MODES OF INSTRUCTION’S INFLUENCE ON PERFORMANCE IN ENGLISH LANGUAGE IN SPECIAL PRIMARY SCHOOLS FOR THE DEAF IN KISII COUNTY, KENYA

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E55/CE/26441/2011

A RESEARCH THESIS SUBMITTED IN PART FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF EDUCATION AT KENYATTA UNIVERSITY

FEBRUARY, 2017
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other University/ Institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works including the internet; the sources specifically accredited through referencing in accordance with anti-plagiarism regulations.

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I dedicate this thesis to my beloved husband Kennedy Onyancha Okemwa and my children Lennah, Cynthia, Ian, Beavon and Festus for having tirelessly encouraged me to pursue this course.
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ACKNOWLEDGEMENT

First and foremost, I want to thank our Almighty God for the good health and well being. Despite the challenges that came my way, He enabled me to complete this study. Secondly, my gratitude goes to my dedicated supervisors; Dr. Beatrice Bunyasi Awori and Dr. Wamocho Franciscah (Special Education Department- Kenyatta University) for their tireless assistance, guidance and contributions throughout my research work. You provided very useful insights that have finally made my academic dream come true. I also want to value the experts who were involved in the validation process; Dr. King’endo Madrin (Special Education Department) and Dr. Maurice I. Makatiani (Department of Educational Foundations). Your passionate participation and input steered me in the right direction. Thirdly, I wish to appreciate the unfailing support and encouragement I received from a number of individuals who in one way or another made a big contribution to the accomplishment of this work; Mr. Nicholas Mogeni, Mr. Hezron Abere, Ms. Joan Ondieki and Mr. Vincent Muendo. Your technical assistance for the entire duration of study is commendable. Fourthly, I acknowledge my spouse Kennedy Onyancha for his challenging spirit that compelled me to work for long winding hours to ensure that his hopes were constantly held high. Finally, I wish to recognize all the research respondents. Your cooperation and honesty responses have made this study a big success. Thank you all.
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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>ASL</td>
<td>American Sign Language</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>HI</td>
<td>Hearing Impairment</td>
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<td>I.E.P</td>
<td>Individualized Educational Program</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<tr>
<td>KSL</td>
<td>Kenyan Sign Language</td>
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<tr>
<td>L1</td>
<td>A Speaker’s First Language</td>
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<td>L2</td>
<td>A speaker’s Second Language</td>
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<td>MCE</td>
<td>Manually Coded English</td>
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<td>MLE</td>
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<td>SEE</td>
<td>Sign Exact English</td>
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<td>SNE</td>
<td>Special Needs Education</td>
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<td>WHO</td>
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ABSTRACT

The purpose of this study was to examine the modes of instruction and their effect on academic performance in English among learners with hearing impairments in special Primary schools in Kisii County, Kenya. Descriptive survey design was used as it was appropriate for exploring the existing status of two or more variables in a given situation. The study was guided by the social development theory as analyzed by Lev Semyonovich Vigotsky. The theory stated that a difference existed between what a child could do on his/ her own and what could be done or learnt with an assistance of another person who was more experienced. The theory was relevant as it showed that when pupils were well monitored, supported and directed their academic performance went up. The target population of the study constituted two head teachers, twenty two subject teachers and two hundred and forty pupils with hearing impairments from special primary schools. From that population, a 10% sample of pupils was selected using stratified random sampling. A 55% sample of twelve teachers and two head teachers were also selected using purposive sampling. The questionnaires, interview guides and documentary analysis schedules were used in the collection of data. To ensure validity and reliability of the instruments, pilot study was carried out at Kiamate primary, a regular school with special unit, which was not included in the actual study. Both quantitative and qualitative data were generated. Descriptive statistics was used to analyze quantitative data; graphs, tables and percentages. Qualitative data were organized according to study themes and presented descriptively on the basis of study objectives. The key findings of this study revealed that teachers could not understand all the pupils’ responses during the teaching activity. The use of manual modes of instruction was perceived moderately useful. Comprehending passages and communication difficulty was a challenge to teachers. Demonstrating and translating new words and vocabulary to hearing impaired learners was a challenge. The major conclusion is that the use of manual modes of instruction in English contributed to poor academic performance. Learners to be equipped with digital hearing aids and cochlear implants. Adaptation of the syllabus, refresher courses for the teachers, skilled staff to teach in pre-primary for laying a good foundation and teachers of English to embrace the use of intervention measurers. The major recommendation is the use of Signed Exact English in the teaching of English at all levels. Teacher training colleges therefore to be inclusive of oral skills. It is believed that the findings of this study may help the teachers and the ministry of education in improving the performance in English language among learners with hearing impairments in special primary schools in Kisii County, Kenya.
CHAPTER ONE

INTRODUCTION

The aim of the study is to investigate the influence of modes of instruction in the performance in English language among learners with hearing impairments. This chapter highlights the background to the study, statement of the problem, purpose of the study, objectives, research questions and significance of the study, limitation and delimitations, assumptions of the study, theoretical and conceptual framework, and operational definition of terms.

1.1 Background to the Problem

Since the year 1948, the United Nations Organization has put Global emphasis on education and since then has affirmed “everyone has the right to education” (Declaration of Human Rights, Article 26). This objective was to be attained only if the universal right to education became comprehensive to individuals with special needs. This implied removal of barriers that might hinder education progress which included using the appropriate modes of instruction to suit learners being taught. According to the World Health Organizations (2001), over 5% of the world population; 360 million people, 328 million adults and 32 million children had disabling hearing loss (updated February, 2013).

Hearing is fundamentally important to speech and language development, communication as well as the learning process. Children with hearing disabilities have an additional difficult time when learning English language because they receive
inadequate verbal reinforcement from adults, inadequate auditory feedback when they make sounds and are unable to hear adequately the speech of other people. The major effect of hearing damage is on the individual’s capability to communicate with his/her colleagues effectively. Effective communication therefore is the key to teaching children with hearing impairments because it adversely affects the child’s performance in learning (Bala, 2004).

Effective teaching of speech and language to learners with HI is a worldwide problem in both developed and developing countries (Karugu, 2000). The linguistic development and academic achievement of pupils with HI is significantly delayed in comparison with their hearing peers. A major contributing factor has been the difficulty of identifying methods of communication which facilitate development of pupils’ linguistic and academic competencies (Moores, 2001). It was in line with this view when Henry Baker from United Kingdom, Johann Conrad Amman from Holland, Napoleon Bonaparte1, Edward Seguin and Jean Marc-Itard all from France noted that it was possible to educate children with disabilities (Otiato, 2002).

Early efforts to educate children with HI began in 1620 in Spain with the publication of the first book by Juan Pablo Bonet on manual alphabet in reading and writing in English. This was useful for acquisition and development of language. In U.S.A, manual modes of communication were first favored in 18th Century by a French priest Abbe Charles Michael de L’E Pee. Later, Thomas Hompkins Gallaudet established a number of schools in America. Gargiulo (2004), observed that many deaf persons have been educated up to university level. Speech reading method was introduced in 1700 by a Swiss doctor Johann Ammons. This led to the establishment of many
schools in Scotland, Germany and Britain. The success of teaching English orally was behind a Germany educator Samuel Heincke (Aura, 2012).

In Africa, the majority of children with HI lack access to education. This is especially so for those in the rural areas where poverty has been known to be prevalent (Kinyaga, 2003). In Uganda, Signing Exact English (SEE) is taught at all levels. Here, ‘Child Africa’ organization runs two schools for the deaf in Kabale and Masaka districts. Kabale School that started in 2008 had 350 pupils both deaf and hearing who obtained an outstanding decent education (Nsimbambi, 2005).

Kenya has not embraced inclusion due to its emphasis on academic performance and examinations. There were a total of 5241 HI school going age children in special schools and integrated units countrywide, this was 19.4% of the total population of learners with hearing disabilities in Kenya (MoEST, 2003). The adoption and use of sign language in schools for children with HI gained momentum in 1988 (Ndurumo, 1993). In 2004, the Kenya Institute of Education (KIE) now the Kenya Institute of Curriculum Development, approved Kenyan Sign Language (KSL) curricula from standard one to eight, however their academic performance in national examinations continues to negatively affect the quality of their education (Kimani, 2012).

According to Okombo (2006), teachers and other service providers in the education system providing care and education to the hearing impaired children have not been well acquainted with sign language.

Sign language being the official language of communication for hearing impaired individuals in the world, great importance is placed on the use of English in the Kenyan school system. All national examinations are written and conducted in
English. Examinations are instrumental to a pupil’s future; they are a passport for educational advancement and esteemed employment. According to Yoshinaga Itano (2000), the development of language is essential for the cognitive and social development of children. However many children with HI in Kenya do not go beyond secondary school. High dropout rates of these learners translate into significant wastage rates that are an important dimension of our school inefficiency (TIQET, 1999). The 2011 Kenya Certificate of Primary Education (KCPE) exam marked the 26th edition of KCPE exams since its inception in 1985. Among the worst schools in performance were: Kambui School for the deaf in Kiambu and Nyangoma School for the deaf in Siaya (en.wikipedia.org/wiki/deaf_education_in_Kenya). Poor KCPE examination scores at the end of class eight also create a barrier in accessing secondary education.

In Kisii County, the Mean Standard Scores (M.S.S) in English language as compared to sign language in K.C.P.E 2013 at Gianchere School for the deaf was 25.35 against 48.50 while at Kerina school for the deaf the M.S.S was 22.56 against 40.45. This indicates that performance in English language is lower than in sign language or any other subject in the school. The researcher therefore investigated the extent to which these modes of instruction influenced academic performance in English language among pupils with hearing impairments in Kisii County, Kenya.

1.2 Statement of the Problem

In Kenya, children with hearing disabilities underperform in comparison with hearing children of similar ages in most content areas especially in areas of reading and writing English language. This has implications for poor academic performances over
the years. This shortfall has been attributed mainly to lack of effective communication between teachers and learners and this explains the low performances especially in national examinations. Kambui and Nyangoma schools for the deaf were among the worst schools in performance in KCPE year 2011. Records at Kisii County Education Office indicated that Gianchere and Kerina Schools for the deaf were also among the last schools with the lowest M.S.S at K.C.P.E level. Speech reading for instance has not been effective as one of the modes used since not all words can be lip read. Furthermore sign language commonly used among the hearing impaired learners has grammar and syntax that is quite different from spoken language. The use of both manual and oral modes of communication in instructing children with hearing impairments have been found to be successful in other parts of the world as compared to Kenya, where, English language plays an essential role in the school learning system since almost all school subjects are taught using English. However, achievement of pupils in English Language at the National Examinations has been a source of concern to teachers, parents as well as scholars. Would learners with HI perform highly in English if modes of instruction used are not effective?

Therefore, the study sought to examine the extent to which modes of instruction influenced performance in acquisition of both receptive and expressive skills in English language among learners with hearing impairments in Kisii County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine the modes of instruction and their influence on academic performance in English Language among learners with hearing impairments in special primary schools in Kisii County, Kenya.
1.4 Objectives of the Study

Objectives sought to:

i) Investigate how oral modes of instruction in English Language influence performance in reading and writing among learners with hearing impairments.

ii) Find out the extent to which manual modes of instruction influence performance in reading and writing among learners with hearing impairments.

iii) Identify how communication difficulties affect performance in expressive skills among learners with hearing impairments.

iv) Establish the extent to which intervention measures influence performance in receptive skills among learners with hearing impairments.

1.5 Research Questions

i) In what ways do oral modes of instruction influence performance in reading and writing among learners with hearing impairments?

ii) To what extent do manual modes of instruction influence performance in reading and writing among learners with hearing impairments?

iii) How do communication difficulties affect performance in expressive skills among learners with hearing impairments?

iv) In what ways do intervention measures influence performance in receptive skills among learners with hearing impairments?
1.6 Assumptions of the Study

This study assumed that:

There were enough teachers to participate in the study especially those teaching English in class eight. The existence of poor performance in English was attributed to lack of relevant special training for teachers. The head teachers were willing to show the performance in English language at KCPE level for the past five years.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

Limitations were possible weaknesses of the study that might be beyond the capability of the researcher to intervene. Many studies had been undertaken in developed countries; the information intended was limited. Furthermore, the findings from these studies might not reflect exactly what is in the Kenyan context. This study was carried out in Kisii County. The findings in Kisii therefore might not be applicable to other parts of Kenya and elsewhere because of the differing contexts. However, caution may be applied to other Special Education institutions to cater for all children with hearing impairments.

1.7.2 Delimitations of the Study

Delimitations addressed how the researcher narrowed in scope. The study was conducted only in all schools for children with hearing impairments in Kisii County;
Gianchere and Kerina (County SNE Education Office). The study concentrated on the performance in English language at national levels. Therefore, pupils from pre-school to class seven were not studied due to lack of standardized English scores. Teachers not teaching English were not allowed to fill in questionnaires as they might lack in depth information about the subject. Literature of other subjects was also not reviewed as that might call for irrelevances.

1.8 Significance of the Study

The study findings may be of benefit to English language teachers on the choice of suitable modes of instruction that would improve the quality of their teaching and learning of English language. They may uplift both receptive and expressive English language skills among learners with hearing impairments. That may result to higher academic achievements through good performance in English. A child who has acquired any language, spoken or signed by the age of six has ability to understand its syntax and such a child will read well, thus able to understand questions in an examination. Children with hearing impairments may also benefit as necessary modifications may have been made. Moreover, the results of this study may be used by researchers to expand the existing literature, and may be utilized by the Ministry of Education to formulate policies that may necessitate adaptation of the English Language Syllabus and examinations.
1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

The researcher adopted the social development theory. According to Vygotsky (1962), the major argument of this theory was that social relations played a fundamental role in the cognition progress. In addition, he noted that every function in the learner’s cultural development came out twice; first on the social level among a group and afterwards on the individual level-inside the learner. In the process of learning of language, the first statements with colleagues or adults are ideally for communication, but once mastered they become internalized and allow inner speech. The possibility for cognition improvement relied upon the Zone of Proximal Development (ZPD). That was a level of progress achieved when children engaged in social behavior. Full development of ZPD relied upon full social contact. ZPD stated that a disparity existed among what one can do and learn on his/her own, and what could be done or learnt with the support of another person who is more knowledgeable.

![Figure 1.1: Zone of proximal development](http://www.simplypsychology.org/vygotsky.html)

According to Vygotsky, teachers should use ‘reciprocal teaching’ or Scaffolding method. This was a method in which teachers gave resources and support to pupils as they learnt new ideas. As the learner begins to comprehend the ideas more thoroughly, these guides could be removed or reduced from use as the learner’s cognitive skills built around that learned idea. The range of skill that could be gained with an adult guidance or peer collaboration exceeded what could be attained alone. ZPD dictated that a more learned person could guide a less learned person through a task by demonstrating, dictating and monitoring rather than simply delivering information.

Brophy’s (2006), explained that the majority time after time replicated findings link students’ achievements to the opportunity to learn the material, in particular, to the degree to which teachers carried the content to them personally through active instruction and moved them through the curriculum at a brisk pace. He further argued that students learnt more when teacher’s presentations were clear and when the instruction was delivered with enthusiasm. Therefore, the ‘type’ and ‘mode’ of instructions were important aspects in positive performance in English language.

The interaction theory proposes that language existed for the purpose of communication and could only be learnt in the context of interaction with adults; teachers.
1.9.2 The Conceptual framework

Modes of instruction and performance in English Language.

**Independent variables**

**Modes of Instruction**
- Speech and speech reading
- Cued speech
- Sign language
- Finger spelling

**Extraneous variables**
- Parental involvement
- Syllabus coverage
- Class size
- Assessment techniques
- Learning resources

**Teacher expectations**
- Teaching methods
- Relevancy of content
- Sign – language skills
- Learner centered lessons

**Learner expectations**
- Attitude
- Motivation
- Participation
- Practice

**Dependent variables**

Good Performance in English language

*Figure 1.2 Conceptual Framework*


From the conceptual framework above, the independent variables were the modes of instruction that if well selected and used as per individual learner’s need, would have a positive impact on the performance in English language which was the dependent variable. Nevertheless, if other extraneous variables like curriculum delivery, teachers’ and pupils’ expectations are properly controlled the effects would be positive, hence realization of good performance in English.
1.10 Operational Definition of Terms

**Communication:** Is a process through which an individual expresses his/her ideas and feelings or of passing information to people (Oxford dictionary, 2010).

**Deafness:** Refers to a severe hearing impairment that has an effect in processing verbal data through audition with or without amplification (IDEA, 2000).

**Hard of hearing:** A condition whereby a person has significant hearing loss that calls for special adaptation (Heward, 2006).

**Hearing impairment:** Refers to any level of hearing loss from mild to profound that adversely affects a child’s educational performance (IDEA, 2000).

**Instruction:** An interaction in which the learner, the material, the environment and the teacher participate in the facilitation of learning (Otiato, 2002).

**Mode:** A particular way of doing something (Oxford dictionary, 2010).

**Performance:** How well learners with hearing impairments score marks in national examinations.

**Post-lingual deafness:** The condition of persons whose deafness occurred after language acquisition (Mwaura & Wanyera, 2002).

**Pre-lingual deafness:** The condition of persons whose deafness occurred at birth or before the development of speech (Moores, 2001).
**Residual hearing:** Some hearing remaining after becoming deaf (Bakari *et al.*, 2002).

**Sign Language:** Is a process of communication that employs the use of positions and movements of hands, face as well the body to pass information with the same meaning as that of spoken language.

**Signed English:** A system of manual communication which presents vocabulary drawn from English word order. The sign words are used in the same order as words in English sentences (Santana 2003).
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The aim of the study is to investigate the influence of modes of instruction on the performance in English Language among learners with HI in special primary schools in Kisii County. In this chapter, the modes of instruction used in the teaching and learning of children with hearing impairments are reviewed. The review is focusing on study objectives.

2.1 Context of modes of instruction in English for learners with HI

For many years the debate of which mode of instruction to be used has remained to be a controversy between oral versus manual methods of instruction. Until now this matter has developed to include questions as the use of invented sign system whether or not to concurrently speak and sign; the use and/or lack of use of technology and whether or not to allow learners read the lips of people speaking to them. Learning to read is a sign to literacy and a gateway to education. In the education system, educators have paid very close attention to the age of onset of the loss of hearing ability and the degree of hearing loss since each is closely related to severity of language delay (Hallahan & Kauffman, 2000). In Kenya both oral and manual modes of communication are recommended for use.
The Ministry of Education acknowledges that some of these modes are similar to those of teaching regular learners, but have been adapted to meet the needs of learners with HI (MoEST, 2003). In an appraisal exercise, it indicated that literacy of learners with HI was very low as compared to regular learners. This chapter offers analyses of related literature to this study and is divided into several sections.

2.2 Oral modes and their influence on HI learners’ performance in English Language

Oral methods of teaching children with HI were declared at the Milan conference in 1880, led by a Germany educator, Samuel Heinicke. It was resolved that the deaf should be taught using speech and speech reading. Around 1770, schools in England were started by the Braidwood family. In a study by Doyle (2004), it also emphasizes the use of speech, lip reading and hearing Aids.

According to Baker (2011), Speech reading helps the deaf to establish communication to the rest of the society while sign language restricts communication to those others who have mastered that specialized form of expression. However, only about 40% of speech sounds are visually distinguishable, therefore developing spoken language through speech reading alone is challenging and often unachievable.

Studies have been carried out in this field and reveal that words that have not been particularly introduced to the learners, cannot be lip read by these learners. Learners who are underprivileged of adequate amounts of language input in their early years of life are susceptible for poor results in both language and academic accomplishments later in their childhood life (Goldin-Meadow & Mayberry, 2001). According to
Moores (2001), when the lip patterns of speech are complemented with hand shapes and positions (cues) of cued speech, learners with hearing impairments are capable of seeing sound related elements of speech with an approximate accuracy of 96%. Once every phoneme of speech is made available, the pupils are capable of developing receptive and expressive language equivalent to that of learners with hearing ability. With the vocabulary and composition of verbal language in place, learners with HI can effectively use their residual hearing and lip-read with greater accuracy than those who do not cue (Taylor & Hove, 2000).

In Spain, the Complemented Oral Model (COM) has achieved its objective of converting the pre-lingual hearing impaired learner to an “Autonomous learner”, through reading and writing. Learners supported through cued verbal communication use spoken and written language with the same precision as their hearing counterparts in terms of vocabulary, form, number, prepositions, verbs and pronouns. It is apparent that learners with HI receiving cued verbal communication outshine the majority of signing and oral children using only amplified resonance in spoken language skills (Santana, 2003). In the course of the use of cued verbal communication, the hearing impaired, from infancy, can envision verbal communication. A variety of investigations including those of memory and phonics confirmed that learners accomplish good phonological production; both in verbal communication and written language and also that they put their knowledge to use in cognitive processes and tasks at a high level, such as memory and reading comprehension.

French research shows that cued verbal communication enables learners with hearing disability to comprehend verbal language better than lip-reading alone. Profoundly hearing impaired learners with whom cued verbal communication is used can
comprehend reading scores equivalent to their hearing counterparts (Dickinson, Golinkoff & Hirsh-Pasek, 2010). Cued speech improves reading by allowing the deaf to gain knowledge of the resonance within spoken words. During the reading process learners with HI can use the knowledge to “sound-out” words they do not know in the same way as hearing learners.

Nevertheless, the low M.S.S in English language in Kisii County can be associated with lack or inadequate use of cued speech and therefore the study may have filled that gap by investigating the challenges faced by teachers when using oral modes of instruction on reading and writing skills.

2.3 Influence of Manual modes on HI learners’ performance in English Language

Manual symbols like facial expressions, head and mouth movements and other parts of the body are used to represent ideas and concepts (Anderson, 2006). Research has shown that it is suitable when a hearing loss is so severe that a child cannot understand conversational speech even with a hearing Aid. They play a significant role at lexical, morphological and syntactic levels. Children with hearing disability would of their own settlement attain the grammar of verbal language by studying ‘English in the Air’ in much the manner as hearing learners attain the grammar of verbal language by just paying attention to ‘English in the Air’ (Moores, 2001).

In 1770, a French cleric Charles – Michael de L’Epee established a school in which he gave emphasis to the use of sign language and finger spelling. Finger spelling enables one to write English in the Air, with hand configurations and movements
similar to writing on paper with written Alphabet. One handed manual Alphabet was invented by a Spaniard Juan Pablo Bonnet in 1620. It is widely used in USA, Europe and Kenya. Signed English was first introduced in America by Thomas Hopkin Gallaudet in 1871 at Hartford Connecticut. On average, children with HI who master manual signs early show better academic achievements and social adjustments in school and superior gains in English Literacy (Marshchark, 2001).

A study conducted by Omutsani (2012), on factors affecting KCPE performance of learners with HI in special schools revealed that some teachers did not have knowledge and skills of the fundamental communication approaches. However these studies have not specified the impact of manual modes on learners’ performance in English Language. This study investigated how manual modes influenced reading, comprehension and writing skills.

2.3.1 KSL and its impact on HI learners’ performance in English Language

Many educators of children with HI believed that sign language was not suitable as a teaching language because it was not English and was therefore not transferable to speaking, reading and writing skills. The use of sign language was officially prohibited in 1880, after the Milan conference resolutions. On the other hand, indigenous language proficiency is a steady and dominant forecaster of a second language growth. The early founding of a first language (L1) in sign among learners with HI conveys advantages for the acquisition of a second language (L2) in the written form, with obvious consequences for educational attainment (Chamberlain & Mayberry, 2000).
Learning L1 with consistent proficient primary language models has been identified as one of the best practices in supporting literacy development among the deaf and hard of hearing (Marshchark, 2007). There is no confirmation to propose that early use of signs by learners with hearing disability hinder their advancement of spoken English (Marshchark, 2001). Literature has confirmed that instruction in a primary language supports the development of other languages.

A study conducted by Kangethe and Wamae (2004) on the concept of inclusive education: Teacher training and acquisition of English Language in the hearing impaired revealed that teachers lacked sufficient proficiency in KSL (Language of instruction) and that affected communication. Therefore it contributed to lack of learners’ participation in the teaching and learning process. Kenyan sign language (KSL) is widely used in Kenya. However, in Kisii County, academic achievement in English is low. This study may have filled the gap by finding out whether both pupils and teachers of English had communicative competence and literacy in sign language.

**2.4 Effects of communication difficulties on expressive skills in English among learners with HI**

In Kenya, English is the medium of instruction in schools. A child who cannot master spoken English is unlikely to understand the teacher. Such a child will therefore perform poorly in school. We use language to communicate our basic needs, share ideas and experiences with others. If this is not possible due to communication barriers, we are likely to suffer emotionally and psychologically. Formal teaching, assessment and examination process in Kenyan schools rely upon spoken and written communication (Kangethe and Wamae, 2004).
A study conducted by Kalee (2014), on challenges faced by English language teachers in primary schools found out that they face a lot of challenges in terms of modes of communication used. English language plays a fundamental and strategic role in the school system for the reason that almost all the school subjects are taught in the English language. Learning of language encompasses four skills; these include the listening, speaking, reading and writing (Gargiulo, 2004).

The use of English language helps to improve performance in English as a subject. Teaching sentences used for daily communication build oral communication skills. Grammar taught through demonstration, pictures and objects associate ideas with the abstract vocabulary. In this way speech and listening comprehension, correct pronunciations and grammar are emphasized (Gargiulo, 2004). English should be taught throughout using suitable content and the material to be taught should be appropriate and relevant to the learners (Freeman, 1996).

Communicative approach emphasizes teaching of language through the four skills. This involves, group discussions, students working with a partner and exercises centered on pupils. This puts together the use of real life situations that call for communication. Learners’ enthusiasm to learn comes from their longing to communicate in meaningful ways about meaningful subject matters. A study conducted by Nsimbambi (2005), on poor performance in English language indicated that the main emphasis on communicative approach is the ability of the person spoken to, to understand what has been said and make an appropriate approach. Research has shown that the structure and vocabulary of language also influences the social and ethical behavior of children with HI.
A study conducted by Kihingi (2011), on factors hindering teaching/learning activities for pupils with HI found out that problems arose in understanding instructions, receiving and expressing oneself. A study conducted by Muiruri (2015), on determining classroom communication and academic performance of learners with HI found out that language and communication are perceived as the main problems encountered by these learners. If teachers and pupils are able to communicate, learners with HI can then learn. These researches however have not specified how difficulties in communication affected the academic performance in English. The study investigated how these difficulties affected English grammar.

2.5 Intervention measures and their influence on performance in receptive skills in English

2.5.1 Mediated Learning Experiences (MLE)

The interpersonal association encourages learners with disabling conditions to excel at their own pace and describes a quality of interaction among a learner and a mediator. It provides a learner with emotional enthusiasm of learning and the feeling of know-how, thus reaching potential. According to Feuerstein (2002), it permits the learner to think about his/her own values and perceptions of the world and help to improve the relational understanding with the teacher. Feuerstein maintains that many problems in learning are as a result of insufficient MLE. He believes that it is ML that allows the child to be more receptive to direct exposure and benefit more from it. This is because mediation is a kind of teacher and child interaction that develops the basic attitudes and competence for self-directed learning. According to Feuerstein (2002), ML has been extensively and rigorously evaluated and proven to be effective. It has been used extensively in Israel, Venezuela, United States and Europe.
A study conducted by Cole, Dale, Mills & Jenkins (1993), using a sample size of 164 learners with mild and moderate disabilities in cognitive, language, social and motor development indicated that both post test and pretest findings showed that lower performing learners achieved further from MLE. A study on language delays indicated that children in ML model who were relatively lower functioning at the beginning of intervention performed significantly higher at post test on language measures. This study investigated how MLE influenced performance in receptive skills in English.

### 2.5.2 Individualized Educational Program (IEP)

A written document that outlines the services and accommodations of a learner with physical, cognitive or other special needs necessitate success in school. It is a mutual attempt among the learner, teacher, therapist, psychologist, counselor and any other person who comes into contact with learners with HI at school. The IEP is a valid and reliable progress monitoring tool (Marshchark, Schick & Spenser, 2006). The study done by Rose (2010), on keeping an eye on development learners who are deaf and hard of hearing clearly showed that an IEP is scientifically based process that can be used to access student academic performance and evaluates the effectiveness of instructions.

Academic success gap between learners with hearing ability and those with hearing disability is a frequently reported fact (Marshchark, et al, 2006). A study conducted by Mungai (2016), on environmental influences on English Language, acquisition among learners with HI emphasized that majority of learners seemed to leave school without having attained adequate literacy levels for successful transition in the
afterlife of school due to insufficient learning resources, poor teaching methodologies, poor parental support and inadequate track recording. The present study investigated whether an IEPI influence performance in receptive skills in English language.

2.5.3 Thematic approach

It is set so that classroom subject matters overlie with one another. These techniques try to draw together many characteristics of the curriculum into a variety of lessons that revealed the real world such that learners can use knowledge gained in one context as a foundation in other areas of study. This implied using what learners already know in KSL to help them apply it towards their written English. Thematic approach is widely used in Malaysia.

A study done by Wudel (2011), on how literacy in ASL can help to develop written English literacy showed that students demonstrated that they were using meta cognitive skills in order to differentiate between English and ASL, and were able to develop their own methods after being provided with scaffold instructions. The study however had not specified the impact of thematic approach on academic performance. This study investigated how this approach influenced performance in receptive skills in English language.

2.6 Conclusion

Before inquiring into establishing into whether and what effects exist in relationship between stated modes of communication for instruction on one hand, and, on the other hand, actual practice/performance among learners with HI in special primary
schools in Kisii County, there was need to clarify the methods and procedures adopted by this researcher for investigation in the field. This clarification terms to subject of discussion in the next chapter.

2.7 Summary and Gap Identification

While some studies have been conducted in Kenya assessing the influence of instructional methods on educational achievement of learners with hearing disability, little if any has been conducted in the western especially the Nyanza region; but none at all in Kisii County to assess the effects of these modes on performance especially in the English language. The studies that had been carried out concentrated on the factors affecting KCPE performance in general among learners with HI and nothing at all had been carried out to investigate how teacher instructional modes in English language influenced academic performance.

Studies done on oral modes of communication indicated that when speech is supplemented by cues, there is great improvement in reading and accuracy of spoken language. The use of English language for instruction helps to improve academic performance in English. However some teachers do not have adequate oral skills.

Research done on manual modes of communication showed that early establishment of first language in sign conveys advantage for acquisition of English as the second language. Children who use signs from infancy are academically, socially, and linguistically superior. However majority of teachers in Kisii County neither have preschool specialization nor proficiency in KSL. Further studies showed that children with HI can excel at their own pace when they experience mediated learning.
The study findings recommended that the fundamental factor in learners with hearing disability was not the sensory modality through which they identify and produce language. Instead, the profusion and sumptuousness of steady linguistic input, accessible and available during early life and afterward schooling is a key feature in the learner’s cognitive outcome, both in terms of language improvement and educational accomplishments.

Although other researchers have also tried to connect poor performance in English with negative attitudes of teachers towards learners with HI, no research has been carried out in Kisii County to really investigate the influence of instructional modes on the performance in English at KCPE level. Therefore, this study found its justification on these grounds that it attempted to provide this pertinent information and propose recommendations that may negate the apparent downward trend in pupils’ performance in English at KCPE level in Kisii County.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The aim of the study is to investigate the influence of modes of instruction on the performance in English Language among learners with HI in special primary schools in Kisii County. This chapter describes the study design, variables, study locale, target population, sample size, sampling techniques, study tools, pretesting, validity and reliability of study tools, data collection and analysis techniques, logistical and ethical considerations of the study.

3.1 Research design

The study used descriptive survey design. This is data collection procedure that involves interviewing or administering of questionnaires to a population to gather the intended information (Orodho, 2009). The design is suitable when gathering information about certain aspects of a population such as people’s attitudes, opinions as well as habits. The researcher collected relevant information from head teachers and English language teachers through questionnaires. They were filled in by each teacher within a span of one week. Interviews were then conducted verbally to pupils in groups. The researcher used both qualitative and quantitative paradigms of collecting data. More emphasis was put on quantitative data because it was more reliable and easier to utilize, in particular by statistical techniques (Kombo & Tromp, 2006). According to Mugenda and Mugenda (2004), survey was used to explore the existing condition of two or more variables. Survey was appropriate in this study because it had a rapid turnaround in data collection and ability to understand populations from a part of it.
3.1.1 Variables

According to Orodho (2009), variables refer to characteristics of cases, attributes or qualities of cases that are measured and recorded.

3.1.1.1 Independent Variables

These were conditions that explained changes in the dependent variable (Kombo & Tromp, 2006). In this study, both oral and manual modes of instruction for learners with hearing impairments were the independent variables.

3.1.1.2 Dependent Variable

This was the outcome variable the researcher was attempting to predict (Kombo & Tromp, 2006). The ability of pupils to score high marks in English as a subject was the dependent variable. Good performance was measured by acquisition of both receptive and expressive skills; legible writing, proper punctuation and correct grammar.

3.1.2 Location of the Study

The study was carried out in Kisii County, Kenya. There were only two schools for the deaf in Kisii namely, Gianchere and Kerina (Statistical records from County SNE Education Office) where children with hearing impairments learnt, thus the researcher’s interest. The M.S.S in English language especially in Kisii County was too below average as compared to KSL or any other subject in the school. According to Singleton (1993), the ideal setting for the study is the one that is directly related to the researcher’s interest. He further argued that the setting should be easily accessible to the researcher.
Figure 3.1: Schools for the deaf in Kisii County, Kenya

3.2 Target Population

The target population of the study pupils with hearing impairments from the two school for the deaf in Kisii County. Specifically, the study targeted all head teachers, all teachers, and pupils with HI. Table 3.1 gives a summary of sampling matrix. Orodho (2009), describes a target population as a set of elements that the researcher focuses upon and from which the results obtained by testing the sample should be generalized.

Table 3.1: Target population as at 20th May, 2015

<table>
<thead>
<tr>
<th>Schools</th>
<th>Headteacher</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gianchere</td>
<td>1</td>
<td>14</td>
<td>150</td>
</tr>
<tr>
<td>Kerina</td>
<td>1</td>
<td>8</td>
<td>90</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>22</td>
<td>240</td>
</tr>
</tbody>
</table>

Source: Staff establishment and school enrolment data

3.3 Sampling Techniques and Sample size

Orodho (2009), asserts that sampling is a process of selecting a given number of subjects that are representative of a defined population.
3.3.2 Sampling Techniques

The sampling techniques used in the study included;

i) Purposive sampling: A sample of 14 teachers; 2 head teachers and 12 English language teachers were selected (Records from panel heads). Purposive sampling was applicable in case of a limited population with the information required. The headteachers provided administrative information while the teachers of English pointed out the challenges they faced in the teaching of English language.

ii) Stratified random sampling: To avoid gender bias, the pupils were first grouped into two strata; boys and girls. Simple random sampling was then used in each subgroup to select 24 pupils. Every pupil had an equal and independent chance of being selected as a member of the sample (Orodho, 2009). This was done by folding small pieces of paper with numbers written on them. All number ones were selected.

3.3.3 Sample Size

55% of teachers of English and 10% of pupil population made a sample size.

Table 3:2 Sample distribution

<table>
<thead>
<tr>
<th>Schools</th>
<th>Headteacher</th>
<th>Teachers</th>
<th>Pupils</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sampled</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Targeted</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Gianchere</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Kerina</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>22</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Panel heads and school enrolment data, 2015
3.4 Research instruments

Three types of researcher-made instruments were utilized in the study. They included documentary analysis, interview guides and questionnaires.

3.4.1 Document analysis

One documentary analysis schedule was used to analyze secondary sources of information at tabulated in appendix iv. It consisted of two sections. Section one analyzed the professional records including, syllabus coverage, schemes of work, lesson plans, learning resources, pupils’ progress records and pupils’ exercise books. It sought to find out the effectiveness of both oral and manual modes of communication in the teaching of English.

Section two analyzed the KCPE performance in English over a period of five years, from 2010-2014. It sought information on the trend of performance, if upwards which practices could be maintained? If downward, what could be done to improve it?

3.4.2 Interview guide

An interview schedule is a set of pre-formulated questions aiming to source important information from the respondents (Orodho, 2009). The researcher used one interview schedule as per appendix iii that consisted of unstructured questions to collect data from sampled pupils. It sought to establish the influence of oral and manual modes of instruction on reading and writing activities as aspects in the learning of English. The interview was conducted verbally to a group of pupils by a researcher assistant while note taking was done by the researcher.
3.4.3 Questionnaire

A questionnaire is a set of questions designed to generate the data necessary to accomplish the objectives of the research (Orodho, 2009). The researcher used two questionnaires; one for the headteacher and another for English language teachers as analyzed in appendix I and ii. They were filled in individually by giving written responses. They comprised of structured and objective questions. The researcher preferred the use of a questionnaire as it was time saving and hence allowed the collection of data with ease as propounded by Kombo and Tromp (2006).

3.4.3.1 Questionnaire for the head teacher

It was divided into three sections: demographic information, school background and communication approach, comprising of 16 items. Section one comprised of 4 items, section two 3 items while section three had 9 items as indicated in appendix i. The questionnaire sought for information about teacher establishment, staff qualifications and the main difficulties identified in the teaching of English language to pupils with the hearing impairments in the school.

3.4.3.2 Questionnaire for English language teachers

The questionnaire was divided into 2 sections: background information and communication modes, comprising of 20 items. Section one comprised of 5 items and section two had 15 items as per appendix ii. It sought to find out the main modes of communication used and the major challenges encountered during the teaching of English to learners with hearing impairments. The respondents had to put a tick (✓) in the box of the correct option of his/her choice or wrote short answers in the blank spaces in the open ended questions.
3.5 Pilot study

Mugenda and Mugenda (2004), described piloting as pre-testing of the research instruments (questionnaire) in the field to select a sample that is similar to the actual sample to be used in the actual study to determine their reliability and validity. Pilot study was necessary to ensure that respondents gave feedback on clarity of questions, content, language, relevance of items, flow of questions, layout and length before the actual study. It was carried out at Kiamate DEB Primary; a regular school with a special unit for deaf children in Kisii County. The subjects used were not included in the main study. They comprised of 1 head teacher, 3 English language teachers and 6 pupils, a total of 10 respondents. It was done twice through a test-retest technique following the same conditions employed during the actual study. The researcher used results and comments of pilot study to correct discrepancies for instance challenges faced by English language teachers replaced communication problems experienced in the teaching of English. Some tools were modified or discarded completely.

3.5.1 Validity

Content validity was used in this study. It ensured that the items in the questionnaires and interview guides measured the intended content area. The researcher sought the opinion of the university supervisors and other experts in the department of research on the content, clarity, ambiguity, level of language and any other additional information in order to make them more comprehensive and that they measured the variables intended for the study (Orodho, 2009). They were fundamental in the correction and authentication of those tools for their final use in the study until content validity index of 0.82 was attained. Validity index of above 0.7 is always
considered desirable. This was calculated using Spearman rank order correlation formula below.

\[
Rho = 1 - \frac{6 \sum D^2}{n (n^2 - 1)}
\]

- \( Rho \) - Spearman Correlation Index
- \( D \) - Difference on rank for a pair of scores
- \( n \) - Number of scores within each distribution

### 3.5.2 Reliability

Reliability of measurements concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2009). Therefore it meant that the dependability or trustworthiness of the research instrument to consistently yields the same data under similar conditions. To determine reliability, a test – retest method was employed. A two weeks’ time lapse between the 1\(^{st}\) test and the 2\(^{nd}\) one was allowed. The results obtained from the two tests were correlated to check whether the instruments yielded similar results, using Pearson moment correlation coefficient.

A recommended minimum value of \( r_{xy} > 0.7 \) was realized. This was calculated using the following formula:-

\[
r_{xy} = \frac{\sum (x-y)}{\sqrt{\sum x^2 - \sum y^2}}
\]

- \( x \) - Response from the first test
- \( y \) - Response from retest
- \( r_{xy} \) - Pearson moment correlation
3.6 Data collection procedures

The researcher applied for a research permit from the National Council for Science, Technology and Innovation (NACOSTI). Necessary appointments were made to schools through the headteacher. In the first visit, the researcher explained the intention of conducting the study. Headteachers were further made aware of the respondents.

Questionnaires were distributed to the participants during the second visit. Explanation on their content and how they were to be filled in was given adequately. They were then filled in by individual respondents within a span of one week. During the third visit, the researcher analyzed documents related to performance in English and at the same time conducted interviews to pupils in a group of three with an assistance of a researcher aide. Questionnaires that had been distributed in the past one week were also collected and packed by the researcher ready for data analysis.

3.7 Data analysis

After fieldwork, before analysis all questions were adequately checked for verification. The instruments for data collection generated both quantitative and qualitative data that were coded for analyses. Quantitative data was analyzed using descriptive statistics, which was presented in the form of frequencies, graphs tables and percentages that helped the researcher to determine the extent to which each of the variables under investigation led to good performance in English. Qualitative data was organized according to the study themes and presented descriptively on the basis of study objectives from which conclusions were made. Data in this thesis was presented in tables and figures that formed the basis of the study discussions and recommendations of the research.
3.8 Logistical and ethical considerations

Logistics are all the prior processes, activities or actions that a researcher must carry out before undertaking research to ensure successful completion of a study (Orodho, 2009). The researcher ensured a good layout of the questionnaires, making a work plan and appropriate budget. Before commencement of this research, the researcher got an approval and an introduction letter from Kenyatta University Graduate School. She then proceeded to seek for a research permit from NACOSTI. The researcher then visited the schools to seek permission and establish rapport with the school administration and the teachers who constituted the study sample. Self-introduction and the purpose of the study were explained to the respondents.

During research, all ethical issues were observed and confidentiality of information provided by respondents was assured. They were required to respond to the concerns of the researcher voluntarily.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

The aim of the study is to investigate the influence of modes of instruction on the performance in English Language among learners with HI in special primary schools in Kisii County. The chapter deals with data analysis, presentation and discussion of the research findings.

The objectives of the study were: To investigate how oral and manual modes of communication in English Language influence performance in reading and writing among learners with hearing impairments. To identify how communication difficulties affect performance in expressive skills among learners with hearing impairments. To establish the extent to which intervention measures affect performance in receptive skills among learners with hearing impairments.

The research data was analyzed through descriptive statistics.

4.1 Demographic Information of Respondents

The researcher sought to find out the background information of headteachers, English language teacher: age, gender, professional qualifications and teaching experience, school background, mode of instruction used, communication approaches and challenges

4.1.1 Demographic Information of Head teacher Respondents

The researcher sought to find out the demographic background of the head teachers, from the two schools by finding out their age range, duration served as head teachers,
professional qualifications and also whether they were specially trained for children with hearing impairments. The results are presented in the Table 4.1

*Table 4.1: Head teachers Bio Data and school’s background*

<table>
<thead>
<tr>
<th>Schools</th>
<th>Gianchere</th>
<th>Kerina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age range of head teachers</td>
<td>41-50 years</td>
<td>41-50 years</td>
</tr>
<tr>
<td>Duration as head teacher</td>
<td>6-10 years</td>
<td>6-10 years</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>Bachelor of Education (S.N.E)</td>
<td>Diploma in Special Education</td>
</tr>
<tr>
<td>Special training for learners with hearing impairments</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Population of pupils</td>
<td>100-150</td>
<td>50-100</td>
</tr>
<tr>
<td>Number of teachers of English</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Number of trained teachers</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

From table 4.1, it is evident that both the head teachers were at the age range between 41-50 years and had served as head teachers for duration between 6-10 years. However, one of them had a Bachelor of Education (S.N.E) while the other had a Diploma in Special Education. The results also indicated that one of the head teachers was specially trained for learners with hearing impairments as compared to the other who was not. These findings reveal that, head teachers in schools for learners with HI are not necessarily trained in the area of hearing impairment but could serve as administrators.

The study also sought to find out the schools’ background which included the dimensions of school population, number of teachers in the school and also the number of trained teachers in every school.

The findings indicated that Gianchere had a population range of 100-150 and out of that 7 teachers, 5 (71.4 %) were fully trained on HI as compared to 2 (28.6%) who were not. Kerina school has a population range of 50-100 and out of 4 teachers, 3
(75%) had received training as compared to 1 (25%) who was not specifically trained on HI. The results indicate that not all teachers are trained on hearing impairments. The findings agreed with a study conducted by Omutsani (2012), on factors affecting KCPE performance of learners with HI in special schools which revealed that some teachers did not have knowledge and skills of the fundamental communication approaches.

4.1.2 Demographic Information of teacher Respondents

The demographic information of teachers was derived from item one and two of the questionnaires. It comprised of Age, Sex, Professional qualifications, year posted to current station and the duration of teaching English to learners with hearing impairments. The results are as shown in Table 4.2.

Table 4.2: Teachers Bio-data information

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Range</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 30 years</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>31-40 years</td>
<td>3 (23.3%)</td>
</tr>
<tr>
<td></td>
<td>41-50 years</td>
<td>6 (54.5%)</td>
</tr>
<tr>
<td></td>
<td>Above 50 years</td>
<td>2 (18.2%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>4 (36.4%)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7 (63.6%)</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>1 (9.1%)</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>1 (9.1%)</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>7 (63.6%)</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>2 (18.2%)</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above 5 Years</td>
<td>2 (18.2%)</td>
</tr>
<tr>
<td></td>
<td>5 Years</td>
<td>1 (9.1%)</td>
</tr>
<tr>
<td></td>
<td>4 years</td>
<td>1 (9.1%)</td>
</tr>
<tr>
<td></td>
<td>3 years</td>
<td>1 (9.1%)</td>
</tr>
<tr>
<td></td>
<td>2 years</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td></td>
<td>1 year</td>
<td>3 (27.3%)</td>
</tr>
</tbody>
</table>
The study sought to find out the age of teachers. From Table 4.2, the results indicate 6 (54.5%) of teachers were aged between 41-50 years, 3 (23.3%) teachers were between 31-40 years, 2 (18.2%) aged above 50 years and none (0%) of teachers was below 30 years of age. The findings indicated that the majority of teachers were between ages 41-50 years. This is an age of people who have had good experience in teaching and hence better performance in examinations is anticipated.

4.1.3 Gender

The findings on matters of gender indicated that female respondents were 7(63.6%) while the male respondents were 4(36.4%). This had an indication that the study was dominated by female respondents. There may be a challenge of gender imbalance since from the study many teachers seem to be female; there is need for almost an equivalent number of male teachers since learners with hearing impairments are almost of equal population.

4.1.4 Teachers’ Professional Qualifications

The study sought to find out the teachers’ professional qualifications. From Table 4.2, the findings revealed that all teachers were qualified professionally to teach English. 7 (63.6%) had Diploma in SNE, 2 (18.2%) teachers had certificate, 1 (9.1%) had Bachelor of Education Degree and 1 (9.1%) had a Master in education. It was noted that the majority of teachers were either Diploma or Certificate holders in special Education. Teachers of English especially those teaching learners with hearing impairments should undergo a specialized training to acquire competencies in handling the unique and diverse needs of learners in their classrooms.
The findings agreed with Mwaura (2007), who suggested that for effective teaching of learners with hearing impairments, teachers need to be trained extensively in order to equip them with knowledge and skills of teaching learners.

4.1.5 Teaching Experience

The study sought to find out the teachers’ experience in the teaching of English. The findings show that 6 teachers representing 54.5% had an experience of 1-2 years, 3 (27.3%) teachers each had an experience of 3, 4, and 5 years respectively and finally 2 (18.2%) teachers had an experience of above 5 years.

This shows that majority of the teachers had an experience of less than five years hence a likelihood of having insufficient skills of teaching English. If these teachers had enough experience, teaching and learning of English would improve to a large extent.

4.2 OBJECTIVE ONE: Influence of Oral Modes of Instruction on performance in reading and writing among learners with hearing impairments.

4.2.1 Students’ Preference of Speech Reading as a Mode of Communication

The researcher sought to determine if learners preferred speech reading as a mode of communication, Table 4.3 shows the response.

<table>
<thead>
<tr>
<th>Use of speech reading</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>54.5%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>45.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results indicated that 6 (54.5%) accepted that learners preferred speech reading as a mode of instruction as likened to 5 (45.5%) who denied. An examination on those
who agreed indicated that their intelligibility rated the speech of learners fairly. When using speech, the learner could lip read as the teacher teaches. At times if the teacher may sign and do it wrongly, a pupil who can lip read gets the message clearly from speech reading.

The results were in harmony with the literature by Moores (2001), who ascertained that when the lip patterns of speech are supplemented by the hand shapes and positions (cues) of cued speech, the children with HI are able to see sound based units of speech with 96% accuracy. According to Taylor & Hove (2000), with the vocabulary and structure of spoken language in place, deaf children can effectively use their residual hearing and lip read with great accuracy than those who do not cue.

The findings were in agreement with the study conducted by Santana (2003), who revealed that children with hearing impairments receiving cued speech surpass the majority of signing and oral children using only amplified sound in verbal language skills.

**4.2.2 Frequency of Learners wearing Hearing Aids**

The study sought to find out if learners wore hearing aids, and the results are as indicated in Table 4.4

<table>
<thead>
<tr>
<th>Wearing hearing aids</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>72.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The response indicated that 8 (72.7%) teachers refuted the fact of wearing hearing aids as compared to 3 (27.3%) three who accepted this fact. Those who gave a no response depicted that pupils could not afford the hearing aids, the learners had not
been provided with hearing aids while some hinted that some learners felt uncomfortable wearing them. Inability of learners to use properly their residual hearing is a challenge to academic performances. Anderson (2006), found out that there are conditions when a hearing loss is so severe that a child cannot understand conversational speech even with a hearing aid. A study conducted by Goldin Meadow & Mayberry (2001), revealed that learners who are deprived of sufficient amounts of language input in their earliest years of life are at risk for poor outcomes in both language and academic endeavors later in childhood.

4.2.3 Usefulness of Hearing Aids

The study sought to find out how the teachers rated the usefulness of the hearing Aids, the results are as indicated in Figure 4.1.

![Figure 4.1: Usefulness of Hearing Aids](image)

The findings indicated that 6(54.5%) teachers ascertained the hearing aids as moderately useful while 3(27.3%) of the respondents rated the importance of hearing aids as very useful, as compared to 2(18.2%) who said they were not useful at all
especially for severe and profound hearing loss. For those who gave a yes response, hearing aids improved the pupils’ residual hearing for post-lingual.

However, the findings concurred with Doyle (2004) who emphasized the use of speech, lip reading and hearing aids. A study conducted by Achero (2015), on the impact of counseling on compliance on use of hearing aids by learners with HI in Ruiru, Kiambu County, maintained that the use of hearing aids improved greatly after frequent guidance and counseling services on their advantages.

### 4.2.4 Teachers’ Specialization

The researcher anticipated to know whether the teachers were specialized and used auditory training, lip reading and individual speech training. The results are as indicated in the Table 4.5.

**Table 4.5: Teachers Specialization**

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>81.8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results indicated that 9 teachers representing 81.8% were not specialized in subjects such as auditory training, speech reading and individual speech as compared to 2 (18.2%) teachers who had specialization. An investigation on those who were not specialized indicated that they did not have qualified personnel to do the exercise and also they had not gone for further training.

The findings indicate that majority of the teachers were not proficient in specialized areas for children with hearing impairments.
The study harmonized with a study conducted by Omutsani (2012), which revealed that some teachers did not have knowledge and skills of the fundamental communication approaches.

4.3 OBJECTIVE TWO: Effects of manual modes of communication on performance in reading and writing among learners with hearing impairments

4.3.1 Categories of the Deaf

The researcher sought to know which category of the deaf the teachers found easier to communicate with, and their responses are as follows in Table 4.6.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally deaf</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Partially deaf</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The findings revealed that all teachers could communicate competently with pupils who were partially deaf as compared to those who were totally deaf since all teachers accepted the fact that they communicated well with the post-lingual. This had an implication that students who were totally deaf had challenges in understanding English since the teachers would not communicate effectively with them. A study conducted by Kihingi (2011), on factors hindering teaching/learning activities for learners with HI found out that problems arose in understanding instructions, receiving and expressing oneself.
4.3.2  Pupils’ responses during the teaching activities

The researcher sought to find out whether the teachers understood all the pupils’ responses during the teaching activities, the results were as follows:

![Pie chart showing responses during the Teaching Activities](image)

**Responses during the Teaching Activities**

*Figure 4.2: Responses during the Teaching Activities*

From Figure 4.2 above findings show that 6(54.5%) teachers admitted that they had a problem in understanding the pupils’ responses during the teaching activities, while 5(45.5%) said they did not experience any problem. The study concurred with a research done by Kangethe & Wamae (2004), who pointed out that teachers lacked sufficient proficiency in KSL (Language of Instruction) that hindered learning from fully participation in the teaching and learning process. Those teachers who gave a no response gave their challenges as follows; The use of wide syllabus, learners easily got lost and felt uncomfortable, slowness in sign learning and also the use of signs that could not be interpreted. Most of them ascertained that the approach to improve this lack of understanding was to use different methods of learning sign language, usage of simple sign language and charts, teachers should expertise in sign language,
teachers should use specific sign language and also there should be proper use and interpretation of sign language.

The findings agreed with Baker (2011), who pointed out that speech reading helps the deaf to establish communication to the rest of the society while sign language restricts communication to those others who have mastered that specialized form of expression. A study conducted by Kihingi (2011), on factors hindering teaching/learning activities for pupils with HI found out that problems arose in understanding instructions, receiving and expressing one self.

4.3.3 Mode(s) of communication used for Effective Teaching of English

The study investigated the mode(s) of communication the teachers used for effective teaching of English. The findings are as indicated in the Table 4.7.

<table>
<thead>
<tr>
<th>Effective Teaching</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-Verbal</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal and non-verbal</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The finding indicated that 11 (100%) teachers consented of using both verbal and non-verbal modes of communication which seemed more effective as compared to usage of either one mode thus verbal or non-verbal. This has an indication that the teachers teaching learners with hearing impairments could communicate and get feedbacks well when they used both verbal and non verbal modes of instruction. A study conducted by Muiruri (2015), on determining classroom communication and academic performance of learners with HI found out that language and communication are perceived as the main problems encountered by these learners.
4.3.4 Sign language competence and its Influence on reading and writing skills in English

The study outlined the basis of sign language competence and its influence on reading and writing skills in English, the responses were as follows;

*Headteachers said ‘As learners write the sign language, teachers can be able to understand the weakness of students and assist them accordingly’.*

*English Language teachers pointed out, ‘Through participation, pairing and observation, as the first language, it will influence the reading and writing in English, it enables learners to sign, read and participate in answering questions, it is easier for them to relate the signs to English’.*

According to Marshchark (2007), deaf children who use signs from infancy are academically, linguistically and socially superior. The study is in line with studies conducted by Marchshark (2001), who pointed out those children with HI who learn manual signs at early childhood development centres (ECD), show better academic achievement and social adjustment during the school years and superior gains in English literacy.

4.4 OBJECTIVE THREE: Effects of communication difficulties on performance in expressive skills among learners with hearing impairments

4.4.1 Modes of Instruction used in the Teaching of English.

The researcher pursued to know which modes of communication was commonly used in the teaching of English. The results are captured in the figure 4.3.
Figure 4.3: Modes of Instruction

The results indicated that 5 (45.5%) teachers agreed that all the specified modes of instruction were commonly used in teaching of English, 2 (18.2%) ascertained manually coded English, 2 (18.2%) were of the opinion that signing exact English was the commonly used mode, 1 (9.1%) teacher disclosed that finger spelling was common while 1 (9.1%) opined of speech reading. This was in harmony with Ndurumo (1998), who suggested that learners with hearing impairments should be allowed to follow regular curriculum and teachers graduating from teacher training colleges should be proficient in the use of different sign systems.

4.4.2 Communication Approaches

The study sought to find out the communication approaches and also problems faced, it assessed the main mode of communication used in communicating with learners who had hearing impairments. It also established whether the mode was effective when used during English lessons and whether there was any difficult in teaching deaf children. The outcomes are as presented in the Table 4.8.
Table 4.8: Communication Mode Used as reported by Headteachers.

<table>
<thead>
<tr>
<th>Main mode of communication</th>
<th>Gianchere</th>
<th>Kerina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya Sign Language</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Its effectiveness</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Difficulties when teaching</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

From the findings, it is imperative that the main mode of communication was Kenya Sign Language in both schools. On the question of whether the mode was effective when used during English lessons the head teachers differed since 1 representing 50% found it effective while the other ineffective, the latter ascertained that there was need to have a lot of teaching Aids. Manual modes of communication affected reading and writing skills in English language negatively since at times there was need to finger spell for clarity of manual signs. Finally, both the head teachers representing 100% concurred that there was difficulty in teaching learners with hearing impairments.

Both headteachers representing 100% revealed that in order to ensure that all teachers acquired the knowledge of sign language, they were given extra time in team teaching, guaranteed freedom to enroll for further studies during holidays and also those who had less skills had to learn from the skilled staff. They both concurred that there was a shortage of skilled personnel in the school and this had led to incompetence in English learning and poor performances among pupils.

A study conducted by Muiruri (2015), on determining classroom communication and academic performance of learners with HI found out that language and communication are perceived as the main problems encountered by these learners.
4.4.3 Challenges encountered by teachers

The study desired to ascertain communication problems encountered by teachers when teaching English to the learners with hearing impairments. The responses are as indicated below

*English language teachers quoted, “Teaching becomes tedious, demonstrating and translating new words and vocabulary to them, comprehending passages, communication difficulty when sounds are involved.”*

**Suggestions** offered for overcoming these shortcomings were:

Headteachers said “*Hearing Impaired learners need to get an explanation in order to understand, teachers should use charts for demonstration, use of speech reading kits, the government should train more teachers in sign language, learners should be taught sign language right from childhood classes and finally use multiple methods of teaching approaches”.*

A study conducted by Kalee (2014), on challenges faced by English language teachers in primary schools found out that they face a lot of challenges in terms of modes of communication used.

4.4.4 Effects of Communication Problems

The study sought to find out the effects of communication problems on the performance in national examinations. The respondents gave different opinions as follows;
Headteachers said ‘The deaf have difficulty to comprehend the message in written documents due to new words and the use of manual sign language which is understood well as compared to written document’.

English language teachers said ‘Learners forget some key words which help them to identify meaning, learners have a problem of forgetfulness and also they don’t get instructions in the exam paper well which lead to failing exams.

The results indicate that most teachers found challenges with learners that have hearing impairments more especially in examinations. This may have affected their final performance in English as a subject.

The suggestions are in agreement with a study conducted by Kihingi (2011), who found out that problems arose among pupils with HI in understanding instructions, receiving and expressing oneself. A study conducted by Muiruri (2015), on determining classroom communication and academic performance of learners with HI found out that language and communication are perceived as the main problems encountered by these learners.

4.5 OBJECTIVE FOUR: Impact of intervention measures on performance of receptive skills among learners with hearing impairments

4.5.1 Intervention Measures

4.5.1.1 Are there mediated learning experiences among pupils and teachers?

The researcher endeavored to know if there was a social bond between children with hearing impairments and their teachers, and their responses were as follows in Figure 4.4
Figure 4.4: Mediated Learning Experiences

The outcome directed that 7 (63.6%) of teachers showed a weak social bond between learners with hearing impairments and their teachers as compared to 4 (36.4%) who agreed that there were strong mediated learning experiences. The findings had an implication that since there were weak mediated experiences between teachers and students, the condition could trigger poor performance among the learners.

The findings were in harmony with the literature by Feuerestein (2002), who found out that interpersonal relationship between teachers and learners encourages students who have disabling conditions to excel at their own pace and describes a quality of interaction between a learner and a mediator.
4.5.1.2 Is there quality collaborative effort among all the stakeholders in the school?

The study undertook to know if there was quality collaborative effort between the pupil, teacher, counselor and other stakeholders who came into contact with the child at school, and their responses were are follows in Table 4.9.

**Table 4.9: Individualized Educational Program**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>27.3%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>72.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The findings as indicated on the Table 4.9 above show that 8 (72.7%) of the respondents agreed that there is no quality collaborative effort between the pupil, teacher, counselor and other stakeholders who came into contact with the child at school as compared to a minority of 3 (27.3%) who encouraged collaboration.

The findings implied that the teachers did not utilize the cooperation of pupils and other specialists while giving instructions to learners, since most of the time they were fully engaged in other instructional activities and at times hiring therapists and counselors was difficult, a case which may lead to low performance.

The study results disagreed with the study done by Marschack (2006), which indicated that collaborative effort between the pupil, teacher, therapist, psychologist, counselor and anyone else who comes into contact with the child at school, can improve performance.

The study done by Rose (2010), on monitoring progress of students who are deaf and hard of hearing indicated that an IEP is scientifically based process that can be used
to access student academic performance and evaluates the effectiveness of instructions.

4.5.1.3 Is there a regular monitoring progress tool which evaluates the effectiveness of instructions of students’ lessons?

The study also aimed to ascertain whether there was a regular monitoring progress which evaluated the effectiveness of instructions of students’ lessons that reflect the real world, the fallouts are as indicated in the Figure 4.5 below.

![Figure 4.5: Progress records](image)

From the Figure 4.5 above, it is evident that a majority of 7 (63.6%) teachers refuted of having a regular monitoring progress which evaluates the effectiveness of instructions of students’ lessons, while 4 (36.4%) of the teachers accepted of their availability.
The findings implied that lack of regular monitoring of learners progress made a major contribution to inability of betterment in English performance. However if there could be close monitoring, there is a likelihood of achieving an improvement in English. The study done by Rose (2010), on keeping an eye on development learners who are deaf and hard of hearing clearly showed that an IEP is scientifically based process that can be used to access student academic performance and evaluates the effectiveness of instructions.

4.5.1.4 How can you rate the impact of intervention measures and performance in receptive skills in English on children with hearing impairments?

The study sought to know how teachers rated the impact of intervention measures and performance in receptive skills in English on children with hearing impairments. The findings are as indicated in figure 4.6

\[\text{Figure 4.6: Impact of Intervention Measures}\]

The results indicated that 7 (63.6%) of the respondents rated the impact of intervention measures and performance in receptive skills in English as good, 3 (27.3%) teachers regarded it as fair and 1 (9.1%) teacher ascertained the situation as poor. The findings implied that many respondents perceived the intervention
measures as satisfactorily. The findings are in agreement with a study conducted by Feuerestein (2002), who pointed out that intervention measures allows the learner to consider his/her own values and perceptions of the world and help to enhance the relational experience with the teacher.

4.5.1.5 Comparison of Mean Scores

The researcher also sought to know the comparison between the mean standard score of English language and KSL. The responses are as indicated in Figure 4.7.

**Figure 4.7: Comparison of Mean Scores**

From the Figure 4.10 above 7(63.6%) teachers perceived the mean standard score of English language as compared to KSL to be below average. Still 3(27.3%) were of the average opinion as compared to 1(9.0%) who hinted that performance in English language was above average. The findings were in harmony with a study conducted by Nsimbambi (2005), on poor performance in English language indicated that the
main emphasis on communicative approach is the ability of the person spoken to, to understand what has been said and make an appropriate approach. A study conducted by Mungai (2016), on environmental influences on English Language, acquisition among learners with HI emphasized that majority of learners seemed to leave school without having attained adequate literacy levels for successful transition in the afterlife of school due to insufficient learning resources, poor teaching methodologies, poor parental support and inadequate track recording.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The aim of the study is to investigate the influence of modes of instruction on the performance in English Language among learners with HI in special primary schools in Kisii County. This study had four objectives that guided it.

The literature review was presented in form of sub-sections which included objectives of oral and manual modes of instruction and their impact on HI learners’ performance in English Language, effects of communication difficulties on expressive skills, Intervention measures and their influence on performance in receptive skills in English.

5.1 Summary

5.1.1 Influence of oral modes of instruction in English Language on performance in reading and writing among learners with hearing impairments.

The response indicated that minority of teachers accepted that learners wore hearing aids, the findings indicated that hearing aids were moderately useful. The results also indicated that majority of teachers were not specialized in subjects such as auditory training, speech reading and individual speech. They did not have qualified personnel to do the exercise and also they had not gone for further training. Less than half of the
teachers agreed that all the specified modes of communication were commonly used in the teaching of English. Learners who had acquired speech before becoming deaf could lip read to a certain extent.

According to Taylor & Hove (2000), with the vocabulary and structure of spoken language in place, deaf children can effectively use their residual hearing and lip read with great accuracy than those who do not cue. The findings were in agreement with the study conducted by Santana (2003), who revealed that children with hearing impairments receiving cued speech surpass the majority of signing and oral children using only amplified sound in verbal language skills.

5.1.2 Influence of manual modes of instruction on performance in reading and writing among learners with hearing impairments.

The findings revealed that all teachers could communicate competently with pupils who were partially deaf, half of teachers admitted that they had a problem in understanding the pupils’ responses during the teaching activity, especially learners who were pre-lingually deaf. The findings also indicated that all teachers consented of using both verbal and non-verbal modes of communication. The study was determined to know how sign language competence influenced reading and writing skills in English. The responses showed that as learners write the sign language, teachers could be able to understand the weaknesses of pupils and assist them accordingly. Also many were of the view that through practice and group participation, learners were able to correct their grammar and hence improvement in performance. More than half of teachers perceived the mean standard score of English language as compared to Kenya sign language to be below average.
A study conducted by Kihingi (2011), on factors hindering teaching/learning activities for learners with HI found out that problems arose in understanding instructions, receiving and expressing one self. The study concurred with a research done by Kangethe & Wamae (2004), who pointed out that teachers lacked sufficient proficiency in KSL (Language of Instruction) that hindered learning from fully participation in the teaching and learning process.

The study harmonized with a study conducted by Omutsani (2012), which revealed that some teachers did not have knowledge and skills of the fundamental communication approaches. This was in harmony with Ndurumo (1998), who suggested that learners with hearing impairments should be allowed to follow regular curriculum and teachers graduating from teacher training colleges should be proficient in the use of different sign systems.

5.1.3 Effects of communication difficulties on performance in expressive skills among learners with hearing impairments

The teachers’ views on effects of communication problems on the performance in English language in national examinations indicated that learners with HI had difficulty to comprehend written exercises. The use of manual sign language is understood well as compared to written documents. Half of the teachers disagreed that learners preferred speech reading as a means of communication. A majority of the respondents were of the opinion that comprehending passages, communication difficulty when sounds are involved, demonstrating and translating new words and vocabulary to these learners was a major problem. A study conducted by Kihingi (2011), on factors hindering teaching/learning activities for learners with HI found
out that problems arose in understanding instructions, receiving and expressing oneself.

A study conducted by Muiruri (2015), on determining classroom communication and academic performance of learners with HI found out that language and communication are perceived as the main problems encountered by these learners.

5.1.4 Impact of intervention measures on performance in receptive skills among learners with hearing impairments.

The findings had an implication that since there were weak mediated learning between teachers and pupils, the condition could trigger poor performance among learners with hearing impairments.

The findings were in harmony with the literature by Feuerestein (2002), who found out that interpersonal relationship between teachers and learners encourages students who have disabling conditions to excel at their own pace and describes a quality of interaction between a learner and a mediator. Majority of the respondents showed that there was no quality collaborative effort between the pupil, teacher, counselor and other stakeholders who came into contact with the child at school.

The findings implied that lack of regular monitoring of learners’ progress made a major contribution to inability of betterment in English performance. However if there could be close monitoring, there would be a likelihood of achieving an improvement in English. The findings by Marschack (2006), indicated that progress monitoring is
essential. Many respondents therefore perceived the interventions measures as satisfactory.

The study done by Rose (2010), on monitoring progress of students who are deaf and hard of hearing indicated that an IEP is scientifically based process that can be used to access student academic performance and evaluates the effectiveness of instructions.

The findings were in harmony with a study conducted by Nsimbambi (2005), on poor performance in English language indicated that the main emphasis on communicative approach is the ability of the person spoken to, to understand what has been said and make an appropriate approach. The findings are in agreement with a study conducted by Feuerestein (2002), who pointed out that intervention measures allows the learner to consider his/her own values and perceptions of the world and help to enhance the relational experience with the teacher.

5.2 Conclusion

In conclusion the researcher identified the following challenges that were bedeviling the teaching and learning of English in Kisii County:-

The use of manual modes of instruction in English language was perceived as moderately useful and hence affected performance in reading and writing among learners. Manual modes therefore contributed to poor academic performances. Major challenges on oral modes of instruction were that the teachers could not understand the pupil’s responses during the teaching activities and also they could not communicate with learners who were completely deaf.
Teachers of English experienced a lot of challenges especially on learners comprehending passages in English. The syllabus of English was not adequately covered. There were no specialized learning resources used by learners with learning impairments for example, videotaped signed written words, adapted textbooks computers and digital hearing aids.

5.3 **Recommendations**

5.3.1 **Recommendations related to policy**

Based on the findings of the study the researcher came up with the following recommendations that would help in addressing most of the challenges facing learners with HI in performance in English.

i. There is need for Teacher Training Colleges to train teachers of English on signed exact English so that teachers can understand the pupils’ responses during the teaching activities and also to communicate effectively with learners with hearing impairments.

ii. Kenya Institute of Curriculum Development to:-

   - Adapt English Language Syllabus
   - Prepare refresher courses for teachers

iii. Headteachers have a duty to allocated skilled personnel and monitor early teaching programs for learners with hearing impairments, so that they can be
able to comprehend passages, demonstrate and translate new words and vocabulary effectively.

iv. Teachers of English should embrace mediated learning experiences, individualized educational program and thematic approach to teaching for better academic performance in English language.

v. The government to equip the learners with digital hearing aids and cochlear implants.

5.3.2 Suggestion for Further Research

i. The study was only confined in Kisii County. Similar research needs to be done in all parts of the country using a larger population.

ii. Further research to investigate the relationship between teachers’ communicative competency and performance in English language among learners with hearing impairments.
REFERENCES


Kalee, M. J. (2014). *Challenges faced by Teachers of English Language in Primary Schools for the hearing impaired learners in Central Province.*


Mungai , I. M (2016). Environmental Influences on English Language Acquisition among class five learners with hearing impairments in Nairobi County Kenya.


Otiato, A. C. (2002). *Teaching and learning strategies in an inclusive setting*, Module 8 Nairobi, Kenya Institute of Special Education. KISE.


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is meant purely for academic research. Respond to all questions as honestly and accurately as possible. The information you give will be treated with strict confidentiality.

SECTION A: DEMOGRAPHIC INFORMATION

Use a tick to fill in responses

1. Age of the head teacher
   a. Below 30 years (   )
   b. 31-40 years (   )
   c. 41-50 years (   )
   d. Over 50 years (   )

2. Duration as head teacher in this special school
   a. Below 1 year (   )
   b. 2-5 years (   )
   c. 6-10 years (   )
   d. Over 10 years (   )

3. Professional qualifications
   a. Diploma in education (   )
   b. Diploma in Special Education (   )
   c. Bachelor of Education (S.N.E) (   )
   d. Master of Education (S.N.E) (   )
   e. Any other (specify) (   )

4. Are you specially trained for children with the hearing impairments?
   Yes (   )  No (   )

SECTION B: SCHOOL’S BACKGROUND

5. What is the school’s population?
   a. 50-100 (   )
b. 100-150 ( )
c. 150-200 ( )
d. Over 200 ( )

6. How many teachers do you have in your staff?__________________________

7. How many teachers have trained for Hearing Impairment?__________________

SECTION C: COMMUNICATION APPROACHES AND CHALLENGES

8. Which one is the main mode of communication do you use in communicating with the hearing Impairment?

_____________________________________________________

9. Is the mode effective when used during English lessons?

Yes ( )  No ( )

Give reasons_________________________________________________________

_________________________________________________________

10. In your school, is there any difficult in teaching deaf children?

Yes ( )  No ( )

If yes, what steps have you taken to alleviate the problem?

_________________________________________________________

11. Which of these methods is commonly used and why?

a. Finger spelling ( )
b. Speech reading ( )
c. Manually Coded English ( )
d. Sign Exact English ( )
e. Cued speech ( )
12. In what ways do manual modes of communication affect writing and reading skills in English language?

__________________________________________________________________

__________________________________________________________________

13. What steps are you taking to ensure that all teachers acquire the knowledge of sign language?

__________________________________________________________________

__________________________________________________________________

14. Do oral modes of communication influence reading and writing skills in English? Please explain.

__________________________________________________________________

__________________________________________________________________

15. Is there a shortage of trained teachers in your institution?

Yes (  ) No (  )

If yes, how has this affected the performance in English language?

__________________________________________________________________

__________________________________________________________________

16. What recommendations as concerns the improvement of English language do you have for the learners with HI that you would like to look into in future?

__________________________________________________________________

__________________________________________________________________

Thanks for your co-operation
APPENDIX II: QUESTIONNAIRE FOR ENGLISH TEACHERS

Please tick in the appropriate bracket or fill in the blank space

Respond to all questions as honestly and accurately as possible. This will be treated with confidentiality.

SECTION A: BACKGROUND INFORMATION

1. Year when posted to the current school__________________________________________

2. Age
   a) Below 30 years (   )
   b) 31-40 years (   )
   c) 41-50 years (   )
   d) Over 50 years (   )

3. Sex Male (   ) Female (   )

4. Professional qualifications
   a. Certificate in Special Education (   )
   b. Diploma in Special Education (   )
   c. Degree in Special Education (   )
   d. Any other (specify )

5. For how long have you been teaching English to learners with hearing impairments?
   ____________________________________________________________

SECTION B: COMMUNICATION MODES AND PROBLEMS -

Research Objective 1: Investigate how oral modes of instruction in English Language influence performance in reading and writing among learners with hearing impairments.

6. For effective teaching of English, what mode (s) of instruction do you use?
   Verbal (   ) Non-verbal (   ) Verbal and non verbal (   )
7. Which category of the deaf do you find easier to communicate with?
   
   Totally deaf (  )  partially deaf (  )

8. a) Do you understand all the pupils’ responses during the teaching activities?
   
   Yes (  )  No (  )
   
   If No, give reasons:____________________________________________________
   
   b) How can you improve on this lack of understanding?
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________

9. a) Are there pupils who prefer using speech reading as a mode of communication?
   
   Yes (  )  No (  )
   
   b) If yes, how do you rate their speech intelligibility?
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________

10. Are specialized subjects like auditory training, speech reading and individual speech taught in your school?
   
   Yes (  )  No (  )
   
   b) If No, give reasons__________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________

Research Objective 2: To find out the extent to which manual modes of instruction affect performance in reading and writing among learners with hearing impairments.
11. a) Which of these modes of communication is commonly used in the teaching of English?
   i) finger spelling ( )
   ii) Speech reading ( )
   iii) Manually coded English ( )
   iv) Signing Exact English ( )
   v) Cued speech ( )

b) Give reasons for your answer____________________________________________________

12. How does sign language competence influence reading and writing skills in English?

__________________________________________________________________
__________________________________________________________________

13. Do your learners wear hearing Aids?
   Yes ( ) No ( )

If No, give reasons____________________________________________________
__________________________________________________________________
__________________________________________________________________

b) If yes, how do you rate the usefulness of the hearing Aid?

Very useful ( ) moderately useful ( ) Not useful ( )

14. What effects do communication problems have on the performance in national examinations?

__________________________________________________________________
__________________________________________________________________

Research Objective 3: To identify how far communication difficulties affect performance in expressive skills among learners with hearing impairments.

15. a) What communication problems do you encounter when teaching English to the learners with hearing impairments?

__________________________________________________________________
__________________________________________________________________
b) What suggestions can you offer for overcoming these shortcomings?
____________________________________________________
____________________________________________________
____________________________________________________

Research Objective 4: To establish the extent to which intervention measures influence Performance in receptive skills among learners with hearing impairments.

16. Are there mediated learning experiences for children with hearing impairments in your school? __________
17. Is there quality collaborative effort between the pupil, teacher, counselor and other stakeholders who come into contact with the child at school? ______________
18. Is there a regular monitoring progress tool which evaluates the effectiveness of instructions of students’ lessons?
____________________________________________________
____________________________________________________

19. How can you rate the influence of intervention measures and performance in receptive skills in English among learners with hearing impairments?
____________________________________________________
____________________________________________________

20. What is the comparison between the mean standard score of English language and Kenya Sign Language?
Below average ( ) Average ( ) above average ( )

b) What recommendations can you give to improve the performance in English?

____________________________________________________

Thanks for your cooperation.
APPENDIX III: INTERVIEW GUIDE FOR PUPILS

The purpose of this interview is to seek information about learning of English language as a subject in school. The information given will be treated with total confidentiality and will only be used for research purposes.

Thank you for taking time to respond to the questions

1. Which modes of instruction are used by teachers during English lessons?
2. Do oral modes of communication influence fluency and comprehension in reading? If yes, how?
3. Are the classrooms modified to suit persons with the hearing impairments?
4. Do sign language and finger spelling affect writing and reading activities? Please explain.
5. To what extent does KSL competence affect the academic performance in English?
6. Are there services available to assist you as a deaf student? (e.g. interpreter services, note takers, electronic devices such as computers or hearing aids).
7. During English lessons, do you encounter major problems? Please explain
8. What is the general attitude of teachers towards you as persons with HI?
9. According to you, can performance in English language be made better?
10. What recommendations would you make concerning the improvement of performance in English in general?
APPENDIX IV: DOCUMENT ANALYSIS

SECTION 1:
The schedule contains pertinent information as regards to professional records and curriculum delivery.

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<th>SPECIFIC ITEM</th>
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<th>NOT SATISFIED</th>
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<td>schemes of work</td>
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<td>Pupil’s exercise books</td>
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<td>Learning aids</td>
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SECTION 2: Kisii SNE, KCPE Performance in English

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</table>

Source: Kisii County Analysis 2015 Report.
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
        dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/26441/11
Date: 23rd October, 2015

The Director General,
National Commission for Science, Technology & Innovation
P.O. Box 30623,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. GWOKI Z. KERUBO - REG. NO. E55/CE/26441/11

I write to introduce Ms. Kerubo who is a Postgraduate Student of this University. She is registered for a M.Ed. degree programme in the Department Special Needs Education in the School of Education.

Ms. Kerubo intends to conduct research for a thesis Proposal entitled, “Modes of Communication for Instruction and Their Effects on Performance among Hearing Impaired Learners in Special Needs Primary Schools in Kisii County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR DEAN, GRADUATE SCHOOL

LNM/cao
APPENDIX VI: LETTER OF PERMISSION FOR DATA COLLECTION

ERONGE ADVENTIST
P.O. BOX 121,
KEROKA.

Date: ______________

THE HEADTEACHER

_______________________________,
_______________________________,
_______________________________.

Dear Sir/Madam,

RE: PERMISSION FOR DATA COLLECTION

I wish to seek permission through your authority to conduct an educational research in your school in the month of January, 2016.

I am a post graduate student at Kenyatta University pursuing a Master in Education Degree (Special Needs Education) in the School of Education.

My study topic is To Investigate Modes for Instruction and their Influence on the Performance in English Language in Special Primary Schools for the deaf in Kisii County, Kenya

The National Council for Science, Technology and Innovation (NACOSTI) has already granted me authority (see attached copy). The English language teachers and Std 8 pupils will form a study sample. The gathering of data is purely for academic purposes and the information given will be treated with a lot of confidentiality.

Thank you in advance for your cooperation.

Yours faithfully,

ZIPORAH KERUBO GWOKI
(KU Student)
APPENDIX VII: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/16/92730/9142

Zippora Kerubo Gwoki
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

Date: 16th March, 2016

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Modes of communication for instruction and their effects on performance among hearing impaired learners in special needs primary schools in Kisii County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending 9th March, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Kisii County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, MSc.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MISS. ZIPPORE KERUBO GWOKI
of KENYATTA UNIVERSITY, 122-40202
has been permitted to conduct research in KISII COUNTY
on the topic: MODES OF COMMUNICATION FOR INSTRUCTION AND THEIR EFFECTS ON PERFORMANCE AMONG HEARING IMPAIRED LEARNERS IN SPECIAL NEEDS PRIMARY SCHOOLS IN KISII COUNTY.

Applicant's Signature: [Signature]

Certificate No.: NACOSTI/P/16/92730/9142
Date Of Issue: 16th March, 2016
Fee Received: Ksh 1000

For the period ending: 9th March, 2017

Applicant's Signature: [Signature]

DIRECTOR GENERAL
National Commission for Science, Technology & Innovation

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved by the relevant Government Ministries.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and (1) soft copy of your final report. If the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

CONDITIONS: see back page