STRATEGIES IN TEACHING ENGLISH LANGUAGE AMONG CLASS FIVE LEARNERS WITH HEARING IMPAIRMENTS IN PRIMARY SCHOOLS NAIROBI COUNTY, KENYA

BY

MUNGAI ISAAC MWANGI
E55/20234/2010

A RESEARCH PROPOSAL SUBMITTED FOR PARTIAL FULFILLMENT FOR THE DEGREE OF MASTERS OF EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF EDUCATION, OF KENYATTA UNIVERSITY

JULY, 2014
DECLARATION

This is my original work and has not been presented for a degree in any other university.

Signature Mwangi Mungai Date 31/07/2014

Mwangi Mungai
E55/20234/2010

This proposal has been submitted for review with our approval as university supervisors.

Signature Prof. Geoffrey Karugu Date 04/08/2014

Dr. Mary Runo
Department of Special Needs Education
Kenyatta University

Signature Prof. Geoffrey Karugu Date 04/08/2014

Prof. Geoffrey Karugu
Department of Special Needs Education
Kenyatta University
TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii
TABLE OF CONTENTS .......................................................................................... iii
LIST OF TABLES ..................................................................................................... v
LIST OF FIGURES ................................................................................................... vi
ABBREVIATIONS AND ACRONYMS .................................................................. vii
ABSTRACT ............................................................................................................... viii

CHAPTER ONE: INTRODUCTION .......................................................................... 1
1.0 Introduction ........................................................................................................ 1
1.1 Background to the Study .................................................................................. 1
1.2 Statement of the Problem .................................................................................. 6
1.3 Purpose of the Study ......................................................................................... 7
1.4 Objectives .......................................................................................................... 7
1.5 Research Questions ............................................................................................ 8
1.6 Significance of the Study ................................................................................... 8
1.7 Limitation and Delimitation .............................................................................. 9
    1.7.1 Limitation ..................................................................................................... 9
    1.7.2 Delimitation ................................................................................................ 9
1.8 Assumptions ...................................................................................................... 9
1.9 Conceptual and Theoretical framework .......................................................... 11
    1.9.1 Conceptual Framework ............................................................................. 10
    1.9.2 Theoretical Framework ............................................................................. 12
    1.9.3 Operational Definition of Terms ............................................................... 14

CHAPTER TWO: LITERATURE REVIEW .............................................................. 16
2.0 Introduction ........................................................................................................ 16
2.1 Teaching Methodology for Learners with Hearing Impairments ..................... 16
    2.1.1 Auditory Verbal Approach ..................................................................... 16
    2.1.2 Natural Oralism / Natural Auralism ......................................................... 17
    2.1.3 Maternal Reflective Method .................................................................... 18
    2.1.4 The Total Communication Approach ...................................................... 18
    2.1.5 The Bilingualism Approach .................................................................... 19
2.2 Resources and Support Services that Aid the English Language Acquisition for Learners with Hearing impairments .................................................. 19
2.3 Parental Support for Learners with Hearing Impairments ................................ 22
2.4 Level of English Language Acquisition among Learners with Hearing Impairments .............................................................. 25
    2.4.1 Hearing Impairment and Reading Skills .................................................. 27
    2.4.2 Hearing Impairment and Writing Skills .................................................... 28
2.5 Summary of the Literature Review .................................................................. 29

CHAPTER THREE: METHODOLOGY ................................................................. 31
3.0 Introduction ....................................................................................................... 31
3.1 Research Design ............................................................................................... 31
3.2 Variables ........................................................................................................... 31
    3.2.1 Independent Variable ............................................................................. 32
LIST OF TABLES

Table 1: The target population for the study .................................................................33
Table 2: The Sample Population for the Study..............................................................35
LIST OF FIGURES

Figure 1: Environmental influence over English language acquisition for learners with hearing impairments

11
## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>Auditory Verbal</td>
</tr>
<tr>
<td>CBS</td>
<td>Central Bureau of Statistics</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development Education</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Acquisition</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrollment Rate</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KSL</td>
<td>Kenyan Sign Language</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MR</td>
<td>Maternal Reflective</td>
</tr>
<tr>
<td>NA</td>
<td>Natural Auralism</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>South Africa Consortium for Monitoring Educational Quality</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>TC</td>
<td>Total Communication</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
This study investigates the factors hindering acquisition of English language among class five learners with hearing impairments in primary schools in Nairobi County in Kenya. Majority of learners with hearing impairments in Kenya seem to leave school without having attained adequate literacy level deemed desirable for successful transition in the afterlife of school. Factors such as inadequate resources in schools, poor teaching methodology and poor parental support are some of the factors that lead learners with hearing impairments to have poor acquisition of English language. It is by this premise that leads the researcher to generate four objectives which includes: 1) To investigate the teaching methodologies used in teaching English language for learners with hearing impairments, 2) To explore the learning resources that aid English language acquisition for learners with hearing impairments, 3) To examine the level of English language acquisition to the learners with hearing impairments and 4) To explore the parental support that aid English language acquisition for learners with hearing impairments. The purpose of the research study is to shade light on how teachers can better teach English language to their learners with hearing impairments. The research would be carried out within Nairobi County using both elements of qualitative and quantitative research methods. The independent variables will include: teaching methodology for learners with hearing impairments, parental support for learners with hearing impairments, the resources that aid English language acquisition for learners with hearing impairments and the level of English language acquisition for learners with hearing impairments. The dependent variable would be the English language acquisition. Purposefull sampling would be used to select the special units to carry out the research. It will also be used to sample the teachers for learners with hearing impairments, their learners and also the learners' parents. Closed ended questionnaires would be used to solicit information from the teachers while an interview guide would be used to run a focused group discussion for parents of learners with hearing impairments. A teacher informal test would be used to assess the level of English language acquisition for the learners with hearing impairments. The items in the closed ended questionnaires and the teacher informal test will be analysed and presented as mean, standard deviation, percentages and in frequency distribution tables while the items from the interview guide will be analysed using themes. Logistical and ethical consideration such as the principle of confidentiality would be highly observed.