

DECLARATION

I, Langson Chibuye hereby do declare that this dissertation is my own work, which has not been submitted for a master's degree at the University of Zambia or any other University.

Signature.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Langson Chibuye is approved as partial fulfillment of the requirements for the award of Master of Education in Literacy and Learning by the University of Zambia.

Signed

Date

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DEDICATION

This dissertation is dedicated to my lovely wife Monica and my children Margaret, Memory, Mavis and Emmanuel. You are the source of my strength. The work is also dedicated to all the people living with deafness, and all those working hard to teach literacy to deaf communities.

ACKNOWLEDGEMENTS

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Above all, I give thanks to the almighty Lord for seeing me through to the end of my studies.

ABSTRACT

This study sought to establish the factors that contribute to low literacy achievement among grade seven (7) learners with hearing impairment. The study was driven by four (4) objectives. These are: to find out the factors that could be responsible for low achievement in reading among grade seven hearing impaired pupils; to establish the sign language competence levels of teachers teaching hearing impaired children; to establish factors that could be responsible for low achievement in writing among grade seven hearing impaired pupils and finally, to establish whether the techniques used by teachers teaching reading and writing to hearing impaired children related to the communication mode of deaf children which is usually visual rather than auditory.

Quantitative data was collected through comparative test examinations administered to pupils (both hearing and non-hearing) and was analysed using SPSS in order to establish relationships among variables. This was done through bivariate correlations. Qualitative data was obtained through focus group discussions, participant observation and open ended questionnaires administered to parents and teachers of hearing impaired learners and were analysed using manual calculations.

Results indicate that children with hearing impairment achieve low in reading and writing because they lack alphabetical knowledge / awareness and are not able to relate the letters of the alphabet with print as they lack phonological awareness. It was also established that lack of exposure to visual learning aids such as wall pictures, charts, television sets and computers have made hearing impaired learners to lag behind in reading and writing. Additionally, most teachers teaching children with hearing impairment were not trained in Special Education. It was also established that parents of hearing impaired learners did not assist deaf children to read and write at home.

The following recommendations were made: The government should provide visual teaching and learning materials in schools for hearing impaired learners and train more teachers in special education. Parents should provide reading and writing materials to hearing impaired learners in the home. They should also learn sign language skill to enhance communication between them (parents) and their deaf children. Schools should integrate learners with hearing impairment in the main stream to promote interaction between hearing impaired and non-hearing impaired learners.

TABLE OF CONTENTS

	PAGE
Declaration:	i
Certificate of Approval	ii
Dedication:	iii
Acknowledgement:	iv
Abstract	v
Table of Contents:	vi
Appendices	ix
List of tables.....	x
List of Figures:	xi
Acronyms:	xii
CHAPTER ONE	
Introduction:	1
Statement of the Problem:	3
Purpose of the Study:	3
Research Objectives:	3
Research Questions:	3
Significance of the Study:	4
Theoretical Framework:	4
Definition of Terms:	5
Limitations of the Study:	6
CHAPTER TWO	
Literature Review:	7
Introduction :	7
What is Literacy:	7
Literacy development in deaf children:	8
Print knowledge of Phonological awareness:	8
The role of sign in literacy development:	9
The role of parental involvement in literacy development:	10
Home literacy environment:	11
Use of technology in teaching literacy:	14
Approaches of teaching literacy:	14

CHAPTER THREE

Methodology:	18
Research Design:	18
Population and sample:	19
Sample Size:	19
Sampling Procedure:	19
Instruments and data collection:	20
Data Analysis:	25
Ethical issues.....	26

CHAPTER FOUR

Presentation of Research Findings:	28
Introduction:	28
Descriptive results of literacy scores between deaf and hearing learners:	29
Bivariate correlations of all the literacy Variables included in the analyses:	31
Factors that contribute to low achievement in reading among hearing Impaired learners:	32
Teachers competence in sign language:	41
Factors that contribute to low achievement in writing among hearing Impaired learners:	45
Techniques used by teachers in teaching reading and writing among hearing impaired learners:	51

CHAPTER FIVE

Discussions of Research Findings:	57
Introduction:	57
Why learners with hearing impairment attain low reading achievement:	57
Poor sign language skills among teachers of hearing impaired learners:	60
Why learners with hearing impairment attain low in writing:	62
Poor techniques used by teachers in teaching reading and writing hearing Impaired learners in children:	64

CHAPTER SIX

Summary of Research Findings:65
Summary of findings:65
Conclusion:68
Recommendations:69
Suggestion for future research:71
References:72
Appenices.....77

APPENDICES

APPENDIX	PAGE
Appendix A: Teachers' Questionnaire.....	77
Appendix B: Parents' Questionnaire.....	82
Appendix C: Peabody Picture Vocabulary Test.....	84
Appendix D: Comprehension Test Exercises.....	88
Appendix E: Test Exercises to assess pupils Literacy Skills.....	89
Appendix F: Children's' interview guide.....	91

LIST OF TABLES

TABLE	PAGE
Table 1: Descriptive results in literacy skills deaf and hearing learners.....	29
Table 2: Bivariate correlations between variables.....	31

LIST OF FIGURES	PAGE
Figure 1: Availability of teaching aids	33
Figure 2: Description of teaching reading	34
Figure 3: Availability of reading materials	35
Figure 4: Reading skills of learners with hearing impairment	36
Figure 5: Time for teaching literacy on the timetable	37
Figure 6: Frequency of literacy assessment	38
Figure 7: Stigmatization between deaf and hearing learners	39
Figure 8: Teacher's competence in sign language	42
Figure 9: Association of letters of the alphabet with signs	43
Figure 10: Effectiveness of American Sign Language	44
Figure 11: Parents knowledge of sign language	45
Figure 12: Availability of pictorial learning aids	46
Figure 13: Teachers Experiences in teaching writing	47
Figure 14: Time for writing activities on the timetable	48
Figure 15: Frequency of writing assessment test	49
Figure 16: Evidence of interaction during writing	50
Figure 17: Availability of writing books to support literacy in the home	52

ACRONYMS

ASL:	American Sign Language
HI	Hearing Impairment
HLE	Home Literacy Environment
MOESVTEE	Ministry of Education Science Vocational Training and Early Education
PPVT	Peabody Picture Vocabulary Test
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences
ZNAD:	Zambia National Association of the Deaf