

**EFFECTIVE MONITORING AND FEEDBACK AS STRATEGIES FOR ENHANCING
ENGLISH PERFORMANCE OF VISUALLY IMPAIRED LEARNERS IN SECONDARY
SCHOOLS IN NAIROBI CITY COUNTY, KENYA**

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UNIVERSITY**

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DECLARATION

Student's Declaration

I confirm that this research thesis is my original work and has not been presented to any other university/institution for consideration of any certification. The thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures, or tables have been borrowed from other sources, including the internet, these are specifically accredited, and references are cited using the current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my siblings Boi and Ken, from whom I draw inspiration and motivation to keep going; my uncle Nicholas, whose great sacrifice has enabled me reach this far; and my adoptive parents, Beatrice and Andrew Ngore, who stepped in to nature me into the man I've become when the future looked bleak.

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ABBREVIATIONS AND ACRONYMS

AT	Assistive Technology
CBM	Christoffel Blinden Mission
EFA	Education for All
MoE	Ministry of Education
IEP	Individualized Education Program
NACOSTI	National Commission for Science, Technology, and Innovation
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
LMA	Learning Media Assessment
LWD	Learners with Disabilities
LWVI	Learners with Visual Impairment
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
SNE	Special Needs Education
TSC	Teachers Service Commission
TTC	Teachers Training College
TVI	Teacher of Learners with Visual Impairment
VI	Visual Impairment

ABSTRACT

This study explored monitoring and feedback strategies by English teachers to learners with visual impairment in integrated secondary schools in Nairobi City County, Kenya. English contains concepts that build on each other, underscoring the need to understand initial ideas as a foundation for comprehending subsequent concepts. Thus, the study was based on Lev Vygotsky's Cognitive Development Theory (1934). The study objectives included identifying monitoring and feedback strategies and the associated challenges. Learners' performance in English was the dependent variable, while progress monitoring, feedback provision, and related challenges were the independent variables. Piloting was done at Nakuru High School and it provided grounds to verify the validity of the research instruments. The researcher sampled sixty-four participants in the two schools including deputy principals, teachers of English and HoDs, LWVI and regular learners. Simple random sampling was used to select participants from among learners, while purposive sampling was used to select teachers. As a qualitative research, data was collected through interviews, observation, and focus groups. The researcher used thematic analysis by coding the data into subsets to capture the major themes. The results revealed that verbal communication and use of sighted deskmates were predominantly used to monitor progress and provide feedback due to the teachers' incompetence in braille. The findings also unearthed some challenges to progress monitoring and feedback provision, including teachers' incompetence in braille, failure to verbally compliment print diagrams and spellings, poor debrailleing, inadequately qualified braille transcribers, and missing braille text and set books. The following recommendations were drawn from these inferences: TSC should employ SNE-trained teachers in integrated schools, and KICD should provide braille learning materials.

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter delves into various aspects of the research to better deliver and understand the research topic/problem. It entails aspects such as the background of the problem, statement of the problem, purpose of study, objectives, and the research questions. It also highlights the study's significance, assumptions, limitations, and delimitations, besides the in-depth theoretical and conceptual framework analysis and operational definition of critical terms used in this study.

1.1 Background of the Study

The World Health Organization estimates that up to 15 percent of the global population, equivalent to 1 billion people, experience disability. The majority are in developing countries. Approximately 27 percent of children with disabilities of school-going age do not attend school. Those with visual impairment account for 10 percent of this figure (World Health Organization, 2012). Article 26 of the 1946 Universal Declaration on Human Rights protects every person's right to education. The Millennium Development Goals (MDGs) asserted the need for universal education for all, including learners with disabilities. However, the 1994 Salamanca Declaration was the first to outrightly champion for inclusion (Elders, 2015).

Globally, the developed world has somewhat successfully implemented Integration. Ramberg and Watkins (2020), in their study “Exploring Integrated Education across Europe: Some Insights from the European Agency Statistics on Integrated Education,” provide valuable statistics on the current nature of Integration in Europe. The study estimated the integrated education enrolment rate in 26 European countries to range from 92% to 99.5%. However, the study did not clarify issues regarding the quality of integrated education. It did not reveal much

about the quality of integrated education, its practices, and learning outcomes (Ramberg & Watkins, 2020).

The situation is not different in Sub-Saharan Africa as exposed in the Global Education Monitoring Report titled “Education of Children with Visual Impairment in Sub-Saharan Africa: Challenges and Opportunities.” The report exposed the glaring literacy gap between LWVI and their non-disabled peers in sub-Saharan Africa (The United Nations Education, Scientific and Cultural Organization, 2020). For instance, the literacy rate for non-disabled learners was 62.2% compared to 56.8% among learners with visual impairment, leaving a 5.4% literacy gap. The report attributed the gap to teacher inadequacies. It posited that “teachers in mainstream schools are often unable or unwilling to make even minor pedagogical adaptations to accommodate the impairment-related special educational needs of LWVI due to various factors, primarily lack of access to appropriate training and continuous professional development.” However, the report did not delve into the challenges experienced by regular teachers teaching English in Integrated classrooms. Instead, it highlighted challenges in teaching mathematics and science in integrated schools, citing teachers’ lack of skill and equipment to deliver these subjects to LWVI. The report decried the sorry state of mathematics instruction by teachers who could barely use abacus, a calculator alternative for LWVI.

The United Nations Education, Scientific and Cultural Organization (2020) reported that mainstream teachers in most Sub-Saharan countries lacked the requisite skills to accommodate LWVI during lessons. For instance, in South Africa, the report claimed that “teachers had not adapted their teaching and learning assessment strategies to take into account the needs of

children with visual impairments.” In Namibia, the UNESCO report claimed that teachers neither wrote in large print nor verbally relayed what they had written on the board to include LWVI in the lesson. In Ghana, even though the LWVI preferred mainstream schools over special schools, they decried their teachers' lack of educational support. The learners cited teachers' inability to monitor their class work and provide valuable feedback due to a lack of braille proficiency. Other than braille skills, the teachers also had limited knowledge of special methods of teaching LWVI, such as consistently providing verbal backup to all information written on the board (visual information).

Sikanku (2018) highlighted challenges in the education of LWVI in Integrated classrooms. The study conducted in Ghana sampled responses from 59 teachers, exposing communication breakdown as the primary challenge. He admitted that communication breakdown due to lack of braille knowledge adversely affected monitoring and feedback provision to learners (Sikanku, 2018). However, the study did not delve into current strategies used by the teachers to monitor progress and provide feedback despite their lack of braille literacy, knowledge of large print, use of AT, or special pedagogical methods for the visually impaired. The circumstances in Ghana, the study locale, differ slightly from Kenya in terms of the curriculum, resources, teacher qualification among others, hence the need to determine monitoring and feedback provision in the Kenyan context. Additionally, the study entailed education in its entirety without a bias to a specific subject as intended in the current study.

In Kenya, Mutugi (2018) claimed that teachers in integrated schools lacked confidence in their instructional methodologies and support systems. As a result, they were reluctant to help LWVI

with classwork due to the additional demand for braille proficiency, large print, or differentiating curriculum to suit the needs of such learners. Mutugi (2018) justified the lack of pedagogical skills among regular teachers, citing the distinct special needs curriculum compared to the regular curriculum in Kenya's teacher training colleges (TTC). According to Mutugi (2018), the Kenya Institute of Special Education (KISE) was the only state-funded TTC producing competent special teachers against a learner population of millions. The other public TTCs seldom delved into special methods such as braille, sign language, or tactile graphics since they trained teachers for the mainstream schools. For instance, braille and large print as the writing medium for LWVI are only taught to special education teachers specializing in the education of learners with visual impairment as opposed to regular teachers. Thus, regular teachers often lack knowledge of special instructional methods for LWVI. However, Mutugi (2018) failed to investigate teachers' strategies to deliver instruction in integrated schools admitting LWVI, considering their limited skill power in the area, exposing a research gap that this study aims to fill.

Most studies on monitoring and feedback strategies in Kenya have either been general in approach as outlined in the report by the United Nations Education, Scientific and Cultural Organization (2020) and the study by Mutugi (2018). There has been limited attention to English despite its overwhelming significance in the Kenyan education system. Kioko and Muthwii (2001) described English in Kenya as "playing a critical role in Kenya's education system, not only as an important subject but especially as the medium of instruction." The researchers further asserted that English used in formal settings in Kenya such as in schools is not the pidgin variety but the British Standard Variety known as Received Pronunciation (RP). Thus, the standard

grammatical norms and rules of appropriateness and correctness related to grammar, pragmatics, pronunciation and semantics apply in the Kenyan context as they do in the British system. For 2nd language speakers with variety of ethnic 1st languages, English instruction is one of the most challenging in the Kenyan education system (Kioko & Muthwii, 2001). This is one of the factors that informed the researcher's focus on monitoring and feedback strategies for English in the Kenyan integration setting.

The challenges presented by English as a second language for Kenyan learners places the burden of performance not just on the shoulders of the students but also of the teachers. This notion is reiterated by Njuguna (2012) who reported that “research has proven that the influence of teachers is the single most critical factor in determining student achievement.” The scholar further added that a “knowledgeable, skillful instructor” is the single most important factor in improving student performance in English. This assertion puts to question the instruction provided LWVI in integrated schools where majority staff members are often regular teachers unskilled in pedagogical methods and materials for LWVI such as braille or use of abacus. Thus, doubts on the teachers' competence directly impacts the performance of the LWVI. Otieno (2019) in his study titled “Teachers' Perception toward De-Brailing of Work by Students with Visual Impairment in Secondary Schools for Visually Impaired Learners in Kenya” noted that LWVI performed relatively poorly compared to their non-disabled peers. This informed the research interest to investigate how teachers monitor learners' progress and provide immediate feedback as a means to remediate and bridge the performance gap between LWVI and their sighted counterparts.

1.2 Statement of the Problem

English is a key subject in the Kenyan secondary school curriculum since all other subjects except Kiswahili and foreign languages are taught and examined in English. Moreover, it is a language that is sensitive to grammatical rules, spelling, punctuation, expression, legibility, speed, and surface appeal of examinable work. As a medium of communication, English contributes immensely to learners' academic performance. Thus, the current study investigated how teachers monitor progress and provide feedback to LWVI to identify mistakes and make timely remediation during the lesson. Failure to provide such instantaneous corrections often has debilitating impacts on the performance of LWVI. Such learners carry on errors that could have been instantly addressed during the lesson, impacting their classroom participation and performance.

Previous studies have outlined communication breakdown due to lack of braille skills by teachers in integrated schools as the fundamental challenge in integration of LWVI from which most other challenges emanate such as those related to competent monitoring of learners' progress and provision of immediate feedback. Scholars have also asserted the indispensable significance of instructors being more knowledgeable and skillful in their content areas than the learners as a primary prerequisite for good performance and class participation. This assertion conforms to the concept of More Knowledgeable Other as implicit in the Cognitive Development Theory by Lev Vygotsky.

However, these studies did not delve into the copying mechanisms adopted by teachers in integrated schools admitting LWVI to monitor progress and provide feedback in spite of their glaring inadequacies in Braille and pedagogical skills for such learners. Therefore, this study

sought to explore the strategies used by such teachers to monitor progress and provide feedback to facilitate the identification and timely remediation of mistakes and enhance learners' performance and classroom participation.

1.2.1 Purpose of the Study

The study sought to explore progress monitoring and feedback provision by English Teachers to learners with visual impairment in integrated schools in Nairobi City County, Kenya.

1.2.2 Objectives

1. To identify monitoring strategies used by teachers of English to monitor the learning progress and enhance English performance of LWVI in integrated secondary school classrooms in Nairobi City County during English lessons.
2. To identify feedback strategies used by teachers of English to provide feedback and enhance English performance of LWVI in integrated secondary school classrooms in Nairobi City County during English lessons.
3. To identify challenges experienced by teachers of English in progress monitoring and feedback provision to enhance English performance of LWVI in Integrated secondary schools in Nairobi City County.

1.2.3 Research Questions

1. What strategies do teachers of English use to monitor learners' progress and enhance English Performance in integrated secondary schools in Nairobi City County classrooms during English lessons?

2. What strategies do teachers of English use to provide feedback to LWVI and enhance English performance in integrated secondary schools in Nairobi City County during English lessons?
3. What challenges do teachers of English experience in monitoring progress and providing feedback to enhance English performance of LWVI in Integrated secondary schools in Nairobi City County?

1.3 Significance of the Study

The study is likely to benefit multiple stakeholders, including policy formulators, curriculum implementers, and learners. Some policy formulators who would likely benefit from the study include the Ministry of Education, Science and Technology (MoEST), Kenya Institute of Curriculum Development (KICD), and the Teachers Service Commission (TSC). The ministry may learn of challenges inhibiting effective teaching of LWVI in mainstream schools. Data on teacher competence in braille in integrated schools may be of immense interest to the TSC in facilitating the deployment of braille-literate teachers to handle LWVI. The KICD may gain critical insights into English instruction, aiding in curriculum revision to make it more accommodative to LWVI in integrated schools. The study is likely to benefit curriculum implementers, such as teachers who may learn about various strategies to monitor progress and provide feedback to LWVI in mainstream schools. Learners may also benefit from the study as it could expose the challenges they face in presenting work for evaluation and receiving timely feedback.

1.4 Limitations and Delimitations of the Study

1.4.1 Limitations

1. There was limited documented literature delving on the strategies for monitoring and feedback provision in integrated classrooms in the Kenyan context.
2. Insincere or biased responses were another limitation. Considering the nature of this research, some participants were inclined to provide socially acceptable answers to cover or tone-down the extent of the problem. Information from multiple respondents and the researcher's own observation complemented most of the data provided to ensure accuracy.

1.4.2 Delimitations

This study was limited to teaching English in integrated secondary schools for numerous reasons. For instance, the nature of the English curricular and content, where initial concepts lay the foundation for later concepts, underscored the significance of monitoring learners' progress and providing timely feedback to ensure effective learning and comprehension of the content. This aspect was a leading justification for focusing on English instruction as the subject of this study. Another reason was the stature of English as the medium of instruction and examination for all subjects except Kiswahili and foreign languages like French, German, and Arabic in the Kenyan education system.

1.5 Assumptions

The study had the following assumptions;

1. A good proportion of teachers in integrated schools admitting LWVI have no formal training on visual impairment.

2. The teachers' lack of skills for teaching LWVI impacts their capacity to monitor learners' progress and provide timely feedback for remediation.
3. There is a performance gap between LWVI and their non-disabled classmates in integrated classrooms.

1.6 Theoretical and Conceptual Framework

1.6.1 Theoretical Framework

The study extensively applies the Cognitive Development Theory by Lev Vygotsky (1934). The theory underscores the role of the social environment in cognition development in learning (Kagendo, 2020). In the school setup, progress monitoring and feedback provisions are critical determinants of learning. Vygotsky (1934) promoted the concepts of the More Knowledgeable Other (MKO) and the Zone of Proximal Development in understanding the learning process. Due to the influence of the social environment on learning, Vygotsky asserted that the facilitator during a lesson must be someone with a better understanding of the task than the student. The MKO can be a peer, teacher, parent, or someone with slightly more experience, knowledge, and understanding of the issue. In the school setup, teachers serve as the MKO since they undergo college training to be experts in their respective areas of specialization, giving them a commanding advantage and leadership to becoming the MKO during lessons.

Vygotsky also developed the concept of the zone of proximal development (ZPD) as the determinant of the potential for cognitive development. According to Vygotsky (1934), the "zone" refers to the region determining students' potential for which they are cognitively prepared but need a social interface and assistance to ultimately develop. The zone relates to tasks that the learner cannot independently perform but can realize with the facilitation and

support of a more competent person in the field, such as a teacher or parent. The learners need facilitation of the MKO to learn concepts within the ZPD, a process called **scaffolding**. Vygotsky (1934) defined scaffolding as “guidance by a more skilled person through actions such as breaking the task into smaller and simpler steps to facilitate learning.”

This study investigated the strategies used by Teachers of English to monitor progress and provide feedback along with the related challenges. The Teachers of English as the MKOs in this study were presumed to be more knowledgeable in English compared to the LWVI. Any help accorded learners during the lesson such as monitoring their progress and providing remediation was considered scaffolding. However, preliminary investigations revealed that majority of the teachers in integrated schools lacked braille skills. This is a significant drawback in their efforts to monitor progress and provide effective feedback since braille is the primary means of communication for the LWVI. Thus, the researcher adopted Vygotsky’s Cognitive Development Theory to shed light into the strategies adopted by these teachers to navigate this challenge and continue monitoring progress and providing the much-needed feedback.

1.6.2 Conceptual Framework

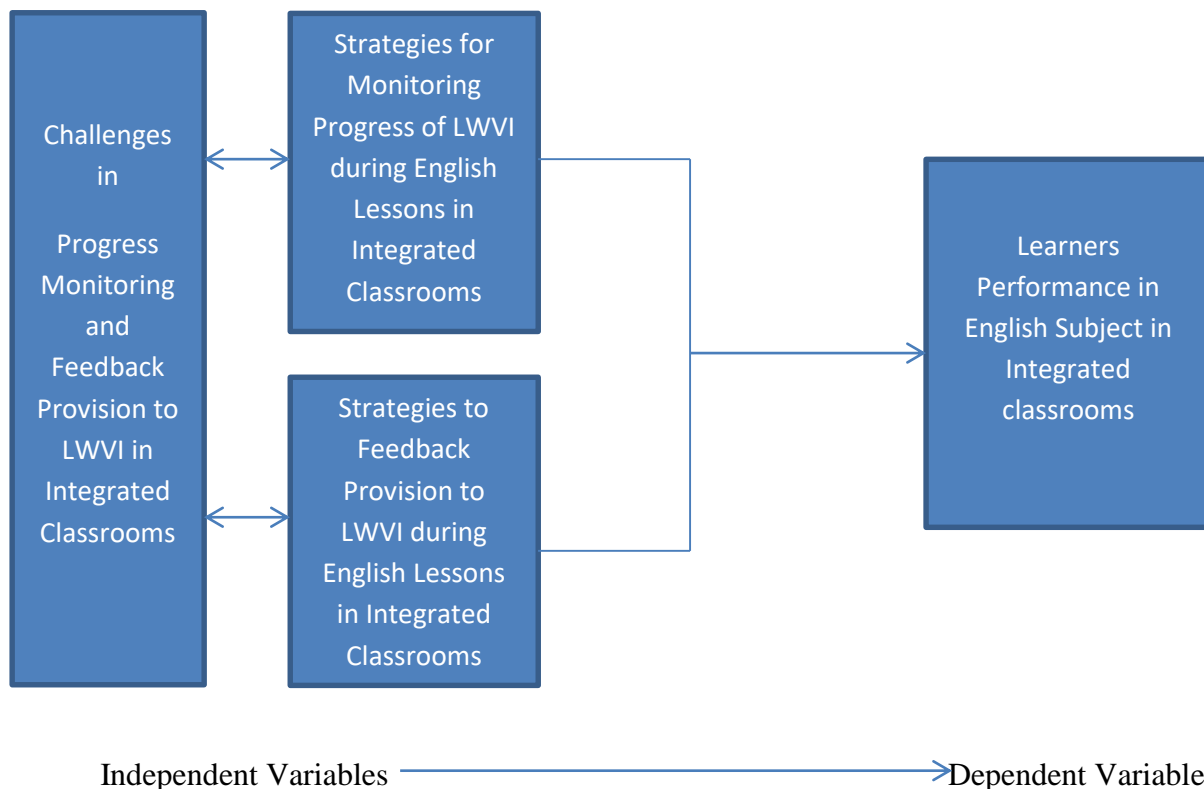


Figure1. 1 Conceptual Framework

Figure 1.1 above depicts how multiple independent variables interact and impact the dependent variable. It shows two levels of independent variables, a concept called factorial design. Price (2015) outlined two levels of independent variables; “the main effects and the interaction effects.” He defined the main effect as the statistical and direct relationship between one

independent variable and its dependent variable. In figure 1.1 the main effect/ first level independent variables are the strategies for monitoring progress for LWVI and the strategies for feedback provision to LWVI during English lesson in integrated schools. These two independent variables directly impact the dependent variable.

However, another level of independent variable emerges due to the interaction of these two independent variables with the dependent variable. Price (2015) called this second level the “interaction effect” because it emerges from the first level of independent variables, hence a level lower than the others. In figure 1.1, the challenges arising from the strategies for monitoring progress and the strategies for feedback provision forms another level of independent variable that equally impacts the dependent variable. This explains the two categories of independent variables depicted in the figure above. The dependent variable is learners performance in English subject in integrated classrooms.

1.7 Operational Definition of Terms

Braille: A tactile reading and writing system of patterns of raised dots perceivable by the finger pad used by visually impaired individuals.

Learners with Visual Impairment: Students who cannot use their vision to the maximal advantage for everyday classroom learning.

Teacher of Learners with Visual Impairment (TVI): A licensed and registered special education teacher who has received specialized training and subsequent certification in fulfilling the educational needs of learners with visual impairment.

Special Needs Education: It is an instructional program for learners with disabilities.

Special Methods: Refers to the instructional techniques modified to accommodate students with special needs.

Integrated Classroom/School: It is an academic setting where students with disabilities learn alongside peers without disabilities.

Strategy: “refers to a goal-oriented sequence of planned and coordinated actions which have to be selected and organized on the basis of a thorough analysis of task requirements and constraints” (Narciss, 2012). However, this study also adopts the simple meaning for this term as “a skill or technique designed to realize a specific goal or set objective.”

Monitoring strategies: It refers to the special skills or techniques used by a teacher to gauge whether or not the learners understand the lesson topic/content.

Feedback strategies: It refers to a coordinated plan to inform the students of their actual state of learning or comprehension of the day's topic/lesson, with the aim of altering the process of learning or delivery method to enhance understanding.

English Performance of Learners with Visual Impairment In Integrated Classroom: It refers to evaluating/analyzing how visually impaired students perform in English when they are learning alongside their sighted peers in the same classroom, rather than in a separate or specialized setting.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviews past studies in relation to the study objectives to highlight areas covered and identify gaps in the literature. The areas covered include: monitoring strategies for learners progress, feedback provision strategies for LWVI and challenges in progress monitoring and feedback provision in integrated classrooms.

2.2 Monitoring Strategies for Learners' Progress

Fuchs and Fuchs (2001) described progress monitoring as the teachers regularly evaluating students' academic performance. In their article titled "Progress Monitoring within a Response-to-Intervention Model," the scholars asserted that progress monitoring serves numerous purposes. For instance, it enables the teacher to collect valuable and informative data about the students' level of comprehension and performance in specific classroom tasks. Teachers use the data collected to track students' progress across various learning areas over a stipulated period vis-à-vis the targeted benchmarks (Fuchs & Fuchs, 2001). Additionally, progress monitoring helps teachers evaluate the effectiveness of their teaching and make necessary adjustments. A teacher may have to re-evaluate their delivery method for a specific concept to tailor it to better meet the learner's needs (Fuchs & Fuchs, 2001). Finally, the practice also enhances differentiation opportunities. It allows teachers to identify at-risk students and initiate timely intervention. It exposes areas that need to be retaught and students who need extra help in specific areas. However, the study did not highlight the strategies employed by teachers to monitor progress.

Brown and Sanford (2011) delved into the significance of progress monitoring in their study titled “Response-to-Intervention for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes.” The study participants were primarily English Language Learners (ELL) of Hispanics descent in states such as California and Texas in the United States. The study provided a formula for using Response to Intervention (RTI) with ELLs studying English as a second language (L2). Brown and Sanford (2011) claimed that student characteristics such as the cultural, linguistic, and experiential background of L2 learners determined their level and speed of learning English. Concepts in English build upon each other, hence the need for learners to be well-grounded in one concept to enhance their chances of comprehending the next. The study asserted the significance of teachers having a fair understanding of the learners’ native languages to identify and comprehend the specific challenges they face based on the differences and similarities between their native language (L1) and English (L2).

However, the study did not outline the specific strategies to use in progress monitoring to improve instructional outcomes. Instead, it focused on the response-to-intervention framework (Brown & Sanford, 2011). The study also focused on English as a mode of communication (2nd language) and not as an examinable subject in a school curriculum, as in Kenya. Additionally, the research did not address progress monitoring for LWVI. Dodd and Conn (2000) discussed how visual impairment adversely affects learners' comprehension of English concepts such as spelling and pronunciation. For instance, their lack of visual feedback and the complexity of English braille, such as the contractions, impact their ability to spell, pronounce or comprehend

specific words correctly. Thus, the focus by Brown and Sanford (2011) on learning English as L2 limited its scope and hence failed to address progress monitoring and its impact on LWVI.

Jepketer et al. (2015), in their study titled “Teachers’ Classroom Strategy for Enhancing Students’ Performance in Public Secondary Schools in Nandi County, Kenya,” examined instructional strategies that influence learners’ performance in secondary schools. The researchers used simple random sampling to select 30 schools to participate in the study and used descriptive survey design in data analysis. The study results revealed that strategies employed by teachers in classroom management, including teaching methods, assessment, and constant provision of feedback, considerably impact learners' performance.

However, the study primarily focused on summative assessment and its role in learners’ performance. Even though summative assessments are one method of progress monitoring, the long intervals/time frame between such assessments is a loophole that could potentially be detrimental to learners’ performance. Learners who fail to understand specific concepts in class require immediate remediation. Such remediation is only possible with a consistent monitoring plan, including classroom vigilance on learners’ behavior, activities, participation, and formative and summative assessments. There was a need to conduct an all-encompassing study that delves into all these progress monitoring strategies. The study was also indiscriminate in its approach to the learners, failing to focus on learners with disabilities. Jepketer et al. (2015) researched public schools in Nandi County. Despite the immense value of the study results to teachers in Kenya, the results could not be extrapolated to integrated schools. Progress monitoring for LWVI alongside their non-disabled counterparts in an integrated setting requires special skills. While

the teacher might use sight to monitor learners' progress using standard print, as was the case in the study by Jepketer et al. (2015), they need a special set of skills to monitor the progress of learners using braille and large print within an integrated classroom. Thus, there was a need for this current study to address this research gap.

2.3 Feedback Provision Strategies for Learners with Visual Impairment

Sikanku (2018) conducted a study in Ghana on the instructional challenges of teaching LWVI in inclusive classrooms in Ghana. The study “Challenges in Teaching Pupils with Visual Impairment in Inclusive Classrooms: The Experience of Ghanaian Teachers” sampled 59 teachers across three inclusive schools and used descriptive survey design to analyze the data. The researchers adopted open-ended questionnaires in the study to allow participants to express themselves and provide extra information on the questions asked. Descriptive survey analysis revealed numerous challenges impacting teachers’ ability to provide instant feedback to LWVI in inclusive classrooms. For instance, 34.5% of the teachers admitted to lacking appropriate braille skills to support LWVI in the regular classroom. Sixty-eight percent of teachers also cited inaccessibility to brailled textbooks as the most significant impediment to providing instant feedback. Regarding giving individualized attention to LWVI, 45.6% of the respondents blamed large class sizes for their inability to meet this critical instructional strategy.

However, this study did not provide the alternative means teachers use to give feedback or clarify whether or not the teachers do not provide feedback. In case of a complete lack of feedback, the study failed to highlight its impact on the learners’ performance. The study used a small sample size of 59 teachers, which limits its extrapolation, particularly to a City such as Nairobi. Additionally, there are differences in policies, practices, teacher training, and

availability of teaching/learning resources between Kenya and Ghana, making the current study insignificant in addressing the Kenyan situation. There was a need for a larger and more varied sample size to enhance the investigation of the study subject from all perspectives. Thus, the current study is more comprehensive. It samples various stakeholders, including teachers, principals and their deputies, heads of language departments, and students (disabled and non-disabled).

A study by Gathumbi et al. (2015) assessed the teachers' and school administrators' preparedness to handle students with special needs in inclusive schools in Kenya. The study sample included 13 principals and 130 teachers from 13 secondary schools. The data collection methods included an interview schedule, a questionnaire, and classroom observation. The researchers analyzed data descriptively using inferential statistics. The study exposed the teachers' lack of skill to provide feedback to LWD in mainstream schools as a significant concern. For instance, 43% of respondents admitted that teachers in their schools lacked knowledge in handling LWD. A further 71% said that the schools lacked adequate trained teachers to support learners with special needs. Tasked with a yes/no response to the statement "teachers in my school focus more on the average learners and often ignore slow and struggling learners," only 36% answered in the affirmative, with the majority, 64%, disputing the statement. Based on this data, the researchers concluded that teachers did not have a satisfactory instructional knowledge base to handle LWD due to a lack of specialized training.

The study's comprehensive analysis of teachers' capacity to handle LWD was too broad. There are numerous categories of disabilities requiring varying skill sets. For instance, an inclusive

school admitting learners with hearing impairment would need teachers with knowledge of sign language, while one admitting LWVI would need those skilled in braille, large print orientation, and mobility. Thus, the lack of focus on a specific disability category makes the results too general for extrapolation to specific scenarios. Therefore, the current study focuses on inclusive schools admitting LWVI and determining whether or not the teachers possess the requisite skill set to handle LWVI and provide feedback.

A case study by Mugambi (2011) titled “Challenges Facing Teachers in Teaching Students with Visual Impairment in an Integrated School: A Study of Moi Girls’ School, Nairobi” provided critical insights on teachers’ perspective toward integration of LWVI in mainstream schools. Forty-seven teachers participated in the research, with data collection primarily done using questionnaires. The study results confirmed numerous assumptions about integration. For instance, 97.5% of respondents confirmed that LWVI tended to fail compared to their non-disabled classmates. Thirty-five percent of the respondents admitted facing challenges with monitoring and feedback provision to LWVI due to their limited proficiency in braille and other assistive technology. Most respondents also expressed challenges keeping LWVI at par with their sighted classmates during lessons, terming them “slow learners.”

The research was too general, assessing teachers' challenges in teaching LWVI in an integrated school. There is a lack of differentiation in terms of the subjects of study. Challenges are often subject-specific since the demand, content, and curriculum adaptations differ. For instance, there are massive adaptations in sciences such as Chemistry and Physics to cater for the inability of LWVI to participate in laboratory experiments. Similarly, there was a need to delve into English

teaching due to its unique sensitivity to spelling, grammar, legibility, and tense compared to other subjects. Thus, the current study focused on the instructional aspects of progress monitoring and feedback provision with a bias toward English instruction. Additionally, Mugambi (2011) was a case study that limited its scope to a single integrated school. Thus, the current research increased the sample size from 47 to 64 participants.

2.4 Challenges in Progress Monitoring and Feedback Provision that Impact the English Performance of Learners with Visual Impairment in Integrated Classrooms

Lamichhane (2017), in the study titled “Teaching Students with Visual Impairment in an Inclusive Educational Setting: A Case from Nepal,” evaluated the teaching style adjustments made by teachers to accommodate LWVI in mainstream classes. The study employed a mixed-method design utilizing focus groups and data sets from seven integrated schools in Nepal. The study revealed numerous considerations made by teachers in integrated classrooms. For instance, 40.57% of respondents admitted to paying particular attention and dedicating more time to LWVI during the lesson. The teachers also decried the slow pace of teaching to accommodate LWVI using braille. The researched noted that LWVI were often slower than their print-using counterparts in taking down notes. The fundamental concerns identified by the researchers included inadequacy of critical resources such as braille dictionaries, failure to explain picture-based problems and drawings to LWVI, and limited comprehension of braille. The study outlined accommodations made by the teachers, including extra time during exams and mandating sighted students close to LWVI to explain pictures to help them access what’s written on the board by reading aloud. Despite mirroring most aspects of the intended study, the study by Lamichane (2017) was conducted in Nepal, whereas the planned research will be carried out in

Nairobi, Kenya. Thus, aspects such as educational policies, practices, and teacher training may have subtle differences impacting the study results.

Yalo et al. (2012), in a study titled “Challenges and Strategies of Working with Learners with Low Vision: Implications for Teacher Training,” explored the challenges experienced by mainstream teachers teaching learners with low vision. The study was a cross-sectional survey carried out in 6 special primary schools for LWVI. The study’s sample size was 78 teachers. The researchers used observation and questionnaires to collect data. The findings exposed various instructional challenges faced by teachers teaching LWVI. The study results revealed gaps in teacher training programs that hindered their effectiveness in preparing teachers to teach learners with low vision competently.

Consequently, teachers lacked the skills to adapt the curriculum to suit learners with low vision. For instance, some failed to adapt diagrams to suit low-vision learners through strategies like decluttering or supplementing diagrams with verbal output/explanation. The study concluded that these challenges impact the teachers’ ability to communicate curriculum content, limiting learners’ academic and social advancement.

The research differs from the current research in numerous ways. For instance, it was conducted in public primary schools, whereas the current research occurred in secondary schools. Additionally, all six schools included in the study were special schools for LWVI, whereas the current research focused on integrated schools admitting LWVI. The study also delved into instructional challenges experienced by teachers in teaching learners with low vision, whereas the present study encompassed all degrees of visual impairment (mild, moderate, severe, and

profound). It focused on learners using large print, standard print with low vision devices like magnifying lenses, and those using braille.

2.5 Summary of Literature Review

The studies presented in this chapter exhibit research gaps that the present study filled. The research gaps mainly relate to the study location, the educational level investigated, the disability category, and the subject of concern. For instance, the study locale varies as some were carried out in Ghana while others in Nepal. However, the current study was conducted in Nairobi, Kenya. The educational level in focus in some of the studies also differs from that in the present study. For instance, some focused on special primary schools, yet this current study was in integrated secondary schools. Most of the studies were indeterminate on the disability of focus in the integrated schools. All the studies focusing on integrated schools were not specific on the category of disability the schools admitted. Schools rarely admit all categories of disability, hence the need for specialization. The mainstream schools often choose one disability category for inclusion, such as learners with visual impairment, hearing impairment, mental handicap, autism, or physical handicap. Such specification streamlines the study, producing more accurate findings. Finally, there was no focus on monitoring or feedback provision in the English subject as captured in this study. Generalization, as evident in most of the studies, makes the scope of the studies too wide, impacting their accuracy.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents various aspects of the study design and methodology, such as the description of the research design, the variables, the research methodology, the location of the study, the study population, and the sampling technique and size. Other areas covered in the chapter include research instruments, validity, reliability, and data collection and analysis techniques. The ethical and logistical considerations are also covered in this chapter.

3.2 Research Design

The study employed thematic analysis to systematically organize code and analyze the complex data sets. Dawadi (2020) applauded the design for its transparency, accessibility and flexibility. The researcher contends that the identified themes are always strongly linked to the data without regards to the researcher's theoretical interest or themes from previous studies. The method enhances the identification of themes on account of the data sets as extracted from the focus groups and interview transcripts leading to valid inference. This research sought to explore the techniques used by English teachers in regular schools to monitor progress and provide timely feedback to LWVI. It was an exploratory research where the researcher had no idea about the strategies used in these schools and wholly depended on the data sets as transcribed and coded from the research instruments to provide the strategies. Every single strategy for progress monitoring, feedback provision or the associated challenges arose from the coded data sets.

3.3 Variables

3.3.1 Independent Variables

The independent variables in this study included strategies for progress monitoring of learners' work, strategies for feedback provision, and challenges teachers face in monitoring and feedback provision to LWVI during English lessons in integrated classrooms.

3.3.2 Dependent Variable

The research's dependent variable was learners' English performance in an integrated classroom. The researcher measured this variable through observation during lessons, besides interviewing various categories of respondents including Teachers of English, Heads of Departments, School Administrators and regular learners and LWVI.

3.4 Location of the Study

The study was done in integrated secondary schools within Nairobi County. The county is the only one hosting two integrated schools admitting LWVI out of the total five countrywide, hence qualified as an ideal study location. The schools identified included the Moi Girls School-Nairobi and the Aquinas Boys High School, a boys boarding and girls boarding school, respectively.

3.5 Target Population

The target population included 10 teachers of English (both TVIs and regular teachers), 2 deputy principals, and 2 HODs of the languages department. The study also targeted 5 LWVI and 20 regular learners in each school.

3.6 Sampling Techniques and Sample Size

Sampling techniques are the methods used to select a subset of the population as participants in a study to make statistical inference and be used as a representation of the whole population (Mugenda & Mugenda, 2019). On the other hand, sample size is the chosen subset of the population selected.

3.6.1 Sampling Techniques

The research used various sampling techniques. First, simple random sampling was used by the researcher in the selection of participants from among the learners (both LWVI and regular) in the integrated schools. Simple random sampling was the most efficient sampling technique particularly for the regular learners due to the large number of students in each of the two schools. It was time savvy in selecting forty regular learners to participate in the study from the two schools with a combined population of over 5000 learners. Secondly, judgment/purposive sampling was used to select teachers of English and school administrators in the two schools. Purposive sampling was preferred for the group with specific characteristics and skills the researcher felt were critical for the study. There are very few integrated schools admitting LWVI, hence the need for purposive sampling in selecting deputy principals and the subject and departmental heads.

3.6.2 Sample Size

Table 3. 1 Sample Size

Study Locale					
Integrated School	LWVI	Regular Learners	Teachers of English	Deputy Principal	Head of Languages Department
Moi Girls Nairobi	5	20	4	1	1
Aquinas Boys High School	5	20	6	1	1
Total	10	40	10	2	2

Only two schools were included in the study: Moi Girls Nairobi and Aquinas Boys High School.

They are the only two public integrated schools admitting LWVI in Nairobi County.

3.7 Research Instruments

The research used the following instruments to gather data.

3.7.1 Interview Schedules

Semi-structured interviews were used for the school administrators, where the researcher prepared a list of questions that were asked during the interview besides guiding the course of the interview to ensure it stayed within the confines of the research topic. The interview schedule was constructed in consultation with the supervisors to reflect resourceful questions. The researcher used interviews to gain knowledge about individual teachers' monitoring and feedback provision strategies. Interviewing school deputy principals revealed the academic qualifications of teachers, years of experience since employment, and areas of specialization, which gave the

researcher a more wholesome perception of every teacher. Interviews with departmental heads exposed the performance variations among LWVI and their regular counterparts and the extent of the variation.

3.7.2 Observation Checklist

The researcher designed an observation checklist in consultation with the supervisors and other experienced special education teachers and consultants who provided valuable suggestions on the traits and behaviors to look out for during the lesson to identify the teachers' progress monitoring and feedback provision strategies. The checklist stipulated factors to look out for during the observation to avoid unnecessary alarm or intimidation of the learners during the observation, resulting in inaccurate data. The researcher used the observation checklist to determine the teacher's monitoring and feedback provision strategies during the lesson. The checklists also allowed the researcher to determine the time taken on LWVI vis-à-vis their sighted counterparts.

3.7.3 Focus Group

The study used a focus group to gain further insights into some issues, such as policy issues in integration, progress monitoring and feedback strategies, and challenges experienced by teachers during instruction. The focus group was critical in highlighting curriculum adaptations and resource availability. The researcher mobilized the focus group participants with the help of the school deputy principal in school A and the head of the English Department in school B. Participants included teachers of English in the integrated secondary schools who highlighted their monitoring and feedback strategies, one deputy principal who shed light on resource availability, LWVI who provided their perspective on the strategies' efficacy, and an experienced TVI who acted as the moderator.

3.8 Piloting the Study

The piloting was done at Nakuru Boys High School, a public integrated secondary school in Nakuru County, admitting learners with visual impairment. The piloting participants included three English teachers and twenty students, including three LWVI. The researcher used piloting to test the effectiveness of the research instruments and other study variables within a locale that shares striking similarities with the study locations. Logistical issues such as ease of access and the administration's willingness to cooperate were critical determinants in selecting the school for pre-testing.

3.8.1 Validity

Validity delves into strategies researchers use to ensure the accuracy of the research instruments and other research-related factors with the potential to alter the study's effectiveness and accuracy. The researcher took several measures to ensure the validity of this research. First, the piloting of the survey provided the perfect case for evaluating the accuracy of the research instruments. The semi-structured interviews, focus groups, and lesson observation provided factual information about strategies employed by teachers to monitor progress and provide feedback during lessons.

3.8.2 Reliability

There were various strategies to ensure the reliability of the data. First, the researcher used all data collected to ensure reliability. Secondly, triangulation was used to ensure reliability. The researcher was conducted from multiple perspectives, moderators, and locations to guarantee reliability. For instance, the researcher sourced different TVIs to moderate the focus groups, eliminating personal biases. The study also occurred in two locations yet still produced related results. Thirdly, there was the use of peer debriefing, where the researcher consulted with more

peers (English teachers of learners with visual impairment in integrated and special schools) who had no vested interest in the study to review, assess the transcripts (taped interviews and observation checklists), methodology and findings. Fourthly, the researcher also kept audit trails, including field notes and other records, to provide context to every decision made and data collected. Finally, comprehensive data was included, including deviant cases such as those where teachers employed special pedagogical methods for teaching LWVI, thus providing effective monitoring and feedback.

3.9 Data Collection Techniques

Table 3. 2 Data Collection Tools' Summary

Objective	Nature of Research	Population/ Sample	Information Needed	Data Collection Instrument	Data Analysis and Representation
1. Strategies used by teachers of English to monitor the learning progress of LWVI in integrate secondary schools during English lessons	Exploratory	LWVI Regular Learners Teachers of English HoD (English)	Teaching techniques, methods and other pedagogical skills employed by teachers of English in integrated secondary schools to monitor learning progress of LWVI	Interview guide Observation checklist Focus group schedule	Thematic analysis
2. Strategies used by teachers of English to provide feedback to LWVI in integrated secondary schools during English lessons	Exploratory	LWVI Regular Learners Teachers of English HoD (English)	Teaching techniques, methods and other pedagogical skills employed by teachers of English in integrated secondary schools to provide feedback to LWVI	Interview guide Observation checklist Focus group schedule	Thematic analysis
3. Challenges experienced by teachers of English in progress monitoring and feedback provision to LWVI in integrated secondary schools	Exploratory	LWVI Regular Learners Teachers of English Deputy Principals Hod (English)	The obstacles and problems faced by the teachers of English in monitoring the progress and providing feedback to LWVI in integrated secondary schools	Interview guide Observation checklist Focus group schedule	Thematic Analysis

Data collection was through the three earlier stated instruments, including interviews, observation, and focus groups. Due to the substantial geographical difference among the stations targeted for the study, the researcher conducted some of the techniques concurrently to minimize the time taken in a single station. The researcher personally collected data as there was a research assistant. Interviews for school principals, teachers of English, and LWVI were individual semi-

structured interviews. In contrast, the researcher organized group interviews for regular learners due to the high number of respondents in this category. The interview schedule for each category of respondent is attached. Group interviews were conducted in classrooms and the school hall, while individual interviews were held in the respective offices and other secluded area within the school to ensure privacy. The researcher observed English lessons in specific classes in Form 2 and 3 while marking the observation checklists. The Braille Library hosted the focus group in school A, while the English Departmental Office was the focus group venue for school B.

3.10 Data Analysis

Data was qualitatively analyzed. Thematic analysis categorized behavioral and verbal data for classification, summary, and mapping. The researcher used the MAXQDA software to sort and analyze texts and audio files from the interviews and focus groups. It allowed the researcher to compare responses to similar objectives or themes to determine how they differ or concur. The study objectives guided the sorting of qualitative data based on codes. The data was then thematically analyzed with a detailed description and evaluation of each variable and theme, and the findings were presented in a narrative format. The researcher provided verbatim quotations of critical extracts to elucidate key discussion points in the research topic.

3. 11 Logistical and Ethical Considerations

Logistics are related to the activities, processes, and actions undertaken by a researcher to facilitate the successful and seamless completion of a research project (Mugenda & Mugenda, 2003; Orodho, 2016). In contrast, ethical considerations are the moral values and codes designed to persuade respondents to confidently participate with a complete assurance that their rights are protected. Such rights may include right to confidentiality and anonymity.

3.11.1 Logistical Considerations

The researcher ensured several considerations before and during the fieldwork. First, the researcher gained authorization to conduct the research from the National Commission for Science, Technology, and Innovation (NACOSTI) through the Dean, Graduate School, Kenyatta University before embarking on the research or visiting the study location (Appendix II to IV attached shows the research permits).

Secondly, the researcher traced and informed respondents, such as the teachers and the administrators, about their recruitment to participate in the study early enough and sought the appropriate time to administer the instruments to avoid interrupting school activities. Finally, the researcher traveled to one school at a time and collected all the required data to ensure accuracy and ease of logistics.

3.11.2 Ethical Considerations

Additionally, there were numerous ethical considerations. For instance, the researcher ensured the confidentiality of the information collected while maintaining respondents' anonymity to protect them from any afterward victimization by various authorities.

To ensure anonymity and confidentiality, the researcher removed demographic sheets containing names, addresses, age, date of birth, among others from survey instruments containing data upon receipt from participants. This erased even the remotest possibility of unintended identification of a participant by a third party using such privileged information.

The researcher also stored data and materials collected from the respondents securely. This was particular with the questionnaires to avoid breach of anonymity such as using handwriting to identify participants.

The researcher sought permission from the “legally authorized representatives” including parents and guardians through the school administration to include learners in the research. This consent was critical as a legal requirement to include minors as participants in the research. The researcher ensured that none of the respondents was coerced or manipulated to take part against their freedom of will. All participants willingly, voluntarily and actively participated in the study with their express consent or those of their legally authorized representatives.

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter extensively analyses the collected data and presents, interprets, and discusses the findings based on the study objectives, hypotheses, and research questions. These objectives, as earlier outlined, included:

1. To identify monitoring strategies used by teachers of English to monitor the learning progress and enhance English performance of LWVI in integrated secondary school classrooms in Nairobi City County during English lessons.
2. To identify feedback strategies used by teachers of English to provide feedback and enhance English performance of LWVI in integrated secondary school classrooms in Nairobi City County during English lessons.
3. To identify challenges experienced by teachers of English in progress monitoring and feedback provision to enhance English performance of LWVI in Integrated secondary school classrooms.

The researcher employed thematic analysis to analyze data.

4.2 General and Demographic Information

4.2.1 Response Rate

Table 4. 1 Response Rate Summary

	Frequency	Percentage
Response	64	74.42
Non-response	22	25.58

Total	86	100.00
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Even though the researcher targeted 86 respondents, the researcher managed to sample responses from sixty-four participants, accounting for 74.42% of the target sample size. They included ten LWVI, forty regular learners, ten teachers of English, two heads of English Departments, and two deputy principals. This sample size is above the set threshold as outlined by Mugenda and Mugenda (2003), who classified a response rate of 70% and over as excellent. All respondents were drawn from the two inclusive secondary schools in Nairobi County admitting LWVI: the Aquinas Boys High School and the Moi Girls School in Nairobi. Additionally, all respondents were interviewed in-person.

4.2.2 Demographic Information of Respondents

Various aspects of the respondents' demographic information were particularly significant in interpreting the given responses. These include gender, age, type of degree in education attained (Arts, Science, Special Needs Education, Technology Education, or Early Childhood Education), specialization area, teaching experience, and attendance (if any) of in-service training in Braille or pedagogical skills for VI.

Table 4. 2 Gender of Respondents

Gender	Respondents	Percentage
Male	29	45.31
Female	35	54.69
Total	64	100.00

45.31% of the respondents were male, while 54.69% were female. This demonstrates effective adherence to research standards and conformity to the one-third gender rule stipulated in the Kenyan Constitution. Analysis of the response rate from a gender lens also suggests that more females than males teach English and Literature in inclusive secondary schools in Nairobi City County. The researcher derived the inference from the response rate of teachers of English. Nine of the twelve interviewed (including the HoDs, English) were female, while only three were male. This was the only category open for any analysis on gender lens since strict policies and traditions dictate gendering in the other categories as outlined in table 4.3.

Table 4. 3 Gender of Teachers

Category	Aquinas Boys	Gender of Respondents	Moi Girls	Gender of Respondents	Total Number of Respondents per Category
Teachers of English	6	All Female	4	2 Female 2 Male	10
HoD (English)	1	Female	1	Male	2
Total	7	7 Female	5	3 Male 2 Female	5

The age and teaching experience of the respondents were invariably related. Those advanced in age had more years in the service and therefore more experienced compared to those recently employed who were also relatively young. Table 4.4 provides a breakdown of this data.

Table 4. 4 Age of Respondents

Age (Years)	Respondents	Percentage
13 – 18	50	78.13
18 – 35	3	4.69
35 – 40	1	1.56
40 – 50	6	9.37
50 – 60	4	6.25
Total	64	100.00

Other than the students who formed 78.13% of the respondents, most teachers were at least 40 years and above and were somewhat experienced. It also shows that they had enough time, since employment, in the school to learn effective means to include the LWVI during their English Lessons.

As teachers in an inclusive school admitting LWVI, the study focused on the teachers' qualifications to determine training (if any) in SNE, pedagogical skills for LWVI or braille to enhance their teaching and inclusion of learners with special educational needs. In the two schools, none of the teachers of English had a degree, diploma, or certificate in special education. Equally, none had attended any seminar, workshop, or in-service training for learners with a disability to learn pedagogical or special teaching methods for LWVI. All 12 teachers of English interviewed for this study held a Bachelor of Education (Arts) Degree with English and

Literature as the teaching subjects. In the English Departments of the two schools, none of the members were braille competent.

Table 4. 5 Qualifications

Category	Frequency	B. Ed (Arts)	B. Ed (S.N.E)	Workshops	Percentage
Teachers of English	10	10	0	0	100
Head of Department	2	2	0	0	100
Total	12	12	0	0	100

4.3: Progress Monitoring Strategies of LWVI in Integrated Classrooms

The first objective of this research was to identify the strategies employed by teachers of English to monitor the learning progress of LWVI in integrated classrooms during English lessons. The achievement of the objective relied on answering the research question: What strategies do teachers of English use to monitor learners' progress in integrated classrooms during English lessons? The researcher designed the second part of the interview schedules on “progress monitoring” and the observation checklist to guide answering this question.

The researcher coded key words based on interview transcript to generate a word tag. The researcher joined some words together to form unified terms. Some of these unified terms included “verbal-communication,” “question & answer,” “limited-braille-proficiency,” “sighted-guide,” and “audible-reading.” Grouping the words into one unit was critical to avoid breaking off individual words and lose meaning of the strategy. The researcher used free word cloud software to generate the word tag for ease of identifying the most used progress monitoring

strategies by copy-pasting the interview transcript into the software. Progress monitoring strategies most commonly mentioned by the interviewees were bigger in font and appeared closest to the middle of the tag. Those least used appeared at the periphery and were smaller in font.

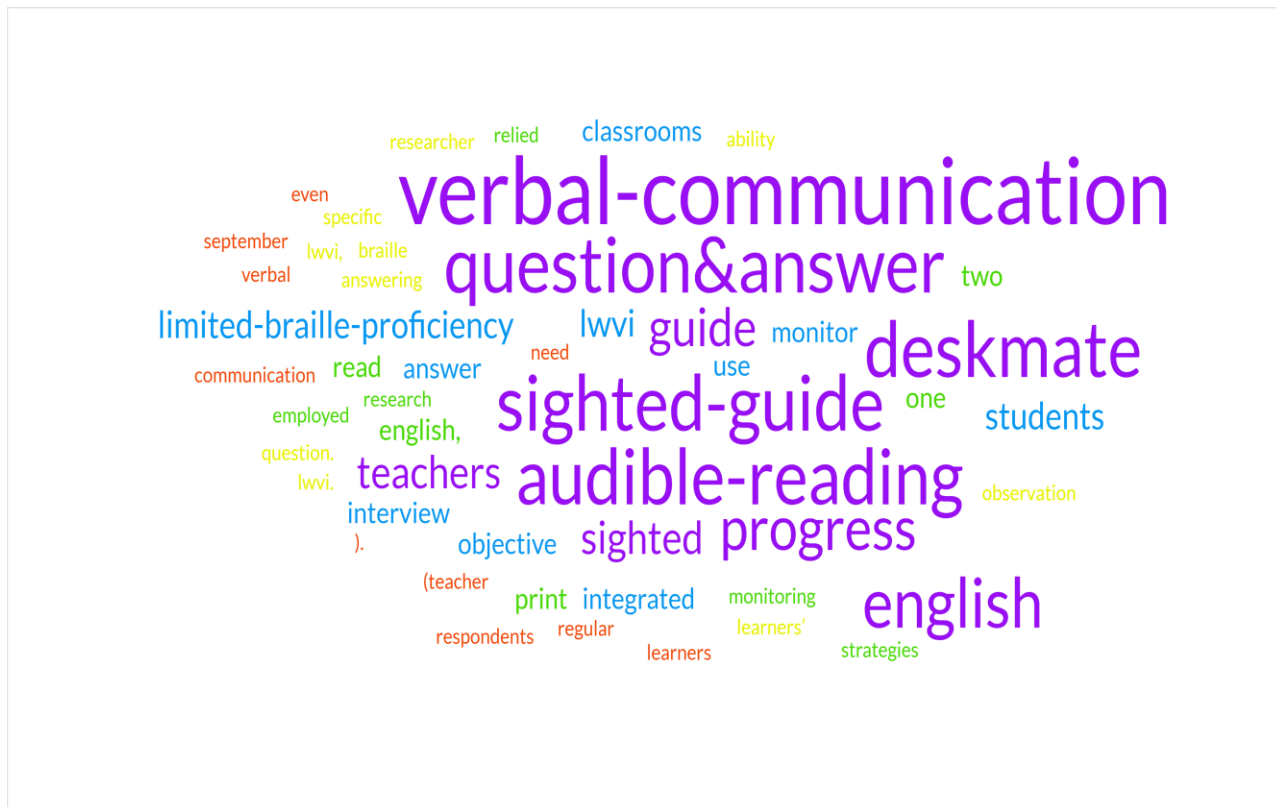


Figure 4. 1 Word Cloud on Most Preferred Progress Monitoring Strategies

4.3.1 Verbal Communication in the form of Question and Answer

The data collected concerning this objective exposed “verbal communication” in the form of question and answer as the primary progress monitoring technique employed by teachers of English to LWVI. All the teachers of English interviewed and observed used this strategy as the primary means to monitor progress. In the two schools, no member of the English Departments

was braille proficient, limiting their ability to monitor the progress of LWVI, who fundamentally use braille to write. Dodd and Conn (2000) acknowledge that visual impairment severely impacts learners' ability to comprehend specific concepts in English, such as pronunciation and spelling, underscoring the need for progress monitoring. One respondent decried the situation, acknowledging that verbal communication is the only way to assess the learners' progress.

We are regular teachers with no knowledge of special needs education, yet we find ourselves here with these learners and can only try. For instance, personally, I can't even tell a letter in braille, let alone read a sentence; hence, I wholly rely on verbal communication to determine if the learners understand the concept (Teacher of English, Interview 12th September 2023).

This strategy aids the teacher collect valuable and informative data concerning the students' level of comprehension and performance during the lesson. It also sets the stage for feedback provision having known the areas of concern. This perspective is supported by Fuchs and Fuchs (2001) who noted the critical role of data collected to track student progress vis-à-vis the targeted benchmarks. For instance, the scholars stated that this evaluation strategy helps the teachers to re-evaluate their delivery method and re-design it to better meet their learners' need informed by the information collected during the progress monitoring (Fuchs & Fuchs, 2001). The teachers in this study acknowledged collection of valuable feedback from the LWVI during the lesson using the verbal communication strategy.

“Necessity is the mother of invention.” We had to find a common means of communication now that majority of us are not braille-literate, and which better way to communicate than verbally? We ask questions in class and any student who knows the answer carries up their hands and is picked to share their response with the rest of the class. This strategy is not specific to the blind learners but is a generally strategy used world-over by teachers during lessons (Teacher of English, Interview 12th September 2023).

The teachers also expressed confidence in this strategy’s ability to address concerns arising from the breakdown in written communication due to the complexity of written braille. It also underscores the need for grounding in written concepts in English such as spelling, pronunciation and surface appeal of work through aspects like good handwriting. Dodd and Conn (2000) expressed reservations with verbal communication as the sole technique used by regular teachers in teaching LWVI in integrated settings citing the limitations imposed by their disability and braille complexity in learning specific concepts such as spelling and pronunciation due to braille contractions. Despite such isolated challenges, the teachers expressed confidence in this strategy and admitted to using it alongside other complementing techniques to ensure quality progress monitoring for the benefit of the learners. Among the strategies they employed to overcome this challenge was the use of a visiting braille transcriber who addressed areas of complexities between braille and English concepts such as braille contractions and their effect on pronunciation.

4.3.2 Sighted Guide

Other respondents admitted using a sighted guide to write down the answers to classroom assignments in print for ease of assessing by the regular teachers. A sighted guide was

predominantly used in one of the two schools. Each LWVI was paired with a sighted classmate who served as his desk and dormitory mate. The sighted guide audibly read assignments from the board or a print class text to the LWVI, who provided an answer that was also taken down in print for ease of marking. The respondents justified this method by saying:

That's basically the only option left. We pair them with their friends with whom they share a lot, such as of the same class, stream, dormitory, subject combinations, and religion. These students help translate the work for them and record their responses for the teachers' evaluation. Of course, it has its demerits, but it's the best alternative at the moment (Teacher of English, Interview 12th September 2023).

During the classroom observation of an English lesson, the researcher observed one sighted guide helping an LWVI. The lesson entailed reading specific excerpts from the set book “Blossoms of the Savannah.” The LWVI did not have a brailed copy of the text and relied on his guide to read it before they could answer the question. In a later interview with the researcher the deskmate expressed confidence in the system explaining that he always authentic and honest in presenting the answers to classroom assignments as told by the visually impaired deskmate even in instances where his answer differs from that of his deskmate.

I try to be as honest as possible in presenting his answers as told without altering them even when my answers are different from his which sometimes lands me in trouble when the teacher returns the marked books and wonders “mbona mtu mmoja amescore kila kitu na mwengine akaanguka zote yet tunakaa pamoja” (why has one person scored

everything and the other failed everything yet they sit and discuss the assignment together?)

(Regular Learner, Interview 12th September 2023).

The learner's honesty in presenting the LWVI's responses to the prompt unaltered ensures effective progress monitoring as it enables the teacher identify the areas of weaknesses and provide timely remediation. The sighted peer is under no obligation to correct any mistakes prior to the teacher's evaluation since he might not be sure his answers are the correct ones. According to the Cognitive Development Theory, Lev Vygotsky (1934) introduced the concept of the More Knowledgeable Other (MKO) as one of the prerequisites for learning to happen. The MKO must be an expert or have a better comprehension of the issue under study such as a teacher, lecturer or someone with more experience in a specific concept (Vygotsky, 1934). In this case, the teacher is the MKO which makes their opinion superior in facilitating learning. The LWVI might not trust the explanation from his peer but will have no doubt if the same comes from the subject teacher. Thus, presenting the LWVIs honest response is an effective progress monitoring technique employed by the interviewed teacher.

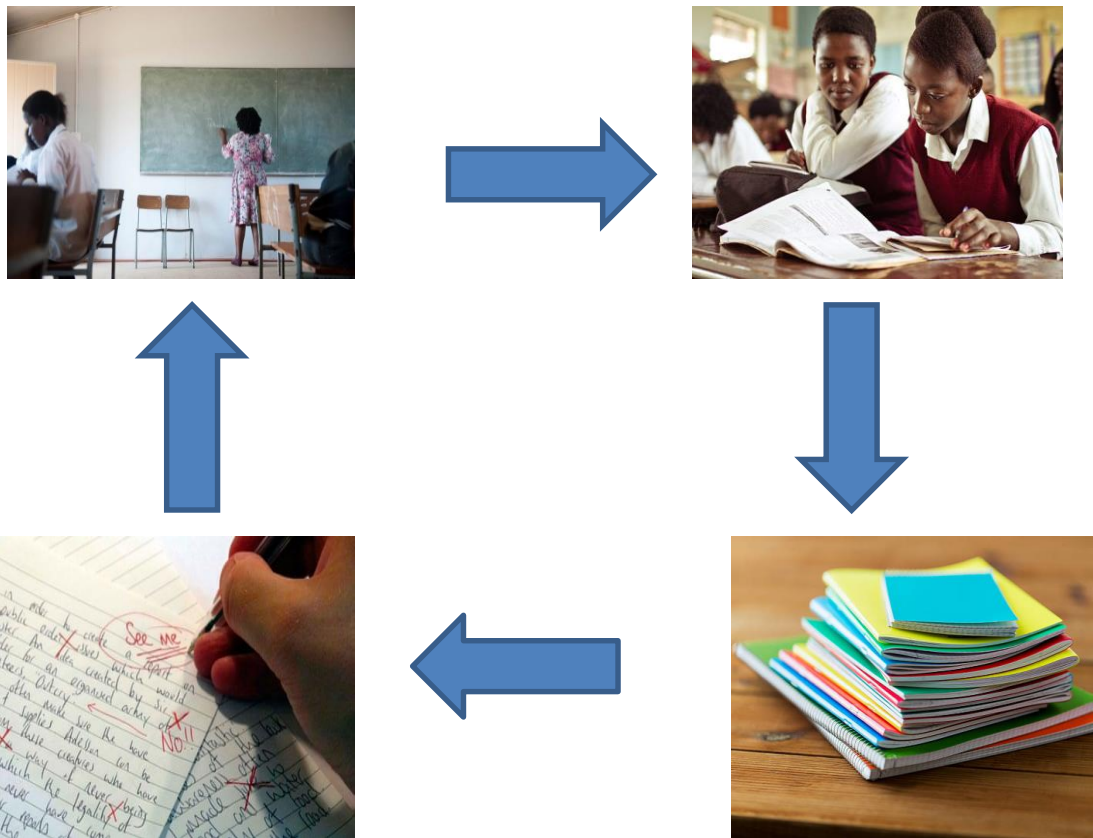


Figure 4. 2 Process of Using a Sighted Deskmate to Facilitate Progress Monitoring

Source: Images Randomly Selected from the Internet

The first frame depicts a teacher teaching and leaving an assignment to be completed by the learners. In the second frame, even though the rest of the learners take the assignment individually, the sighted guide/deskmate audibly reads the assignments to the LWVI and notes down the answers. In frame three, the class prefect collects the book for the teacher to mark. The teacher marks the books as depicted in the fourth frame. The teacher then returns the books back to class and revises the assignment and asks for corrections leading back to the first frame forming a never ending effective cycle of progress monitoring that facilitates the assessment of LWVI understanding of lesson concepts without the need for braille proficiency.

The teacher and other students showed utmost tolerance to the two of them loudly conversing during the lesson even though the other students were individually responding to the prompt. This indicates that the teachers use the method so regularly that other students have grown accustomed to it. They do not perceive it as unfair to the rest doing individual work. Through this strategy, the teacher monitors the learner's progress without the need to read braille.

4.4. Feedback Provision to LWVI in Integrated Classrooms during English Lessons

The second objective of this study was to identify the strategies used by teachers of English to provide feedback to LWVI in integrated classrooms during English lessons. The researcher used interviews and observation to assess and gather data on this objective. The participants whose response was particularly critical in answering this question were teachers of English, including the English departmental heads.

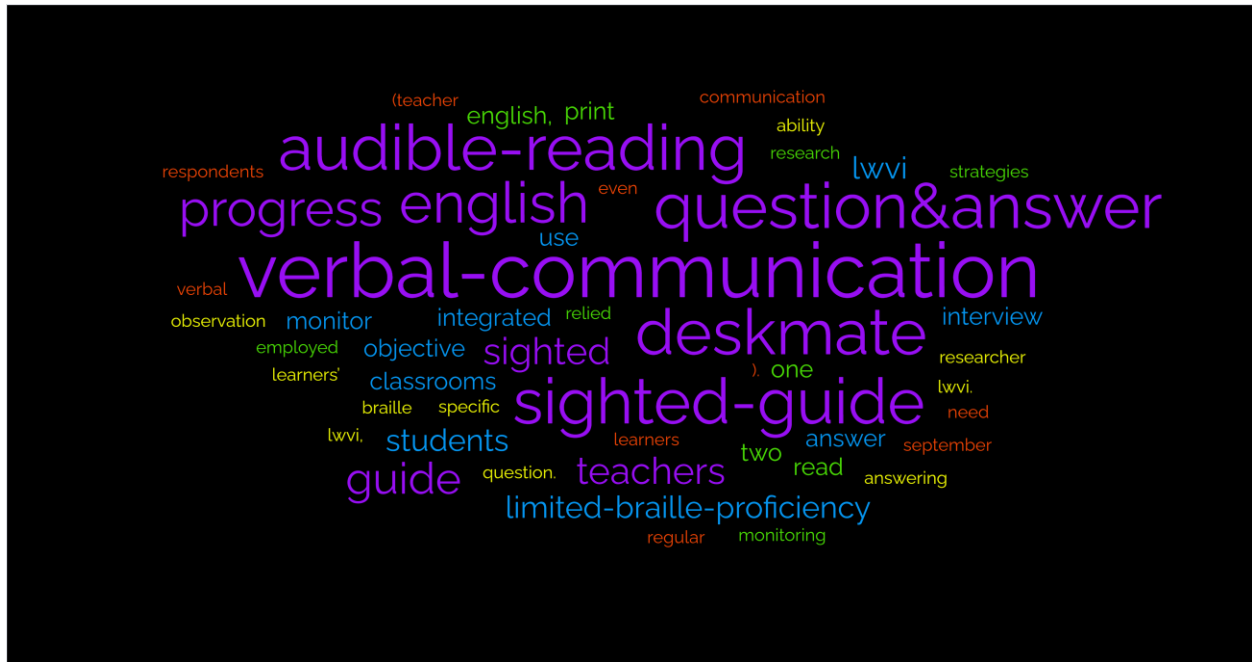


Figure 4. 3 Word Cloud on Most Preferred Feedback Provision Strategies

4.4.1 Verbal Communication

Just like in progress monitoring, observation on feedback provision to LWVI during the lesson was also primarily via verbal communication. The researcher observed the teachers answering questions and providing clarification to LWVI verbally despite a more intimate and engaging feedback provision to the regular learners through written comments in their assignment books. This observation is reinforced by several other studies (Gathumbi et al., 2015; Mugambi, 2011; and Sikanku, 2018). Due to the limited interaction with learners' written work resulting from limited braille knowledge, most teachers admitted to knowing very little about their learners' comprehension of the taught concepts. A respondent noted that providing appropriate feedback to the LWVI was an uphill task without an equally effective progress-monitoring strategy.

Feedback is provided after assessing a learner's work for the teacher to note the areas that require remediation and act accordingly. That's what is missing with LWVI since the only means of assessing their comprehension of the lesson topic is oral, which is inadequate, particularly in English, which requires close supervision of learners' written work. Aspects such as examinable spelling and tenses cannot be evaluated orally (Teacher of English, Interview 12th September 2023).

Another respondent agreed with these sentiments, asserting that:

Essay writing in paper 3, including the imaginative composition and functional writing in eh....paper 2, mandates the teacher to guide learners on the structure of a paragraph, topic sentence carrying the main point, supporting sentences providing the evidence to back up the main point and the conclusion to wrap up the paragraph. How are we supposed to do that with these "blind" learners when we do not know braille? Its madness! And the school administration knows this reality but has chosen to bury its head in the sand like the proverbial ostrich. So we only use verbal communication to achieve the maximum we can (Teacher of English, Interview 12th September 2023).

A third respondent had a simple comment to the question on feedback provision.

We cannot remediate what we don't know. You only take your car to the mechanic when it has a problem, and the mechanic diagnoses it to identify and repair the fault. The mechanic must open the bonnet to identify the problem since the outside look can only

provide limited clues to the main challenge. The same applies to these students; oral feedback is only effective up to a certain point, beyond which serious remediation is needed. In fact, when we talk for too long during the lesson, these students (LWVI) are the first to fall asleep (Teacher of English, Interview 12th September 2023).

These sentiments were supported by the LWVI who admitted that teachers essentially provide verbal feedback. They expressed regret at the failure to receive in-depth feedback containing blow by blow corrections and comments of their hits and misses in an assignment particularly in literature essays from the English set books *Blossoms of the Savannah, A Doll's House* among others. An analysis of the exercise books of the sighted learners revealed detailed comments in every paragraph complete with shortened symbols indicating the exact mistake and its correction. For instance, the researcher noted short forms such as “sp” for spelling errors, “¶” to indicate the need for a new paragraph, “vt” or “tense” for inconsistent or incorrect verb tense, “Agr” for instance where subject and verb were not in agreement, “^” to show omission of a word or phrase and finally “??” to show that a sentence or phrase does not make sense. The learners were always under instruction to redo the assignment correcting the identified mistakes, a privilege the LWVI missed out on.

The researcher noted that learners with low vision using print often received similar detailed feedback in their exercise books since the teachers could directly assess their exercise books. However, since some of the comments such as “¶,” “sp,” or “^” were often scribbled very minutely requiring either the use of a magnifying lens or help from sighted classmates to interpret. Despite this slight challenge they benefitted from the written comments. The LWVI using braille never got such comments since their classwork essays were seldom marked with the teacher of English stating that the transcriber only comes to the school occasionally hence the

inability to assess these learners work. This challenge was particularly prevalent in essay writing which is time consuming and involving making it difficult to use a sighted guide as was the case with assignments that required filling in the blank spaces.

4.4.2 Using Sighted Deskmate

The use of sighted deskmates was also considerable particularly in cases where the teacher marked exercise books including those of the LWVI translated to print by their sighted deskmates. Teachers are more often indiscriminately inclined to leave comments in learners' notebooks. The feedback is often critical in guiding the learners to make corrections while highlighting areas where they deviated. It is not unsurprising to see comments like "see me," "good attempt" or "revise your notes and redo the assignment." If the teacher was to leave such comments in LWVI print exercise book for assignments, the sighted deskmate has to audibly read the feedback to them for them to make the necessary corrections.

Most teachers complemented the use of verbal communication with the help from a sighted deskmate for learners with low vision. This method also proved more effective during simple assignments that do not require a lot of write-ups like in essays. The LWVI decried the difficulty they go through convincing their deskmates to help them with essay writing. More often the involving nature of such assignments and the limited time available to complete the assignments often demanded that every learners focuses on their own work. This and the fact that the LWVI would often be exempted from punishments for failing to tender-in their classwork due to the known challenges motivated the sighted deskmates to concentrate on their personal assignments.

Of the ten teachers of English who participated in this study, eight admitted to using sighted deskmates to help LWVI to read their feedback. The remaining two expressed reservations in using sighted guides to provide feedback despite using the technique to monitor progress claiming infringement on privacy and confidentiality. One of the teachers with a divergent opinion on using sighted guides to provide feedback cited the “unkind comments” as the source of his reservations since sighted deskmates could potentially use such feedback to get-back-at or bully the LWVI in case of disagreements which is quite common among adolescents.

We are known to use very colorful language to describe learners work particularly the essays. Comments such as “this work looks like it was written by a grade 1 learners” or “this is way below what expected from you” are typical comments teachers use to motivate learners to pull up their socks. Even though we sometimes use these phrases innocently even cheekily I dare say, they are fodder for bullying should they fall in the hands of the unintended student. I bet this is why as a teacher when assessing past assignments, we often notice comments “whited out,” rubbed or carefully torn out suggesting the learner wasn’t flattered by it. They are careful to do this particularly on filled-up books to erase any evidence of negative comments from the teacher falling in the hands of their fellows. So....eh...even though I use sighted deskmates to help the blind learners write their assignment in print, I detest using the same learners to provide feedback choosing to indeed provide verbal feedback directly to the LWVI (Teacher of English, Interview 12th September 2023).

These respondent opinions exposed the limited feedback provision options left to teachers of English due to their little knowledge of braille and pedagogy of learners with disabilities. It renders them unable to mark LWVIs classroom assignments (Sikanku, 2018), apply special pedagogical skills (Gathumbi et al. 2015), and provide the requisite accommodations to facilitate learning for LWVI in integrated settings (Yalo et al. 2012). Issues each of which manifested itself during this study.

4.5 Challenges to Progress Monitoring and Feedback Provision to LWVI in Integrated Classrooms during English Lessons

The last objective of this research was to identify the challenges inherent in progress monitoring and feedback provision to LWVI in integrated classrooms during English lessons. The aim is based upon the question: identify challenges experienced by teachers of English in progress monitoring and feedback provision to LWVI in Integrated classrooms.

4.5.1 Incompetence in Braille

All the respondents interviewed mentioned braille illiteracy by the teachers as the most significant challenge limiting progress monitoring and feedback provision. Kiarie (2004) underscored the significance of Braille as “the primary means of LWVI to acquire academic skills,” a view shared by two other scholars, Mugambi (2011) and Sikanku (2018). In the two schools, none of the teachers in the departments of English was braille proficient. This limited their ability to assess learners’ everyday classroom assignments and provide timely feedback. For instance, one of the respondents regrettably admitted that braille deficiency renders him unable to determine classroom assignments for the LWVI despite marking those of regular learners.

Our biggest problem is the daily classroom assessment of assignments because....eh... none of us understand braille, and the school does not have a permanent braille transcriber; thus, only the end-term exams are always transcribed. So, more often, we mark the regular students' work but fail to assess the LWVI, so we cannot accurately tell if they understood the day's lesson (HoD English, Interview 11th September 2023).

The fact that none of the members of the English Departments of the two schools is braille literate seriously impacts the performance of LWVI in English subjects. Teachers are supposed to provide sufficient facilitation to learners; hence, their illiteracy in braille renders them unable to provide this much-needed support in comprehending critical concepts in English.

Vygotsky (1934), in his theory of Cognitive Development, asserted that learning takes place at two levels: between people (interpsychological) and within a person (intrapyschological). He asserted the significance of More Knowledgeable Other (MKO) concepts and the Zone of Proximal Development (ZPD) in facilitating inter-psychological/social learning.

The concept of the More Knowledgeable Other states that for learning to occur, the facilitator must have a better understanding of the specific task to be learned than the student. Teachers are a perfect case of the MKO because they are experts in their various specialization subjects. However, their cluelessness of Braille neutralizes this advantage, exposing learners to inadequate facilitation of concepts such as spellings, tenses, and phonetics, which requires a confluence of spoken and written language.

Aspects such as underlining the silent letter in a word is an easy-to-teach/learn concept for regular learners but require someone with Braille knowledge of word and group signs to understand the difficulty facing an LWVI in tackling such a question. For instance, a question such as underlining the silent letter in the word “knowledge” would be easy for regular learners but impossible for LWVI since the whole word is represented by a single sign for “K”; hence, underlining the sign is equivalent to highlighting the entire term. Therefore, LWVI requires an MKO competent in braille to remind them to write the whole word in full without using a word sign to make it easy to underline the silent letter. A lack of MKO to guide the LWVI in mitigating these critical aspects disadvantages them.

According to Vygotsky (1934), the Zone of Proximal Development (ZPD) relates to the maximum cognitive capacity for learning by a student and requires assistance from the MKO to fully realize (Shabani, Khatib & Ebadi, 2010). The ZPD are the tasks that a person cannot yet independently achieve but is only capable of with extra help from a more competent person. Vygotsky (1934) called this additional support to reach the highest level of ZPD “scaffolding” (Shabani et al. 2010). It involves the skilled person breaking down the assignment into easier and smaller steps with sufficient motivation and regular feedback about the progress to ensure accurate performance of the specific task. Thus, the braille illiteracy among the teachers is a severe drawback to learning English in inclusive classrooms.

4.5.2 Failure to Verbally Complement Visual Information

Another challenge observed was the failure of the teachers to provide oral explanations to accompany everything written on the board, such as diagrams or spellings for inclusion. During the study, the researcher noted no effort at verbal reinforcement to charts and spellings written on the board. In one of the schools, the day's lesson was on the "Types of Nouns." The learners were expected to identify the various categories of nouns while providing examples in each category. The classes provided by the learners included abstract, concrete, countable, uncountable, common, and proper nouns. Consequently, the teacher drew a tree diagram on the white board showing the interrelatedness of the categories as opposites to make it easy for learners to understand and recall, as shown below.

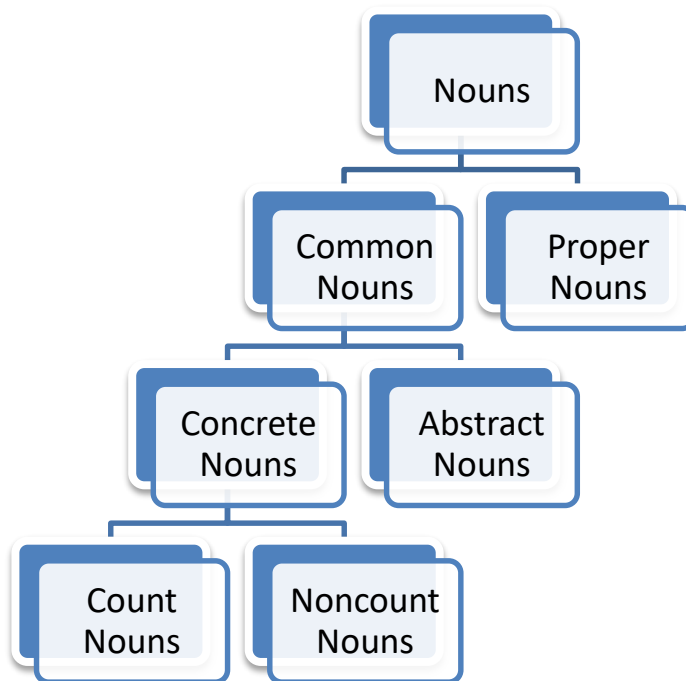


Figure 4. 4 Drawing as it was on the White Board

The drawing indeed simplifies the concept for the learners. However, despite drawing the tree diagram and the regular learners copying it in their notebooks simultaneously as she drew, there was no spoken description for the visual content. They remained idle during the two minutes the regular learners drew the diagram. During an interaction with the LWVI after the lesson, the researcher asked if they could draw a tree diagram showing the relatedness of the categories of nouns. Unfortunately, none was able to despite the enthusiasm displayed by regular learners when asked the same question. The failure to provide verbal reinforcements to all writings on the board denied the learners an opportunity to monitor their progress and receive timely remediation. The figure below summarizes LWVI's feeling and responses concerning the failure by their English teachers to include them during lessons by backing up visual content with verbal descriptions.

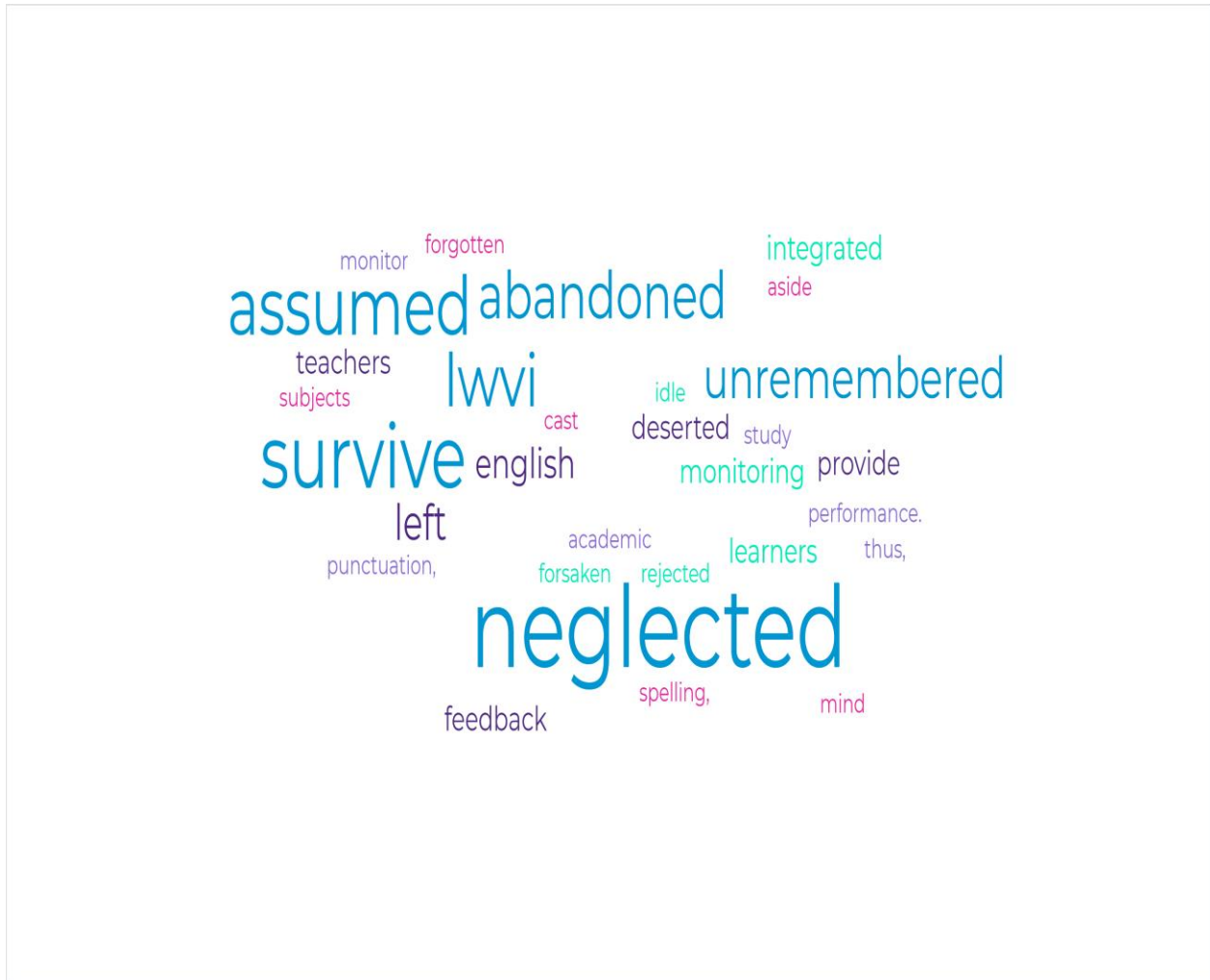


Figure 4. 5 Word Cloud Showing the Responses by Learners with Visual Impairment Concerning the Missing description for Visual Content

Coding for the word tag was based on the frequency of the word during the interview. The researcher asked how the LWVI felt about the teachers’ failure to provide spoken descriptions for visual content. Most of the respondents used the word **“Neglected”** to summarize their feeling. Other words used in equally high frequency included: **abandoned, assumed, unremembered,** and left to **survive**. They felt that the teachers mostly paid attention to their sighted peers without any considerations or attempts to include them. Other negative terms

infrequently used by the respondents to describe the situation were “**forgotten,**” “**cast aside,**” “**deserted,**” “**forsaken,**” and “**rejected.**” The respondents in one of the schools depicted a resigned attitude toward advocacy on this issue blaming the school administration’s laxity and indifference in addressing this issue despite their persistent pleas.

I often find myself dozing-off during literature lessons where the teacher projects scenes from the set book. I’ll just hear people burst out in laughter but no one bothers to explain the scene to the rest of us. So on a few occasions Madam found me sleeping and was very angry. She perceives me as being lazy and unserious. It’s sad that I’m still being blamed despite being neglected, cast aside and expected to survive in an environment that limits my abilities.

(LWVI, Interview 12th September 2023).

Coincidentally, the English teacher later confided in the researcher expressing her frustration at some of the LWVI who she considered lazy. She claimed that some of them have a tendency to sleep during her lessons despite their dwindling scores in the exam. In her admission:

Some of them are lazy and take advantage of their disability to sleep in class. You see due to their visual impairment I might not know if they are awake or sleeping? One of them also wears very dark glasses making it hard to spot her sleeping. This laziness is what results in their poor performance in English yet everyone keeps blaming teachers and their shortcomings in braille instruction.

(Teacher of English, Interview 12th September 2023).

Her complaints placed the learners’ concern to perspective. They are unable to concentrate due to the neglect such as failure to provide spoken descriptions of visual content making them lose interest in the lesson. Yet the teachers who are responsible for this laxity still lame them for

laziness. Furthermore, their complaints to the administration for sensitization of the teachers to the needs of the LWVI during the lesson have been ignored which explains the use of the previously highlighted terms such as neglected and abandoned to describe their feeling about the situation.

4.5.3 Inaccuracies in De-brailled Work

The teachers decried the inaccuracies in de-brailled work, particularly the continuous assessment tests and mid-term exams used by schools to check learners' progress. They opined that sometimes the de-brailled work is so poorly done, making it difficult for them to mark it competently. He observed that:

Sometimes, the de-brailled work is all covered in clutter with no numbering to indicate which question the learner is answering. So I'm forced to read the answer and figure out which question eh...the learner is trying to answer, which gives room for errors. In such instances, we don't know whether the problem is the transcriber or the student because we are armatures ourselves, so...well....we do our part and leave the rest to God (Teacher of English, Interview 12th September 2023).

A student respondent, while asked about the quality of debrailing of their work during the Continuous Assessment Tests (CATs), complained that she has learned to manage her expectations after English exams because the results are always disappointing despite her efforts and self-evaluation of how she would perform in the exams. She said:

Sometimes you find a paper so easy and friendly ... "hadi,"you estimate your score at 90% plus.... "alafu" ...the teacher returns the papers, and you have 30%, so you wonder where did I go wrong?....like...why is there such a big discrepancy between my

expectations and the actual results. So I complained to Mr ... (Name withheld), and he decided that we go through the paper together, and I was shocked that most of my answers were actually correct. That's when we realized that the problem arose from the debrailing, but I could do nothing about it because the teacher could not read Braille, and I cannot write in print. I only hold onto the hope that KCSE will be different because KNEC hires competent braille transcribers and experienced SNE teachers who are braille competent (Learner with Visual Impairment, Interview 11th September 2023).

Numerous studies have cast doubts on the hands-on ability of most transcribers to accurately de-braille texts. For instance, Kimeto (2010) and Otieno (2019) claimed that some transcribers possess the requisite papers but have no competence in braille transcription. Otieno (2019) blamed some colleges for providing courses in braille in such short durations that give the teacher limited time for engagement with braille, hence perpetuating incompetence. However, Chomba (2017) provides an alternative explanation to the challenge of poor de-brailing, passing the blame to LWVI, whose work he describes as shoddy, imperfect, and indubitably non-existent. The absence of an MKO in integrated schools to help improve the braille skills of LWVI means that they continue making the same mistakes throughout their high school life with no one to conduct remediation. The braille skills at the Form 4 level are still 100% what they acquired in their primary schools. Thus, the challenge of de-brailing is twofold, emanating from both the learner and the transcriber.

4.5.4 Unqualified and inefficient Transcribers

The lack of qualified and efficient braille transcribers in the schools emerged as a major challenge. While conducting the research, one of the schools did not have a braille transcriber and depended on a visiting teacher stationed elsewhere to come and debraille the mid and end-term exams periodically. One of the school administrators expressed frustration she faces during exams to get braille exams for the LWVI. She repeatedly asked the researcher about his braille proficiency and whether he would be available on call for braille exams for the LWVI at a fee. She said:

The transcriber we had got a greener pasture elsewhere, so we have had to operate without one for some time now. If you are good in braille ... can you help us if called upon? At a fee, of course (Deputy Principal, Interview 11th September 2023)

In the second school, a respondent complained about the time it takes for CATs submitted for brailing to be brought back despite the school having a resident teacher of braille. She said:

You can take an exam paper there for a CAT a day or two before the scheduled exam day...yet on the material day, the brailing of the paper would still be incomplete, forcing you to either abandon the exam or give the regular students and assume the LWVI (Teacher of English, Interview 11th September 2023)

Otieno (2019) comprehensively delved into the issue of unqualified and ineffective braille transcribers in his study titled “Teachers Perception toward De-brailing of Work by Students with Visual Impairment in Secondary Schools for Visually Impaired Learners in Kenya.” In the study most school administrators equated a degree in Special Education (Visual Impairment

Option) with effective braille transcription. However, Otieno (2019) revealed that most TVIs who do not frequently interact with braille lose their braille skills after a few years of not practicing. In one of the schools in this study, the deputy principal attempted to pass one of the teachers as the TVI and transcriber for the school. An interview with the researcher later revealed that the mentioned teacher despite having a degree in SNE and a specialization in visual impairment could barely transcribe a simple word from print to braille. The teacher in question admitted to having not interacted with braille for close to five years post-graduation as he had previously only taught in regular schools. He was only made the transcriber amidst his other duties to bridge the gap and avert any negative publicity the school would receive following the resignation of the former qualified and effective transcriber.

4.5.5 Inadequate Braille Reading Material

Another major challenge was the absence of braille class texts and set books for the various grades. In both schools, there were no brailled copies of the current English set books, including Blossoms of the Savannah, A Doll's House, The Pearl, Memories We Lost, and Inheritance. Additionally, even though all the Form 2 regular learners had already acquired the new set books, including Father of Nations, The Samaritan, Artist of the Floating World, A Silent Song, and Parliament of Owls, neither the LWVI in the classes doing the new texts nor the school had secured brailled copies of the new readers. The researcher also observed LWVI relying on their sighted guides to read from the print class texts during lessons audibly, as there were no braille texts. A school administrator asserted that acquiring braille material is often complex, unlike the regular books publishers send to schools in collaboration with KICD. She regrettably admitted that without the commitment from the administration, LWVI could go through their 4-year high

school education without ever touching a braille class text. This adversely impacts the teachers' ability to give assignments and evaluate learners' work to provide quality feedback.

During a spot check of the braille library in one of the schools, the researcher noticed a huge collection of braille texts. However, a perusal of the texts revealed that a collection of dictionaries, the Bible, and other out-of-syllabus textbooks and story books received as donations from various organizations of/for people with disability formed the bulk of the library. Braille materials such as the Bible and dictionary are fairly bulky thus fueling this perception. Even though the stash of braille books in the library gives the impression of a well-stocked braille library, a closer inspection of the books reveals that most are not of any particular significance to learners preparing for a very competitive national exam. The librarian-in-charge revealed that LWVI rarely made use of the braille books in the library claiming that most of the books were irrelevant to their classwork.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study's summary and concludes based on the objectives and research findings. The research was anchored on three objectives: to identify monitoring strategies used by teachers of English to monitor the learning progress of LWVI in integrated classrooms during English lessons; to identify feedback strategies used by teachers of English to provide feedback to LWVI in integrated classrooms during English classes; and to identify challenges experienced by teachers of English in progress monitoring and feedback provision to LWVI in Integrated classrooms. The chapter also presents recommendations and areas for further research to bridge the gaps identified during the investigation.

5.2 Summary

Verbal communication and pairing LWVI with a sighted student aid were primarily used to monitor progress. Most respondents admitted that their lack of braille knowledge renders writing-based progress monitoring options such as marking classroom assignments or assessing learners' exercise books invalid, leaving verbal options as the best alternatives. Verbal communication in question and answer sessions emerged as most teachers' leading progress monitoring technique. It involved the teacher asking random questions based on the lesson topic to LWVI to gauge their understanding. Others used sighted/student guides to aid the LWVI during the classroom, enabling the teacher to monitor progress. The guide audibly reads the classroom assignment to the LWVI, often their deskmate, and writes down his response for the teacher to assess and determine the learner's comprehension of the day's lesson.

Verbal communication was once again the preferred technique for feedback provision due to the limitations brought in by the illiteracy in Braille. After monitoring their feedback through the same medium, the teachers provide detailed explanations and clarifications to LWVI. This enables immediate remediation in reinforcing lesson content to learners even without marked classroom assignments or written comments in exercise books. Feedback provision depends on the areas of weakness as noted by the teacher during progress monitoring, either using the sighted student aid/guide or by the LWVI.

The final inference relates to the challenges inherent in progress monitoring and feedback provision to LWVI in integrated classrooms during English lessons. The respondents listed several challenges, including braille illiteracy, failure to complement written work like diagrams and spellings verbally, poor debrailing, inadequately qualified braille transcribers, and missing braille text and set books. The braille incompetence was a major limiting factor in monitoring progress and providing quality and timely feedback to the LWVI by eliminating effective written options preferred by teachers. None of the teachers in the English Department of the two schools was braille proficient. The teachers often failed to complement the information written on the board for the LWVI. The teachers and LWVI also complained about poor transcription. Neither the schools nor the LWVI had purchased the new English set texts despite the teachers in the two schools actively continuing their analysis in their respective classes. These factors have led to a notable difference in the performance of LWVI compared to their sighted counterparts.

5.3 Conclusion

Oral communication in the form of question and answer emerged the primary strategy employed by teachers of English to monitor learning progress and provide timely feedback to LWVI in

integrated classrooms during English lessons. The study also revealed the main challenges to progress monitoring and feedback provision as braille incompetence, poor debrailleing, inadequate quality transcribers, and lack of braille text and set books. Thus, based on these premises, it is logical to conclude that the Departments of English in the assessed schools lack the capacity, skills, knowledge, and attitude to include LWVI in their lessons in the integrated schools. The teachers are inept in braille, which is the primary means for LWVI to acquire academic skills, particularly in a subject that requires hands-on and ongoing feedback to enhance performance. The schools also lack current braille copies of class texts and set books with qualified transcribers, yet teaching goes uninterrupted. These findings call for immediate action to remedy the situation.

5.4 Recommendations

5.4.1 Policy Recommendations

The following recommendations arise from the findings of this study:

- i. The Teachers Service Commission (TSC) should grant an incentive to teachers in integrated schools similar to their colleagues in special schools since they also teach learners with disabilities albeit in an inclusive setting. The researcher noted that most qualified TVIs preferred to teach in special schools as opposed to integrated schools due to the special allowance available to SNE teachers in special schools. Thus, the integrated schools end up with regular teachers who lack the requisite skills to in braille and pedagogy to teach LWVI. In the schools visited during this research, none of the teachers in the English Department was braille competent despite the school admitting tens of LWVI annually.

- ii. The TSC should employ at least one braille-competent teacher (SNE trained) in each of the departments in secondary schools, such as the English Department, to ensure faster and consistent braille transcription of learners' work, including classroom assignments and homework. This will also facilitate co-teaching like special pedagogical skills to include LWVI in the lessons. The study revealed that English Departments in the two schools did not have a single teacher trained in SNE (VI option). This delayed feedback provision for classroom assignments since the transcribers employed were tasked with transcribing the major exams and continuous assessment tests only, not lesson exercises.

Additionally, the transcribers were not particularly trained in language education hence lacked the advanced understanding of English subject necessary for a facilitator as outlined in the concept of the More Knowledgeable Other in Lev Vygotsky's Social Cultural Theory of Cognitive Development, which formed the basis for this research. TSC employing a competent TVI who teaches English would benefit the Departments in monitoring the progress and providing feedback to LWVI who use braille hence improve their English performance. The same concept applies in all other subjects since a English subject TVI might not competently transcribe, monitor progress and provide feedback to a LWVI in physics, chemistry or mathematics. Each of these subjects needs their own TVI specialist.

- iii. School inspection in integrated schools by the Ministry of Education (MoE) and TSC should focus on including LWVI since they are often forgotten and overlooked as minorities. This research revealed deep-seated challenges within integrated schools some of which have not been addressed for years exposing a lack of inspection by the

- relevant inspection bodies to facilitate remediation. Challenges such as lack of TVIs, braille copies of English class texts like “Blossoms of the Savannah” and braille copies of English text books are issues that could have been addressed if there were periodic and consistent inspection by the MoEST and TSC.
- iv. The Kenya Institute of Curriculum Development (KICD) should ensure timely delivery of braille materials such as textbooks. The research revealed the absence of critical braille material for LWVI. The administrators blamed KICD for the delay in providing some of these materials such as braille textbooks and set books. The LWVI had to cooperate with their sighted deskmates to orally and audibly read the examinable set books for them.
 - v. The KICD should also adapt the English curriculum as it has done with the sciences and mathematics to cushion learners from hard-to-learn concepts such as underlining silent letters, which learners may not readily identify with. This research revealed the difficulty LWVI face in learning specific concepts due to the hindrances imposed by their disability. The researcher identified concepts such as underlining silent letters which may be specifically problematic for LWVI due to the use of contractions and word signs in Grade II braille. Adapting the curricular would allow such concepts to be replaced with most effective alternative thus reducing the burden such learners face during their classwork.

5.4.2 Recommendations for Further Research

- i. Similar research could be carried out in other subjects, particularly the Science, Technology, Engineering and Mathematics (STEM) subjects, other counties, and other levels of education, including integrated primary, secondary, and tertiary institutions. The

current research focused on English subject in integrated secondary schools. However, there still exist research gaps on the strategies used in progress monitoring and feedback provision in other subjects such as mathematics where LWVI use abacus as the calculator alternative. More often the teachers in such schools lack competence in the use of abacus and pedagogical skills for LWVI.

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APPENDICES

APPENDIX I: RESEARCH INSTRUMENTS

APPENDIX 1A: INTERVIEW SCHEDULE FOR TEACHERS OF ENGLISH

Academic Qualification and Teacher Competence

1. Please tell me about yourself and your academic background.
2. Do you have any professional qualifications concerning visual impairment?
3. Have you ever participated in any in-service training on instruction of LWVI?
4. Are there seminars and workshops on visual impairment? And how frequent are they, if any?

Progress Monitoring

1. How do you ensure LWVI are at par with the rest of the class in comprehending the day's topic during an English lesson?
2. Describe your level of braille proficiency.
3. (Optional) If you are not proficient in braille, how do you achieve the following:
 - Assess LWVI's brailled classroom assignments.
 - Assess learners' notebooks.
 - Ensure learners using braille use correct spelling and tense in their English notebooks and exams.
 - Evaluate learners' achievement of crucial lesson objectives.
 - Evaluate learners' academic progress in English in the Individualized Education Plan (IEP).
4. Comment on the time taken providing personalized guidance/instruction to LWVI vis-à-vis their non-disabled classmates.
5. How do you determine whether or not learners comprehend what you teach during the lesson?

6. How often do you adapt diagrams and photographs to ensure the inclusion of LWVI in the lesson?

7. What is the seating arrangement of LWVI in the classroom? How is their varying degree of visual impairment reflected in their seating? Is the seating cognizant of their visual ability?

How often does LWVI ask questions or seek clarifications during the lesson compared to their sighted classmates?

8. How proficient are you in conducting a learning media assessment (LMA) to determine the preferred media for learning for LWVI?

Feedback Provision

1. Which medium do you use more often to answer learners' questions and make clarifications?

2. In your perspective, how effective is the preferred medium in accommodating LWVI in class activities?

3. Do you present brailled copies/large print copies of the lesson notes to LWVI during or after the English lesson?

4. (Optional) If you are not proficient in braille, how do you achieve the following:

- Provide feedback on brailled assignments or exams.
- Make corrections and provide clarifications on specific aspects in the learners' notebooks.
- Determine that the learner' has implemented or made the recommended corrections as proposed by you.

5. Does the school have a braille transcriber(s)?

6. If "yes," what is the ratio of the transcriber to LWVI/ is the workload commensurate with number of transcribers employed?

7. On average, how long do learners' assignments and exam scripts take to transcribe?
8. Does the timeframe for transcription of learners' brailled work impact the speed and quality of your feedback to the respective learners? If "yes," how?
9. In cases where you present LWVI's notebooks for transcription, how accurate are the spelling and content of your original copies of the lesson notes or notebooks of sighted learners?
10. How often do you assess brailled notebooks/lesson notes for LWVI to ensure accuracy?
11. When providing written feedback to learners with low vision in the class, do you use large print matching the learners' writing/preference?
12. How often do learners with low vision remind you of their inability to read something you've written on the board? Or ask that you enlarge the font or writing for them to see?
13. Which medium do learners seem most satisfied and comfortable with when giving them feedback?
14. How often do you write on the chalkboard/whiteboard?
15. Do you verbally complement all information on the chalkboard to accommodate LWVI?
16. Do you perceive class participation of LWVI at par with their non-disabled classmates? If "No," why do you think this is the case?
17. Do you execute an individualized education plan for LWVI? If "Yes," how successful is it in keeping the performance of LWVI at par with the rest of their classmates in English?
18. What is your proficiency in using equipment and material for LWVI, such as Perkins Braille, refreshable Braille, or abacus?

Challenges to progress monitoring and feedback provision

1. To what extent does a lack of braille proficiency impact your content delivery during English lessons?

2. Does integration of LWVI slow down your content delivery and syllabus coverage in English?

APPENDIX 1B: INTERVIEW SCHEDULE FOR LEARNERS WITH VISUAL

IMPAIRMENT

Demographic data for LWVI

1. What is your gender?
2. How old are you?
3. You are in which form?

Progress Monitoring

1. How often does the teacher assess your English notebook?
2. How does the teacher evaluate your classroom assignments and exams?
3. How often does the teacher ask you questions during the lesson?
4. How often does the teacher reach out to determine if you understand the lesson topic/content?

Feedback Provision

1. Which is your preferred learning medium, large print or braille?
2. Does the teacher provide feedback in the same format/learning medium you presented? (If you presented brailled work, do you receive brailled feedback/ If you presented work in large print, is the feedback in large print?)
3. Does the teacher verbally complement all information written on the board?
4. Do you receive adapted versions of drawings used in English lessons?
5. Are your brailled assignments and exams always accurately transcribed?
6. Are your brailled exam scripts available at the same time as the rest of the class, or do you often wait longer? If “yes,” how long do you wait?

7. Do you receive teachers' comments or notice corrections and clarifications left by the teacher on your notebook or exam script after the evaluation?

Challenges to progress monitoring and feedback provision

1. Do you often have challenges understanding specific lesson content? If so, how does the teacher address these challenges?

2. To what extent does inaccurate transcription of your assignments and exams impact your English performance?

3. How does the teachers' lack of braille and large print proficiency impact your English performance?

APPENDIX 1C: INTERVIEW SCHEDULE FOR DEPUTY PRINCIPALS

1. Does the school have adequate resources for LWVI?

2. Does the school conduct functional vision assessment (FVA), learning media assessment (LMA), and assistive technology assessment (ATA) during admission of LWVI in the school?

3. How many braille-proficient teachers/transcribers does the school have?

4. In your perspective, are the transcribers adequate based on the available workload?

5. Is there a significant difference in the performance of LWVI compared to the rest of the learners?

6. What strategies has the school implemented to bridge the performance gap (if any) between LWVI and their sighted classmates?

APPENDIX 1D: INTERVIEW SCHEDULE FOR REGULAR LEARNERS

1. How often do you step in to help your visually impaired classmates with some element of classwork?

2. How diverse are your class groups in terms of distribution of LWVI within the groups, or do they form their group?
3. Are LWVI always slower in understanding lesson topic/content?
4. Do you feel the teachers of English adequately include LWVI in their lessons?
5. Which group receives more attention from the teacher during lessons, LWVI, or their non-disabled classmates?

APPENDIX 1E: OBSERVATION CHECKLIST

No.	Criterion/Activity	Yes	No	Observation
1.	The teacher generates teacher-learner interaction during the lesson.			
2.	The teacher proportionately accords attention to LWVI and the regular learners.			
3.	LWVI actively participates in the lesson by answering and asking questions and seeking clarification			
4.	The teacher responds to and addresses the concerns and questions of LWVI during the lesson.			
5.	The presence of wall hangings and charts in the classroom			
6.	Wall hangings and charts reflect the diversity in the classroom, i.e., written in			

	print and braille.			
7.	The teacher provides instant feedback to LWVI during the lesson.			
8.	Strategies used by the teacher to provide instant feedback			
9.	Teacher familiar with braille/well-versed in braille			
10.	The equipment used by learners to write, e.g., Perkins Brailier, Stylus and Slate, Writing frames, etc			
11.	There are adequate braille machines/every learner has a personal brailier.			
12.	The teacher employs instructional strategies that include LWVI and enhance their participation.			
13.	Strategies used by the teacher to monitor learners' progress during the lesson			
14.	LWVI has access to braille class texts during the lesson			
15.	Regular students tolerate the noise and distraction caused by the Perkins Brailier.			
16.	Regular learners and LWVI cooperate			

	and interact on class projects and discussions.			
17.	The teacher incorporates numerous instructional supports such as diagrams, slides, and films/ Is there diversity in the use of teaching resources and materials?			
18.	The teacher provides an alternative or verbal explanation to LWVI whenever visual material is used.			
19.	The teacher responds to changes in the learners' attentiveness/concentration.			
20.	The presentation style encourages and facilitates note-taking.			
21.	Note-taking is through dictation or copying from the approved class texts.			
22.	The teacher compliments gestures and body language with speech/verbal language.			

APPENDIX 1F: FOCUS GROUP SCHEDULE

Focus Group Guidelines

1. Do not disclose your name, designation, or school during the discussion to ensure anonymity.

2. The researcher will videotape the discussion for later transcription and analysis of themes in a topical manner
3. The researcher commits to destroy the audio recording once the thesis is complete
4. Your invitation to this forum is testimony to your expertise and knowledge in the topic of discussion; kindly make your valuable contribution during the discussion.

Focus Group Questions

1. How does the teachers' lack of braille proficiency impact progress monitoring and feedback provision for LWVI in integrated schools?
2. What challenges do English teachers face in integrated classrooms?
3. How does resource availability impact learners' performance in English?
4. How does resource availability impact instruction?
5. What policies would you recommend to remediate the current situation?

APPENDIX II: APPROVAL OF PROPOSAL AND RESEARCH AUTHORIZATION



**KENYATTA UNIVERSITY
OFFICE OF THE EXECUTIVE DEAN GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Executive Dean, Graduate School **DATE:** 26th June 2023
TO: Mr. Owino Rodgers Fanuel Asiko **REF:** E55/20706/2020
c/o Department of Early Childhood & Special Needs Education
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your Research Proposal after fulfilling recommendations raised by the Graduate School Board of 22nd May 2023.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

JOHN ODONGI
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL



cc. Chairman, Department of Early Childhood & Special Needs Education

Supervisors:

1. Dr. Stephen Nzoka Musila
c/o Department of Early Childhood & Special Needs Education
Kenyatta University
2. Dr. Gladwell Wambiri
c/o Department of Early Childhood & Special Needs Education Department
Kenyatta University

APPENDIX III: RESEARCH AUTHORIZATION AND INTRODUCTORY LETTER TO NACOSTI



KENYATTA UNIVERSITY
OFFICE OF THE EXECUTIVE DEAN GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/20706/2020

DATE: 26th June 2023

Director General,
National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. OWINO RODGERS FANUEL ASIKO
REG. NO. E55/20706/2020

I write to introduce Mr. Owino Rodgers Fanuel Asiko who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Early Childhood & Special Needs Education.

Mr. Owino Rodgers Fanuel Asiko intends to conduct research for a M.Ed. Thesis Proposal entitled, *“Monitoring and Feedback Strategies by Teachers of English to Learners with Visual Impairment in Integrated Secondary Schools in Nairobi City County, Kenya”*

Any assistance given will be highly appreciated.


Yours faithfully,

PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL




JG/renv

APPENDIX IV: RESEARCH LICENCE FROM NACOSTI


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: 17/July/2023

RESEARCH LICENSE




This is to Certify that Mr. Fanuel Rodgers Owino Asiko of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Monitoring and Feedback Strategies by Teachers of English to Learners with Visual Impairment in Integrated Secondary Schools in Nairobi City County, Kenya for the period ending : 17/July/2024.

License No: **NACOSTI/P/23/27780**

381577
Applicant Identification Number

Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX V: AUTHORIZATION LETTER FROM THE COUNTY COMMISSIONER



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telegrams.....
Telephone: Nairobi 316845, 341666
When replying please quote

COUNTY COMMISSIONER
NAIROBI.
P.O. Box 30124-00100
NAIROBI

REF: ED 10/6 VOL. XXVII (92)

10th August 2023

Mr. Fanuel Rodgers Owino Asiko
Kenyatta University
NAIROBI

RE: RESEARCH AUTHORIZATION

Your letter dated 8th August 2023 refers.

This office has no objection and authority is hereby granted to conduct research on **"Monitoring and Feedback Strategies by Teachers of English to Learners with Visual Impairment in Integrated Secondary Schools"** in Nairobi County for the period ending 17th July 2024.

P. K. ONGERE
FOR: COUNTY COMMISSIONER

Copy to: Deputy County Commissioner
Kibra Sub County

Deputy County Commissioner
Makadara Sub County

APPENDIX VI: AUTHORIZATION LETTER FROM THE MINISTRY OF EDUCATION



Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.1

Date: 10th August, 2023

Mr. Fanuel Rodgers Owino Asiko
Kenyatta University



29/8/23
Approved
for research
at Moi girls
High School

RE: RESEARCH AUTHORIZATION

We are in receipt of a copy of a letter from National Commission for Science, Technology & Innovation, regarding research authorization in Nairobi County on the topic: *"Monitoring and Feedback Strategies by Teachers of English to learners with Visual Impairment in Integrated Secondary Schools in Nairobi City County, Kenya"* for a period ending 17/07/2024.

This office has no objection and authority is hereby granted on condition that the exercise will be carried out professionally.

You are required to liaise with the Sub-County Director of Education before accessing the schools.

A report on the exercise will be required on completion.


DR. GLADYS MALONZA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

