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EFFECTS OF SIGN LANGUAGE MODE OF INSTRUCTION ON
ACQUISITION OF ENGLISH AFFIXES BY HEARING-IMPAIRED FORM
TWO LEARNERS.

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LINGUISTICS IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTER
OF ARTS OF KENYATTA UNIVERSITY.

Wamae, Getrude
*Effects of sign
language made of*



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KENYATTA UNIVERSITY, NAIR

JUNE, 2003.

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DECLARATION

THIS PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE OR ANY OTHER AWARD IN ANY UNIVERSITY.

Signature Inimah Date 1/7/2003
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WE CONFIRM THAT THE WORK REPORTED IN THIS DISSERTATION WAS CARRIED OUT BY THE CANDIDATE UNDER OUR SUPERVISION.

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DEDICATION

Dedicated to my parents, Damaris Kafuyai Inimah and Abisalom Inimah who instilled the spirit of hard work in me.



ACKNOWLEDGEMENTS

I am greatly indebted to my two supervisors Ms. Florence Owili and Mr. Victor Omasaja for their assistance and advice and critique which led to the successful completion of this study. I am sincerely grateful to my colleagues for their supportive advice. The words of encouragement from Dr. Lillian Vikiru and Dr. Ruth Ndungu of the Department of English and Linguistics steered me to press on despite the odds.

My husband, Robert and my children, Brenda, Damaris, Laura and Charlotte who tolerated without complaint the long hours I spent in the library preparing this dissertation, I shall always be grateful to them for their patience and endurance. Special appreciation and gratitude to Kenyatta University for accepting me into the program and according me the position of Graduate Assistant in the Department of English and Linguistics.

I would like to thank Sister Sabina Mbenge of St. Angela's and all the teachers and learners from this school and St. Martin's school for the Deaf. They allowed me to carry out my study with ease. Above all, I would like to acknowledge the fact that my Lord remained faithful throughout my studies. He was readily available any time, any moment and any day. He forever was ahead of me. To all I have mentioned, I say,

(THANK-YOU)



ABSTRACT

This study investigated the sign language mode of instruction and its effects on the acquisition of prefixes and suffixes. The study was carried out in Butere-Mumias District. Very few studies of this kind have been carried out in Kenya. This study therefore was intended to arouse the interest of researchers in this area. Schools used in this study were St. Anjela's and St. Martin's schools for the Hearing impaired. All the available subjects were used in the study. It comprised 16 girls from St. Angela's and 6 boys from St. Martin's. This made a total of 22 learners and their teachers of English, History, Biology and Geography (total of 8 teachers)

Data collecting instruments developed by the researcher were issued to the subjects. The data collection was conducted in January 2003. The results indicated that a sign language mode of instruction that pays no particular attention to all grammatical forms impacts negatively on learners' acquisition of modern English. The data of this study is presented in form of tables and graphs showing the frequency percentages of learners able to get the affixes in the study right. Separate tables on how the teachers of English signed the affixed words are also made. The findings of this study have pedagogical implications. They are important to curriculum developers at the K.I.E and organisations and institutions that prepare teachers and materials for the Hearing impaired learners of secondary school level.

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NOTATIONS

ADV.....	Adverb
ALT.....	Alternative
ASL.....	American Sign Language
BSL.....	British Sign Language
CSL.....	Chinese Sign Language
DET.....	Determiner
FSL.....	French Sign Language
HI.....	Hearing impaired
KIE.....	Kenya Institute Of Education
KSDC.....	Kenya Society for the Deaf Children
KSL.....	Kenyan Sign Language
KSLs.....	Kenya Sign Language for Schools
L1.....	First Language
L2.....	Second Language
PSL.....	Pidgin Sign Language
SEE.....	Signing Exact English
SIM COM.....	Simultaneous Communication
SL.....	Sign language
SLA.....	Second Language Acquisition
SLS.....	Sign Language Studies
SNE.....	Special Needs Education
TC.....	Total Communication

OPERATIONAL DEFINITION OF TERMS

- Special needs Education:** It is an educational program designed to cater for learners with special needs in education.
- Manually coded English:** It is the use of signs, fingerspelling and markers to represent as specifically as possible the basic essentials of English Language.
- Prelingual deafness:** This is deafness occurring before language skills have been acquired.
- Sign Language:** It is a language that uses manual symbols to represent ideas and concepts. The term is generally used to describe the language of communication in which both manual signs and fingerspelling are employed.
- Fingerspelling:** It is the use of the manual alphabet to form words and sentences.
- Hearing Impaired:** It is a term used to refer to all children with hearing impairment ranging from mild to profound hearing loss.
- The Deaf:** This is a term used to refer to children whose hearing losses are so severe that they cannot acquire or understand spoken language with or without a hearing aid.
- Voicing:** It is a term that has been used to refer to oral representation of signed and fingerspelt words.

CHAPTER ONE

1.0 BACKGROUND TO THE PROBLEM.

The Kenya Society for Deaf Children's (KSDC) Report (2000) on education of children with hearing impairment in Kenya states:

Since the education of the hearing impaired children was established in Kenya in 1958, the following three types of curricula have been used:

- i) *The 1958-1976 multi-lingual curriculum*
- ii) *The 1977-1988 provisional curriculum and guidelines.*
- iii) *The 8-4-4 curriculum.*

In the first curriculum, different schools used different languages as the media of instruction. Some schools used the language of the schools catchment area, for example Dholuo, Gikuyu and Luluhya. The second curriculum was to be implemented using English as the medium of instruction. In these two curricula the regular curriculum was not followed.

The introduction of the 8.4.4 curriculum in schools for the Hearing Impaired (HI) meant that all schools for the HI had to follow the same language policy as the regular schools.

The Gachathi Report of 1976 states that from Standard Four, English should be made a compulsory medium of instruction (KSDC 1999). In Kenya, all subjects, apart from Kiswahili and some foreign languages, are taught and examined in English. It is, therefore, important that learners should be proficient in English language as this can

positively influence good performance in subjects taught and examined in English. In addition to this, English is an official language in Kenya (Mbaabu 1996, Zuengler 1982, and Whitely 1974). This, therefore, implies that the mastery of English is of paramount importance to all Kenyans and competence in the use of affixes is just part of mastery of the language.

Sensory deprivation of the Hearing-Impaired from the prelingual years is a major barrier to language learning (Dickson 1974). Given the fact that the H.I have an auditory problem, the primary avenue for reaching their intellect is the eye (Kyle 1987). The H.I use Sign Language (SL) in their every day communication. SL is a language that uses manual symbols to represent ideas and concepts. There are various types of sign language, for example: French sign language (FSL), American Sign Language (ASL), Chinese Sign Language (CSL), British Sign Language (BSL), Kenyan Sign Language (KSL) (KSDC 2000). The sign language used in Kenya has its origin in ASL vocabulary, which originated from FSL vocabulary.

Stokoe (1992) states that accepting the use of signs opened classrooms to three modes of signing. These are: the natural language of the adult deaf community, sign vocabulary English and an inter-language. Quigley and Kretschmer (1982) note that the modes of communication in the education of the deaf are not recent phenomena. What seem to be recent developments are mostly improvements in technology, refinement of methods or mere changes in names.

In a pilot study carried out at the Karen Institute of the Deaf, this researcher noted that the first year learners varied in their mode of signing. There were learners who signed all words in a sentence and ended up writing grammatically well-formed sentences in English. There were others who signed only the content words in a sentence and left out functional words and some affixes in some words. This was also reflected in their written work, for instance, the sentence,

'They kept on trying until they won.' was signed in three different ways, thus:

THEY KEPT ON TRYING UNTIL THEY WON.

THEY TRY TRY TRY THEN WIN.

THEY KEEP TRY TRY TRY UNTIL THEY WIN.

Another example:

'Why is the baby crying?' was also signed in three different ways as:

WHY IS THE BABY CRYING?

BABY CRY WHY?

WHY THE BABY CRY?

The learners who did not sign all the words in a sentence ended up not affixing words that ought to have been affixed in their written work. It is this observation that motivated the researcher to investigate the various mode(s) of SL used for instruction in *Kenyan secondary schools for the H.L.*

From the literature reviewed, there are some words with affixes whose signs exist, for example *BELOVED*, *DISAPPEAR*, *INTERNATIONAL*, *BANDAGE*, *CHILDREN*. The existence of these signs in SL could easily lead to confusion in that if other words that ought to be affixed are not, learners may never acquire them. This also added to the researcher's motivation to investigate the problem further. The affixes that were used in this study are prefixes and suffixes. We settled on these because they are common in English.

1.1 STATEMENT OF THE PROBLEM

The study aimed at investigating the various types of sign language mode(s) of instruction and their impact on acquisition of English affixes by the Hearing Impaired (H.I) learners of secondary school level. The learners were tested on the acquisition of prefixes and suffixes. In particular, the study investigated the acquisition of affixes occurring in words that the learner is expected to have acquired at this level.

1.2 RESEARCH QUESTIONS

This study sought to answer the following questions:

1. Which Sign Language (SL) mode(s) of instruction are used by teachers in secondary school classrooms for the hearing impaired in Kenya?
2. What are the effects of the choice of the particular sign language mode of instruction on the acquisition of English;
 - 1) Prefixes

II) Suffixes?

3. What are the pedagogical implications of the findings?

1.3 OBJECTIVES OF THE STUDY.

The study had the following objectives:

1. To investigate the sign language (SL) mode(s) of instruction used by teachers in secondary schools for the Hearing Impaired (H.I) in Kenya.
2. To investigate the effects of the choice of sign language mode(s) of instruction, on the acquisition of prefixes and suffixes.
3. To infer the pedagogical implications of the findings.

1.4 RESEARCH ASSUMPTIONS.

1. Teachers used different SL mode(s) of instruction in teaching H.I secondary school learners.
2. The choice on SL mode(s) of instruction had an effect on learners' acquisition of prefixes and suffixes.
3. The findings of this study have pedagogical implications.

1.5 RATIONALE FOR THE STUDY

This study focused on the acquisition of English prefixes and suffixes by Hearing-Impaired secondary school learners in Kenya because, to the best of our knowledge, studies of this nature had not been done in Kenya. Akach (1991) studied sentence types

in Kenyan Sign Language (KSL). The study was concerned with the structure of KSL. Okombo, in Ahlgren and Hyltenstam (1994) talks about attitudinal and cognitive issues in the evolution of a language community with regard to KSL. Omangi's (1999) study was on lexical borrowing of loan signs, loan translations and mouth patterns. He did not look at affixes. This is the gap that this research intends to fill.

Most studies done on L2 learners of English had respondents who were hearing learners, for example: Njoroge (1996), Juma (1991), and Maina (1991). This study may promote a better understanding of the linguistic needs of the Hearing Impaired learners with a view to helping them acquire parity with their hearing counter parts since they both go through the same system of education and sit for the same examinations. The marking and grading of tests for these two categories of learners is also the same. It is hoped that the findings of this study may guide curriculum developers in issues concerning education of the Hearing impaired. It may also contribute to the ongoing research on Inclusive Education with regard to Special Needs Education (SNE). The study could help teacher trainers restructure their programs so that sign language (SL) is taught intensively as a subject from a broad perspective, that is, it should be offered as an examinable subject with adequate coverage as other languages taught in teacher training colleges. The findings of this study might help in choosing the appropriate SL mode of instruction when teaching the Hearing Impaired learners of secondary school level with a view to helping them master English.

Ng'ang'a (2002), Njoroge (1996), Mwangi (1991), among other researchers, noted the importance of English as a service subject in the Kenyan school curriculum. English is used as a language of instruction in almost all the subjects studied apart from Kiswahili and foreign languages. This study may contribute to other Sign Language Studies (SLS) and in particular studies that advocate for Signing Exact English (SEE). The study might also add to other studies that advocate for an international code in sign language that may facilitate international communication as compared to the current regional varieties.

1.6 SCOPE AND LIMITATIONS.

This study falls within the field of Applied Linguistics. Its central concern was the effects of SL mode of instruction on the acquisition of affixes by H.I learners of English. As stated in the background, this study was limited to the acquisition of English prefixes and suffixes. Acquisition of infixes was not studied because they are rare in English. The study focused only on hearing impaired learners. The learners in this study were Form II students. The selection of the class was based on the fact that this was a convenient level to carry out the research on. In Form one, the Hearing impaired do not report to school at the same time due to a number of reasons and in Form Three and Four, learners are worried about their Form four National Examinations. It is therefore in the Form Two level that learning takes place in a relaxed manner.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter reviewed literature on the following:

Kinds of sign communication, structure of signs, fingerspelling, principles of Signing Exact English, studies on affixes and some theories that have been used by researchers in Sign Language Studies. (SLS).

2.1 KINDS OF SIGN COMMUNICATION.

Stokoe (1992) states that accepting the use of sign language at least in principle, opened classrooms to the following modes of signing:

- 1) The natural language of the adult deaf community.
- 2) Sign vocabulary designed to represent particular elements of spoken English so accurately and completely that young deaf children addressed in these signs would automatically gain English Language competence.
- 3) An interlanguage also known as simultaneous communication (Sim Com) or Pidgin sign language (PSL) or total communication (TC) that has grown up (sic) wherever deaf and hearing people are in contact.

The first kind of communication is what is referred to in the United States and Canada as ASL (Stokoe 1992) and it is also discussed by (Gustaston and Zawolkow 1999), (Yule 1995), and (Reikhof 1987). In Kenya, this kind of communication is what some

scholars refer to as KSL, for example: KSDC (2000), Omangi (1999), Okombo in Ahlgren and Hyltenstam (1994) and Akach (1991). This kind of communication has features that are characteristic to the natural language of the adult deaf community, for instance, Riekehof (1987) puts it that as a rule, articles are omitted in the language of signs as used by deaf adults, but for educational purposes, they are included in manually coded English.

Akach (1991) did a study on Kenyan Sign Language and identified eight sentence types, for example, the following declarative sentence type in English:

1. *The cat is under the table.*

2. *Matu has not come.*

would be signed in KSL as:

i) TABLE CAT UNDER.

ii) MATU COME NOTHING. The following rhetoric sentences in English,

3) *'The girl collapsed yesterday. Why? There was no food.'*

4) *'I will not attend the monthly meetings. Why? They are boring.'* would be signed in KSL as:

iii) YESTERDAY GIRL COLLAPSE, WHY, FOOD NOTHING.

iv) MEETING MONTH, MONTH, ME, AGAIN (GO), NOTHING WHY BORING.

Concerning KSL, Okombo, in Ahlgren and Hyltenstam (1974) noted that it has no officially agreed upon variety. It has a number of regional varieties. Thomas and

Thomas (1980) and Gulliford (1973) cite some characteristics in the language of the Hearing Impaired, for instance, omission of prepositions, plural suffixes, conjunctions, articles of speech and incorrect choices of prepositions or articles.

The second mode of signing, Signing Exact English (SEE), has gained wide acceptance in schools and classrooms for the deaf in America (Stokoe 1992). In this mode, signs are produced corresponding to the words in an English sentence in English word order. Yule (1995) notes that the type of argument in support of Signed English is that one of the major aims of education for the deaf is to prepare students to be able to read and write English for obvious economic reasons, to take part in the hearing world. Babb (1979), Gilman Davies and Raffin (1980) among other researchers as cited in Gustason and Zawolkow (1999) are in agreement that learners perform well in English when Signing Exact English is used as the main mode of instruction. Wodlinger Cohen (1986) in Gustason and Zawolkow (1999) found that Hearing Impaired children were able to learn Signing Exact English (SEE) and that they adjusted their use of signs and speech based on the speech and Sign Language (SL) abilities or preferences of their communication partners. Gustason and Zawolkow (1999) further cite the works of Schick and Moeller (1989) as saying that deaf students who use Signing Exact English acquire some of the most complex rules of syntactic structure in English. Signing Exact English allows learners to access authentic English. That is, signing what one wants to say and not just what one knows how to sign (Gustason and Zawolkow 1999).

The third mode of signing which bears different names as stated in (3) above may be accompanied by speech or speech like mouth movement (Stokoe 1992). Hearing people may be more likely to use voice, deaf people more likely to mouth the words silently but the practice varies in this respect as well.

2.2 STRUCTURE OF SIGNS.

Sign language has its own structure. In producing linguistic forms, signers help themselves to four key aspects of visual information (Yule 1995). These are classified as shape, orientation, location and movement. Yule (1995) explains that these parameters can be illustrated by referring to the following representation of a clear isolated use of the sign for 'Thank-you.'

FIGURE 1



In forming '*Thank you*', a 'flat hand' is used and not a 'fist hand' or 'cupped hand' or other permissible shape. The orientation of the hand describes the fact that the hand is

'palm up' rather than "palm down". The location of the sign captures the fact that in 'Thank-you', it is first at the chin, and then at waist level and movement involved in the formation of the sign is the fourth parameter. In addition to these parameters there are very important functions served by non-manual components such as head movement, eye movement and a number of specific facial expressions, for instance, if a sentence is functioning as a question, it is typically accompanied by a raising of the eyebrows, and a slight leaning forward of the head (Yule 1995).

2.3 FINGERSPELLING/ROCHESTER METHOD.

Finger spelling refers to the use of the manual alphabet to form words and sentences. Gustason and Zawolkow (1999), Yule (1995), and Riekhof (1987) all agree that finger spelling a word is a viable alternative when a sign cannot be found to portray the exact meaning of the word. The following letters of the American Sign Language alphabet can be used in finger spelling as adopted by the Kenya Institute of Education (K.I.E) (2000) and Akach (1991).

FIGURE 2

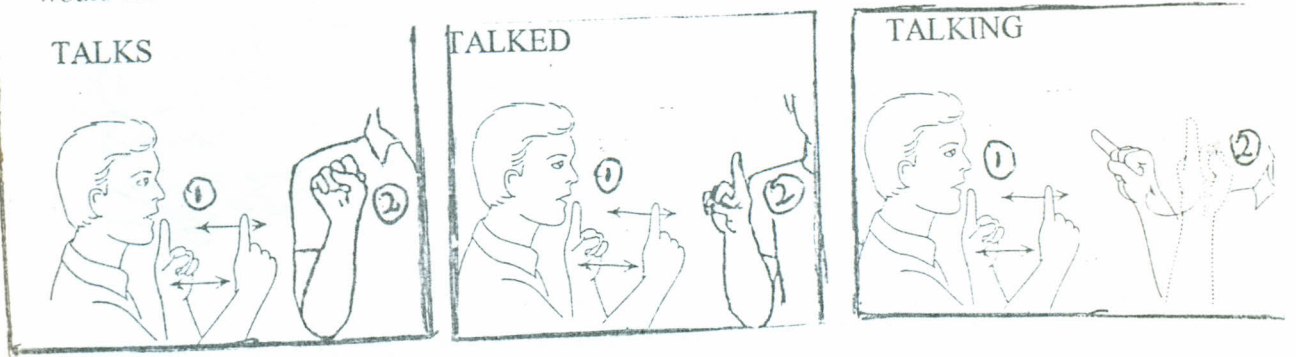


2.4 PRINCIPLES OF SIGNING EXACT ENGLISH.

Gustason and Zawolkow (1999) gave the following principles of Signing Exact English:

1. The most important principle in Signing Exact English is that English should be signed in a manner that is as consistent as possible with how it is spoken or written in order to constitute a language input for the deaf child that will result in his mastery of English. This means for instance, that idioms such as DRY UP, CUT IT OUT would be

signed as those exact words. It also means that inflections or markers must be shown such as TALKS, TALKED, TALKING. These words are different morphologically and would therefore be signed as :



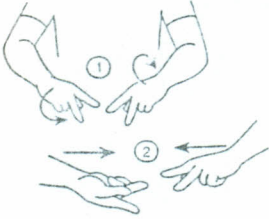
In forming these signs, the left hand should not drop as the right hand signs the suffix.

2. A second important principle is that a sign should be translatable to only one English equivalent. Initialized signs contribute a great deal here in providing synonyms such as HURT, PAIN, ACHE. The commonly used word HURT is signed as.



The synonyms of this word are initialised as,

PAIN



ACHE



In these synonyms it is clear that the orientation and movements in the signs are similar except for the initialization of the letters shown in the differences in the hands configuration.

3 Basic words are words that can have no more affix taken away and still form a complete word, for example, GIRL, TALK, the noun SAW.

4. Complex words are defined as basic words with the addition of an affix or inflection. An affix is added in speech or writing regardless of the part of speech.

5. Compound words are two or more basic words put together. If the meaning of the words separately is consistent with the meaning of the words together, then and only then are they signed as the component words.

6. When a sign already exists that is clear and unambiguous and commonly translates to one English word, this sign is retained. For instance, the following signs have their existing English translation:

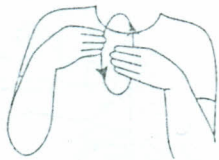
CARELESS



DISAPPEAR



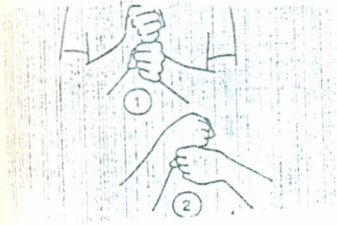
BANDAGE.



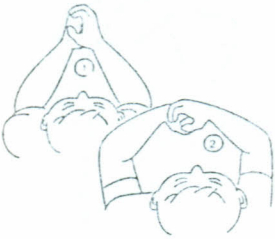
7. When the first letter is added to a basic sign to create synonyms the basic sign is retained wherever possible as the most commonly used word. For instance, the basic sign for MAKE is retained for that word, while the sign is made with C-hands for

CREATE and P-hands for PRODUCE. This is shown diagrammatically in the following signs:

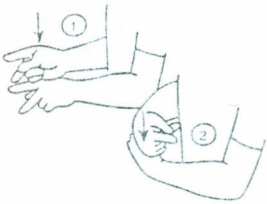
MAKE



CREATE



PRODUCE



In some cases, as with GUARD, PROTECT, DEFEND, users have experienced difficulty in remembering which is the uninitialized sign since all three words are used relatively equally; hence all three are initialized as,

GUARD



PROTECT



DEFEND



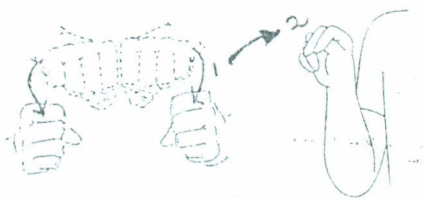
In GUARD, the letter G is initialized, in PROTECT, the letter P is initialized and in the sign DEFEND, the letter D is initialized.

8. When more than one marker is added to a word, middle markers may be dropped, if there is no sacrifice of clarity. Dropping is not done if confusion might result. For

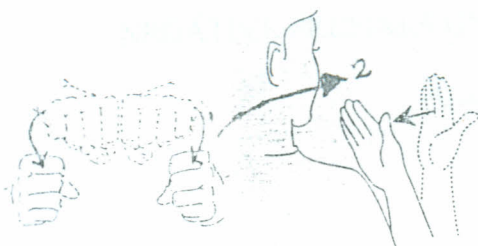
instance, the past tense sign is added to BREAK to produce BROKE, but BROKEN may be signed as BREAK plus the past participle or -EN.

The differences in these two signs are illustrated below.

BROKEN



BROKE



Similarly, EXAM may be joined by -INE for EXAMINE, but EXAMINATION may be signed as EXAM plus -ION. Such dropping of the middle markers serves to keep the flow of the sign smooth and efficient, while retaining the identifying markers which shows what word is used.

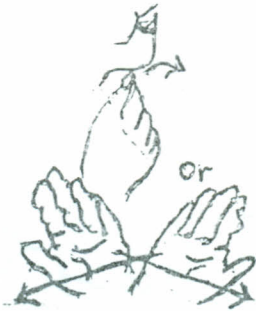
9 While following the above principles, respect needs to be shown for characteristics of visual-Gestural communication.

2.5 AFFIXES

Gustason and Zawolkow (1999) state clearly that affixes and word –endings for tense and person should not be made with an emphasis equal to that of the sign of the basic word. When adding a suffix to a two handed sign, the left hand should be kept in the position of the sign (it should not drop) while the right hand signs the suffix (Ibid) Reikhof (1987) and Gustason and Zawolkow (1999) enumerate a variety of affixes advocated by educators for classroom use to improve the deaf child's vocabulary and to make him more proficient in the correct use of the English language. The following are some examples of the affixes and how they are signed (Riekhof 1987):

FIGURE 3

NEGATIVE PREFIXES UN-, IM-,IN-,DIS-



Use the formal sign for 'NOT' preceding the intended word, for example, unhappy.

-MENT



Place the side of the right 'M' against the left palm (which has fingers pointing up) Move 'M' downward, for example, development.



-NESS

Place the side of the right 'N' against the left palm (which has fingers pointing up).

Move 'N' downward, for example, deafness.



PRE-

Place the back of the right 'P' against the left palm and move 'P' away from the palm toward self, for example, prearrange.



POST-

Place the palm side of the right 'P' against the back of the left hand and move the 'P' away from the hand, for example, postoperative.

As it has been already pointed out (In 1.1 and 2.5) signs for affixed words with an already existing unambiguous sign are retained.

2.6 SOME THEORIES THAT HAVE BEEN USED BY RESEARCHERS IN SIGN LANGUAGE STUDIES (SLS).

In Omangi's (1999) study on lexical borrowing, the researcher used concepts from the variation and contact theory to show that contact between two languages, Kenyan Sign Language and English is a precondition for borrowing. The variation and contact theory operates on the belief that when two languages co-exist in the same environment, there is often some mixing of the systems. This theory was propounded by philologists starting in the nineteenth century and was perhaps fully delineated by Jespersen (1922:27),

When in two languages we find no trace of exchange of loan words one way or another, we are safe to infer that the two nations have nothing to do with each other. But if they have been in contact, the number of loan words, if rightly interpreted, will inform us of their reciprocal relation, they will show us which of them has been the more fertile in ideas and in which domains of human activity each has been superior to the other.

The concept of nativization proposed by Andersen (1983) has also been used in SLS. In sociolinguistics this concept is known as Nativization and Denativization Theory. The concept has been used in Omangi (1999) to explain the adaptation of special lexical items in sign language. The concept is derived from the theory of innateness in

language acquisition as first propounded by psychologists. Cook (1983:81) in Omangi (1999) defines nativization as,

any process whereby the learner creates a grammar of his/her own from input, it adapts the language that is being acquired to build in universal tendencies, it progresses towards an internal norm set by the learners minds.

Akach (1999), in his study on sentence types in Kenyan Sign Language worked within the structuralist paradigm theoretical framework. The term structuralism in its widest sense has been used by various groups of linguists such as Bloom-field, Fries, and Sapir. Structuralism is an approach to the study of language, which stresses the importance of language as a system and which investigates the place that linguistic units such as sounds, words and sentences have within this system. Its point of departure from the other systems is the point of contention that language has a structure and thus the task of the linguist is to discover the structure of language so as to establish its organization at the morphemic, phonetic and semantic levels. In doing this structuralists use three levels of analysis:

Phonological – To establish phoneme sequences.

Morphological - To establish morpheme sequence and

Syntactic – To establish how the units of levels i and ii Combine to form the larger units especially sentences.

CHAPTER THREE

3.0 THEORETICAL FRAMEWORK.

This study used the concept of affixation posited by the theory of word structure by Mathews (1974) and principles of Signing Exact English (SEE) by Gustason and Zawolkow(1999). However, before we examined these two, we looked at some theories that had been used in SLS.

Andersen (1981) used the term nativization to refer to the process whereby acquisition is directed towards an internal norm. His argument is that nativization is evident in the process of pidginization, creolization and in the early phases of first and second language acquisition. In each of these situations the emergence of linguistic forms is heavily influenced by the innate system and as a result, idiosyncratic forms emerge that are different from the target language. Thus nativization is thought to involve the assimilation of input to the existing structure (Mclaughlin 1987:121). This concept will not be used in our study. According to Ellis (1985), nativization model focuses on the power mechanism of second language acquisition (SLA). This model addresses a naturalistic SLA situation where the learner has contact with the target language community. The model says nothing about classroom second language learning where learners do not have contact with native speakers other than the teacher.

The variation and contact theory has also been used in SLS. According to Jespersen (1922), when two languages are in contact, they should borrow from each other and if

they do not, then they do not have anything in common. This theory will not be adopted in our study because our study aims at investigating specific language features that is, the acquisition of affixes in English.

The Structuralist theory has also been used in SLS. The term structuralism in its widest sense has been used by various groups of linguists such as Bloom-field, Fries, and Sapir. Structuralism is an approach to the study of language, which stresses the importance of language as a system and which investigates the place that linguistic units such as sounds, words and sentences have within this system. Its point of departure from the other systems is the point of contention that language has a structure and thus the task of the linguist is to discover the structure of language so as to establish its organization at the morphemic, phonetic and semantic levels. In doing this structuralists use three levels of analysis:

Phonological – To establish phoneme sequence.

Morphological - To establish morpheme sequence and

Syntactic – To establish how the units of levels i and ii Combine to form the larger units especially sentences. This study did not adopt this theory.

As stated at the beginning of this section, this study proposed to use the concept of affixation posited by the theory of word structure by Mathews (1974) and principles of Signing Exact English by Gustason and Zawolkow (1999). The Rationale for using a morphological theory is that signs are analogous to morphemes (Friedman 1977).

Every sign is a construction of four simultaneous parameters (location, shape, movement and orientation). Since this study focused on the acquisition of affixes, it was possible to access the signs analogous to the various words and affixes that the study used in various sentences that were signed to the learners to get data needed for the study.

The main tenets of this concept are that affixation is defined by two characteristics. Firstly the **derivand** (the form which results when a process or operation is applied) will consist of the **operand** (the form that it is applied to), plus a new **formative**, which has been added or 'affixed' to it. For instance, according to (Mathews 1974:124) the derivand '*sailed*' consists of the operand "*sail*" plus the formative '*ed*'. Secondly this additional formative (the affix) will be a constant, and it will be the same whatever particular operand is in question. So for example, the affixation of '*-ed*' in English may be represented as follows. $O + ed$. Where **O** stands for any of the possible operands such as **sail, fish or wait** and the single constant is added to all. The affixation of '*un*'-, in English maybe represented as follows: $un + O$. Where **O** stands for any of the possible operands such as happy, kind, noticed, planned and the single constant is added to all. The process of affixation may then be divided into prefixation or suffixation depending on whether the affix is added before the operand or after it respectively.

In addition to this theory, we used some principles of Signing Exact English by Gustason and Zawolkow (1999). Of the nine principles, (see literature review) principles, one, two and six were relevant to this study. Principle one states that the most important principle in Signing Exact English is that English should be signed in a manner that is as consistent as possible with how it is spoken or written in order to constitute a language input for the deaf child that will result in his mastery of English. Principle two states that, a sign should be translatable to only one English equivalent, and principle six which states:

When a sign already exists that is clear, unambiguous and commonly translates to one English word, this sign is retained, for example, the following signs have their English equivalent:

DISAPPEAR



CHILDREN



CARELESS



This principle was used as a control for such words, which were not the focus of this study.

CHAPTER FOUR

4.0 METHODOLOGY

4.1 STUDY POPULATION.

The population in this study comprised:

- Teachers from secondary schools for the hearing impaired in Kenya.
- Learners in secondary schools for the hearing impaired in Kenya.

4.2 LOCATION OF THE STUDY.

The study was carried out in two schools for the Hearing impaired which are located in Butere-Mumias District. They included : -

- i) St. Anjela's Secondary and Vocational school for the deaf girls.
- ii) St. Martins school for the deaf.

4.3 SAMPLING PROCEDURE

This study used purposive sampling in getting the schools used in the study. Out of the four secondary schools for the HI that are recognized by the Ministry of Education in Kenya, two of the schools which are situated in Butere-Mumias District were involved. These were St. Anjela's and St. Martin's schools for the hearing impaired. According to some researchers such as Adoyo (2001) and KSDC (1999), there are five secondary schools of the hearing impaired in the country. However, the Ministry of Education records show that there are only four. The reason for selecting these two schools was that financial constraints could not allow the researcher to carry out the

research in all the four schools. Another reason was that the time available was not enough to carry out a countrywide research. The two schools chosen were neighbouring schools unlike the other secondary schools for the H.I which are scattered in different parts of the country. In choosing these two schools from the same district, it was possible to compare how schools from the same district performed in terms of learning and acquisition of affixes although this was not a primary objective of this study.

From these schools, the Form Two classes were used in the study. From each chosen stream, all the learners took the test in the study. All the available subjects were used in the study. This gave a total of twenty two learners (16 girls from St. Anjela's and 6 boys from St. Martin's) which was adequate for this study considering the fact that there were only four secondary schools for the HI in the country. The selection of teachers in this study was purposive in that all teachers used in the study were those who taught the hearing impaired learners. In each school, one teacher of English, one of Biology, one of History, one of C.R.E and one of Geography was selected in the study. The four teachers of Biology, History, C.R.E and Geography were used as a control group to determine the sign language mode of instruction used in particular schools to teach other subjects that are taught and examined in English. In a situation where more than one SL mode was used for instruction, the dominant one was taken as the one the particular school used.

4.4 RESEARCH INSTRUMENTS.

To elicit the data needed for the study, the following instruments were used:

4.4.1 Signed Sentences

Signed sentences that were constructed using principle one of Signing Exact English by Gustason and Zawolkow (1999) referred to in the literature review section. The sentences that were signed to the learners comprised all the structural grammatical elements needed to make a complete well-formed sentence in English for example,

The girls walked quickly.

det. Noun verb adv.

The sentences contained the prefixes and suffixes the researcher was interested in for instance, in the above sentence, the affixes are '-ed', '-ly' and '-s'. The researcher used the teachers of English as research assistants to sign the set of sentences to the learners. The teacher giving the learners the work to do gave the exercise the seriousness it deserved from the learners. This set of sentences from the learners provided the primary data that was used in the study. The teachers signed the sentences as the learners wrote them down.

4.4.2 Filling in the Blanks.

The study used 'fill in the blanks exercise' which required the learners to fill in the correct prefixes and suffixes in the blanks. This set of sentences that was constructed by the researcher was administered to the learners by the teachers of English. This set of

sentences provided the primary data for the study too.

4.4.3 Observation.

The observation method was used to complement the above tools. The researcher, using an observation checklist carried out direct observation of the teachers in the study (refer appendix 3). Check list 3A was used in observing teachers of English as they signed the affixed words occurring in the signed sentences (Appendix 1). Check list 3B was used to make a general observation on SL mode of instruction used in teaching subjects taught and examined in English. The information from the checklist provided the secondary data needed on particular mode(s) of sign language used for instruction.

4.4.4 Questionnaire.

A questionnaire that was designed by the researcher was given to all the teachers involved in the study to fill in. The rationale for administering the questionnaire was to infer the pedagogical implications of the study and provide valid recommendations. This tool helped in achieving the third objective of this study – that is, to infer the pedagogical implications of these findings.

4.4.5 Video recording.

Throughout the data collection sessions, video recording was done. The rationale for the recording was to ensure that a true reflection of the classroom proceedings was obtained. In data analysis, the information on the video was replayed in order to help

in getting the precise sign language mode of instruction that was used in particular schools.

4.4.6 METHODS OF DATA ANALYSIS AND PRESENTATION.

The data of this study was analysed in prose form and presented in the form of tables and graphic representation showing the percentage of learners who got the affixes used in the study right. The video cassette was replayed and using principle one of Signing Exact English, an analysis was carried out to find out which sign language mode(s) of instruction was used in particular schools.

From the sentences signed to the learners by the teachers of English, the researcher picked out the prefixed and suffixed sign words and used Mathews (1974) affix representation (illustrated in literature review) to represent the words to be analysed. In this study, the representation was : O Sign + Suffix sign = derivand sign ,for suffixes.

For prefixes, the representation was: Prefix Sign+ Osign =derivand sign for example,

1. - UN + HAPPY = UNHAPPY.

2. - LY + ORDER = ORDERLY.

The researcher used the learners' written work to compare with the teachers' signs in order to determine the effect of sign language mode of instruction on acquisition of affixes. For instance,

Words Teachers sign.	Learners' written work
1.HAPPINESS	happiness
2.HAPPY NESS	happy ness
3.H+A+P+P+I+N+E+S+S	happiness
4.HAPPY	happy

From this work the effect of SL mode of instruction on acquisition of affixes was deduced. The checklist in the study consisted of affixed words in the entire exercise. Principle two of Signing Exact English by Gustason and Zawolkow (1999) was applied with reference to every affixed word in order to determine whether the words were translatable to one English equivalent. In cases where the teachers used more than one sign language modes in instruction, the dominant sign language mode of instruction was taken to be the one the school used.

The information in the checklist was quantified in terms of percentages and presented in the form of tables and graphs. The signs for the affixes occurring in the study were explained diagrammatically as they ought to have been signed. From the findings of the study, the pedagogical implications are discussed.

CHAPTER FIVE

5.0 DATA ANALYSIS AND INTERPRETATION.

5.1 INTRODUCTION

The frequencies on the learners' performance of specific affixes in the study following the teachers signed sentences and fill in the gap exercise are tabulated and graphically represented below. They are tabulated and graphically represented in terms of the percentage frequency of the learners who were able to write each affix in the study correctly. The manner in which the individual teachers signed the affixed words are presented in table form. The symbols used in the data analysis are as follows:

School A refers to St. Anjelas' Secondary and Vocational School for the H.I.

Teacher A refers to the teacher of English from the school who assisted in this study.

School B refers to St. Martins' Secondary and Vocational School for the H.I.

Teacher B refers to the teacher of English from this school who assisted in the study.

N = The total number of students who did the exercise in the study. That is,

School A, $n = 16$.

School B, $n = 6$.

Both schools $n = 22$.

F = frequency of the number of times an affix was correct.

Percentage of $f = f/n \times 100$.

The symbol, (^), is the researcher's own invention and is used to depict the manner in which the teacher signed the affixed words. The manner in which the prefixes and suffixes used in the study ought to have been signed is presented diagrammatically.

The affixes the study was interested in are highlighted by underlining, for example, ANTIMALARIA, CUPS.

5.2 FINDINGS IN SCHOOL A.

5.2.1 DISCUSSION OF TABLE 1

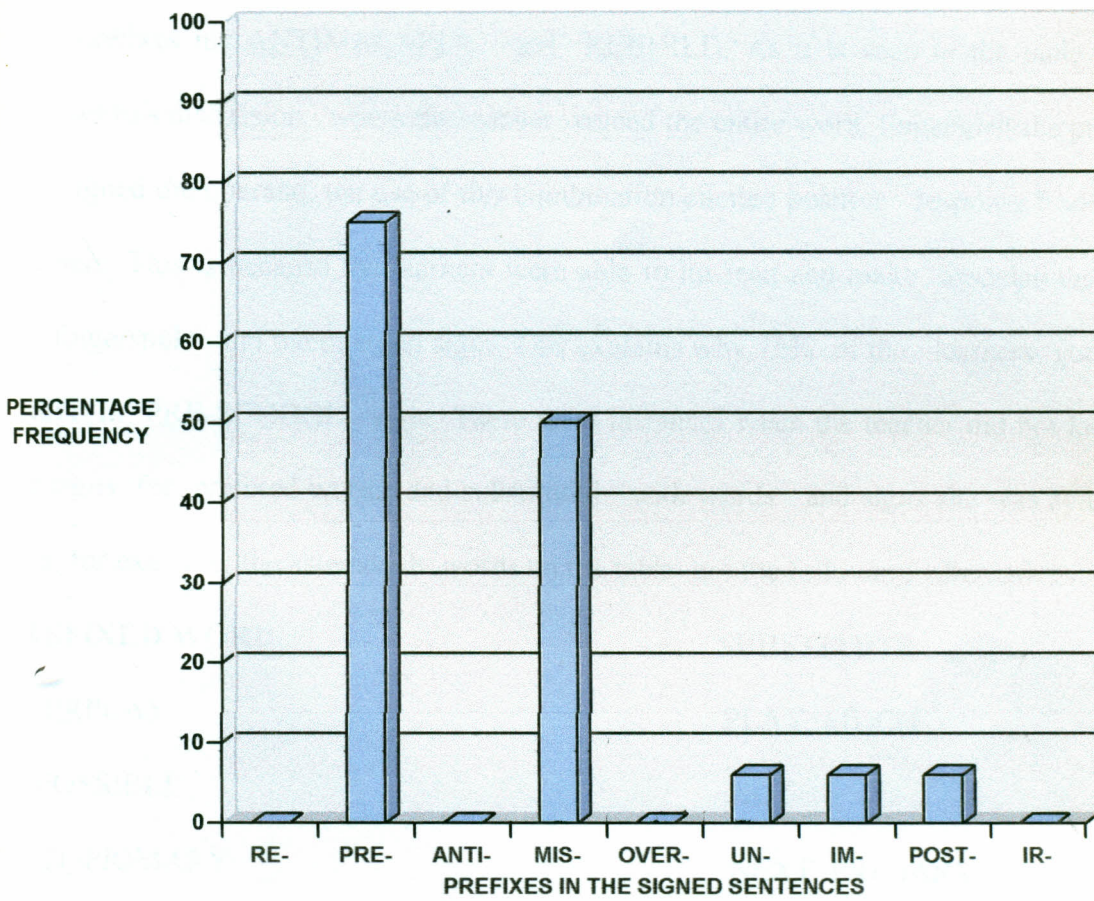
In school A, all the Form two learners wrote down the teacher's signed sentences. The prefixes tested were ten which occur in the words, REBUILD, PRESCHOOL, ANTIMALARIA, MISPELL, OVERPLAY, UNABLE, IMPOSSIBLE, POSTPRIMARY, REARRANGE and IRRESPONSIBLE. Out of all the prefixes tested, it is only in two out of the ten prefixes that 50% of the learners in the study got right. These are prefixes occurring in the words PRESCHOOL and MISPELL. In the other prefixes, less than 50% of the learners responded correctly. The prefix RE- which appears in two different words (REBUILD and REARRANGE), no learner got the prefix in either of the words. The table and graph below are illustrations of the findings.

TABLE 1
LEARNERS IN SCHOOL A WHO GOT THE PREFIXES IN THE
TEACHER'S SIGNED SENTENCES RIGHT.

PREFIXED WORD	RESPONDENTS	FREQUENCY	PERCENTAG E
<u>REBUILD</u>	16	0	0
<u>PRE</u> SCHOOL	16	12	75
<u>ANTI</u> MALARIA	16	0	0
<u>MIS</u> PELL	16	8	50
<u>OVER</u> PLAY	16	0	0
<u>UN</u> ABLE	16	1	6.2
<u>IM</u> POSSIBLE	16	1	6.2
<u>POST</u> PRIMARY	16	1	6.2
<u>RE</u> ARRANGE	16	0	0
<u>IR</u> RESPONSIBLE	16	0	0

FIGURE 4

**GRAPHIC REPRESENTATION OF THE LEARNERS IN SCHOOL "A"
WHO GOT THE PREFIXES IN THE TEACHER'S SIGNED
SENTENCES RIGHT.**



5.2.2 DISCUSSION OF TABLE 2

In school A, teacher A was not able to sign any of the prefixed words in the signed sentences correctly. The teacher made use of voicing and signing the operand. Instances when the teacher voiced the entire word but signed the operand only, the learners got confused and ended up not writing the prefixes in the word, for example, the prefixes in ANTIMALARIA and REBUILD. As it is seen in the table that follows this discussion, where the teacher voiced the entire word, fingerspelt the prefix and signed the operand, the use of this combination elicited positive response from the learners. This is because the learners were able to lip-read and make associations of the fingerspelt and the operand sign. This explains why 75% of the learners got the prefix in PRE-SCHOOL right. There were instances when the teacher did not know the signs for prefixed words and substituted with words and signs she was able to sign, for example, the asterisked words on the table got the following alternatives:

PREFIXED WORD	SUBSTITUTE
<u>OVERPLAY</u>	PLAY MUCH
<u>IMPOSSIBLE</u>	NOT
<u>POST-PRIMARY</u>	NEXT PRIMARY
<u>IRRESPONSIBLE</u>	BAD

The learners as a result of this mix up ended up not getting the prefixes in the study correctly. They instead wrote the words they thought the teacher meant. For example, the word OVERPLAY had the following realizations in the learners work, PLAY MUCH, PLAY A LOT, PLAY FULL.

From table 2 of this discussion, it is clear that where the entire word was voiced and fingerspelt by the teacher, 50% of the learners got the prefixed word right as it is reflected on table 1, for, example, the word MISPELL, although the word may not be in their vocabulary. For H.I learners, visual signs imprint on the mind and are easier to remember and make associations. The table below shows the manner in which the teacher signed the prefixed words.

TABLE 2

MANNER IN WHICH TEACHER A SIGNED THE PREFIXED WORDS.

WORD	SIGNED	SIGNED	VOICED	VOICED	FINGER	FINGER	DID
	ENTIRE WORD	OPERAND ONLY	ENTIRE WORD	OPERAND ONLY	SPELT ENTIRE WORD	SPELT PREFIX	
<u>REBUILD</u>		^	^				
<u>PRESCHOOL</u>		^	^		^		
<u>ANTIMALARIA</u>		^	^				
<u>MISPELL</u>			^		^		
* <u>OVERPLAY</u>							^
<u>UNABLE</u>			^				^
* <u>IMPOSSIBLE</u>			^				^
* <u>POSTPRIMARY</u>		^	^				
<u>REARRANGE</u>		^	^				
* <u>IRRESPONSIBLE</u>							^

5.2.3 DISCUSSION OF TABLE 3

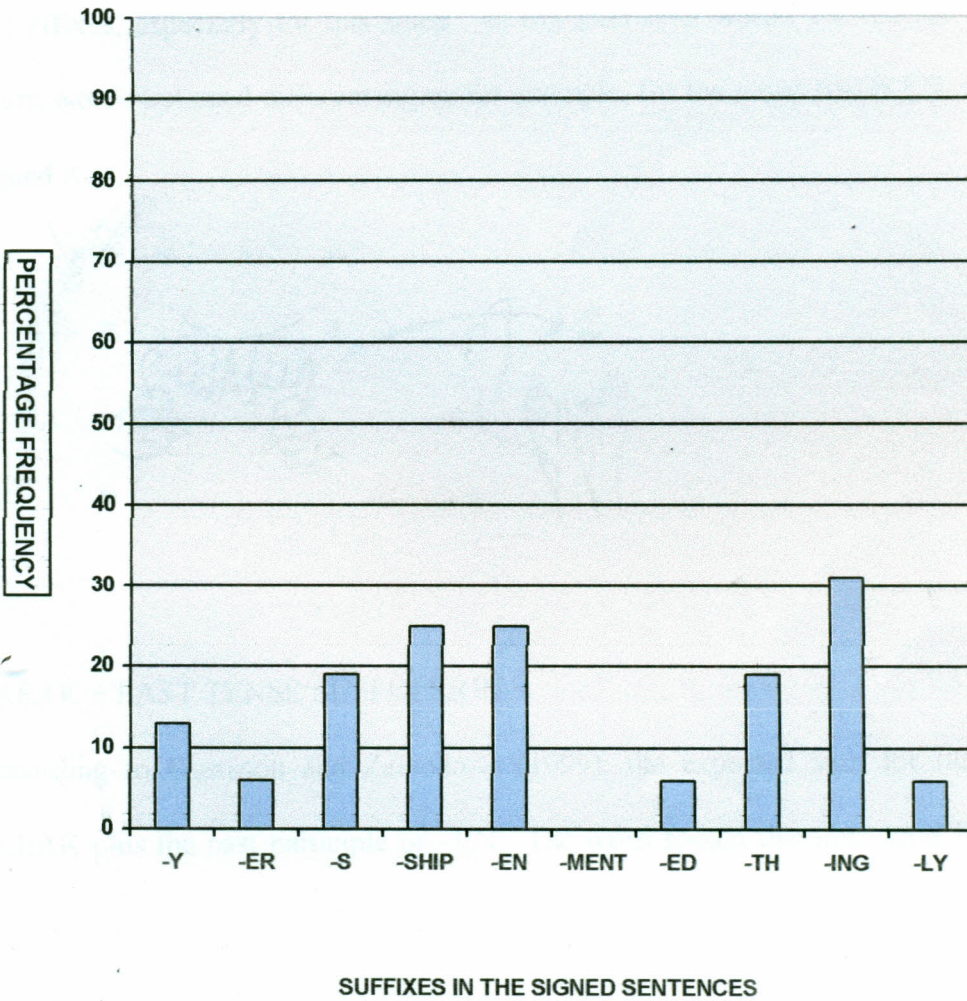
All the Form Two learners wrote down the teacher's signed sentences. The suffixes occurring in the following words were tested RAINY, SHORTER, CUPS, KINGSHIP, BROKEN, DEVELOPMENT, HAPPENED, FOURTH, MEETING and EASILY. In all the suffixes tested, over 70% of the learners were unable to get them correctly. None of the learners got the suffix in the word DEVELOPMENT correctly. The performance of learners in this exercise is illustrated on the table below,

TABLE 3. LEARNERS IN SCHOOL A WHO GOT THE SUFFIXES IN THE TEACHER'S SIGNED SENTENCES RIGHT.

SUFFIX	RESPONDENTS	FREQUENCY	PERCENTAGE
<u>RAINY</u>	16	2	12.5
<u>SHORTER</u>	16	1	6.2
<u>CUPS</u>	16	3	18.7
<u>KINGSHIP</u>	16	4	25
<u>BROKEN</u>	16	4	25
<u>DEVELOPMENT</u>	16	0	0
<u>HAPPENED</u>	16	1	6.2
<u>FOURTH</u>	16	3	18.7
<u>MEETING</u>	16	5	31.2
<u>EASILY</u>	16	1	6.2

FIGURE 5

GRAPHIC REPRESENTATION OF LEARNERS IN SCHOOL "A" WHO GOT THE SUFFIXES IN THE TEACHER'S SIGNED SENTENCES RIGHT.



5.2.4 DISCUSSION OF TABLE 4

From table 4 of this discussion, it can be observed that the teacher's consciousness towards signing of suffixes has not been raised. Instances when the teacher signed the entire words correctly were noticeably minimal. It is therefore obviously a fact that the teacher's mode of SL has a direct impact on learners' acquisition of grammatical forms and affixes, especially for this study. In the asterisked words, the teacher voiced the entire words but used different signs, for example, for the word BROKEN, the teacher signed it as,



BREAK + PAST TENSE SUFFIX SIGN.

According to Gustason and Zawolkow (1999), the expected sign for this word is,

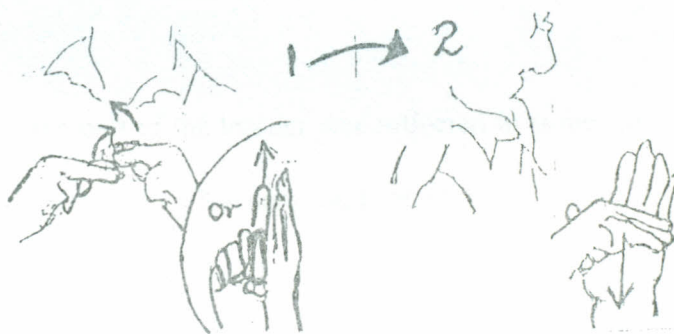
BREAK plus the past participle or -EN. The word should therefore have been signed as,



The word DEVELOPMENT, the teacher signed it as,



Which is the sign for IMPROVE. According to Riekehof (1987), the expected sign for this word is DEVELOP+SUFFIX SIGN -MENT. The word should therefore have been signed as,



According to principle 1 of SEE, English should be signed in a manner that is as consistent as possible with how it is spoken or written in order to constitute a language input for the deaf child that will result in his mastery of English (Gustason and Zawolkow, 1999). Going by this important principle of SEE, it follows that in this school SEE was not used as the main mode of communication. The use of SEE requires that the signer signs exactly what he or she voices other than substituting the intended word. It means then that signs and the vocalized words should be in agreement. In table

4 below, the asterisked words reflected the lack of agreement between what the teacher voiced and what she signed. This kind of confusion realized different responses from the learners, for example,

BROKEN was written as BROKEN, BROKE, BROKED.

DEVELOPMENT was written as IMPROVE, DEVELOP.

The learners ended up not getting the suffixes in the words right. The above findings revealed that in some instances when the learners would have lip-read the words to get the right affixes when the teachers voiced the entire words, the signs made for the words were wrong. The learners ended up getting confused and demoralized.

Demoralization on the part of the learner was reflected in some signs the teacher voiced and signed correctly but the learners performed poorly, for example, the words, HAPPENED and MEETING. This implied a lack of communication between the teacher and the learners. The learners lost their concentration span partly because their consciousness has not been raised towards the grammatical forms in the sentences. Worse still, the teacher's consciousness on grammatical forms has not been raised too. This is seen in table 4 of this discussion which shows that the teacher was only able to sign two out of the ten suffixed words in the signed sentences as is expected. (Below is a table showing the manner in which the teacher signed the suffixed words).

TABLE 4

MANNER IN WHICH TEACHER A SIGNED THE SUFFIXED WORDS.

WORD	SIGNED	SIGNED	VOICED	VOICED	FINGERSPELT	FINGERSPELT	DID
	ENTIRE WORD	OPERAND ONLY	ENTIRE WORD	OPERAND ONLY	ENTIRE WORD	OPERAND ONLY	
<u>RAINY</u>		^	^				
<u>SHORTER</u>		^	^				
<u>CUPS</u>		^	^				
<u>KINGSHIP</u>		^	^				
* <u>BROKEN</u>		^	^				
* <u>DEVELOPMENT</u>			^				^
<u>HAPPENED</u>	^		^				
<u>FOURTH</u>		^	^				
<u>MEETING</u>	^		^				
<u>EASILY</u>		^	^				

5.3.0 FINDINGS IN SCHOOL B

5.3.1 DISCUSSION OF TABLE 5

In school B, all the subjects comprising six boys were involved in writing down the teacher's signed sentences. The prefixes tested were those occurring in the words, REBUILD, PRESCHOOL, ANTIMALARIA, MISPELL, OVERPLAY, UNABLE, IMPOSSIBLE, POSTPRIMARY, REARRANGE and IRRESPONSIBLE. All the

learners in this school who did the exercise were unable to get the prefixes right. The table below and the graph illustrate the findings of the study.

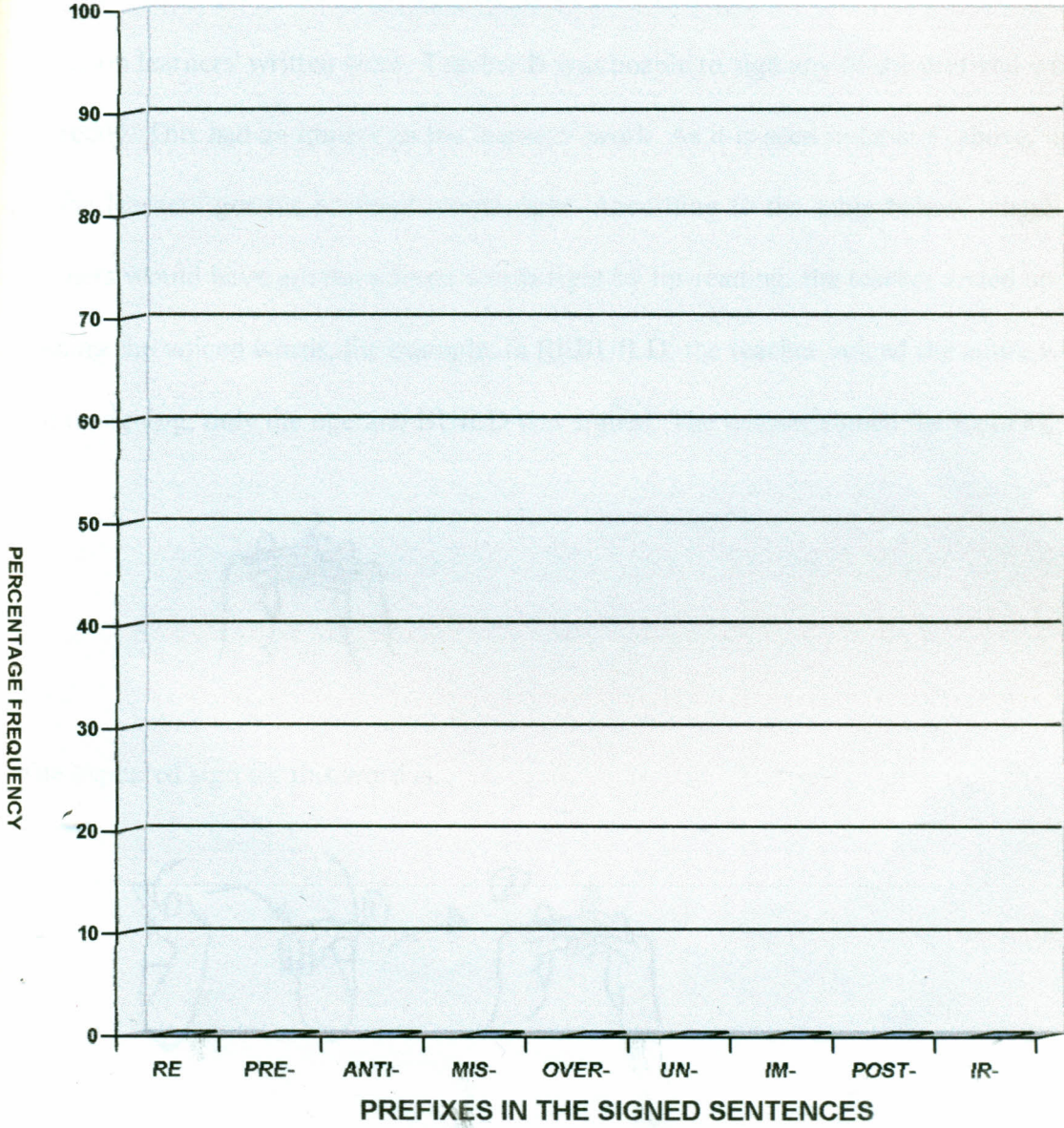
TABLE 5

**LEARNERS IN SCHOOL B WHO GOT THE PREFIXES IN THE
TEACHER'S SIGNED SENTENCES RIGHT.**

PREFIX	RESPONDENTS	FREQUENCY	PERCENTAGE
<u>REBUILD</u>	6	0	0
<u>PRESCHOOL</u>	6	0	0
<u>ANTIMALARIA</u>	6	0	0
<u>MISPELL</u>	6	0	0
<u>OVERPLAY</u>	6	0	0
<u>UNABLE</u>	6	0	0
<u>IMPOSSIBLE</u>	6	0	0
<u>POSTPRIMARY</u>	6	0	0
<u>REARRANGE</u>	6	0	0
<u>IRRESPONSIBLE</u>	6	0	0

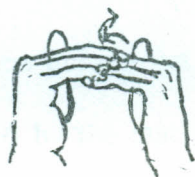
FIGURE 6

**GRAPHIC REPRESENTATION OF LEARNERS IN SCHOOL B
WHO GOT THE PREFIXES IN THE TEACHER'S SIGNED
SENTENCES RIGHT.**

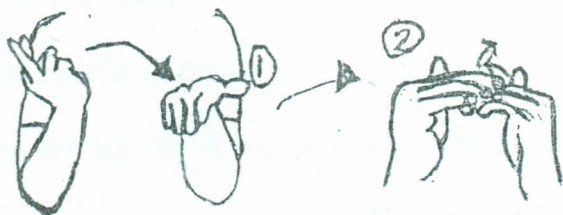


5.3.2 DISCUSSION OF TABLE 6

In school B, it was evident that the manner in which the teacher signed the words had an effect on learners' written work. Teacher B was unable to sign any of the prefixed words correctly. This had an impact on the learners' work. As it is seen in table 5 above, none of the learners got the prefixed words right. According to the table below, where the learners would have got the affixed words right by lip-reading, the teacher ended up not signing the voiced words, for example, in REBUILD, the teacher voiced the entire word but in signing, only the operand BUILD was signed. The teacher signed the word as,



The expected sign for this word is,



This explains why all the learners were not able to get the prefix right. In the word PRESCHOOL, the teacher did not know the prefix sign but instead signed the word as, YOUNG+SCHOOL. For this reason, the learners were not able to get the prefix.

Although the teacher voiced the word, it did not agree with the sign accorded to it. The word ANTI MALARIA was voiced by the teacher as it is evident on table 6 but only the operand MALARIA was signed. Since the prefix did not appear in the teacher's signs the learners omitted it in their written work. The teacher voiced the word MISPELL. The teacher gave a wrong sign for it. The learners ended up writing PENCIL BAD, PEN BAD, WRITE BAD. The learners missed the actual word and ended up writing what they thought the teacher meant. The teacher voiced the word OVERPLAY for the first time but signed it as PLAY MUCH. This confused the learners who ended up writing the word in various ways. Some wrote it as PLAY FULL, PLAY MUCH, PLAY MANY. The teacher voiced the word UNABLE but did not sign it. This explains why the learners did not get the prefix right. The word IMPOSSIBLE was voiced but was not signed by the teacher and as a result, the learners did not get it. The word POSTPRIMARY was voiced by the teacher but only the operand, PRIMARY, was signed. Learners did not get the prefix in the word. The teacher did not sign the word REARRANGE. Instead, the word was substituted with PLAN AGAIN. The learners did not get the prefix in the word. The teacher voiced the word IRRESPONSIBLE but did not know the sign for it and as a result, the learners did not get the prefix in the word right. In the asterisked words on table 6 the table indicates that the words in the study were not signed. This is because, although the teacher signed, the signs she gave for the words were wrong signs. It explains why the learners as is reflected on table 5 were not able to get the prefixed words right. The table below shows the manner in which the words were signed by the teacher.

TABLE 6

MANNER IN WHICH TEACHER B SIGNED THE PREFIXED WORDS.

WORD	SIGNED ENTIRE WORD	SIGNED OPERAND ONLY	VOICED ENTIRE WORD	VOICED OPERAND ONLY	FINGERSPELT ENTIRE WORD	FINGERSPELT OPERAND ONLY	DID NOT SIGN WORD
REBUILD		^	^				
PRESCHOOL			^				^
ANTIMALARIA		^	^				
*MISPELL			^				^
*OVERPLAY			^				^
UNABLE			^				^
IMPOSSIBLE			^				^
POSTPRIMARY		^	^				
REARRANGE							^
IRRESPONSIBLE			^				^

5.3.3 DISCUSSION OF TABLE 7

All the Form two learners in school B wrote down the teacher's signed sentences. The suffixes in the study were those that occur in the words, RAINY, SHORTER, CUPS, KINGSHIP, BROKEN, DEVELOPMENT, HAPPENED, FOURTH, MEETING, EASILY. It is only in the words KINGSHIP and BROKEN that one learner out of the six was able to get either of the suffixes right. All the other learners in the study were unable to get the suffixes in the words right. Table 7 below illustrates this.

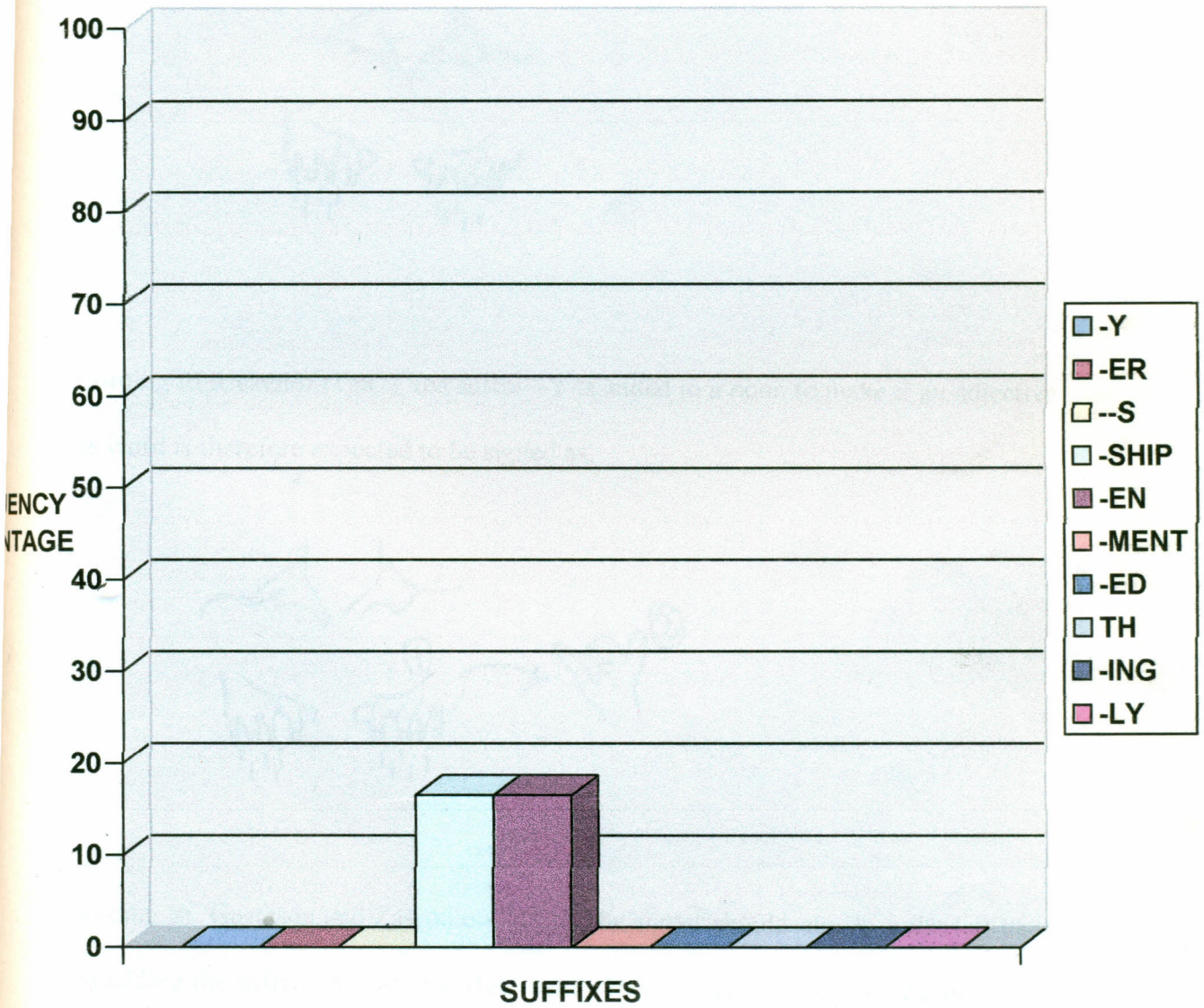
six was able to get either of the suffixes right. All the other learners in the study were unable to get the suffixes in the words right. Table 7 below illustrates this.

TABLE 7
LEARNERS IN SCHOOL B WHO GOT THE SUFFIXES IN
TEACHER'S SIGNED SENTENCES RIGHT.

SUFFIX	RESPONDENTS	FREQUENCY	PERCENTAGE
<u>RAINY</u>	6	0	0
<u>SHORTER</u>	6	0	0
<u>CUPS</u>	6	0	0
<u>KINGSHIP</u>	6	1	16.6
<u>BROKEN</u>	6	1	16.6
<u>DEVELOPMENT</u>	6	0	0
<u>HAPPENED</u>	6	0	0
<u>FOURTH</u>	6	0	0
<u>MEETING</u>	6	0	0
<u>EASILY</u>	6	0	0

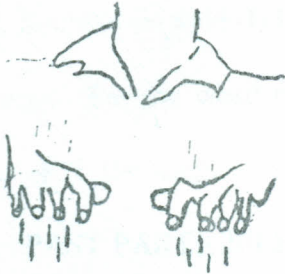
FIGURE 7

GRAPHIC REPRESENTATION OF LEARNERS IN SCHOOL B WHO GOT THE TEACHER'S SIGNED SENTENCES RIGHT.



5.3.4 DISCUSSION OF TABLE 8

The table following this discussion reveals that the teacher did not sign the entire words of any of the suffixed words in the study. In the word RAINY, the teacher did not seem to be aware of the suffix -Y. The entire word was voiced but only the operand was signed. The teacher signed the word as,



According to Riekehof (1987), the suffix -Y is added to a noun to make it an adjective.

This word is therefore expected to be signed as,



According to Gustason and Zawolkow (1987), the signer should not drop the left hand when adding the suffix -Y with the right hand. This is because, the operand sign + the suffix sign become the derivand sign which is one sign.

In the word SHORTER, the teacher voiced the entire word but signed the operand only. It was clear from the researcher's observation that the teacher was not aware of the suffix sign -ER. In the word CUPS, the teacher voiced and signed the operand only. The suffix for plural ending, -S was left out. This explains why the learners did not get the suffix right. It was missing in the teacher's sign. The teacher fingerspelt the word KINGSHIP, that is, K+I+N+G+S+H+I+P. The entire word was voiced but the teacher was unsure of the sign. For the word BROKEN, the operand was voiced. Not being aware of the suffix -EN, the teacher signed BREAK + PAST TENSE SUFFIX SIGN instead of BREAK + PAST PARTICIPLE SUFFIX -EN. In signing DEVELOPMENT, the entire word was voiced. The operand was wrongly signed. It was signed as,

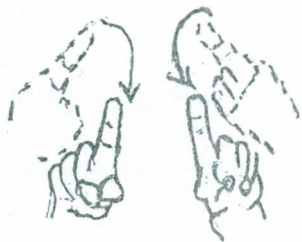


Which is the sign for the word IMPROVE. The expected sign for DEVELOPMENT

is,



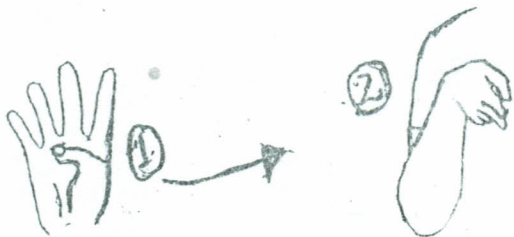
In the word HAPPENED only the operand was signed. The teacher signed the word as.



In this manner of signing the -ED suffix ending was left out even though the entire word was voiced. In the word FOURTH, the entire word was voiced. The teacher signed the operand,



FOUR but ignored the suffix -TH. The expected sign for this word according to Riekehof (1987) and Gustason and Zawolkow (1999) is,

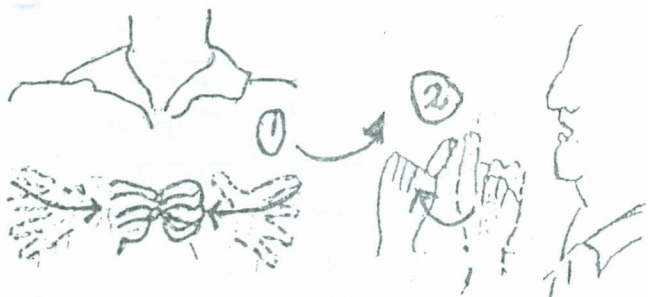


In this manner of signing, the suffix -TH is also signed and the learners are able to acquire it in their vocabulary. It is evident therefore that the teacher in this school did not use SEE.

The word MEETING was voiced but the suffix was left out when the word was signed. The word was signed as,



Instead of the -ING participle, the past tense suffix sign was used. The past tense suffix sign added to the sign MEET realizes the past tense of this word which becomes MET. The expected sign for this word is MEET +-ING PARTICIPLE SIGN. The sign, diagrammatically, appears as,



For the word EASILY, the teacher simply left out the entire word. This explains why none of the learners got it. The table below is an illustration of the manner in which the teacher signed the suffixed words.

TABLE 8

MANNER IN WHICH TEACHER B SIGNED THE SUFFIXED WORDS.

WORDS	SIGNED ENTIRE WORD	SIGNED OPERAND ONLY	VOICED ENTIRE WORD	VOICED OPERAND ONLY	FINGERSPELT ENTIRE WORD	FINGER SPELT SUFFIX	DID NOT SIGN WORD
<u>RAINY</u>		^	^				
<u>SHORTER</u>		^	^				
<u>CUPS</u>		^		^			
<u>KINGSHIP</u>			^		^		
* <u>BROKEN</u>		^	^				
* <u>DEVELOPMENT</u>			^				
<u>HAPPENED</u>		^	^				
<u>FOURTH</u>		^	^				
* <u>MEETING</u>		^	^				
<u>EASILY</u>							

5.4.0 FINDINGS IN BOTH SCHOOLS

5.4.1 DISCUSSION OF TABLES 9 AND 10

From the graphic representations derived from tables (9) and (10) below it can be seen that out of all the affixes the study investigated in the teachers signed sentences, less than 50% of the learners got the affixes right apart from the prefix in the word PRE-SCHOOL where 54% of the learners got the prefix right. Looking back at tables 2, 4, 6 and 8 showing the teachers manner of signing, it is possibly easy to explain why the learners were unable to write the affixes, as they ought to have appeared. This confirms our hypothesis that the sign language mode of instruction has an effect on learners' acquisition of prefixes and suffixes. The teachers' mode of signing the sentences revealed that they used an interlanguage when teaching. This is further confirmed in the observation checklist on teachers of Biology, History and Geography who used an Interlanguage as the dominant mode of signing.

TABLE 9
TOTAL NUMBER OF LEARNERS IN BOTH SCHOOLS WHO GOT
THE PREFIXES IN THE TEACHERS' SIGNED SENTENCES
RIGHT.

PREFIX	RESPONDENTS	FREQUENCY	PERCENTAGE
<u>REBUILD</u>	22	0	0
<u>PRESCHOOL</u>	22	12	54
<u>ANTIMALARIA</u>	22	0	0
<u>MISPELL</u>	22	8	36
<u>OVERPLAY</u>	22	0	0
<u>UNABLE</u>	22	1	4.5
<u>POSTPRIMARY</u>	22	1	4.5
<u>REARRANGE</u>	22	0	0
<u>IRRESPONSIBLE</u>	22	0	0

FIGURE 8

TOTAL NUMBER OF LEARNERS WHO GOT THE PREFIXES IN THE SIGNED SENTENCES RIGHT.

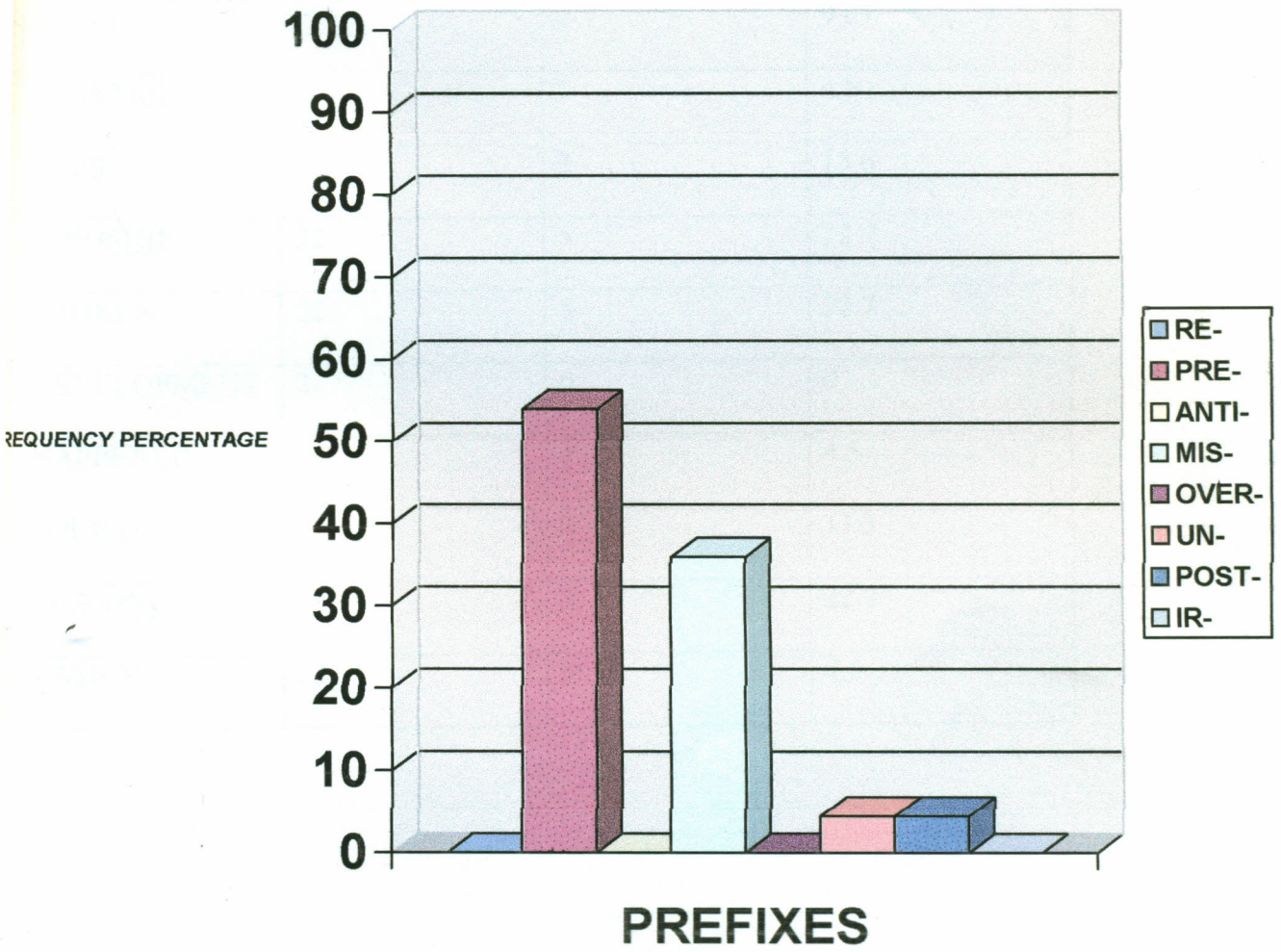


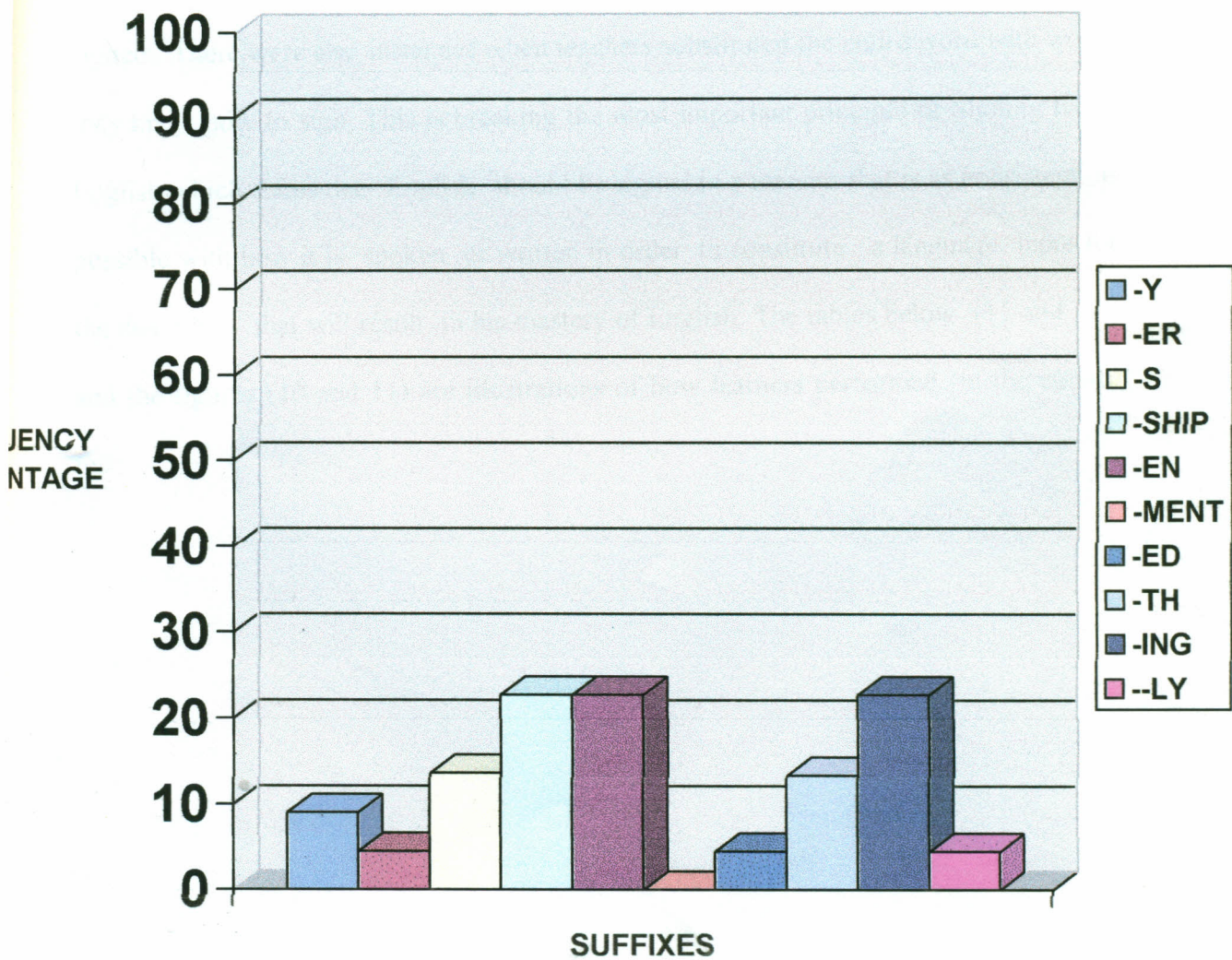
TABLE 10

TOTAL NUMBER OF LEARNERS WHO GOT THE SUFFIXES IN THE
TEACHERS' SIGNED SENTENCES RIGHT IN BOTH SCHOOLS

SUFFIXES	RESPONDENTS	FREQUENCY	PERCENTAGE
<u>RAINY</u>	22	2	9.01
<u>SHORTER</u>	22	1	4.5
<u>CUPS</u>	22	3	13.6
<u>KINGSHIP</u>	22	5	22.7
<u>BROKEN</u>	22	5	22.7
<u>DEVELOPMENT</u>	22	0	0
<u>HAPPENED</u>	22	1	4.5
<u>FOURTH</u>	22	3	13.3
<u>MEETING</u>	22	5	22.7
<u>EASILY</u>	22	1	4.5

FIGURE 9

GRAPHIC REPRESENTATION OF THE TOTAL NUMBER OF LEARNERS WHO GOT THE SUFFIXES IN THE TEACHERS' SIGNED SENTENCES RIGHT.



5.4.2 RESULTS OF THE CONTROL TEST

From tables (11) and (12) derived from the results of the control test, it is evident that the learners have not acquired affixes in their vocabulary. Out of the 15 affixes tested in this exercise, it is only in two affixes (-ING) and (-ED) that 50% of the learners got right the items in the study. Less than 40% of the learners were able to get the affixes right. The findings of this study confirm our hypothesis that the SL mode of instruction has an effect on the acquisition of prefixes and suffixes. Tables 2, 4, 6 and 8 reveal that there were very few affixed words that teachers were able to sign as they should be signed. There were also instances when teachers substituted the entire word with words they knew how to sign. This is breaking the most important principle of Signing Exact English which states that English should be signed in a manner that is as consistent as possible with how it is spoken or written in order to constitute a language input for the deaf child that will result in his mastery of English. The tables below (11 and 12) and the figures (10 and 11) are illustrations of how learners performed in the control test.

TABLE 11

TOTAL NUMBER OF LEARNERS WHO GOT THE PREFIXES IN
THE FILL IN THE GAPS EXERCISE RIGHT.

PREFIX	RESPONDENTS	FREQUENCY	PERCENTAGE
DIS-	22	1	4,5
RE-	22	3	13,5
UN-	22	7	31,8
IR-	22	0	0
IM-	22	4	18,1

FIGURE 10

GRAPHIC REPRESENTATION OF LEARNERS WHO GOT THE PREFIXES IN THE
FILL IN THE GAP EXERCISE RIGHT.

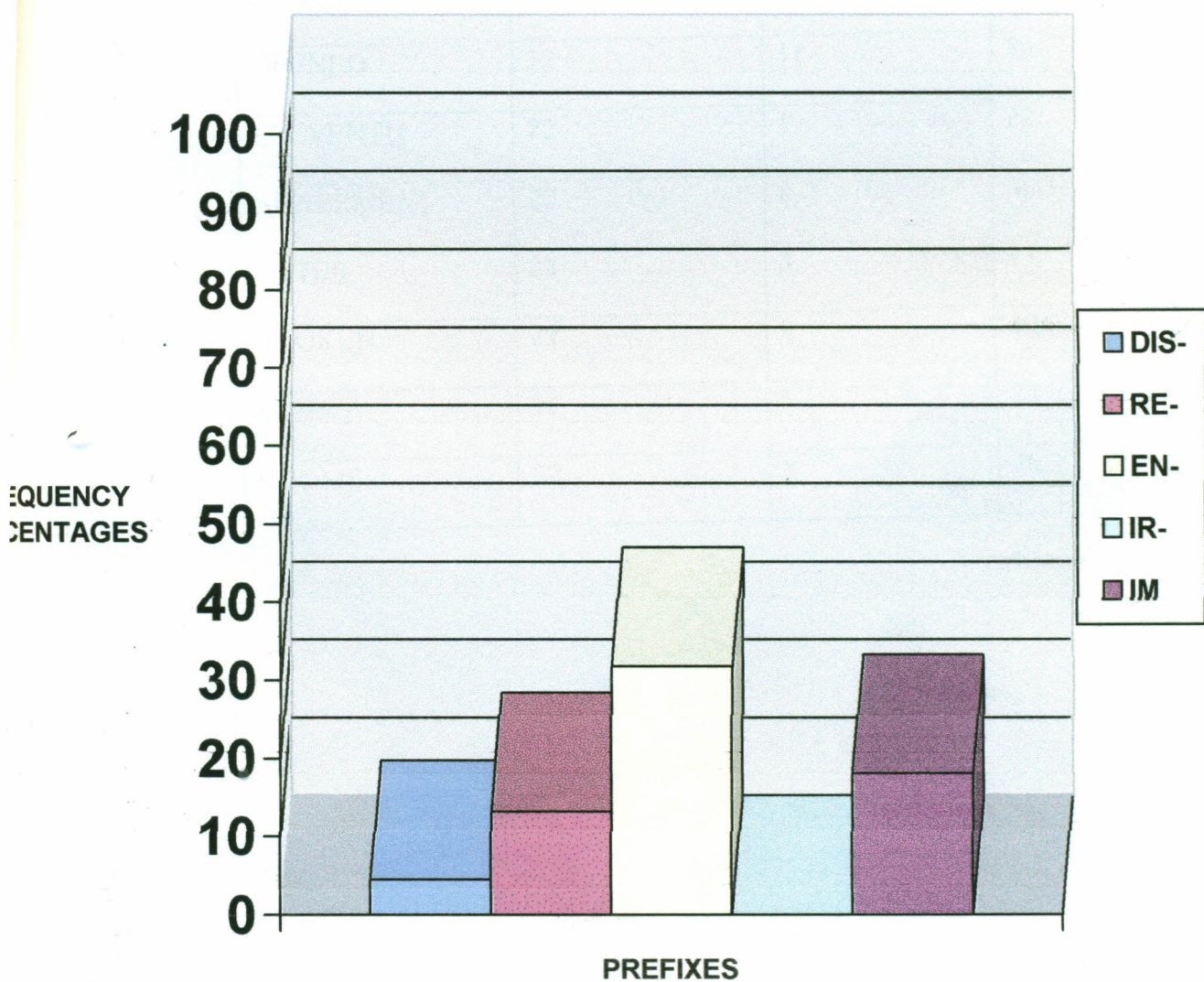


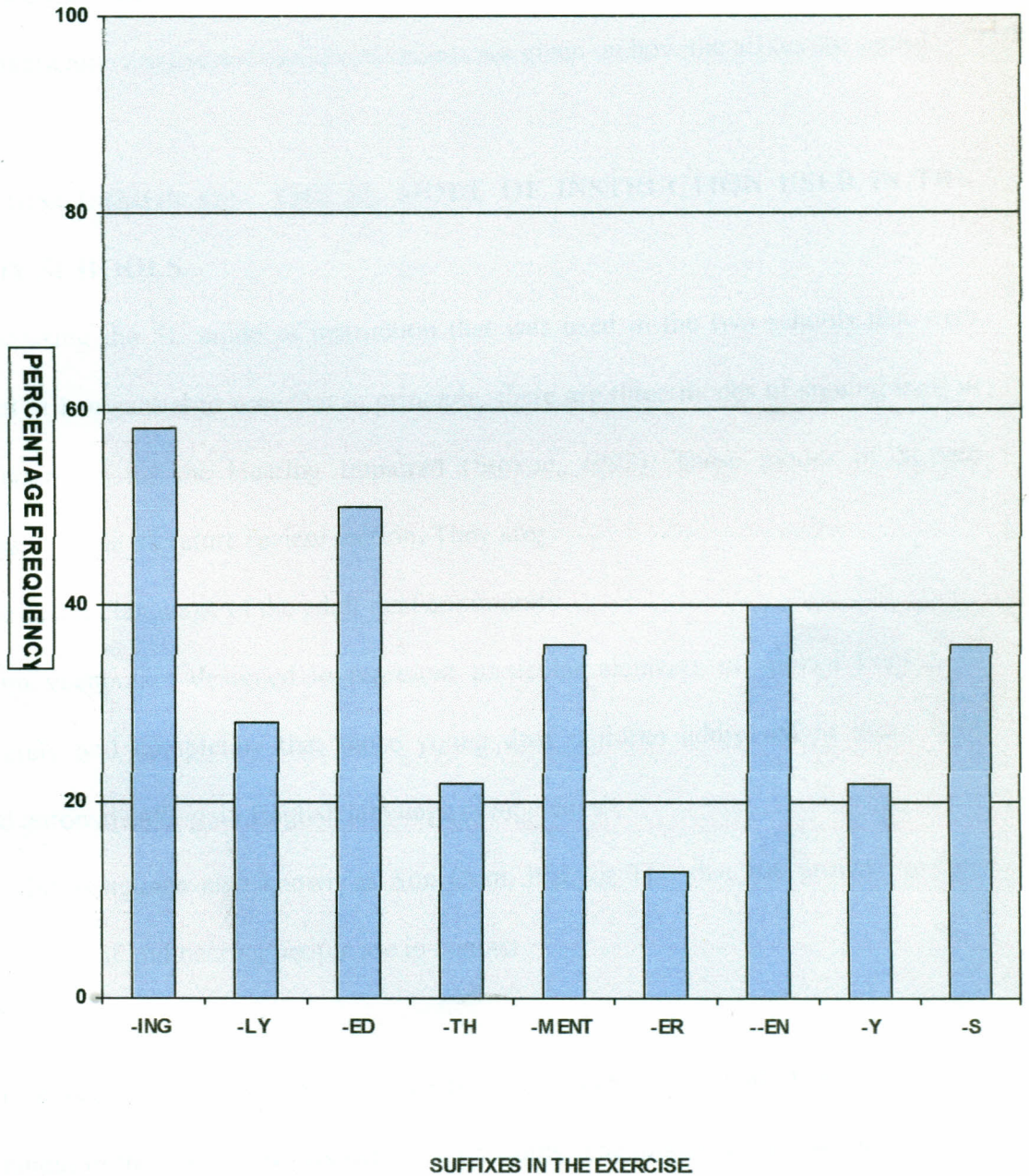
TABLE 12

TOTAL NUMBER OF LEARNERS WHO GOT THE SUFFIXES IN
THE FILL IN THE GAP EXERCISE RIGHT.

SUFFIXES	RESPONDENTS	FREQUENCY	PERCENTAGE
PLAYING	22	13	58
FINALLY	22	3	13
BADLY	22	7	31,8
OPENED	22	11	50
ELEVENTH	22	5	22
AGREEMENT	22	8	36,3
LATER	22	3	13
BROKEN	22	9	40,9
SUNNY	22	5	22
ROOMS	22	8	36,3

FIGURE 11

GRAPHIC REPRESENTATION OF LEARNERS WHO GOT THE SUFFIXES IN THE FILL IN THE GAP EXERCISE RIGHT.



CHAPTER SIX

6.0 INTRODUCTION

This chapter is a discussion of the sign language mode of instruction used in the study schools. The pedagogical implications of the findings and areas for further research are discussed too. The manner in which the affixes in the study ought to have been signed is diagrammatically represented and explanations are given on how the affixes are signed.

6.1 DISCUSSION ON THE SL MODE OF INSTRUCTION USED IN THE STUDY SCHOOLS.

In discussing the SL mode of instruction that was used in the two schools that were studied, it is essential to note that in principle, there are three modes of signing used in the classroom for the Hearing Impaired (Stokoe, 1992). These modes of SL are discussed in the literature review section. They are:

- 1) The natural language of the adult deaf community.
- 2) Sign vocabulary designed to represent particular elements of spoken English so accurately and completely that those young deaf children addressed in these signs would automatically gain English language competence.
- 3) An interlanguage also known as Sim Com, PSL or TC that has grown up (sic) wherever deaf and hearing people are in contact.

What seems to have changed over years is just mere modification of names and refinement in the manner of production of the signs. The modes of SL used in the study

schools therefore fall under any of these modes of signing. As it was mentioned earlier in 4.4.6, where teachers used more than one SL mode of instruction, the dominant one was taken to be the one used by the school.

In both schools, teachers used the Interlanguage. In this study, the term Interlanguage, which bears different kinds of names, is used to refer to the language that develops without needing to be invented wherever deaf and hearing persons interact. The Interlanguage differs according to whether the person is deaf and knows English more or less well, or is hearing and has a less or greater competence in the natural language of the deaf. The signer using the Interlanguage tends to use all available means to basically communicate, for example, mouthing words, fingerspelling, substituting words with signs they know how to sign and use of facial expressions. Emphasis on particular grammatical forms such as function words is therefore not an issue of importance.

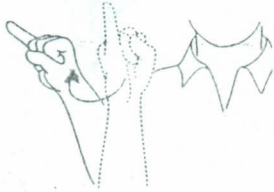
In both schools, teachers tended to sign the content words. They were not aware that the researcher was investigating their mode of signing. They therefore signed words, as they would have done even without being observed. In school A, although words such as REBUILD, PRESCHOOL, ANTIMALARIA, POSTPRIMARY and REARRANGE were voiced, only their operands were signed. For suffixed words, the words RAINY, SHORTER, CUPS, KINGSHIP, BROKEN, FOURTH and EASILY were voiced too but only their operands were signed. In school B, the teacher of English voiced the following words: REBUILD, ANTIMALARIA and POSTPRIMARY but only their

operands were signed. The teacher voiced the words: RAINY, SHORTER, BROKEN, HAPPENED, FOURTH, and MEETING but only their operands were signed.

This type of SL in which the signers voice the entire words and sign only the operand falls under the interlanguage mode of signing. It differs from SEE, which requires that signs should be as consistent as possible with the manner in which they are spoken or written. This means that signers should sign what they say and mean instead of signing what they know how to sign. The Interlanguage mode of signing ensues any time a deaf and a hearing signer meet to communicate. In this mode of signing, the main idea is to use all available means to communicate and emphasis is not placed on functional words. The reason why the teachers did not sign the affixes in these words is therefore understood. Their aim was to make the learners get the basic content in the sentences without necessarily paying particular attention to the affixes or other functional words. In the Interlanguage mode of signing, there is no one to one correspondence of the signed and the verbalized words. For instance a sentence such as I love you, can be collapsed to a single sign,



6.2 A DIAGRAMATIC REPRESENTATION OF HOW THE SUFFIXES OUGHT TO HAVE BEEN SIGNED



-ING

Move the right "I" from a palm -left
to a Palm forward position



-S (plural)

Add an "S" at the end of a sign.



-ED (alt 1)

Add a "D" to the sign to indicate the
Past tense.



-ED(alt.2).

Palm of hand flips back toward shoulder to

Indicate regular past tense.



-EN

Add an "N" to the sign to make it a participle
Example, BREAK = BROKEN.



-LY (alt. 1)
Form a combination of "L" and "Y" (thumb, index and little finger up) and move the hand downward.



-LY (ALT.2)
Fingerspell letters "L" and "Y".



-Y
Add a "Y" to the sign to make it an adjective.



-FUL (alt.1)
Palm down, right hand brushes inward across top of
Left horizontal S.



-FUL(alt.2)
Fingerspell the letters F, U and L at the end
of the sign.



-MENT

Place the side of the right "M" against the left Palm which has fingertips pointing up. Move M downward.



-TH

Make an "H" when you finish the sign for the Word.



-ER

Add an "R" with palm out at the end of a Sign.



-SHIP

Palm-out, place S on left palm, both

Move forward together.

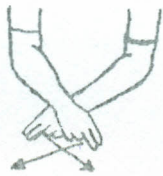
6.3 A DIAGRAMATIC REPRESENTATION OF HOW THE PREFIXES
 OUGHT TO HAVE BEEN SIGNED.

NEGATIVE PREFIXES UN-,IM-, DIS-



(alt.1)

Use the formal sign for NOT preceding
 the intended word.



UN-(alt.2)

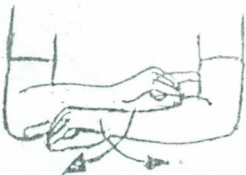
“U” hands, palm-down, cross at wrist.

Separate sideways.



IM-,IR-

Palm-down I hand crossed at wrists, separate
 Sideways.



DIS-(alt.2).

Palm-down “D” hands crossed at wrists separate



PRE-

Place the back of the right "P" against the left palm and move P away from the palm toward self.



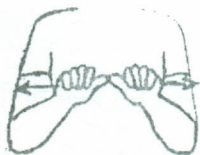
POST-

Place the palm side of the right "P" against the back of left hand and move the P away from the hand.



RE-

Right "R" fingertips hit left palm.



ANTI-

Thumbs of "A" hands touch and then separate.



MIS-

Palm-down, M hands crossed at wrist then separate.

OVER-



Palm-down, right hand circles over back of left hand.

6.4 AREAS FOR FURTHER RELATED RESEARCH.

This study focused only on the effects of SL mode of instruction on the acquisition of prefixes and suffixes. However, from our observations in the field and the literature reviewed in this area, it is clear that SL mode of instruction impacts heavily on acquisition of other grammatical features of English as well. This study concentrated on learners' acquisition of prefixes and suffixes in schools for the Hearing-Impaired but did not make a comparison with the hearing learners from regular schools to establish if they too have a problem in acquisition of affixes. A study ought to be carried out to compare the grammatical structure of the language of instruction used in teaching both the Hearing and Hearing-Impaired learners. There is need for this comparison because, as Wamae (2002) states, 'Both the Hearing and Hearing Impaired learners are examined in English and they are graded equally'. Further research needs to be carried out. Research on classroom discourse in schools for the Hearing-Impaired ought to be carried out in order to establish the kind of communication that goes on. Findings from such kind of research would be a positive contribution to the present research. In the sentences given to the learners in this study, it was overtly clear to us that H. I learners have a problem with English syntax. A research on the effects of S.L mode of

instruction on the syntax of English would be useful for this study. This study did not focus on syntax but two aspects of morphology (prefixes and suffixes) It should be noted that this study was carried out in only one District. There is need to carry out a country wide research in secondary schools for the Hearing Impaired in order to reach a precise conclusion.

6.5 PEDAGOGICAL IMPLICATIONS OF THE RESULTS .

The results of the learner's performance on the acquisition of prefixes and suffixes and the manner in which the teachers of English in this study signed them determined through data analysis have some important pedagogic implications. These findings are not only important to the teachers of the Hearing-Impaired but also to organizations and institutions that prepare teachers and academic materials for the Hearing Impaired persons. This finding should be of great importance as it may assist curriculum developers at the K.I.E in preparing teaching and learning materials such as syllabuses and text books for Hearing Impaired learners of secondary school level. From the questionnaires that were distributed to the teachers in the study, all the teachers were in agreement that there were no manuals of instruction on how to teach specific subjects to the Hearing Impaired learners .The sign language manual from K.I.E consisted of a list of general basic signs that were not sufficient to serve the language demands of secondary or higher learning institutions. This researcher feels that the manual from K.I.E is appropriate for use in a preschool and lower primary since it is basic. There is need for a panel consisting of Linguists, sign language experts and subject specialists in

secondary schools to be formed in order to come up with sign language texts that are subject specific and manuals for instructions for the specific texts. The panel should work closely with K.I.E in order to produce texts that are comprehensive and helpful to the teachers of the Hearing-Impaired and the learners. The signs in a text should not be generalized but should help teachers of the Hearing-Impaired know how to approach the teaching of specific topics of their subjects in the syllabus to the Hearing-Impaired learners. The findings of this study are in accordance with other studies including that of Maxwell and Bernstein (1985), as it is cited in Gustason and Zawolkow (1999) that if parts of the spoken utterance are not signed, most of the time it will affect the morphological markers. It should however be noted from the findings on learners' performance that distorted input specifically from instruction may prolong certain stages of development and slow down the emergence of grammatical features. This distorted input is the inauthentic input. This may cause delay in learning what is next.

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APPENDICES**APPENDIX I****SENTENCES TO BE SIGNED TO THE LEARNERS**

1. We had to rebuild the house after the rainy day.
2. The preschool prefect is shorter than I am.
3. the antimalaria medicines are in the cups.
4. we always misspell the word kingship.
5. If you overplay, your pencil will be broken.
6. They were unable to come up with any new development.
7. The most impossible thing has happened.
8. The post -primary team is fourth in number.
9. We will rearrange the room after meeting our class prefect.
10. An irresponsible man can easily lose his job.

APPENDIX II

LEARNERS' FILL IN THE GAP SENTENCES.

In the following sentences fill in the correct form of the words in brackets as follows.

For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,

anti-, ir-, mis-, sub-, in-

Suffixes -ing, -th, -y, -ment, -er,

-s, -ly, -full, -en, -ed

1. The girl is _____(interested) in (play) _____the game.
2. The _____ (kind) girl was (final)_____accepted in the group.
3. He said that he will -----(paint) the house very (bad) -----.
4. The _____(responsible) manager (open) _____the door yesterday.
5. We had to _____(think) about the sentences on the (eleven) _____ hour.
6. It is _____ (possible) for the (agree)_____ to break.
7. The teacher will be _____ (happy) if you come (late)_____ than eight o'clock to class.
8. The girl had to -----(pay) for the (broke) ----- cup.
9. The boy _____(called) his friend on a (sun) _____day.
10. We will ----- (arrange) the (room) ----- in the evening.

APPENDIX IIIA

OBSERVATION CHECKLIST ON PREFIXES.

WORD	SIGNED ENTIRE WORD	SIGNED OPERAND ONLY	FINGERSPELT ENTIRE WORD	SIGNED OPERAND BUT FINGERSPELT PREFIX
REBUILD				
PRESCHOOL				
ANTIMALARIA				
MISPELL				
OVERPLAY				
UNABLE				
IMPOSSIBLE				
POSTPRIMARY				
REARRANGE				
IRRESPONSIBLE				

OBSERVATION CHECKLIST ON SUFFIXES.

WORD	SIGNED ENTIRE WORD	SIGNED OPERAND ONLY	FINGERSPELT ENTIRE WORD	SIGNED OPERAND BUT FINGERSPELT SUFFIX
RAINY				
SHORTER				
CUPS				
KINGSHIP				
BROKEN				
DEVELOPMENT				
HAPPENED				
FOURTH				
MEETING				
EASILY				

APPENDIX IIIB.

OBSERVATION CHECKLIST OF MODE (S) OF SL USED IN THE CLASSROOM FOR INSTRUCTION.

Name of School.....

1. Method of instruction used in the Biology class.

Vocabulary English. b). Natural Language of the deaf.

Inter Language.

Natural language of the deaf

Interlanguage

2. Methods of Instruction used in the History class.

Vocabulary English. b). Natural Language of the deaf.

c) Inter Language.

3. Method of instruction used in the Geography class .

a) Vocabulary English

b) Natural language of the deaf

c) Interlanguage

4. Method of instruction used in the English class.

a) Vocabulary English.

b) Natural Language of the deaf.

c) Inter language

APPENDIX IV

TEACHERS' QUESTIONNAIRE.

1. Have you been trained to teach the Hearing Impaired ?

Yes

No

2. Do you have a manual of instructions on how to teach the Hearing Impaired ?

Yes

No

3. If Yes is the manual of instruction specific to your subject ?

Yes

No

4. Does the manual of instructions have sufficient signs for words specific to your subject ?

Yes.

No

5. If your answer above is no, how do you teach vocabulary for which signs do not exist in the manual ?

6. Have you been to any seminars on how to teach Hearing Impaired learners ?

Yes

No

7. Where did you learn your signs ?

College

From the Learners

From adult deafs

Sr. Angela Munnica see scri for the word (0/20)

Date: 22/1/03

Ronald Kingham Sudi

0/20

1. we had the blurt to the house in rain
2. The child school headmaster is ^{here} ~~you~~ if my
3. The cold medicine ~~is~~ in the cabinet drink in cup
4. ~~We should be writing and record the class~~
4. we future writing the bad the word David
6. They played ~~any~~ yourself entirely of break wall was
8. They will be not to go disappear ^{pen} may miss the way
7. ~~They may full~~
7. The more primary ^{scri} not Sam young had write part
8. The two primary ^{scri} terms is four ~~class~~ four numbers
9. We will only addition the world ~~scri~~ heard
10. An pre man ~~scri~~ the work

SENTENCE TO BE SIGNED 1

JUDITH JEROP

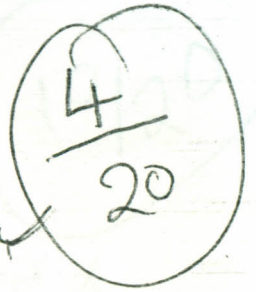
5/20

- ① We had to build the house after the rainy days.
- ② The pre school prefect shorter than I am.
- ③ The malaria medicine ~~is~~ ^{is} in the cupsi ✓
- ④ We always misspell the word kingship
- ⑤ if you play much pencil your pencil will be broken.
- ⑥ They were cannot to ^{come} go above with new improve
- ⑦ They more primary possible had young had happen
- ⑧ More primary tribe fourth in number
- ⑨ We will arrangement group the room after meeting ^{cleaning} prefect class
- ⑩ on cannot man his job last

ANASTASIA MWIKALI MVIUKU

22nd Jan 2003

1. We had to build the house after the rain day.
2. The primary school prefect is shorter than Lam.
3. The malaria machine are in the cup.
4. He always pencil had the word kingship ✓
5. If you ~~over~~ play full your pencil will be break development ✓
6. They were notable to come up with ~~new~~ second news.
7. The most notable their had happen ✓
8. The most primary term is fourth in number ✓
9. We will arrangement the group after meeting our class perfect ✓
10. A ~~bad~~ ^{bad} ~~man~~ ^{man}.
10. A bad man can lost his job.



22-01-2002.

Sentences to be signed to the learners

- 1. We had rebuilt the house after the rainy day.
- 2. The pre-school prefect is shorter than I am.
- 3. The malaria medicine are in the cup.
- 4. We always misspell Kingship.
- 5. If you play alot your pencil will broken.
- 6. They were unable to come with any new ~~improvement~~ ^{development} improvement.
- 7. The most impossible things has happen.
- 8. The post primary is fourth number.
- 9. We will arrange the room after meeting with our class prefect.
- 10. A bad man can easily ~~lose~~ ^{lost} his job.

10/20

NAME ~~IB~~BAWANUKA FARIDAH ZAWEDDE -

1. WE had to build the house after rain day
2. THE per school project is shorter than Jim.
3. The market medicine ^{is} ~~are~~ in the cup. read
4. WE always misspelling the word head sheet
5. If you playing ~~the~~ your pencil will ~~be~~ broken.
6. ~~They were not able to come with any new~~ ^{impossible} ~~impossible~~
7. THE most impossible they wa happen
8. THE most primary team is fourth in number
- 9th CLASS prefer were arranged the room after we met
- 10 CLASS prefer
6. They were not able to come with any new disappointmen
- 10 AN IMPOSSIBLE man can lose the job

4
—
20

n Two

DOROTHY KERUBO

22.01.03

we ~~had~~ ^{had} ~~after~~ ^{to} building that house ^{after} the rain day
 the child school master is low than my ?
 the cool medicine ^{is} in the cup
 we alway misspell / bad the word kinship
 if you people many you pencil will broken
 they will nothing ^{gave} to come hight meeting may try
 p

the march pr not yes child gave before
 the p. moved before ⁱⁿ primary ^{is} term is four
 we will plan again the world end meeting
 class master preference
 can is boy last

An man can lost you job ^

3
/ 20

mijn Robert

~~we had butt~~

we had give build

the primary project short is loan

The malaria medicine in the capex.

we always pencil had the ruler kingship

Q/20

& you play money yourself pencil with ~~the~~

There were not have to come up with new wright build

The most not possible thing had happen

The most primary ^{is terminated} ~~there~~ in number.

We will plan sum of the group in ~~the~~ project meeting our school

Thean man is lost shop

NAME MALOBA Katam, SAMUEL
we had to build the house ~~is~~ after the rain
and day.

The young ~~school~~ present is low boy/mg

0/20

The cold ^{bean} in water in the cup
we always write ~~bad~~ the word nurse Doctor
If you all ~~stay~~ ^{all} ~~move~~ you but write ^{he was} ~~broken~~

where was had not have to going High to
meet ^{weight} ~~afternoon~~ ^a new build

The more not can boy had name
The more primary text try 4 number

we was production Add the world smile the meet
was class present
In boy er can your solar

GODFRET MOYI

- be given to building the house After the rain day
the child school start is my
the cold medicine are in the ~~the~~ cup.
we future write ~~had~~ the word ~~use~~ kind
if your playing ~~fact~~ ^{move} you future broked
- 1) There will not has to come non meet equal balc
The ~~fact~~ ^{move} ~~print~~ ^{child} ~~not~~ cannot have
- 2) The move children cannot have rally.
- 3) The move primary ^{school} is ~~term~~ a four number
- 9) We will have the would meeting was would sh
- 10) An is boy ^{body} can ~~can~~ wgst your work

0/20

Wayan musyaha.

- 1 We haved to on bghd. house ~~the~~ the house next day
- 2 the pre. school & Prefers'is snort than Ith
- 3 The cold med~~tion~~ ^{are} in the bottle
- 4 we every wrong misplell ~~kingdoms~~
- 5 if you ^{play} people many ^{most} parents broken ✓
- 6 they ^{will} were ^{come} with other improver deaps
- 7 the many ^{strong} thing have ^{customer}
- 8 The Future ^{primary} term 4 is 4 Number
- 9 We will ^{arranges} the room ~~net~~ meet our ^{pre} Class prefect
- 10 a ^{bad} last man can easy last ^{his} ~~year~~ Job

1/20

APPENDIX II

5.2 LEARNER'S FILL IN THE GAP SENTENCES.

In the following sentences fill in the correct form of the words in brackets as follows. For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,

anti-, ir-, mis-, sub-, im-

Suffixes -ing, -th, -y, -ment, -er,

-s, -ly, -full, -en, -ed

3/20

1. The girl is interest (interested) in (play) playing the game.
2. The kind (kind) girl was (final) finally accepted in the group.
3. He said that he will paint (paint) the house very (bad) badly.
4. The respons (responsible) manager (open) opened the door yesterday.
5. We had to think (think) about the sentences on the (eleven) eleven hour.
6. It is pos (possible) for the (agree) agreed to break.
7. The teacher will be happy (happy) if you come (late) late than eight o'clock to class.
8. The girl had to pay (pay) for the (broke) broken cup.
9. The boy call (called) his friend on a (sun) Sun day.
10. We will arrange (arrange) the (room) room in the evening.

APPENDIX II**5.2 LEARNER'S FILL IN THE GAP SENTENCES.**

In the following sentences fill in the correct form of the words in brackets as follows. For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,

anti-, ir-, mis-, sub-, im-

Suffixes -ing, -th, -y, -ment, -er,

-s, -ly, -full, -en, -ed

1. The girl is ~~rais~~ (interested) in (play) ~~playing~~ the game.
2. The ~~kinding~~ (kind) girl was (final) ~~finals~~ accepted in the group.
3. He said that he will ~~paint~~ (paint) the house very (bad) ~~unbad~~.
4. The ~~responsiblefull~~ (responsible) manager (open) ~~open~~ the door yesterday.
5. We had to ~~thinking~~ (think) about the sentences on the (eleven) ~~eleven~~ hour.
6. It is ~~ly~~ (possible) for the (agree) ~~agree~~ to break.
7. The teacher will be ~~happen~~ (happy) if you come (late) ~~lated~~ than eight o'clock to class.
8. The girl had to ~~pay~~ (pay) for the (broke) ~~broke~~ cup.
9. The boy ~~1~~ (called) his friend on a (sun) ~~Sun~~ day.
10. We will ~~ment~~ (arrange) the (room) ~~rooms~~ in the evening.

3/20

APPENDIX II

5.2 LEARNER'S FILL IN THE GAP SENTENCES.

In the following sentences fill in the correct form of the words in brackets as follows. For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,
anti-, ir-, mis-, sub-, im-

Suffixes -ing, -th, -y, -ment, -er,
-s, -ly, -full, -en, -ed

1. The girl is ~~interestedly~~ ^{interestedly} (interested) in (play) ^{playing} the game.
2. The ^{Kingdom} (kind) girl was (final) ^{final} accepted in the group.
3. He said that he will ^{paint} (paint) the house very (bad) ^{badly}.
4. The ^{responsible} (responsible) manager (open) ^{opens} the door yesterday.
5. We had to ^{thinking} (think) about the sentences on the (eleven) ^{eleven} hour.
6. It is ^{possible} (possible) for the (agree) ^{agreed} to break.
7. The teacher will be ^{happy} (happy) if you come (late) ^{late} than eight o'clock to class.
8. The girl had to ^{payment} (pay) for the (broke) ^{broke} cup.
9. The boy ^{post} (called) his friend on a (sun) ^{SUN} day.
10. We will ^{arranged} (arrange) the (room) ^{rooms} in the evening.

7/20

APPENDIX II

5.2 LEARNER'S FILL IN THE GAP SENTENCES.

In the following sentences fill in the correct form of the words in brackets as follows. For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,

anti-, ir-, mis-, sub-, in-

Suffixes -ing, -th, -y, -ment, -er,

-s, -ly, -full, -en, -ed

1. The girl is sub (interested) in (play) re the game.
2. The mis (kind) girl was (final) en accepted in the group.
3. He said that he will not (paint) the house very (bad) en.
4. The anti (responsible) manager (open) ed the door yesterday.
5. We had to not (think) about the sentences on the (eleven) full hour.
6. It is re (possible) for the (agree) not to break.
7. The teacher will be ment (happy) if you come (late) ed than eight o'clock to class.
8. The girl had to un (pay) for the (broke) in cup.
9. The boy em (called) his friend on a (sun) ly day.
10. We will ed (arrange) the (room) re in the evening.

1/20

APPENDIX II

5.2 LEARNER'S FILL IN THE GAP SENTENCES.

In the following sentences fill in the correct form of the words in brackets as follows. For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,

anti-, ir-, mis-, sub-, im-

Suffixes -ing, -th, -y, -ment, -er,

-s, -ly, -full, -en, -ed

13
20

1. The girl is ^{uninterested} (interested) in (play) ^{playing} the game.
2. The ^{unkind} (kind) girl was (final) ^{finally} accepted in the group.
3. He said that he will ^{paint} (paint) the house very (bad) ^{badly}.
4. The ^{responsible} (responsible) manager (open) ^{opened} the door yesterday.
5. We had to ^{think} (think) about the sentences on the (eleven) ^{eleven} hour.
6. It is ^{impossible} (possible) for the (agree) ^{agreement} to break.
7. The teacher will be ^{unhappy} (happy) if you come (late) ^{late} than eight o'clock to class.
8. The girl had to ^{pay} (pay) for the (broke) ^{broken} cup.
9. The boy ^{recalled} (called) his friend on a (sun) ^{sunny} day.
10. We will ^{rearrange} (arrange) the (room) ^{rooms} in the evening.

my name is Kempina Sandra Sunday.

St An
Scho

APPENDIX II

5.2 LEARNER'S FILL IN THE GAP SENTENCES.

In the following sentences fill in the correct form of the words in brackets as follows. For the first gap in a sentence, select the most appropriate prefix and for the second gap select the most appropriate suffix from these choices.

Prefixes dis-, post-, re-, im-, un-,

anti-, ir-, mis-, sub-, im-

Suffixes -ing, -th, -y, -ment, -er,

-s, -ly, -full, -en, -ed

6/20

1. The girl is interest^{ing} (interested) in (play) played the game.
2. The kindly (kind) girl was (final) finally accepted in the group.
3. He said that he will painting (paint) the house very (bad) badly.
4. The responsibles (responsible) manager (open) opening the door yesterday.
5. We had to thinking (think) about the sentences on the (eleven) eleventh hour.
6. It is possibles (possible) for the (agree) agree to break.
7. The teacher will be happy (happy) if you come (late) later than eight o'clock to class.
8. The girl had to paid (pay) for the (broke) broken cup.
9. The boy calls (called) his friend on a (sun) sunset day.
10. We will arranged (arrange) the (room) rooms in the evening.

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