speakers thought.

The use of signs, videos, demonstrations, facial expressions vigorous movement, hand shapes and lip movement means that teachers and classroom communication were multimodal. Mwanza (2016) explains that Multimodality recognizes that while spoken or written language is important in classroom communication between teachers and learners, there are other modes or semiotic resources which are available and can be used. He adds that learning does not depend centrally on language (written or spoken) but on other modes too which include image, gesture, action with models and writing. Bock (2014) also explained that multimodality recognises that all communication (including classroom communication) uses a variety of modes where mode is defined as the different semiotic resources used for making meaning both verbal (written and speech) and non-verbal (image, gesture, gaze, posture, music, colour and discarded objects). Similarly, the variety of the linguistic resources used by teachers in the studies agree with Jewitt's (2005) observation that in the 21st century, image, sound and movement have entered school classrooms in new and significant ways. In this

view, Kress (1999:68) advises scholars and in this case teachers in inclusive classrooms õto realize that written language is being displaced from its hitherto unchallenged central positionö. The other important point to mention is that the use of lip movement, hand movement, shapes and other semiotics in the observed classrooms does not only translate into multimodal classrooms but also denotes translanguaging because as mentioned earlier, translanguaging is multimodal. Strivers and Sidnellø (2005:2) captures this practice and scenario very accurately when they defined face to face interaction as õa multimodal interaction in which participants encounter a steady stream of meaningful facial expressions, gestures, body postures, head movements, words, grammatical constructions and prosodic contoursö. In relationship to the language practices in these inclusive classrooms, this means that as teachers engage with learners in face to face interaction with the use of paralinguistic features, they were translanguaging and being multimodal t the same time.

Although teachers were translangaging and multimodal, the teacher who was using verbal language but needed the services of an interpreter suggests that he was not adequately prepared to teach inclusive classrooms. Thus, while the teacher may need commendation for realsing the need for interpretation services in order to avoid symbolic violence in the classrooms, his lack of knowledge of sign language meant that the absence of sign language interpreter, he would not function. It is important that teachers who teach inclusive classrooms are prepared adequately both in the language of instruction and the principles f handling inclusive classrooms. Manchishi and Banda (2015) in their writing pointed out the importance of preparing teachers for the betterment of a learner as they state, õthe desired goal in the field of teaching and learning process cannot be achieved until the teacher is properly trained.ö This assertion is supported by Matafwali (2010) who stresses that teachers should acquire deeper understanding through activities that promote literacy skills.ö Ministry of Education (1996) further stresses the point by stating, õTraining and professional development underpins what a teacher can accomplish in School.ö

It is obvious that the essential competencies required in every teacher are mastery of the material that is to be taught and skills in communicating that material to the pupils. Therefore, it is imperative that the teacher has to be adequately prepared in order for him/her to help in achieving the intended goal. Understanding of their field and how to teach requires a well lined up programme and careful attention. Learning sign language from fellow

teachers while already deployed to teach would not help to deepen the understanding and knowledge of the language in good time as those expected to teach others who do not know sign language also have other commitments to attend to.

In summary, the discussion on the Practices that teachers and pupils used when teaching and learning in inclusive classes of sign language were simultaneous use of verbal and sign language, use of sign language interpreters among teachers who did not know sign language, interpretation of sign language to verbal language in classes where the teachers could only use sign language demonstrations, videos plus a use of various pictorial teaching aids to aid learning. Even when some teachers had the knowledge of the language practices to be used, it was difficult for them to implement them due to lack of adequate training in sign language. In other words, some teachers could not communicate effectively due to the fact that they were not fluent users of sign language while others were restricted to only the sign language by virtue of them being unable to use verbal language (dumb).

6.3 Nature of interaction between the pupils with hearing impairments and those without hearing impairments

Firstly, the findings were that pupils did not interact mutually. There was segregation between the pupilsø without hearing impairments and those with hearing impairments. This was due to communication breakdown, stigmatization of each other and lack of correct information from their teachers about how to handle and consider each other as pupils who were considered equal.

Secondly, interaction only took place in class but not outside the classroom. Further, that the interaction was functional and not emotional or interpersonal. According to the theory of Critical Discourse Analysis, (CDA) there is power struggle between the policy implementers and those at the receiving end of power. In this case the pupils interacted in class not because they wanted to but they were merely guided by their teachers to do so. They did not have the power to decide whether to interact or not during classroom activities because they were at the receiving end of power. However, the hearing impaired pupils and the non hearing impaired ones did not interact outside classroom activities because here, they had power, the authority to decide on what they could do and what they could not. Huckin *et al.* (2012:115) state that õthe classroom is a place in which power is circulated, managed, exploited, resisted, and often directly impacted by institutional policies and changesö. In this case, in the

68

classroom, pupils accepted the power of the teachers and the policy makers who place them together for purposes of interaction. However, the pupils decide to resist the power both of teachers and policy when they decide to interact according to their language characteristics. Mwanza (2016:123) actually states that õcritical discourse analysis provides a good assessment of the nature of interaction and the underlying assumptions behind how the teacher treats the learners and how learners behave in the learning processö. In this case, pupils negotiated their power and interaction by behaving differently in different situation depending on whose power was dominant. In the classroom, the teachersø and policyøs power were dominant and pupils accepted to behave submissively. However, the pupils exercised their power outside the classroom and behaved according to their choices because teachers could not follow them up and force them to interact outside the classroom.

There was discrimination and abuse of hearing impaired learners by non hearing impaired learners. Sadly, even teachers did so. This made some learners stay in class even during break because they saw the class as the only safe place. It was observed from the findings that the attitudes between pupils was negative and that in cases, they stigmatized each other and abused each other. In the last chapter, data showed that pupils without hearing impaired abused and made fun of those who had hearing impairments. Data showed that even if the affected pupils isolated themselves for safety, they were followed up by the pupils who stigmatized them. From the perspective of critical discourse analysis, one can clearly see that while the school is a place where power is circulated, managed, exploited Hackins et al, (2012), Mwanza (2016) points out that power can also be abused. The behavior of the pupils who stigmatized and abused their peers with hearing impairments abused their power by using it to unfairly and disrespectfully treat their peers with hearing impairments.

There was intergroup solidarity and lexicalisation through experiences of abuse and discrimination. This abuse however, is not a School phenomenon, it starts from home and extends in School. This made the hearing impaired pupilsø see the school as a fake place which forces interaction when in the villages, no one interacts with them. The data also showed the hearing impaired pupils who were abused and stigmatized grouped themselves and some of them stayed in classroom even during break time. These findings have implications on policy and schooling of pupils with hearing impairments. Firstly, these pupils only saw the classroom as the safe place because they were protected by the teachers and they

felt more vulnerable outside because of the absence of the teachers who were managing the interaction. Clearly, this means that inclusive education is suffering a major setback and contrary to the expectation that the two groups of pupils will live together in harmony, the fact in some cases is that pupils see each other as enemies. The other point worth discussing is an instance which was brought out in the finding where one pupil narrated that he could not be accepted into the social group of the hearing impaired. He gave an example of a situation where two hearing impaired were fighting and he wanted to separate them to his surprise, the two who were fighting ganged against him and started beating him. This scenario shows how strong the social boundaries between the two groups are. In this particular case, it shows that despite the differences within one group, the pupils will still perceive themselves as friends with one common enemy (those who not visually impaired. Here, there is group solidarity based on their grouping guided by abilities/disabilities. Laitinen and Pessi (2015:1) defines group solidarity as ÷emotionally and normatively motivated readiness for mutual supportí where the order is sustained by a commitment to shared norms and valued social bondsö. In the story of two hearing impaired learners ganged up to beat a non hearing impaired who wanted to a end a fight between them shows how strong the social boundaries are and the grouping are so strong that in whatever circumstance, the hearing impaired are ready to take action against pupils or people they perceived s their common enemy. However, this behavior seems to come from lived experiences between the two groups. Although this was happening in school, one can infer that the defensive mechanism is a product of lived experiences of stigmatization, exclusion and rivalry. Thus, for inclusive education to work there is need for the pupilsø to be sensitized on the policy and principle of inclusion so that they can accept one another as equal participants both in class and outside interaction.

There is need to make inclusive education a cross cutting issue in school and that it should be part of adult literacy and communities should be sensitized that inclusion starts in the community even before they come to the school. This is what Iliya (2017) meant when he said that inclusive education means to that students start from early days in life to regard each other as colleagues, understand each othersø weaknesses and individual differences.

From the findings, it is evident that the nature of interaction that existed between the hearing impaired learners and the non hearing impaired learners was very mutual during classroom activities. The researcher made observation that out of the four Schools that were visited,

only one School had portrayed a difference in the way in which the hearing impaired learners and the non-hearing impaired learners interacted. A participant at School A felt that the non consistence of the mutual interaction between the learners with hearing impairments and those without hearing impairments was due to the fact that when they were outside during break time or for other activities, the non-hearing impaired learners were not consistent with the use of sign language son as to accommodate their friends. This made the hearing impaired learners feel out of place and uncomfortable forcing them to segregate themselves from the non-hearing impaired learnerøs.

This is in contrast with Iliya (2017) who pointed out that an inclusive education means to place the disabled children and the non-disabled children once in the same classroom and School environment where they are taught how to play together, communicate without possible labeling and discrimination of any sort. Iliya further stated that inclusion or inclusive education can only be said to be practiced when the children with and without disabilities enjoy field trips and after School activities together.

Based on the findings presented in the previous chapter, this was not the case with the children in three out of the four Schools the researcher visited. Another participant at School A informed the researcher that these children with hearing impairments at their School had identified themselves from the communities where they come from. It was for this reason that during play time like school break, they would just group themselves because they already knew each other from the communities they were coming from.

The other point to mention was that there were frustrations among pupils in the inclusive schools. Both pupils seem to have been frustrated that they could not speak or communicate using either sign language or verbal language respectively. The people, depending on their language limitations coupled with negative attitudes from peers of different abilities felt frustrated to an extent that they just wanted to live in exclusion. Thus, the isolation was not only due to stigmatization or abuse by other people, but mere frustration at the fact that they could not manage to communicate in certain ways. That I the reason why, inclusive schools need a lot of counseling services to help pupils understand the diversity and differences that exist within the school and help them see how they can understand and respond responsively to diversity including their own individual diversity.

In summary, it is clear that the nature of interaction between pupils with hearing impairment and pupils without hearing impairments only interacted in the classroom and did not interact outside the classroom. However, it must be noted that the interaction even in the classroom was more functional than just interpersonal. Secondly, it is important to mention that while most pupils avoided each especially outside the classroom, there were a few pupils who interacted and genuinely showed love and care for one another.

6.4 Challenges faced by teachers in providing instruction to inclusive classes of the hearing impaired learners

It is a well known fact that in order for effective teaching and learning to take place, any institution is supposed to be equipped with enough teaching and learning resources. Without such, effective learning is usually not easy to achieve. This assertion is in agreement with Schwarz (1996) who pointed out that teachers have to use both verbal and sign language and teach using a wide range of interesting activities and materials to both the normal and differently abled children. However, in almost all the Schools the researcher visited, bemoaned lack of teaching and learning resources. What this calls for therefore is the provision of adequate teaching and learning resources to these learning institutions by the government through the Ministry in charge. Ramos (2009) is also in agreement with the assertion that without teaching materials, inclusive education would not be a success. Consider the following citation from Ramos (2009) below;

Normally inclusive classrooms have a regular educator and a special needs educator. Due to the nature of the classroom and size, it is important that there be an appropriate number of teacher Aids to assist with the day to day activities

The teachers handling inclusive education of the learners with hearing impairments bemoaned the slowness in learning of such pupils. However, one of the teachers said that the slowness in learning by the hearing impaired learners was a natural issue due to the status of not understanding the verbal language. In regard of the above mentioned status, hearing impaired learners easily forgot what they were taught. In School A, a respondent gave an example of teaching comprehension or summary. The teacher said it was difficult to teach such topics without enough books to use. The teacher said that merely narrating a story to the learners as if it were a listening comprehension did not help at all. What the learners needed

was to be given the actual passage in print and allow them to read on their own after which the teacher had to discuss the given passage with the learners.

In most cases, the teaching materials that were to be used were not adequate. The teacher had to improvise for such. For instance, photocopying the passage so as to make enough copies for the learners to use. In a situation where the School did not have the means to do such, teachers went a mile using their own resources to carter for such. The problem came in when a teacher was not in the position of catering for such expenses. It meant that the teacher had to verbally narrate and sign the comprehension passage to the pupils causing the pupils to understand and learn at a slow rate. All this was due to the non adequacy of the teaching and learning materials which Schwarz (1999) does talk about. Schwarz says that teachers have to use both articulate and sign language then teach using a wide range of interesting activities and wide range of materials to both the normal and differently abled children if they are to progress well.

As some of the participants had mentioned that some of the training institutions they went to did not provide specific training in sign language, it is however important for special education teachers who are being prepared to handle classes involving the hearing impaired learners to be as well trained in sign language. This was not the case with almost all the teachers the researcher interviewed as they claimed to have acquired the skills of sign language through other initiated means. This issue of teachers being trained in sign language so that they could effectively deliver to the learners with hearing impairments is in agreement with Ramos (2009). Ramos acknowledged the fact that teachers have to be trained when he said that, õeven though many Schools are moving towards special needs inclusive classrooms, there are a number of issues or challenges that have to be addressedí preparation and training of a teacher is the first step in making special needs inclusive education a success.ö

The other point worth noting here is that even if teaching and learning resources were availed to the learning institutions and yet the teachers available do not have the adequate skills and knowledge of sign language, then inclusion of the hearing impaired in such institutions was still not a success. Schwarz (1996) is in agreement with this assertion when he notes that, õteachers have to use both verbal and sign language and teach using a wide range of interesting activities to both the normal and differently abled children. How then is it possible

for a teacher to achieve all that has been stated above if he /she does not have the knowledge of sign language? The answer here is that the success of inclusion of hearing impaired learners could not be achieved in such instances. Therefore, it is imperative for the government through the Ministry of Education to see to it that would be teachers of hearing impaired learners are provided with knowledge and skills of sign language so as to ensure a success delivery of teaching and learning services to the learners.

Another participant at School B informed the researcher that it was not easy to teach using sign language because the pupils they received in their School came from different home with different backgrounds. This had an effect on the type of sign language the various pupils from various backgrounds were using because the majority of them according to the participant did not know what she termed standard sign language. According to this participant the majority of the pupils knew what she termed ₌street sign language.ø This therefore meant that one of the activities that teachers had to engage in was to make sure that all the hearing impaired pupils received in their School were harmonized to the Standard sign language. This is in contrast with Chibwe (2015). Chibwe conducted a study on the contribution of sign language variations to the academic performance of the learners with hearing impairments.

Chibwesø study revealed that some of the participants in his study indicated that sign language variations contributed positively to the academic performance of the learners with hearing impairments. Just as the participant in School B mentioned that the type of sign language their learners knew was dependant on their different backgrounds, Chibwe (2015) however was in agreement with this assertion when he confirmed that the factors which influenced sign language variations were friends, parents, culture, environment and training institution the teacher was trained from.

In School B, a participant voiced out during the oral interview that one of the challenges faced when it came to teaching learners with hearing impairments was the disintegrated type of sign languages the pupils were using. The teacher said that it was actually not easy because these pupils had first of all to be taught what she referred to as the ₌standard sign languageø before any other form of teaching or learning could take place. Without such effort, teaching inclusive classes of the hearing impaired learners was difficult.

As the situation was that not all trained teachers of Special Education were trained in sign language or knew sign language, it was necessary to have some of the lessons that were offered by such teachers to be interpreted either from verbal language to sign language or from sign language to verbal language depending on the strength of the teacher who was delivering a particular lesson. Now, some challenges came in when a teacher for example who quiet alright has the sign language knowledge but does not have the knowledge of specific subject is called upon to interpret. For example a teacher of Religious studies with the sign language knowledge is called upon to interpret a lesson in Literature in English. Such instances were in most cases likely to attract misinterpretation of what was actually said by the teacher who is trying to deliver the lesson. This view is in line with what Omugur (2017) said when he stated that, õinterpreters response indicated that he always faced challenges when it came to interpreting lessons like Literature in English because he had not learnt specific signs associated to that subject.

6.5 Summary of Chapter

The chapter has presented a discussion of findings. I has been observed that teachers employed different language practices with the sole aim of democratizing the classroom and to avoid symbolic violence. It has also been observed that interaction among pupils was sound in the classroom but almost nonexistent outside the classroom due to the complexities of power relations among pupils of different language characteristics. Finally, the implementation of inclusive education in ESL classes is faced with a number of challenges which have to be solved if the true goal of inclusion is to be realized.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

In this study, the writer has analysed the language practices that teachers and their pupils use when teaching and learning in inclusive classes of the hearing impaired as well as the non-hearing impaired learners. The writer also investigated the nature of interaction between the pupils with hearing impairments and those without hearing impairments and also established the challenges that teachers face when delivering lessons to inclusive classes of the hearing impaired and those without hearing impairments.

The findings of the study generally have some implications on the learners and the teachers as well as the body of knowledge.

7.2 Conclusions

Although Teachers translanguaged, some pupils could not understand what was taught to them because they either did not know the Standard Sign Language or interpreters did not communicate the intended message to the pupilsø who relied on the interpreted message correctly. Failure by some interpreters to pass on the correct message adequately was caused by two things; either the interpreter did not have adequate interpreting skills due to lack of training or because the teachers delivering the lesson involved used some jargon which the interpreter was unfamiliar with and hence failed to find the correct equivalent word to use in sign language.

On interaction of the hearing and non hearing impaired learners, though some pupils interacted, the interaction was mainly during classroom activities or in cases where one of the categories of pupils either from the hearing impaired or non-hearing impaired was in need of help like a ball pen for example. These were the usual instances when pupils with hearing impairments and those without hearing impairments could be seen as interacting with each other. During play time like break, it was very rare to see the hearing impaired pupils interacting with the non hearing impaired ones. The hearing impaired pupils most of the times isolated themselves from the non-hearing impaired pupils for fear of victimization and other stigma related behaviours from the non- hearing impaired pupils. In short, the

interaction of the hearing impaired pupils and that of the non- hearing impaired ones was mainly mutual during classroom activities because it was guided by their respect class teachers and not during play time outside like during break because the hearing impaired pupils were afraid of being stigmatised by the non hearing impaired peers.

On the issue of challenges, there were a number of challenges that were encountered. First of all was that not all trained Special Education teachers in the visited Schools had sign language skills so this made translanguaging a challenge for such teachers that they had to call for the services of the interpreters. Some teachers said tranlanguaging either simultaneously (by one teachers using both verbal and sign language) or by another interpreter was time consuming and made them to move not at the expected rate of covering the contents of the syllabus and that especially that most of the hearing impaired learners were slow to grasp concepts. All in all, the challenge which seemed to affect almost all the four Schools that were visited was lack of teaching and learning equipment, specifically, the video. Some teachers had to go an extra mile providing their own video showing equipment in order for deliver lessons to these inclusive classes of the hearing impaired and the non-hearing impaired pupils.

7.3 Recommendations

The government through the Ministry of General Education to put deliberate programmes were Special Education teachers maybe trained in Sign Language. Schools to introduce Sign Language clubs in institutions that offer inclusive education of the hearing impaired and the non-hearing impaired learners then assign a Patron or Matron with adequate sign language skills so as to help some pupils acquire knowledge of the Standard Sign Language skills.

Government policy implementers, to continue fostering the real values of inclusive education, so that there is less or no stigmatisation between the groups of the hearing impaired and the non- hearing impaired learnersø There is need to make inclusive education a cross-cutting issue in Schools and that it should be part of adult literacy, communities should be sensitised that inclusion starts in the communities before these children even go to School.

The government through the Ministry of General Education to continue sourcing for the adequate required teaching and learning resources to be distributed to the needy Schools.

7.4 Areas of Future Research

For future research the following recommendations were:

A study to investigate whether in the communities where the hearing impaired learners come from there are any attempts or measures taken for inclusion and interaction with the non-hearing impaired learners.

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