

**IMPLICATIONS OF FIRST LANGUAGE ACQUISITION ON ENGLISH WRITING  
SKILLS AMONG LEARNERS WITH HEARING IMPAIRMENT IN SPECIAL  
PRIMARY SCHOOLS IN KERICHO COUNTY, KENYA**

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**A THESIS SUBMITTED TO THE BOARD OF POSTGRADUATE STUDIES IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF EDUCATION IN SPECIAL NEEDS EDUCATION OF  
JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**DECLARATION AND APPROVAL**

**DECLARATION BY THE STUDENT:**

This thesis is my own original work and to the best of my knowledge has not been presented for award of a degree or diploma at any university.

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## **DEDICATION**

I dedicate this Master's thesis to my daughter Grace Marjorie Anapia for her perseverance throughout my academic journey.

## **ACKNOWLEDGEMENT**

First and foremost, I thank the Almighty God who has been so gracious throughout the process of producing this thesis since its inception, without Him I would have not made it to this far. Thanks so much to the Board of Post Graduate Studies for the guidance and support provided throughout the course. I wish to express my heartfelt gratitude to my supervisors Prof. Charles Omoke Makori and Dr. Mwebi Benard for the prominent role they played by their tireless scrutiny, support and guidance throughout the process of writing this thesis. Once again thank you so much. I thank the members of the school of Education who were handy during the preparation of this thesis through their scrutiny, guidance and encouragement. I am indebted to the services of Dr. Cleophas Owino, Dr. Washington Wachianga, Dr. Rose Koweru, Dr. Nerbert Kevogo, Prof. Benson Odongo and Dr. Fred Odindo.

I wish to render my gratitude to madam Monica, the principal of our school for her support and to all my colleagues in the school, for bearing my workload whenever I was away for this work.

My sincere gratitude goes to all the respondents who participated in this study for the valuable data they gave which culminated to this thesis. If it were not for their cooperation and generosity in giving information this thesis would not have been, thanks so much.

Special thanks go to my family: my father John Mayeye Kondong' who supported me financially and always asked me when the study would be completed; my mother Grace Akinyi Mayeye for her constant prayers and encouragement that made me to soldier on however tough the going was. I want to thank my brothers and sisters for their moral support during the period. In a special way, thanks to Sr. Gabriela the elder sister, for her unending criticism, guidance and prayers which made me to even work harder on the thesis. My lovely daughter Grace Marjorie Anapia, thanks so much for her perseverance and cooperation whenever I could leave her with friends and relatives to attend classes or meet the supervisors as young as she was. Thanks also for always reminding me to do my homework whenever she realized I was reluctant to write, this made me to work with a lot of dedication since she always wanted to know when the graduation was ripe. Not forgetting my dear friend Hellen Kombija, thanks very much for the moral and academic support, which made the dream to be realized.

## ABSTRACT

English writing skills form a very important part of the English curriculum in primary schools in Kenya. English is taught in primary schools with an aim of enabling learners to acquire writing skills, which will in turn enable them to express their own ideas legibly and meaningfully and to communicate effectively in the language. Acquiring appropriate English writing skills poses a lot of challenges to learners with Hearing Impairment (HI). The purpose of this study was to explore the implications of first language (KSL) acquisition on English writing skills among learners with Hearing Impairment in special primary schools for the HI in Kericho County. The study was guided by the following objectives: to examine language discrepancies between KSL and English in writing skills, to establish the application of KSL when teaching English writing skills to learners with Hearing Impairment, to assess the strategies and methods employed when teaching and learning English writing skills among learners with HI and to determine the challenges faced by learners with HI in acquiring English writing skills. The study was informed by Noam Chomsky's theory of Universal Grammar of 1977. A multiple case study research design within a qualitative research approach was adopted. The units of analysis comprised 2 public primary schools for the HI in Kericho County. The study population comprised 48 informants (2 Curriculum Support Officers in charge of Special Needs Education drawn from each sub-County where the 2 special schools are located; 2 head teachers; 2 Heads of Language Department; 12 teachers of English; 3 parents with HI and 27 learners with HI in class 7). The sample of the study constituted 48 informants (100%) of the population. Purposive sampling technique was used to sample the 2 special primary schools for the HI while saturated sampling techniques was used to sample all Curriculum Support Officers for SNE, parents with HI, head teachers, Heads of Language Department, teachers of English and learners with HI in class 7. Data was collected using interview schedules, focus group discussions, observation checklist and document analysis guide. Validity and reliability of qualitative data was ascertained through Lincoln and Guba's (1985), qualitative paradigm approach. The qualitative data was analyzed thematically according to the themes of the research objectives. The study found out that there are discrepancies between KSL and English in writing skills in the aspects of plurals, sentence structure, punctuation, tenses, pronouns, use of adverbs/adjectives, use of auxiliary verbs, use of articles and conjunctions. The findings revealed that teachers of English used Kenyan Sign Language during English lessons which hampered acquisition of English writing skills. Discussions, guided writing, questioning and demonstration were the mostly used strategies, while use of teaching aids, ICT incorporation, peer teaching, cooperative teaching, group work and dramatization were the least used. The challenges that the hearing-impaired learners experienced include; vocabulary, use of the dictionary, use of figurative language and spellings. It was realized that the discrepancies between English and KSL had a great implication on English writing skills. It was concluded that more effort should be put on the use of Signed Exact English, use of the most appropriate strategies during English lessons and proper training on the use of the dictionary or acquisition of an online bilingual dictionary. The study recommended that teachers should use Signed Exact English in English lessons, teachers should use appropriate strategies when teaching English and lastly, the Government through the Ministry of Education to come up with an online bilingual (English-KSL) dictionary for learners with Hearing Impairment. It was suggested that a study should be done on how best to use L1 to facilitate proficiency in L2.

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## **ABBREVIATIONS AND ACRONYMS**

### **ABBREVIATIONS**

ASL- American Sign Language

BOM – Board of Management

CSO - Curriculum Support Officer

d/hh- deaf or hard of hearing

EFL- English as a Foreign Language

ESL - English as Second Language

GPA – Grade Point Average

HI – Hearing Impairment

HOD - Head of Department

KSL- Kenyan Sign Language

L1 - First Language

L2 - Second Language

PWDs- Persons with Disabilities

SE - Signed English

SEE- Signed Exact English

SN - Special Needs

SNE - Special Needs Education

SPSS – Statistical Package for Social Sciences

## **ACRONYMS**

ADEA- Association for the Development of Education in Africa

EFA – Education for All

LAD- Language Acquisition Device

NACOSTI – National Council for Science Technology and Innovation

PANSALB- Pan South African Language Board

UNESCO- United Nations Education Scientific and Cultural Organization

## CHAPTER ONE

### 1.1. Introduction

This chapter addresses background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, scope of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

### 1.2. Background of the study

Education is a very vital structure in any nation. The history of education of children with disabilities and special needs is extensive. Osgood (2005) posits that European physicians and religious figures at the front of identifying and labeling people who were different in some ways such as disability, race or poverty in the 17<sup>th</sup> century, influenced their treatment, which were grounded in fear, suspicion, contempt and cruelty. Due to lack of understanding, most conditions were attributed to demonic and satanic possessions, which led to stigmatization, banishment or even extermination (Thomas & Loxley, 2007; Lynch, 2008).

Persons With Disabilities (PWDs) were considered abnormal human beings and terminologies like moron, vagabond, insane, feeble-minded, idiot and imbecile were used in reference to them and they had limited access to education (Thomas & Loxley, 2007). Disability was viewed as a “punishment of the gods”-a bad or evil sign; PWDs were chained, left on hills to die, thrown off cliffs, locked away or drowned. Fathers also had a right to terminate a child’s life (Trembay, 2007).

According to Tremblay (2007) the pioneers in Special Education included: Jean Marc Gaspard Itard who taught a wild boy how to communicate and perform daily living activities; Eduard Seguin who developed several influential guidelines for educating children with Special Needs (SN); Maria Montessori whose education was a flow of experience and OvideDecroly who founded a school for children with mild disabilities.

Walker (1994) posits that the first real efforts to educate deaf people, an area of Special Needs Education (SNE), begun around 1550 when Pedro Ponce de Leon, a monk from Spain, taught deaf children in a monastery in San Salvador. Seventy years later, Juan Pablo Bonet, a follower

of Ponce de Leon, published the first book on the education of deaf people. In it, he explained that he used a one-hand manual alphabet to build language. In 1700 Johann Ammons, a Swiss doctor, devised a method to teach speech and lip reading (now more accurately referred to as speech reading) to people who were deaf. In the mid-1700's, schools for deaf children were established in Scotland, Germany and France. Teaching methods according to Walker (1994), focused on a combination of oralism- teaching students speech and speech reading and manualism – teaching students the use of a manual alphabet for written language.

The World Conference on Education for All in Jomtien-Thailand (United Nations Education Scientific and Cultural Organization [UNESCO], 1990), made the right to education universal for every citizen and every society. During the same conference, developing countries made constitutional commitments to provide universal primary education for all (UNESCO, 1990). The Dakar Framework for Action (2000) recognizes the need to tailor primary education to reach those belonging to ethnic minorities to make education contextually located and locally accessible (UNESCO, 2000).

According to Randiki and Otiato (2002), Special Needs Education (SNE) has evolved over the years in six main periods namely; neglect, private tuition, institutionalization, separation, normalization/deinstitutionalization and inclusion. During the neglect period, many Persons with Disabilities (PWDs) suffered neglect and rejection as they were considered socially and physically less capable because families and communities had negative attitude towards disability (Randiki & Otiato, 2002). Private tuition was characterized by teaching children with Special Needs (SN) at family levels by individuals such as St. John of Berverly, Didymus and Juan Martin Pablo Bonet of Germany (Randiki, & Otiato, 2002).

During institutionalization period a residential facility was put in place to house children with varied SN. This was done to protect them from neglect, with the original aim of providing higher level care and corrective rehabilitation, with the objective of returning them to society after improvement (Randiki & Otiato, 2002). Separation was a period during which it was realized that children with Special needs in education could not learn alongside the “non-disabled”, they were therefore segregated and placed in special programs such as special schools, units for children with disabilities, juvenile homes, small homes, approved schools and some families hiding children with Special needs in a room. (Randiki & Otiato, 2002).

Normalization, the fifth period, is defined by Randiki and Otiato (2002) as the creation of a learning and social environment as normal as possible for a child with SN. They assert that normalization took many dimensions and that movements towards normalization included: Deinstitutionalization; Regular Education Initiative; Least Restrictive Environment; integration; inclusion and Community Based Rehabilitation. Finally, is the inclusion period. It was seen that children with disability who went to regular schools got better education than those who went to special schools. This made them aware that provision of education through inclusive approach was the best option.

In Kenya, the Person's with Disabilities Act (2003) Article 11 states that Government shall take steps to the maximum of its available resources with a view to achieving the full realization of the rights of PWDs, including the right to education. The right to education is also acknowledged by the Children's Act (2001) as follows: (1) Every child shall be entitled to education in the provision of which shall be the responsibility of the Government and parents; (2) Every child shall be entitled to free and compulsory basic education in accordance with Article 28 of the United Nations Convention on the Rights of the Child. Article 28 of the Basic Education Act (2013) provides for the establishment of pre-primary, primary and secondary schools, adult and continuing education centers as well as special and integrated schools for learners with disabilities. The Constitution of Kenya (2010) also recognizes the right of every person to free and compulsory basic education. Therefore, children with HI are also entitled to universal right as evident in most policy declarations in Kenya.

According to UNESCO (2000), learners who understand the language they are instructed in are more likely to engage more meaningfully with content, question what they do not understand and even enjoy the challenges of new things. One of the guidelines for action of the Salamanca Statement and Framework for Action on SNE is that education policies should take full account of individual differences and situations (UNESCO, 1994). The importance of sign language as the medium of communication among the deaf should be recognized and provisions made to ensure that all deaf persons have access to education in their national sign language (UNESCO, 1994).

UNESCO (2003a, 2008a) stress the central role of mother tongue instruction in achieving quality education for all. UNESCO argues that literacy and academic proficiency in the first language

(L1) plays a fundamental role as the foundation of academic success in any language (UNESCO, 2003a & 2008a). UNESCO regularly reiterates that fifty percent of the world's out-of-school children live in communities where the language of schooling is rarely, if ever used at home. This underscores the biggest challenge to achieve Education for All (EFA): a legacy of non-productive practices that lead to low levels of learning and high levels of dropout and repetition (UNESCO, 2005).

One of the sources of challenge for the deaf/hard of hearing (d/hh) students is that they are often learning to read and write in English while simultaneously developing a language for communicative purposes (Clark, Gilbert & Anderson, 2011). Thus, the need to carry out the study in primary schools where the learners start to acquire and develop their first language (KSL) for communication and at the same time learning to write in English.

Mayberry, Lock and Kazmi (2002), hold that the age of initial language experience predicts future ability to process grammatical information. They assert that deaf individuals whose first language exposure was delayed until age 6 or older, showed low accuracy in English grammatical judgment and comprehension compared to deaf and hearing individuals who had learned English as a second language in school after appropriate exposure to a (signed or oral) first language in the home during early childhood. Attributing this success to the early acquisition and use of sign language/ a primary language is beneficial to all aspects of education among children who are deaf (Malloy, 2003).

Cummins (2000) holds that conceptual knowledge developed in one language helps to make input in the other language comprehensible. Cummins also holds that learning of mother tongue facilitates learning of literary skills in the second language. This means that learning of KSL should facilitate learning of literary skills in English among learners with HI which the current study sought to find out. Zarchy (2008) states that a good background in sign language among learners with HI enhances the acquisition of English language. Zarchy argues that if Native American Sign Language (ASL) signers learn English as a second language at a young age, they perform just like the hearing children who learn English as a second language at the same age. Zarchy finally concludes that early exposure to sign language for children with HI can improve the literacy abilities. One of the core areas of the current study was to establish competency in

Kenyan Sign Language (KSL) as a need and a lead to competency in English as a second language to children with HI in schools.

Chamberlain and Mayberry (2000) argue that signers who understand the structure of ASL tend to perform better on tests of literacy. This positive relationship means that good signers make good readers (Meadow & Mayberry, 2001). It can therefore be concluded that good signers can also be good writers in English which was the core of the current study to confirm the findings of such studies in the study area.

Wolbers (2010) postulates that because of the unique developmental histories among children with HI which often include language delays in the primary expressive/receptive language, d/hh students' exhibit challenges in learning to write effectively and fluently. Researchers within deaf education consistently point out to a pattern of little progress in reading achievement for d/hh students in middle and high school (Gallaudet Research Institute, 2003). Mayer (2010) has commented that d/hh students' writing often persistently contains simplified sentences, grammatical errors or nonstandard usages. According to Marschark, Lang and Albertertini, 2002; Mayer, 2010; Singleton, Spencer, Baker and Tomblin (2003) d/hh students' writing include text that is typically shorter, less complex, and sentences that are comprised of repetitions of basic grammatical patterns. In addition, Singleton, Morgan, DiGello, Willes and Rivers (2004) in their study carried out in America on vocabulary use by low, moderate and high ASL- proficient writers, compared to Hearing -Monolingual Speakers who were learning English as Second Language (ESL), argue that d/hh students' writing comprises introduction of new topics without full development of ideas. This makes their writing full of different statements that are not developed into stories.

Antia, Reed and Kreimeyer (2005) reported that hearing impaired students typically lack severely in development of their syntactical skills and that they use fewer cohesive markers or fewer different lexical devices to mark cohesion. Marschark and Spencer (2010) add that hearing impaired people tend not to have a broad vocabulary, neither do they use extensive word variety. They also hold that hearing-impaired individuals are not able to produce complex sentences or have ample sentence length. These therefore, justifies why there is need to carry out a study on the writing skills of learners with hearing impairment in Kenya, whose first language is KSL and second language in the school is English.

Lidell (2003) posits that in spoken English, meaning is produced by actions within the vocal tract that result in sounds perceived through audition while in American Sign Language, meaning is produced by actions of the hands, arms, face and head that produce signs perceived visually. Language discrepancy between signed and spoken languages is also noted by Valli, Clayton, Lucas and Mulrooney (2005) who hold that word order between spoken English and American Sign Language differs significantly. In the current study, the author also wanted to confirm such discrepancies between KSL and English.

According to Busch (2012), there are various strategies that can be employed when teaching students with multiple learning challenges which include; breaking learning into small parts, using graphic organizers, frequently checking for understanding and comprehension and teaching note-taking skills. Busch (2012) also identifies the strategies that can help raise student achievement in class. These included making information visible and meaningful to the student, exposing new vocabulary in a variety of ways, using small group discussions, giving signals when topics are changing and using peer helpers.

Szymanski, Lutz, Shahan and Gala (2013) in a report on the critical needs of students who are deaf and hard of hearing in America, identified fourteen barriers that currently prevent deaf and hard of hearing students from achieving their academic, linguistic and socio-emotional potential. The barriers include issues with access to services, lack of fiscal and other resources, misguided attitudes and misinformed beliefs or expectations.

The Asmara Declaration on African Languages and Literature reiterated the fact that; African languages are essential for the decolonization of African minds and African renaissance; all African children have the right to attend school and learn in their mother tongue - every effort should be made to develop African languages at all levels of education. This therefore means that children with HI also have the right to be taught in their mother tongue- Sign Language. Thus, the current study investigated the implication of Kenyan Sign Language, the mother tongue of children with HI in Kenya, in acquiring English writing skills.

In South Africa, Banda (2007) attributes the problem of poor academic writing to students having no other option but to study in English, which is their 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> language. Banda further argues that students from African language speaking homes are at a disadvantage and will

continue to seek strategies to mediate English as a Second Language academic writing (ibid). This view is also shared by Van Rensberg and Lamberti (2004) in their research in South Africa on the language of learning and teaching in higher education in which they posit that students who have had poor schooling and study in a language other than their mother tongue are at a disadvantage academically.

Majority of learners in South Africa are bi- or multi-lingual, and attend school in a language that is not their first language (Pan South African Language Board [PANSALB], 2000). The language policy in South Africa which has only been partially implemented uses an additive approach to bi- or multi-lingualism, whereby the first language is maintained and used as a basis for learning of another language (Chick & Mckay, 2001; The Advisory Panel on Language Policy, 2000).

According to De Wet (2002) home language is the most appropriate medium for imparting the skills of reading and writing, particularly in the initial years of schooling. It is a well-known fact that the right of children to receive education in their home language is enshrined in the Constitution of South Africa (Van der Walt & Ruiters, 2011). As such, a learner with HI, whose first language is sign language, is likely to experience a lot of challenges in acquiring appropriate English writing skills related to the sign language they use. This is one of the core areas of the current study.

Gudyanga, Wadesango, Eliphanos and Gudyanga (2014) posit that there is a risk of students with hearing impairment in Zimbabwe being excluded from the teaching and learning that goes on, unless measures are taken to ensure that they are fully included. Gudyanga et al (2014) add that besides communication problems, students experienced feelings of hunger, frustration and isolation. One of the core areas of the current study was to determine the challenges faced by learners with HI in acquiring English writing skills.

The Kamunge report (1988), Kenya, recommends that mother tongue within the catchment area be used as the language of instruction in pre-school and adult education program. Kenya Institute of Education (KIE, 2004) recommends the use of Kenyan signed English which is a combination of KSL and Signed English (SE), in teaching English to learners with HI. This coincides with

Adoyo (2004) who notes that since KSL is easier for learners with HI to understand and recall, it would be logical to use it as a language of instruction in the classroom for those with HI.

Mweri (2014) argues that for deaf children, there is no clear policy regarding the use of mother tongue in education as is the case with the hearing children. According to Mweri, the use of deaf child's mother tongue (KSL) in schools for the deaf has largely been ignored and there is continued insistence on the use of the oral method of communication. Mweri adds that by denying the deaf in Kenya the use of KSL- their mother tongue; we are actually squandering a linguistic resource that can be used to impart knowledge and skills necessary for their survival. This therefore means that children with HI also have the right to be taught in their mother tongue- Kenyan Sign Language (KSL). However, there are still questions on whether the use of sign language mode of instruction is helping the learner with HI to write competently and undertake fluent and complex composition in Standard English (Wamae, 2002). Therefore, it can be concluded that KSL can impact on acquisition of English writing skills either positively or negatively, which is the core of the current study.

On the contrary, Lozanova and Savtchev (2009) argue that the languages used in the classroom are important because the aim is to produce what is expected in the target language- English. They say that if learners receive instructions in KSL all the time, they will be ill placed to write good English composition. The authors state that sign language has a grammar and syntax that is quite different from that of spoken languages, which can confuse learners. Further they argue that a learner who is pre-lingually HI cannot be immersed in the language around them because they cannot hear it. Learners with HI do not have a written or spoken language on which to pin their second language learning because sign languages are entirely visual (Lozanova & Savtchev, 2009). This could therefore mean that the use of KSL as a medium of instruction may influence proficiency in English writing skills in one way or the other since it is not a written language.

Adoyo (2007) posit that teachers should use the latest techniques and materials for instruction when working with children with HI. More emphasis should be laid on showing practical things to students. Adoyo (2007) adds that teachers should make diagrams on the chalkboard for explanation. If a student with hearing impairment asks a question, the teacher should remain calm and answer the question slowly and clearly to provide clarity (Adoyo, 2007). This is one of

the core areas of the current study-to assess the strategies and methods employed while teaching and learning English writing skills among learners with HI.

English composition writing requires a mastery of grammatical rules that can be achieved through instructional process (Abaya, 2006). Abaya (2006) adds that if the general objective of teaching English is to be achieved, learners need to learn not only the effective use of the main grammatical structures like sentences, clauses, phrases and words, but also the ability to write logically and coherently; proper sequencing of lexical and grammatical items enhance coherence and cohesion. Gathumbi and Masembe (2005) support this by arguing that a good writer should observe patterns of word order and word structure, demonstrate good command of sentence structure and preserve coherence both within and in between sentences to give meaning to text.

Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. It involves the picking up of diverse capacities including syntax, phonetics and extensive vocabulary (Crain & Lillo, 1999). According to Rodgers (2005), writing is a medium of human communication that represents language and emotions through the inscription or recording of signs and symbols.

In Kericho County, despite the advocacy for the use of KSL as a medium of instruction in primary schools for the HI, performance in English is still not appealing. The table below shows KCPE performance in two primary schools for the HI in Kericho County from 2013 to 2019.

**Table 1. Kericho County K.C.P.E Results for Schools for the HI**

SUBJECT	2013		2014		2015		2016		2017		2018		2019	
	SCHOOL		SCHOOL		SCHOOL		SCHOOL		SCHOOL		SCHOOL		SCHOOL	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
ENG	24.12	25.92	28.00	25.36	28.90	33.36	29.21	30.00	29.07	27.11	25.27	24.70	26.69	25.20
KSL	48.82	48.00	42.82	48.73	55.5	49.73	49.64	48.78	47.23	46.00	48.47	47.90	46.00	53.40
MATH	28.94	28.15	28.64	32.00.	29.71	26.64	33.64	32.00	28.92	31.11	33.60	33.40	34.00	34.30
SCIENCE	18.24	23.46	17.25	19.82	24.07	24.09	23.14	25.89	23.53	28.44	24.60	22.30	26.06	29.10

*Source: Kericho County Education Offices*

From Table 1 above, English is performed very dismally from 2013 to 2014 with a mean between 24 and 28%. From 2015 to 2016 school A makes slight improvement though the performance is still far much below average. School B on the other hand, registers a drastic drop of -3.36 which is quite worrying. From 2017 through 2019 there is a constant drop in performance of English in both school A and B.

Although mathematics and Science have also been performed poorly, the performance can be attributed to the dismal performance in English which is also the medium of instruction. Boulet (2007) suggest that language comprehension deficit may inhibit the conceptual understanding of a problem in Mathematics because the conceptual and procedural fluency of the learner are constrained by language. This is supported by Berger (2013), who has shown how important vocabulary is to the learning of Mathematics. Essien (2018) confirms the importance of English as the medium of instructions in the absence of developed mathematical registers in African languages. It can therefore be concluded that poor performance in English eventually leads to poor performance in other subjects taught in the same language and vice versa. Thus, improvement in English proficiency of learners with HI will eventually lead to improved performance in all other subjects hence the researcher's interest in English.

The issue of poor performance in English is not only an issue among learners with HI but also among regular learners. Learners in some regular schools have constantly performed dismally in English as compared to other subjects. The table below shows KCPE results for some regular primary schools in Kericho County from 2016 to 2019.

**Table 2 Kericho County KCPE Results for four Regular Primary Schools.**

SUBJECT	2016				2017				2018				2019			
	SCHOOL				SCHOOL				SCHOOL				SCHOOL			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
ENG	40.43	33.44	41.87	44.86	36.65	42.60	40.52	40.78	37.25	34.18	41.39	47.10	34.86	44.93	33.49	46.52
KISW	41.43	35.28	40.21	43.80	35.63	37.30	40.08	43.58	37.15	31.21	34.84	46.47	28.74	36.80	33.46	50.00
MATH	48.77	43.50	42.92	45.10	44.13	41.90	45.20	47.55	46.93	39.71	40.90	50.90	41.46	48.73	40.31	44.47
SCIENCE	45.43	43.06	41.56	40.68	43.01	40.05	45.40	43.23	47.55	36.82	40.87	49.63	43.90	39.27	35.18	54.00

*Source; County Director of Education- Kericho County – January 2020*

From table 2, it is evident that English performance is below average in the four regular schools in Kericho County throughout the four years. From 2016 to 2019 the performance is below 50%, this has further impacted on the performance of Mathematics and Science which are taught and tested in English. As is the case with English, Mathematics and Science performance is below 50% from 2016 through 2019 except for school D which got a mean of 50.9 in Mathematics in 2018. The results therefore, justifies the need to conduct a study on English in Kericho county.

Though the performance of English is dismal in regular schools, the situation is even worse in schools for the HI (as shown in table 1) where performance in English is below 30% except for the case of school B which got a mean of 33.36 in 2015 and 30.0 in 2016 (as shown in table 1). Performance of English in regular schools on the contrary is above 35% except for the case of school A which attained a mean of 34.86 in 2019, school B which got 34.18 in 2018 and school C which attained 33.49 in 2019. This study was conceptualized to investigate the implications of first language (KSL) acquisition on English writing skills among learners with HI in special primary schools for the HI in Kericho County.

### **1.3. Statement of the problem**

Kenyan Sign Language (KSL) is the first language for most people with Hearing Impairment. Before enrolling into school, children with HI have limited communication by using natural signs at home, which in most cases entail gesturing. KSL is also used as a medium of instruction for learners in schools for the HI in Kenya. The use of Kenyan Sign Language (which is the mother tongue for learners with HI) in teaching English to learners with HI is recommended by KICD. Since KSL is taken to be easier for learners with HI to understand and recall, it was thought to be logical to use it as a language of instruction in classrooms for the HI. Individuals with HI whose spoken language exposure is seemingly delayed until age six or beyond, probably show low accuracy in English grammatical judgment and comprehension. Most learners with HI in Kenya experience language delay because of late entry into school where they are first exposed to spoken English language apart from those born to hearing parents, therefore, they exhibit challenges in learning to write effectively and fluently. Despite the recommendation that Kenyan Sign Language be used in teaching learners with HI in order to boost their performance, the performance in English as a subject is still worrying in Kericho County, Kenya. Moreover, many studies have been done on performance in English but no

known study has been conducted so far on ‘deaf’ learners’ education at primary level in the county. It is on this basis that the current study sought to investigate the implications of first language acquisition on English writing skills among learners with HI in special primary schools in Kericho County.

#### **1.4. Purpose of the study**

The purpose of this study was to explore the implications of first language acquisition on English writing skills among learners with hearing impairment in special primary schools in Kenya.

#### **1.5. Objectives of the study**

The study was guided by the following objectives:

- i. To examine language discrepancies between KSL and English in writing skills.
- ii. To establish the application of KSL when teaching English writing skills to learners with Hearing Impairment.
- iii. To assess the strategies and methods employed when teaching and learning English writing skills among learners with Hearing Impairment.
- iv. To determine the challenges faced by learners with Hearing Impairment in acquiring English writing skills when taught using KSL.

#### **1.6. Research questions**

The research questions that guided the study were:

- i. What are the language discrepancies between KSL and English in writing skills?
- ii. How is KSL applied when teaching English writing skills to learners with HI?
- iii. What are the strategies and methods that are employed when teaching and learning English writing skills among learners with H.I?
- iv. Which challenges do learners with HI face in acquiring English writing skills when taught using KSL?

### **1.7. Significance of the study**

The study would be significant in providing teachers and other education stakeholders with knowledge and in-depth understanding of the existing language discrepancies between KSL and English and how the discrepancies influence English writing skills of learners with HI with a view to minimize it.

The findings from the study might assist teachers and curriculum implementers to come up with appropriate ways of using KSL during English lessons and the most appropriate language to be used to teach English. They might also come up with the most appropriate strategies and methods that might be used to facilitate and enhance the development of appropriate English writing skills among learners with Hearing Impairment.

The study findings might also be useful to learners by identifying the appropriate strategies they can employ in order to acquire appropriate writing skills in English. This might create a fair competitive environment for students with HI in English. The study might benefit teachers and learners by giving scholarly contribution towards identified challenges faced by learners with HI in acquiring English writing skills and how to counter the challenges. This might be handy in improving the writing skills among learners with HI thereby improving performance in English among such learners. The policy makers might also be able to review educational policies on language of instructions. Finally, the study might provide literature for reference both nationally and internationally.

### **1.8. Assumptions of the study**

The study was guided by the following assumptions:

- i. That there were no language discrepancies between KSL and English.
- ii. That both teachers and learners used KSL during English lessons.
- iii. That learners with HI experienced various challenges in acquiring English writing skills.
- iv. That various methods and strategies were employed when teaching and learning English writing skills.
- v. That all the proposed informants would accept to participate in the study and provide honest information.

- vi. That the research instruments would generate accurate data for the study.

### **1.9. Scope of the study**

This study was carried out in only two special primary schools for the HI in Kericho County. The study was confined to the implications of first language acquisition on English writing skills among learners with HI in public special primary schools for the HI in Kericho county. It was also confined to case study research design where data was collected through interview schedules, focus group discussions, document analysis guide and observation checklist. The respondents of the study included 2 Curriculum Support Officers for SNE for each sub county where the two special primary schools for the HI were located, 2 head teachers, 2 HODs, 3 parents with HI, 12 teachers of English and 27 learners with HI in class 7 making up a total of 48 informants.

### **1.10. Limitations of the study**

Limitations of the study according to Kombo and Tromp (2006) are situations and issues beyond the ability of the researcher to control and can interfere with the study. The study being a case study within a qualitative research approach, depended purely on qualitative data collected through face to face interviews which was time consuming, hard to prove trustworthiness and authenticity of instruments. This was overcome by using multiple sources of data to compare and contrast qualitative data collected. Other challenges included; inadequate response by the respondents due to communication problems especially in case of different signs (regional signs). The researcher consulted with the respondents in order to harmonize their signs before the actual research. Some students had limited language to express themselves, for example, those who had just joined schools for the HI. This is because they had not acquired enough signs. To counter this limitation, the researcher used local signs most of which were used at home; this was doubled up with writing. In case of post lingually deaf students who are hard of hearing, the researcher spoke loudly facing the students so that they could benefit from the residual hearing they were left with and at the same time lip read.

Other likely limitations were suspicion, lack of interest and unwillingness of some respondents to give certain information. The researcher visited the schools of study prior in order to familiarize

and establish a rapport with the respondents by having an interactive session with them. The researcher also wrote a good introductory covering letter explaining the reasons for the research, its importance and why the respondents had been selected. The researcher also obtained informed consent from the respondents and assured them that all information was confidential.

### **1.11. Theoretical framework**

This study was guided by Noam Chomsky's theory of Universal Grammar of 1977. This theory states that language acquisition is innate. The theory argues that all human beings have a Language Acquisition Device (LAD), which is the hypothetical brain mechanism that, according to Chomsky, explained the acquisition of syntactic structures of language (McGilvray, 2005). From this perspective it means that even people with hearing impairment have the capability to acquire language.

Chomsky's theory acknowledges the discrepancies in different languages and sets limits within which human languages can vary (Cook, 2003). Universal Grammar is considered to contain a set of general principles and all the grammatical information needed to combine the grammatical categories, for example, combining nouns and verbs into phrases. The child's task is just to learn the words of her language (Ambridge & Lieven, 2011) and apply the syntactic structures from the LAD to form sentences (Chomsky, 1965). Through Universal grammar, newborn babies have available to them the grammar of any language existent in the world. For instance, the language principle which accounts for the emergence of English, account as well for Vietnamese, Portuguese or any other language spoken in the world (McGilvray, 2005). This implies that though there are discrepancies in languages, all children are capable of learning the principles of all languages including English and KSL and make grammatical constructions in whatever language they learn.

Chomsky does not argue in support of mother tongue instruction as the author holds that the LAD contains infrastructure of all languages which when exposed is learnt as first language (Chomsky, 1951). This implies that children can equally learn and become competent in second or foreign language just as the first language, therefore it would not be difficult for learners to get formal education in second or foreign language.

The theory of Universal Grammar accounts for the role played by the strategies employed to enhance language learning. Chomsky (1980) argues that Universal Grammar present in the child's mind grows into adult's knowledge of the language so long as certain environmental triggers are provided. This could imply that for appropriate writing skills to be acquired in a language, various strategies must be employed to enhance acquisition of language. According to the theory, once children are born and involved in linguistic environment, they immediately start to develop a language and become fluent in their native language regardless of their intellectual ability within five to six years. This can also be taken to be applicable to the learners with HI, who are the subject in the current study.

Chomsky in his theory considers the challenges faced while learning language. Chomsky (1981a) posits that to acquire language, the child needs not only Universal Grammar but also evidence about a particular language. The evidence encountered can either be positive (i.e. actual sentences of a language) or negative (i.e. correction of the child's mistakes by adults). Negative evidence implies the challenges faced by children in acquiring a language and writing skills in the language- the core area in the current study.

According to this theory, one expects language discrepancies to include morphological, semantic, syntactic and pragmatic discrepancies. This means that to achieve proficiency in English writing skills, the discrepancies between English and KSL must be identified and addressed. Learners face various challenges in acquiring appropriate writing skills in English and in this study, it is due to L1(KSL). Using Noam Chomsky's theory as a framework, teachers and learners can employ various strategies to facilitate proficiency in English writing skills.

To achieve proficiency in English writing skills the teacher will use Universal Grammar theory to identify and explain the language discrepancies in terms of morphology, syntax and pragmatic. This will enable learners to adhere to the principles of English writing. The theory guides the teacher not to overuse mother tongue during lessons and only to use it when necessary, to facilitate proficiency in English writing skills. The teachers and the learners would also apply the theory to employ such strategies as guided writing, dramatization and peer teaching among others to ameliorate English writing skills. Challenges such as vocabulary, use of the dictionary, spelling and use of figurative language, once identified and addressed, then proficiency in English writing skills can be achieved. According to this theory, children are

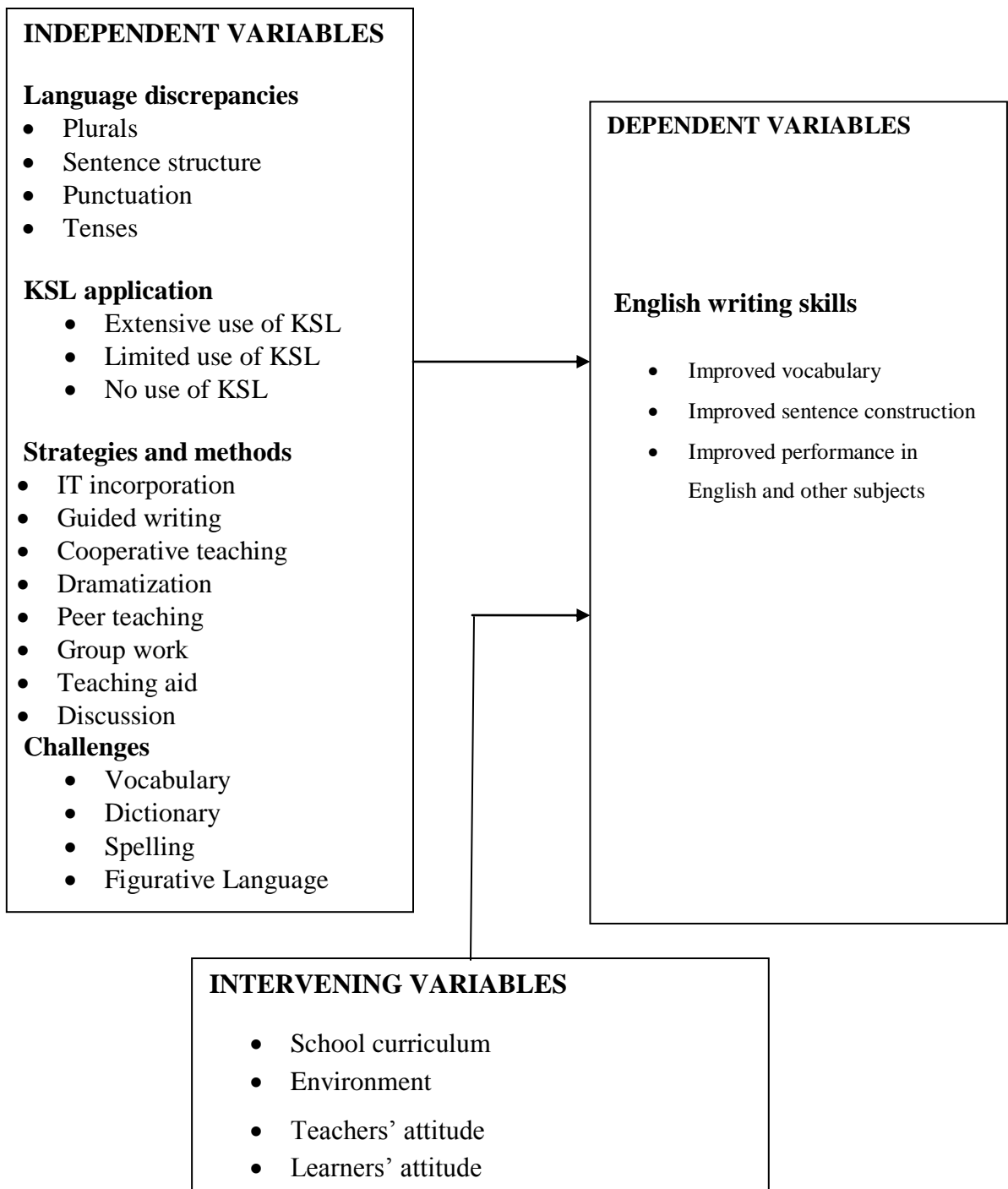
expected to become fluent in any language they are exposed to and thereby becoming proficient in writing skills of such languages.

### **1.12. Conceptual framework**

Kombo and Tromp (2006) postulates that a conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure a subsequent presentation. The study adopted a conceptual framework to show the relationship between the independent variable (first language acquisition) and the dependent variable (English writing skills) among learners with HI.

An independent variable according to Mugenda and Mugenda (2003), is a variable a that is manipulated in order to determine its effects on another. Dependent variable on the other hand is one that varies as a function of the independent variable (Mugenda & Mugenda, 2003). Orodho (2004) posits that an intervening variable is recognized as being caused by the independent variable as being a determinant of the dependent variable.

In figure 1, independent variables (first language acquisition) include language discrepancies between KSL and English, KSL application, strategies and methods employed when teaching English and the challenges faced in acquiring proficiency in English writing skills. Intervening variables that could affect proficiency in English writing skills but were not studied were school curriculum, environment, learners' and teachers' attitude. (See next page for diagram).



**Figure 1. Conceptual Framework**

In the conceptual framework (Fig 1), dependent variable (English writing skills) could be determined by the independent variables (language discrepancies between KSL and English, application of KSL when teaching English writing skills, strategies and methods employed when teaching English writing skills and challenges faced by learners with HI in acquiring English writing skills). If these independent variables are favorable to the learners, then the learners can become proficient in English writing skills. This will be manifested through improved vocabulary, improved sentence construction and improved performance in English and other subjects. On the contrary, if the independent variables are not favorable to the learners, poor vocabulary, ungrammatical sentences and continued poor performance will be observed. The intervening variables that might also influence English writing skills include school curriculum, environment, teachers' and learners' attitude.

The conceptual framework helped the researcher to focus on the objectives of the study to determine the implications of first language acquisition and the strategies that can be employed to enhance proficiency in English writing skills among the learners with HI in special primary schools in Kericho County.

### 1.13. Operational definition of terms

<b>Challenges:</b>	Problems that learners with HI face while acquiring English writing skills
<b>Curriculum Support Officers:</b>	Officers in charge of special needs education.
<b>Deaf:</b>	Refers to a person who has no/some little functional hearing thus will include mild to profound hearing loss.
<b>English writing skills:</b>	The skills that enable learners with HI to write clearly, coherently and competently in English.
<b>First language:</b>	Is the language that children with HI can communicate in fluently and are comfortable to use for communication (Kenyan Sign Language).
<b>Hard of hearing:</b>	is a person who has mild or moderate hearing loss and can only learn through sign language
<b>Heads of department:</b>	Heads of language department
<b>Hearing impairment:</b>	is hearing loss ranging from mild to profound hearing loss hence includes hard of hearing and the totally deaf
<b>Kenyan Sign Language:</b>	Is the first language for people with HI in Kenya
<b>Language discrepancies:</b>	Are the differences experienced between KSL (language of instruction) and English (language subject) in writing.
<b>Language of instruction:</b>	Language used by teachers of HI to teach English writing skills.
<b>Primary schools:</b>	are boarding public special primary schools for learners with hearing impairment in Kericho county
<b>Proficiency:</b>	Ability to write fluently and effectively
<b>Sign language-</b>	Is a visual language predominantly used by the deaf with its own distinct vocabulary, grammar and syntax

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter reviewed relevant literature that had been done internationally, in Africa and Kenya on the implications of first language acquisition on English writing skills among learners, especially the learners with Hearing Impairment. The review was done under the following topics: Language discrepancies between KSL and English in writing skills, application of mother tongue (KSL) when teaching English writing skills, strategies and methods employed when teaching and learning English writing skills and the challenges faced by learners with Hearing Impairment in acquiring English writing skills. In all these sections, there is an integrated critique that opens up gaps that the study was conducted to fill in. Finally, the chapter gives a summary on reviewed literature and gaps.

#### **2.2. Language discrepancies between KSL (first language) and English in writing skills**

Marcath (2021) argued that American Sign Language (ASL) has its own grammar and syntax and that it omits many features present in English. Marcath gives an instance of things like subject-verb agreement and distinction between subject, object and possessive pronouns which don't exist in ASL and thus students tend to drop them when it comes to writing English. The author adds that, like many foreign-language speakers, Deaf or Hard of Hearing (DHH) students must be explicitly taught complicated grammar rules that are picked up passively by children who are exposed to English. According to Marcath (2021), ASL has a much smaller vocabulary than English therefore, it recycles words for instance, the sign for 'car' is the same as the sign for 'drive'. Moreover, ASL uses phrases where English might use a single word. These linguistic differences make the DHH students to make the same mistakes when writing and use shorter, less complex sentences (Marcath,2021).

In Japan, Kyoko, Takemoto and Yokochi (2013) compared the performance of second language learners between the written and spoken modalities. The participants were 26 Japanese university English as a Foreign Language (EFL) students. Data was collected through oral and written description of a six-panel cartoon, questionnaires and interviews. Analysis of their spoken and written descriptions revealed that they used a wider variety of vocabulary and shorter sentences

in writing than in speaking. The current study might have different results because it was majorly concerned with writing skills, however the above study was concerned with both written and spoken modalities. The current study collected data through interviews, focus group discussion, document analysis and observation checklist contrary to the above study. These gave more detailed information. Furthermore, participants in the above study constituted university students whose writing skills are fully developed whereas the participants in the current study were primary school learners who are still acquiring English writing skills. Japan is also a developed country therefore, could invest more in the education sector.

Al-khresheh (2010) investigated the interference of L1 (Arabic) syntactic structures on L2 (English) syntactic structures amongst Jordanian learners of English. The objectives of the study were to investigate the errors committed by those EFL learners in order to find out the impact of their L1 on their L2. Data was collected using multiple-choice test. The subjects of the study comprised 115 tenth grade school students from Al-Mazer district of education in the south of Jordan. The findings of the study revealed that the subjects committed a total of (1266) interlingual errors with respect to simple sentence structure word order. The errors committed as a result of transfer from standard Arabic (SA) were higher than those committed as a result of transfer from non-standard Arabic (NSA). The findings also revealed that interlingual errors committed by the same subjects were due to differences between the subjects' L1 and the L2 as well as transfer from two different varieties of Arabic. The study used tenth grade learners only to collect data by giving them multiple choice questions. The current study used different categories of respondents who included Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI in class seven.

Manan, Zamari, Pillay, Adnan, Yusof and Raslee (2017) studied Mother Tongue Interference in the Writing of English as a Second Language (ESL) among Malay Learners. The objective of this study was to identify the errors in writing committed by Malay ESL learners which could be attributed to mother tongue interference. Twenty-pre-degree quantity surveyor students from Universiti Teknologi MARA Perak campus participated in the study. They were instructed to write between 200- to 300-word essays on a given topic in English and in Malay. Their compositions were analyzed using the algorithm for conducting Error Analysis (EA) proposed by James (1998) which is practiced by current EA practitioners. The study found out that there were

four major types of interference which are: transfer of rules, redundancy, reduction and overgeneralization. In that study the learners were university students only. The current study involved primary school learners. In addition, CSOs for SNE, head teachers, HODs, English teachers and parents were also involved. The above study analyzed composition essays while the current study collected primary data by use of interview schedules, focus group discussions, document analysis guide and observation checklist.

Al-Khaza'leh (2021) carried out a study on Errors Analysis of Writing among Third- and Fourth-Year College EFL Students. The purpose of the study was to investigate the possible writing errors committed by tertiary students. The study used a sample obtained from the third- and fourth-year students from the English department. The findings of the study revealed that the assignments done by the students had errors in terms of punctuation, subject-verb agreement, capitalization and singular-plurals formations. The study used assignments by college students to analyze errors committed by students while writing English. The current study used interviews, focus group discussions, document analysis and observations checklist to collect data. The current study also involved Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, and teachers of English to fill the knowledge gap. In addition, the current study involved learners in primary schools as opposed to the above study that involved college students.

Mudhsh (2021) carried out a comparative study of tense and aspect categories in Arabic and English. The study used 120 essays and 1200 sentences written by 120 EFL learners at the University of Bisha to establish the negative influence of Arabic on different grammatical components of English. The findings established that Arabic impacted on English both positively and negatively; mother tongue impacted on the components such as articles, tenses, pronouns and prepositions among others. The study was carried out in Saudi Arabia and used university students' essay to collect data. The current study was conducted in Kenya and used varied respondents that involved Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI in class 7. Further, data collection was done through interviews, focus group discussions, document analysis and observations checklist which helped to collect rich data.

A study was conducted by Mohammed (2021) to investigate mother tongue influence on English writing with EFL learners at the university of Bisha, Kingdom of Saudi Arabia. Data was collected using 120 essays and 1200 sentences written by 120 EFL learners. The data was analyzed using inferential statistics. The findings of the study revealed that Arabic has both positive and negative influences on the EFL learners' writing in general and on the application of grammar rules by them in particular. The study concluded that English essay writing is a daunting task for some of the students because of the mother tongue influence. The current study fills the gap by using the learners with HI in primary schools. It also fills the knowledge gap by sampling CSOs, teachers and parents. The current study collected data using interview schedules, focus group discussion guides, observation schedule and document analysis. Data collected by the current study was analyzed thematically.

Baykalova, Artyna, Dorzhu, Ochur and Dolaana (2018) conducted a study on Morphological interference in the process of mastering English speech in conditions of interaction of Tuvan, Russian and English as a foreign language. The study used observation and generalization. It observed how teachers were teaching English and then generalized the best methods that were used. The researchers also used their own experiences in addition to conversations with teachers of foreign languages. The findings of the study showed that there were morphological difficulties which led to interlingual interference. One of the difficulties involved the use of future simple connected with the use of auxiliary verb shall /will. The study was carried out in Russia and sampled teachers only. Data was collected through observation and generalization. The current study was conducted in Kenya and sampled Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI in class 7. This helped to fill the knowledge gap. Data for the current study were collected through interviews, focus group discussions, document analysis and observation checklist which aided in getting rich data.

Adelabu (2014) did a contrastive analysis of adjectives in English and Yoruba in Nigeria with the aim of identifying the areas of similarities and differences and the problems caused by the differences to Yoruba learners of English. The sample size was two hundred (200) subjects comprising students in Junior Secondary School 2 and Senior Secondary School 2 classes who were Yoruba speakers and learners of English as a second language. The students were given a test of 100 items of various types and uses of adjectives. The study established that there were

many noticeable differences between the use of adjectives in English and Yoruba and that the differences constituted problems to Yoruba learners on using adjectives in English. As opposed to the above study, the current study utilized interview schedules, focus group discussions, document analysis guide and observation checklist to collect data thereby obtaining more detailed and in-depth data. Moreover, the current study filled the gap by using the pupils in primary schools where learners are at the foundation of developing their writing skills. The current study also fills the knowledge gap by using CSOs, head teachers, teachers and parents as the respondents, more so the learners used were hearing impaired.

Kilanya (2016) explored effects of Kenyan Sign Language on acquisition of English language in Kenya. The study used both qualitative and quantitative research approaches. Both purposive and stratified simple random sampling techniques were used to obtain the sample of the study which comprised of 35 people including the school Principal, teachers and pupils. Data was collected using questionnaires, observation checklist and interview guide. Data was analyzed using descriptive statistics. The findings of the study showed that KSL has different grammatical structures from that of English language and its introduction had not boosted learning in schools for the learners with HI and this could limit employment opportunities among the deaf persons in Kenya. The current study however had CSOs for SNE, teachers, pupils and parents as its informants therefore collected richer data. In addition, the current study utilized saturated sampling technique. Nevertheless, the current study was purely qualitative thus data was collected through focus group discussions in addition to interviews, observations checklist and document analysis. These enabled the researcher to collect very detailed data. Data for the current study was also analyzed thematically.

In Kenya, a study was conducted by Macharia (2013) to investigate the phonological basis of misspellings in the written English of kikuyu speakers. A sample of 285 secondary school students from four different schools was used. Data was collected through written test (creative composition). Results of the study showed that certain misspelt English words are a fully inflected form with aspects of the phonology of Kikuyu language and has phonological segments that are influenced by the phonological structure of Kikuyu. In contrast, the current study fills the gap in primary schools for the HI whose first language is not a written language. In addition, the current study had a smaller sample which included CSOs for SNE, Head teachers, HODs,

teachers, parents and learners with HI. The current study also collected data through interviews, document analysis, focus group discussions and observations which provided more in-depth data. Finally, the study was based on mother tongue influence on the phonological difference, hence, interference in the phonological competency in the second language, whereas the current study is majorly based on morphological and syntactical differences between mother tongue and second language.

Whereas the review has highlighted how language discrepancy affect English, no known study has been done on language discrepancy and its effects on English writing skills among learners with HI in Kericho County.

### **2.3. Application of mother tongue (KSL) when teaching English writing skills**

Language of instructions has an impact on learning. Van and Lamberti (2004) posit that students who have had poor schooling and study in a language other than their mother tongue are disadvantaged academically. This is supported by Jacobs (2005) who argue that students who are taught in a second language are denied immediate access to content. Frydrychova (2012) on the other hand argues that writing is one of the most difficult skills to acquire in a foreign language because it requires a high proficiency of the target language. This opinion is shared by Kern (2000), who holds that when a student knows how to write a “summary” or “analysis” in Mandarin or Spanish it doesn’t mean that he/she can do the same in English therefore, the influence from various educational, social and cultural experiences that students have in their native language must be taken into consideration when giving appropriate instruction.

In Europe, Naka (2014) conducted a study to investigate the advantages of mother tongue in English language classes. 3 teachers of English and 77 students of pre-school program in Gjakova University participated in the study. Data was collected using questionnaires. The findings from the questionnaires revealed that code switching between L1 and L2 should be applied but teachers and students should be cautious to what extent Mother Tongue should be used in English lectures. While the above study collected data using questionnaires, the current study collected data using interviews, document analysis, focus group discussion and observation checklist, which provided more in-depth data. The current study also revealed how and when Mother Tongue (KSL) should be used when teaching English writing skills to learners with HI.

The current study also filled the knowledge gap by involving CSOs for SNE, teachers, parents with HI and learners who were as well HI.

Timor (2012) conducted a quantitative study in Israel to investigate the use of mother tongue in teaching a foreign language. The sample of the study constituted 112 teachers of English (60 elementary and 52 secondary school teachers) in Hebrew-speaking elementary and secondary schools. The sample was picked through simple random sampling technique. Data was collected through questionnaires and analyzed using descriptive statistics. The findings of the study revealed that teachers' overall attitude towards mother tongue use in teaching foreign language classroom is positive. Contrary to the previous study, the current study deployed qualitative approach whereby saturated sampling technique was used to arrive at a sample of 48 respondents. Data for the current study was collected using interview schedules, focus group discussions, document analysis and observation checklist which provided more detailed information. In addition, the current study fills the gap in primary schools for the HI. The current study also fills knowledge gap by involving CSOs, teachers, parents and learners and analyzed data thematically.

In Turkey a study was conducted by Kayaoglu (2012) to investigate the use of mother tongue in foreign language teaching from teachers' practice. A total of 44 teachers of English at Karadeniz Technical University were involved in the study. The data were collected by administering a questionnaire containing 35 items. The data were analyzed using descriptive statistics. There was also an in-depth interview with 12 participants to gain more insight into the teachers' current classroom practices. The results indicated that a great number of the teachers were found to take practical and pragmatic position in the use of L1 instead of adhering to popular beliefs on this topic that the role of L1 in second language acquisition gets in the way of or interferes with the learning of Second Language (L2). Nevertheless, the current study fills the gap in Primary schools for the HI. Besides, the previous study involved teachers only while the current study involved Curriculum Support Officers, teachers, pupils and parents with HI thereby filling the knowledge gap. Turkey being a more developed country could invest more in education. This could influence the results since the current study was done in Kenya which is a country to the south. The current study also collected its data through interviews, focus group discussion, document analysis and observation checklist which provided very detailed data.

Khati (2012) examined when and why mother tongue was used in English classrooms in Nepal, South Asia. Purposive sampling technique was employed to select 10 students studying at the secondary level and 10 teachers teaching at the same level of Nepali medium schools in Ramechhap district. The study used lesson observations, interview and focus group discussion to collect data. The findings revealed that learners from government-aided school feel more need of mother tongue; teachers generally use Nepali to explain difficult concepts, grammar rules, new words and to give instructions. It also showed that teachers use Nepali language to make students feel comfortable and confident inside classroom. The teachers and students from private schools on the other hand do not use Nepali so frequently. It was also revealed that L1 is used because of pronunciation difficulty and fear of losing face in the classroom on the part of students. While this study was conducted in South Asia, a developed country, the current study was conducted in Kenya, a country to the south where much may not be invested in education of students with HI. The current study also employed saturated sampling techniques. In addition, the current study fills the knowledge gap by involving CSOs for SNE, Head teachers, teachers, parents and learners.

Karakas (2016) conducted a study on Turkish lecturers' views on the place of mother tongue in the teaching of content courses through English medium. The study employed a case study design within a qualitative approach. The study sampled 13 lecturers teaching in 3 long established English Medium Instruction universities using purposive and snowball sampling techniques. Data was collected through semi-structured interviews and analyzed thematically. The findings of the study showed that lecturers are largely supportive of integration of Turkish into classes to varying degrees and letting students to use it for certain purposes. In contrast to the above study, the current study fills the gap in primary schools for the HI and fills the knowledge gap by sampling teachers, CSOs, parents and learners with HI. The current study also collected data using interviews, document analysis, focus group discussions and observation checklist which provided more in-depth information.

In South Korea Kelleher (2013) conducted a study on overcoming the first language taboo to enhance learning a foreign language. The study used a sample of 162 university students. The quantitative study collected its data using questionnaires and analyzed its data using SPSS. The

results of the study showed that majority of learners use mother tongue despite the negativity surrounding its role. Whereas the above study only used learners as respondents, the current study involved teachers, CSOs, parents and learners. This aided in filling the knowledge gap. The current study also fills the gap in primary schools for the HI since the above study was conducted in universities. Moreover, the current study collected its data through interviews, focus group discussions, document analysis and observation schedules. These instruments for data collection provided very detailed data.

Aydin and Dogan (2019) did a quantitative research on teacher attitudes towards mother tongue education in Turkey. The study employed survey research design. Snowball sampling technique was used to sample 150 teachers employed in public schools. Data was collected through questionnaires and analyzed using descriptive statistics. The results of the study revealed that teachers have positive attitude concerning multilingual education policies. The current study on the other hand, employed case study design within a qualitative approach. The current study got its respondents using saturated sampling technique and collected data through focus group discussion, interviews, document analysis and observation checklist which provided more detailed data. The current study also fills knowledge gap by using CSOs, teachers, parents and learners as opposed to the above study.

Mahroof (2015) using a qualitative research approach conducted a study on using learners' mother tongue in teaching English as a second language in Ampara district, Sri Lanka with an aim of exploring the extent to which the junior secondary learners are provided target language via teacher talk to facilitate L2 learning. Data was collected through classroom observation and the classroom discourse was audio recorded. The study findings showed that L1 use was 23-83 % which shows an average of 72% of the selected lessons observed. The study concluded that the target language should be the language of the classroom and mother tongue could be used sparingly, where necessary to make meaning clear. For the purpose of getting detailed data, the current study collected data through interviews, document analysis, focus group discussions in addition to lesson observations. The current study also filled the gap in Primary Schools for the HI.

In Zambia, Kafata (2016) investigated the impact of teaching in local languages on pupils and teachers using descriptive cross-sectional survey design within the mixed method approach. The sample of the study constituted a total of 45 informants (20 headmasters, 20 teachers and 5 grade 4 and below pupils from 20 primary schools of Kitwe district). The samples were selected using simple random sampling technique. Data collection instruments were questionnaires and interview schedules. The data was then analyzed using statistical software called STATA. The findings of the study showed that issuing instruction in local language is more beneficial as the pupils grasp things faster, pupils' participation in classroom improves greatly however some pupils may face language barrier especially those transferred from other regions. Nevertheless, the current study was purely qualitative and employed case study design which provided very in-depth data. The current study selected its respondents through saturated sampling technique which enabled the whole population to participate in the study. Apart from interviews, the current study also utilized focus group discussions, document analysis and observation checklist in data collection. These yielded more detailed data. Furthermore, while the study above was concerned with teaching in general, the current study was concerned with English writing skills in particular.

Mulenga (2017) conducted a study in Zambia to investigate the role and effects of the introduction of Zambia local languages on the provision of quality education in selected primary schools in Lusaka urban. Both qualitative and quantitative research approaches were employed. The target population was 60 involving teachers, head teachers, pupils and parents. The sample size of the study was 35. Data for the study was collected through questionnaires, interview schedules and focus group discussions. Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive statistics. The findings of the study revealed that the issue of using Zambian local languages was a welcome because it would promote learning. Contrary to the above study, the current study fills the knowledge gap by also involving CSOs for SNE as informants. In addition, the current study was purely qualitative. Moreover, the current study collected data using focus group discussion, interview, and document analysis and lesson observations.

In 2016, Ochieng discussed analysis of the influence of Mother Tongue on English performance in Kenya Certificate of Primary Education: A case of Ndhiwa sub county, Homa Bay County, Kenya. The researcher used philosophical analysis to analyze the factors that make the transition from Mother Tongue to second language (English) difficult. The researcher also put forward ideas that can lead to improvement of performance in English, when learners use it as a second language. The major findings and contributions of this research to education are also analyzed. The current study analyzed data thematically. The current study collected rich and detailed data through interviews, focus group discussion and observations. Finally, the current study attempted to fill the gap in primary Schools for the HI in Kericho County.

Njogu (2015) investigated the influence of mother tongue on pre- school children's performance in English language in Gachoka Division, Embu County. The study used a descriptive survey design. The study employed both quantitative and qualitative approaches to collect the data. The participants included head teachers, pre-school teachers and pre-school parents from eight pre-schools. Data was collected using questionnaires for the head teachers and pre-school teachers while interviews were used for pre-school parents. Data was analyzed using percentages and frequencies and presented in tables and charts. The study revealed that mother tongue contributes positively towards learning of English language in pre-schools. It further revealed that parents had negative attitude towards the use of mother tongue as a medium of instruction. The current study is distinct from the above study since it employed a case study design which enabled the researcher to have a very detailed and in-depth investigation of the problem thereby getting very rich data. The current study tries to fill the knowledge gap by involving CSOs for SNE, Head teachers, HODs, teachers, parents and learners. The current study also collected data through interviews, document analysis; focus group discussions and observation checklist which provided very detailed data. Finally, the current study analyzed data thematically.

In summary, the above literature has highlighted how the use of mother tongue impact on performance in English but no known study has been done on how mother tongue influences acquisition of English writing skills in special primary schools for the HI in Kericho County. In addition, no known study has revealed how and when to use KSL during English lessons.

#### **2.4. Strategies and methods employed when teaching and learning English writing skills among learners with HI.**

Mckeown (2011) holds that strategy is about shaping the future and is the human attempt to get to “desirable ends with available means”. Kvint (2009) on the other hand says that a strategy is a system of finding, formulating and developing a doctrine that will ensure a long-term success if followed faithfully. According to Mahmoud (2017) there is a positive impact of effective teaching strategies on producing good and fast learning outcomes. Mahmoud recommends that lecturers should use effective teaching strategies via continual improvement and updating their teaching strategies.

Brent (2009) in the study conducted in America, sought to investigate and analyze effective teaching techniques and tools for deaf and hard of hearing (d/hh) adult immigrants in ASL and English bilingual and bi-cultural college programs. The sample for the study consisted of two students and one teacher who was the researcher. The study adopted the participatory action research method where data was collected through observations, teacher and learner reflections and external evaluator interview with learners. The findings of the study indicated that multiple opportunities to learn about language in peer to peer conversations and direct conversations with the teacher using ASL were critical to effective teaching approaches and tools. The findings showed that bilingual materials were critical to support learners’ acquisition of ASL and English. It was also revealed that they should be incorporated at all times throughout their education since there was a significant relationship between ASL skill and English literacy. Whereas the above study adopted the participatory action research method, the current study adopted a case study research design within a qualitative research approach which enabled the researcher to explore more on the topic. In addition, the current study had a wider scope of 48 participants which enabled the researcher to obtain richer data. The current study fills the gap in primary schools for the HI in Kericho County. The current study also attempts to fill the Knowledge gap by involving CSOs for SNE, teachers, parents and learners with HI.

Raba (2017) examined the impact of effective teaching strategies on producing fast and good learning outcomes in Palestine. The study selected 8 lecturers as its informants through simple random sampling technique. Data for the study was collected through questionnaires and interviews and analyzed using SPSS. The findings of the study revealed that there was positive

impact of effective teaching strategies on producing good and fast learning outcomes. The current study fills the knowledge gap by involving CSOs, head teachers, HODs teachers, parents and learners with HI. Besides, data for the current study was collected using focus group discussions, document analysis and observation schedules in addition to interviews. These instruments yielded more in-depth data for valid and reliable outcomes. Finally, the current study fills the gap in primary schools where learners are still struggling to acquire writing skills.

A study by Fitriyanti (2019) assessed the effectiveness of demonstration method on procedure text writing skill in 10<sup>th</sup> Grade SMK Muhammadiyah 1 Purwokerto, Indonesia. The study used quantitative method. Total population sampling was used to sample two classes where one class was used as experimental class and the other controlled class. *N-gain* formula was applied to analyze data collected from the experimental class and control class. The results showed that there was an improved writing procedure in the experimental class after demonstration method in learning was applied while there was an average score in the controlled class after conventional method was applied. The score of the controlled class was lower compared to that of the experimental class. The results of the study revealed that demonstration is an effective method for procedure text writing in the tenth grade. The study used Quasi experimental design and sampled two classes of the 10<sup>th</sup> Grade. The current study used a multiple case study design and sampled primary school learners in addition to Curriculum Support Officers for SNE, head teachers, HODs, parents with HI and teachers of English. The current study collected data through interviews, focus group discussions, document analysis and observation checklist.

In Colombia, Aristizábal, Cano, Collazos and Solano (2017) conducted a systematic literature review in order to find what researchers have done to apply Collaborative or Cooperative Learning in the education of deaf children and also what kind of emerging technologies are used to enhance collaborative environments. The study reviewed a total of 229 studies from 7 different databases. The findings of the study revealed that Collaborative Learning has been used along with different kinds of technology among HI learners and had positive outcomes like improving skills in sign language, literacy and communication. The study used secondary data and did not collect primary data. The current study collected primary data from primary school learners in addition to Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English. The current study collected data through interviews, focus group

discussions, document analysis and observation checklist which provided very detailed information.

Riwayatningsih (2019) conducted a study in Indonesia to find out whether the use of questions as a teaching method probes students' critical thinking in their writing process. The study used a sample of 38 university students from the English department. The study employed a mixed method approach and a quasi- experimental research design. Data were collected through semi structured interviews. The results showed that the use of questions help students to think critically hence meaningful learning. It also facilitates connectivity and coherence which leads to writing sentences with a good flow. Further questioning, enhances meaningful communicative language in the writing process. The current study on the other hand used a multiple case study design and sampled primary school learners in addition to Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI. While the above study used semi structured interview, the current study collected data through interviews, focus group discussions, document analysis and observation checklist. These enriched the information gathered. Whereas the study was based on the use of questions as a teaching method, the current study looked at quite a number of methods and strategies employed while teaching English writing skills.

In Indonesia Situmorang (2021) conducted a study on students' perception of using group work in English class. The sample of the study comprised of 50 students sampled through purposive sampling technique. The study employed cross-sectional survey design. Data was collected using questionnaires and analyzed using descriptive analysis technique. The findings of the study showed that group work had a positive impact on students' attitudes and enlarged their commitment to completing assignments. However, the current study employed purposive and saturated sampling techniques; multiple case study design. Data for the current study was collected using interviews, focus group discussions, observation checklist and document analysis which gave rich and detailed data.

Li and Vandermensbrugge (2011) did a study in Australia to investigate the effects of group work on a group of 38 international research students. 38 students of Australian university were

sampled and data collected through classroom observation, questionnaires and focus group discussions. The findings of the study revealed that group work helped international students to start their writing process, it motivated them to develop their writing skills, increased their self-confidence as writers and supported them through their writing. The current study fills the gap in primary schools and further fills the knowledge gap by sampling the CSOs, head teachers, HODs, teachers and parents with HI in addition to the learners with HI.

In Kuwait, Asia Taqi and Al-Nouh (2014) explored the effects of group work on EFL students' attitudes and learning in higher education. A sample of 40 students were sampled and data collected through exams (2 done before group work; 2 done in groups; 2 done after group work) and open-questions questionnaire. The findings showed that the students who worked in groups did not improve. The method of forming a group also seemed to affect learning. Social and academic variables of age and Grade Point Average (GPA) affected the formation, engagement and results of group work. The current study collected its data using interviews, focus group discussions, observation checklist and document analysis which provided very detailed data. The current study also fills the knowledge gap by involving the CSOs, teachers and parents with HI a part from the learners.

Caddy (2015) sought to determine the strategies for teaching reading to English First Additional Language (EFAL) learners in grade 2 in South Africa. The study adopted a qualitative research using the case study design. The sample of the study comprised of grade 2 teachers from three former model 1-c schools in Gauteng province. Data was collected using focus group discussions, lesson observation and one-on-one interviews. The results indicated that teachers made use of a balanced literacy program in their classrooms but also emphasized the development of English comprehension and vocabulary among EFAL learners; teachers adapted their strategies to provide support for the learners by adjusting their pace of teaching and providing much needed individual attention during group guided reading session especially for learners whose English reading development and academic achievement had been negatively impacted by overcrowding, lack of parental support and poverty. Contrary to the above study whose participants constituted only teachers, the current study attempts to fill the knowledge gap

by including learners, parents, teachers and CSOs for SNE as participants. This yielded richer data.

Namirembe, Mkama & Kilave (2015) sought to explore teaching deaf and hard of hearing (d/hh) learners: testing innovative teaching practices in inclusive secondary schools in Tanzania. The study employed a quasi-experiment research design with post-test only which was administered on 10 d/hh students and 39 hearing students of Form II in one secondary school in Tabora region. The study was done in three subjects: Kiswahili, History and Geography. Data was analyzed using ANOVA one-way analysis. The findings from the study indicated that pre-teaching and re-teaching led to a significant difference in the academic achievement of the d/hh and hearing in Geography but not in History and Kiswahili. The results also revealed that for students to get background information and develop schema and vocabulary related to content subject, visual aids such as photos and films should be used to provide multiple examples of concepts. The current study employed case study design within a qualitative approach which helped to ensure that all the participants are effectively involved to provide very detailed data which was analyzed thematically. In addition, the current study fills the gap in primary schools for the HI. The current study also fills the knowledge gap by engaging CSOs for SNE, special educators and parents in addition to learners with HI.

Ikonta and Maduekwe (2012) explored the reading strategies as a catalyst for enhancing comprehensive and summary writing proficiency among high school students in Lagos, Nigeria. The study employed the Solomon Four quasi-experimental control group research design. The study used cluster random sampling technique to come up with a sample of 240 students and 50 teachers from the four randomly selected schools in Ifako-Ijaiye, Lagos. The instruments for data collection included structured questionnaires, and reading passages. Descriptive and inferential tools were used to analyze data collected. The study findings indicated that the use of reading strategies impacted positively on students' reading and summary writing ability. The current study adopted the case study design which gave very detailed data. The current study utilized saturated sampling techniques. The current study also tries to fill the knowledge gap by involving CSOs for SNE, teachers, parents and learners. Moreover, the current study collected data through interviews, focus group discussions, and document analysis and observation

schedule. These enabled the researcher to collect in-depth data. Finally, the current study analyzed data thematically.

Lenyai (2011) conducted a study to examine first additional language teaching in the foundation phase of schools in disadvantaged areas in South Africa. Both qualitative and quantitative approaches were adopted with interviews and observation checklists being used to collect data. A total of 30 teachers and 10 primary schools at townships in the Gauteng province formed the sample for the study. The teachers were selected through simple random sampling (3 teachers per school) while the schools were selected through purposive sampling. The findings of the study showed that the methods used by teachers to teach English as the first additional language did not develop children's comprehension and communication skills. Whereas the previous study employed both qualitative and quantitative approaches, the current study on the other hand, was purely qualitative. Additionally, the current study utilized saturated and purposive sampling in selecting the participants. Besides, the current study collected data through interviews, document analysis, focus group discussion and observation checklist which gave more detailed data. The current study also fills the knowledge gap through CSOs for SNE, head teachers, parents and learners with HI.

Choshi (2015) examined the application of teaching strategies in grade 12 English Second Language (ESL) classrooms in Mankweng circuit, Limpopo Province-South Africa. An exploratory research design was employed within a mixed method- quantitative and qualitative approaches. The study established that there are no prescribed teaching strategies by the Department of Basic Education, teachers are innovative in coming up with teaching strategies that suit the lesson and the type of learners, learners learn English better when teachers apply various teaching strategies during lessons and that teachers who apply teaching strategies in Grade 12 ESL classrooms contribute to learners' good performance in all schools at Menken Circuit. The current study employed a qualitative approach which enabled the researcher to explore more on the impacts of first language acquisition on English writing skills. In addition, the current study adopted a multiple case study research design which enabled the researcher to have an in-depth study of the problem.

Namukoa (2014) using a descriptive survey design explored Kenyan teachers' practices in science literacy instruction for d/hh learners. The study participants were 26 science teachers who participated in an online survey and another fifteen teachers who participated in in-depth focus group interviews. The study findings showed that, Kenyan science teachers are aware of the cited best practices and strategies in science literacy instruction for d/hh learners which are often implemented only superficially in their classrooms. Contrary to the above study the current study adopted a multiple case study design that provided detailed data. The current study engaged CSOs for SNE, head teachers, HODs, parents, teachers and learners thereby filling the knowledge gap. Moreover, the above study explored strategies for teaching science whereas the current study focused on English writing skills. The current study also collected data using interviews, focus group discussion, observation checklist and document analysis which provided very rich data.

Wandera (2012) explored effectiveness of teaching methods in English language on acquisition of English language skills in public secondary schools in Nairobi County, Kenya. The study was carried out in public secondary schools in Nairobi County. The data was collected using questionnaires and observation. The findings revealed that lecture method was found effective in promoting listening and writing skills; role play highly imparted on students speaking skills, while questions and answer instilled on students a mix of listening and speaking skills. The present study on the other hand, apart from observation checklist also deployed interviews, document analysis and focus group discussion to collect data. These yielded more detailed data. While the previous study was conducted in secondary schools where English writing skills are already developed, the current study fills the gap in primary schools where the writing skills are still being developed.

In Kenya, Mutai (2012) investigated the teaching strategies employed by English Language teachers in Eldoret Municipality. The study employed mixed method research design. A total of 180 students from six secondary schools within Eldoret Municipality, form three English teachers, heads of the selected schools and education officials in the district formed the sample for the study. The sample was selected using purposive and stratified random sampling techniques. Data was collected through questionnaires, interviews, documentary data and non-participant observation. The study employed both qualitative and quantitative data analyses.

From the study it was realized that lecture and group discussions are the most common methods used by teachers in their teaching. Debating and drama or role plays are not fully utilized. The current study adopted case study design within a qualitative approach. The current study adopted saturated sampling technique to select its participants. Furthermore, the current study tries to fill the gap in primary schools since the above study was conducted in secondary schools where writing skills have been developed. Data in the current study was collected through focus group discussion in addition to interviews, observation schedules and document analysis which provided in-depth data.

Chabari and Awori (2017) investigated the strategies used in teaching written English language to learners with HI in Njia special school in Meru county, Kenya. The study utilized descriptive survey research design. The respondents for the study were 5 English language teachers, 8 learners with HI and 1 head teacher. Data was collected using questionnaires, observation checklist and interview schedules. Quantitative data was analyzed through descriptive statistics while qualitative data was presented in narrative form. The results of the study revealed that teachers did not know the strategies and projects that could be used to improve writing among learners with HI. While the study above employed descriptive survey design, the current study utilized a multiple case study design which provided more detailed data. The current study also fills the knowledge gap by involving CSOs, parents and HODs in the study, in addition to head teachers, teachers and learners.

Whereas the literature reviewed has highlighted the various strategies and methods employed when teaching, none has cited how the strategies and methods influence proficiency in English writing skills among learners with HI in special primary schools in Kericho County.

## **2.5. Challenges faced by learners with HI in acquiring English writing skills**

Learners with HI seem to be experiencing a lot of challenges as they try to acquire English writing skills. Lucas (2001) states that learners with HI whose first language is sign language experience challenges in writing English composition since sign languages are not written languages. According to Moses and Mohamad (2019) English language writing has always been a challenge for second language students to master. Moreover, writing has always been a major

difficulty faced by students in English language learning. Furthermore, ESL teachers in most schools are faced with the challenge of developing students' ability in writing. Misbah, Mohamad, Yunus and Ya'acob (2017) in agreement posit that lack of vocabulary has caused the students to face challenges in acquiring writing skills. Afrin (2016) also adds that students have the habit of spelling according to their pronunciation and this leads to wrong spelling.

In Turkey a study was conducted by Kayaoglu (2012) to investigate the Challenges faced by learners with HI in acquiring English writing skills. A total of 44 teachers of English at Karadeniz Technical University were involved in the study. The data was collected through questionnaires and interviews. The data was analyzed using Statistical Packages of Social Science (SPSS). There was also an in-depth interview with 12 participants to gain more insight into the teachers' current classroom practices. The results indicated that a great number of the teachers were found to take practical and pragmatic position in the use of first Language instead of adhering to popular beliefs on this topic that the role of first Language in second language acquisition gets in the way of or interferes with the learning of the second one. The current study however was conducted in Kenya; a country to the south, whose investment in education sector may not equal Turkey. This could have an impact on the challenges faced by learners. Besides, the above study involved teachers only while the current study involved Curriculum Support Officers for SNE, teachers, pupils and parents with HI, therefore it fills the knowledge gap. Moreover, the current study collected its data using document analysis, interview schedules, focus group discussion and lesson observations that provided more in-depth data. The current study also attempts to fill the gap by being conducted in primary schools.

Solano, Torres, Cueva, Beltran, Cuesta, Jaramillo, Jaramillo and Cordova (2014) explored Spanish interference in English Foreign Language writing skills in Ecuadorian Senior High Schools, Spain. A sample of 351 students and 42 teachers from second year senior high schools (public and private) were used in the study. Data were collected using questionnaires for both teachers and students and a written test in which students were asked to write a narrative. The findings of the study indicated that English grammar and vocabulary were the linguistic areas that suffered the highest level of first language interference. While the above study had a vast sample, the current study had a smaller sample of 48 respondents. In addition, the current study used interview schedule, focus group discussions, document analysis and observation checklist

to collect data which provided very detailed data. The current study also fills the knowledge gap by involving CSOs, head teachers, teachers, parents and learners in the study.

Wang and Geva (2003) conducted a study in America on spelling performance of Chinese children using English as a second language: Lexical and visual-orthographic processes. The study sampled 30 Cantonese Chinese children who are English as a Second Language (ESL) learners and 33 native English-speaking (L1) children. Chinese ESL children showed poorer performance in spelling to dictation of pseudo-words than L1 children. Moreover, Chinese ESL children outperformed their L1 counterparts in a confrontation spelling task of orthographically legitimate and illegitimate letter strings. The results obtained from the current study differed from the above study since it involved a range of informants with different responsibilities i.e. CSOs, HODs, head teachers, teachers, parents and learners with HI. Therefore, it fills the knowledge gap. Whereas the above study collected data through written test, the current study collected its data through interview schedules, focus group discussions, document analysis and observations checklist. America being a developed country, might have invested much in the education sector which would make the results different from the current study.

Inceçay (2012) examined Turkey's foreign language policy at primary level: challenges in practice. Data for this qualitative study was collected through semi-structured interviews. The sample for the case study consisted of ten Turkish teachers (9 females and 1 male) of English as a foreign language working at different state primary schools in Istanbul. The data was analyzed using pattern coding strategy. The findings of the study revealed that the new policy prepared by the Ministry of National Education in 1997 considering teaching English as a foreign language in Primary schools was the outcome of top-down, assumption-based, and quick policy making which consequently had unintended impact on poorly-resourced schools with teacher shortage. The findings also revealed that policy was issued prematurely. The current study on the other hand fills the knowledge gap by engaging learners, parents, teachers, heads of language department, head teachers, and CSOs in charge of Special Needs Education to participate in the study. The current study also collected data through interviews, document analysis, focus group discussion and observation checklist. These provided very detailed data.

Kumarana and Krishb (2021) conducted a study on mother tongue interference in English writing among Tamil School Students. The study used 30 writing samples of Year 5 students

from a Tamil school. The samples were evaluated in terms of structure, vocabulary usage, and spelling. The results from the students' writings showed that their problems are related to grammar, direct translation of the Tamil language, vocabulary and spelling. The study was carried out in Malaysia and sampled learners only and did an analysis of written papers. The current study on the other hand, was carried out in Kenya and involved Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI in class 7. The current study also collected its data using interviews, focus group discussions, observation checklist and document analysis as opposed to the previous study.

In Japan, Kyoko, Takemoto and Yokochi (2013) compared the performance of second language learners between the written and spoken modalities. The participants were 26 Japanese university EFL students. Data were collected through oral and written description of a six-panel cartoon, questionnaires and interviews. Analysis of their spoken and written descriptions revealed that they used a wider variety of vocabulary and shorter sentences in writing than in speaking. The current study had different results because it was majorly concerned with writing skills, yet the above study was concerned with both written and spoken modalities. The current study collected its data through interviews, focus group discussion, document analysis and observation checklist contrary to the above study. These gave more detailed information. Furthermore, participants in the above study constituted university students whose writing skills are fully developed whereas participants in the current study were primary school learners with HI who are still acquiring English writing skills. Japan is also a developed country therefore, could invest more in the education sector.

El-Zraigat and Smadi (2012) in their study on challenges of Educating students who are deaf and hard of hearing in Jordan, sought to review the current special education programs and curricula as they relate to d/hh students using Jordanian national standards. The qualitative data were collected through interviews, observations and review of related documents. The sample of the study comprised 4 schools, 30 teachers, 4 principals and 1 Director of SNE. The results of the study showed that educating students who are d/hh is challenging. The challenges included lack of remedial and educational programs, insufficient teachers, unequipped schools and lack of instructional and assessment tool. The current study collected its data through focus group discussion in addition to interviews, document analysis and lesson observations which provided

very rich data. Moreover, participants in the current study comprised learners, teachers, parents and Curriculum Support Officers in charge of SNE, therefore it fills the knowledge gap.

Dodd (2016) studied the effect of first written language on the acquisition of English literacy. The performance of 40 university students from The People's Republic of China, Hong Kong, Vietnam and Australia were compared on a series of tasks that assessed phonological awareness reading and spelling skills in English. The results indicated that Hong Kong students (with non-alphabetic first language literacy) had limited phonological awareness compared to those students with alphabetic first language literacy. The reading and spelling tasks showed no differences between the groups on real word processing. The results supported the hypothesis that people learning English as a second language (ESL) transfer their literacy processing skills from their first language to English. Whereas the informants in the above study constituted university students, the current study fills the gap in primary schools for the HI. In addition, the above study had a limited sample as compared to the current study. The current study attempts to fill the knowledge gap by involving CSOs for SNE, head teachers, HODs, teachers, parents and learners in the study. The above study was also concerned with the effects of written language on acquisition of English literacy while the current study was based on the implication of KSL (which is not a written language) on English writing skills.

Hamilton (2012) carried out a study on the efficiency of dictionary use for vocabulary learning by deaf and hard of hearing students in America. The participants composed of 20 high school learners with HI attending an ASL - English bilingual day school program for the deaf. The study used three short paragraphs with each paragraph being paired with a different type of dictionary namely; an Online Bilingual Multimedia English-ASL dictionary (OBMEAD), a Paper Bilingual English-ASL dictionary (PBEAD) and an Online Monolingual English dictionary (OMED). The results of the study showed that learners preferred an Online Bilingual Multimedia English-ASL dictionary to a Paper Bilingual English – ASL and Online Monolingual English dictionary. Students could not use the PBEAD easily as they found it difficult to find words alphabetically. They expressed that they did not have the patience of searching alphabetically and hence they were unable to get the target word. The current study adopted a case study design involving CSOs for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI thereby filling the knowledge gap. Data was collected through

interviews, focus group discussions, document analysis and observation checklist. These provided very rich data. Whereas the above study was done on the efficiency of dictionary use for vocabulary learning by deaf and hard of hearing students in America, one of the major concerns of the current study was challenges faced by learners with HI while using the dictionary.

Fender (2008) carried out a study to establish the relationship between spelling knowledge and reading skills. The study sampled two groups, 16 intermediate-level Arab learners of English as a second language (ESL) and 21 intermediate-level ESL learners in English for Academic Purposes (EAP) program. A spelling assignment was used to test the spelling knowledge. Standardized reading and listening exercises were used to evaluate the general language processing and comprehension skills of the two groups. The findings show that the Arab and non-Arab ESL students were not significantly different in listening comprehension; however, the Arab students scored significantly lower on the spelling assessment and the reading comprehension test. Spelling difficulty involved multi-syllabic words that included spelling patterns across syllables such as customer, bottle, success and derivational spellings like decision, knowledge, responsible. The current study sampled primary school learners in addition to CSOs for SNE, head teachers, HODs, parents with HI and teachers of English thus fills the knowledge gap. The current study collected data through interviews, focus group discussions, document analysis and lesson observations which provided in-depth information. While the above study looked at the relationship between spelling knowledge and reading skills, the current study looked at spelling in relation to proficiency in English writing skills as one of the concerns.

Da Costa and Arias (2021) carried out a study on the use of spelling as a determining factor in teaching English grammar in Dominican schools. The study designed pretest and post-test programs for observing 6 students who were chosen from Nuestra Señora de Guadalupe primary school. The students were presented with spelling difficulties and the intended strategies to solve the difficulties were carried out. The analysis of spelling errors showed that the errors committed involved substitutions, omissions; insertion and transportation. The current study used interviews, focus group discussions, document analysis and observation checklist to collect very detailed data. It involved CSOs for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI in class 7 therefore, fills the knowledge gap.

Wiejak, (2014) conducted a study in Poland on recognition of figurative language and reading ability in Polish school children. The study sampled 60 primary school children in grade 2 and 3. They were put into three groups as poor, medium and good in relation to their comprehension skills. Two tasks that involved metaphor recognition task and metaphor comprehension that include figurative expressions derived from school textbook was administered to all the groups. The results revealed that there is a relationship between the ability to recognize metaphors with reading comprehension level. Hence children with low levels of reading comprehension had difficulty in differentiating literal from metaphorical expressions. While the above study was conducted in Poland, the current study was conducted in Kenya and used varied respondents that involved CSOs for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI in class 7 which fills the knowledge gap. Furthermore, data collection was done through interviews, focus group discussions, document analysis and observation checklist which provided very detailed data. In addition, the above study was based on recognition of figurative language and reading ability while one of the major areas of the current study was the use of figurative language as a challenge in acquisition and proficiency in English writing skills.

In Viet Nam, Thu (2019) conducted a study on using metaphor in EFL classroom to enhance writing skills. The study involved 30 English major students at Hanoi Law University who were put in a control and experimental groups to observe the effectiveness of using metaphor in writing. The study used two questions that were put in a likert – scale to measure the attitude of the students towards using metaphor in writing. The results revealed that learners who had done metaphors through songs scored higher than those who had not received any instruction on metaphors. In the above study the learners were university students only. The current study fills the gap in primary school. The current study also sampled CSOs for SNE, head teachers, HODs, English teachers and parents in addition to learners. The current study collected primary data by use of interview schedules, focus group discussions, document analysis guide and observation checklist which provided very detailed data.

Kamla-Raj (2014) analyzed challenges faced by learners with HI in acquiring English writing skills a concern for the language skills of South African learners and their teachers. The participants in the study were teachers. The results of this research revealed that the language proficiency of teachers affect the language proficiency of learners. The current study sampled

CSOs for SNE, head teachers, HODs, teachers, parents and learners. This helped in filling the knowledge gap. Considering that South Africa has a better economic capacity than Kenya, its level of investment in the education sector might be higher therefore could have influenced the challenges experienced.

In Zimbabwe, Mpfu and Chimhenga (2013) conducted a qualitative study on challenges faced by HI pupils in learning using a case study research design. The study employed purposive sampling technique to sample 18 teachers of secondary school. Data was collected through focus group discussions and interviews and analyzed thematically. The findings of the study showed that students with HI have severe challenges in the learning process. The current study fills the gap in primary schools. The current study also used observation checklist and document analysis to corroborate data from focus group discussions and interviews. Moreover, the current study fills the knowledge gap by involving learners, parents, head teachers and CSOs in the study.

Nyang'au (2014) explored challenges students face in learning essay writing skills in English language in secondary schools in Manga district, Nyamira County-Kenya. The study adopted descriptive survey research design. The sample for the study was selected using stratified random sampling and purposive sampling techniques. The study therefore sampled 180 students and 10 teachers of English language. The study used questionnaires, interview schedule for teachers and an essay writing test for students in data collection. Quantitative data was analyzed descriptively while qualitative data was analyzed thematically. The study found that inadequate content mastery, incorrect use of grammar, first language interference, limited vocabulary and inadequate teaching and learning resources were the major challenges students face in learning essay writing skills. The current study on the other hand adopted a multiple case study design within a qualitative approach. The current study had a smaller sample selected through saturated and purposive sampling techniques. This enabled the researcher to have intensive engagement with the respondents. In addition, the current study deployed interviews, focus group discussions, document analysis and observation checklist to collect data. These provided a very rich data. Furthermore, the current study attempts to fill the gap by being conducted in primary schools for the HI in Kericho County. Finally, the current study fills the knowledge gap by involving CSOs for SNE, head teachers, HODs teachers, parents and learners with HI.

Makokha (2013) examined challenges to Learning of Kiswahili among Children with Hearing Impairment in Mumias Primary School for the Deaf, Kakamega County- Kenya. The study adopted case study design. A sample size of six teachers and thirty-two pupils were involved in the study. The behaviorist theory of language acquisition guided the study. Data was collected using non- participant observation, interviews, and document analysis and data sheets. It was then analyzed and interpretation done as per the guiding theory of Stimulus-Response-Rewards (S-R-R). The study found that performance in Kiswahili was poor due to several reasons: non-inclusive teaching methods, non-conducive conditions at the school, and under-utilization of educational resources available at school. Contrary to the above study, the current study utilized focus group discussions in addition to observation checklist, document analysis and interviews to collect data. Additionally, the current study tries to fill the knowledge gap by engaging parents, learners, teachers, HODs, head teachers, and CSOs for SNE as participants in the study. Data in the current study was also analyzed thematically according to research objectives. While the above study was about challenges to Learning of Kiswahili among children with Hearing Impairment, one of the major concerns of the current study was challenges faced by learners with HI in acquiring English writing skills. Finally, the current study was guided by Noam Chomsky's theory of language acquisition.

Kodiango and Syomwene (2016) conducted a study on challenges faced by the hearing impaired learners in composition writing and in answering comprehension questions in English language lessons. The study utilized descriptive survey design within a mixed method approach and sampled 3 head teachers, 8 teachers and 39 learners. The head teachers were sampled through purposive sampling technique while simple random and census sampling were used to sample teachers and students. Data was collected using questionnaires, structured interviews and tests. Quantitative data was analyzed through descriptive statistics while qualitative data was analyzed thematically. The results showed that learners with HI faced challenges in composition writing and in answering comprehension questions in English language lessons. The current study employed a multiple case study design within a qualitative approach and sample respondents through saturation. The current study also fills the knowledge gap by including CSOs and parents as participants in the study. Data in the current study was also very detailed since it was collected through interviews, focus group discussions, observation checklist and document analysis.

Owuor, (2008) carried out a study on teacher's attitudes and their effects on academic performance of hearing impaired learners. The study was carried out in selected regular primary schools in the division to represent all schools in Rangwe division in Homabay district, Kenya. The schools were selected through stratified sampling techniques. Questionnaires were used to collect primary data from teachers and pupils. The findings were presented using bar graphs and pie charts. The results revealed that the teachers had a negative attitude towards the hearing impaired which impacted on their performance. The current study used saturated sampling technique to determine the sample size which comprised of Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI which attempted to fill the knowledge gap. Further, the current study collected data through interviews, focus group discussions, document analysis and observation checklist which provided very detailed data. The current study also fills the gap in Special Primary schools.

Kigotho (2016) carried out a cross sectional descriptive study to assess barriers faced by students with hearing impairment in inclusive learning environment, a case of the University of Nairobi, Kenya. The study used a sample of 10 students with HI and collected data using semi-structured interviews and key informant interviews. Data analysis was done through grounded approach in line with specific objectives. The findings reveal that there are significant barriers that affect the HI learners, which include lecturing as a mode of instruction used by lecturers and the framing of examination questions; level of education of the sign language interpreter, knowledge of content taught and a good grasp of signs by the interpreter ; inadequate classroom space and furniture, absence of overhead projectors during lectures, inadequate signage especially in workshops, poor lighting and noisy classroom environment and challenges in socially integrating with the hearing leading to loneliness and isolation. The current study adopted a multiple case study design involving Curriculum Support Officers for SNE, head teachers, HODs, parents with HI, teachers of English and learners with HI. Data was collected through interviews, focus group discussions, document analysis and observation schedules. These provided very rich information.

While the review has highlighted the various challenges faced when teaching and learning, no known study has been done on challenges faced by learners with HI when acquiring English writing skills particularly in special primary schools for the HI in Kericho County.

## **2.6. Summary on literature review and Gaps**

From the literature reviewed, it is evident that a lot has been done on how first language influences learning in general and acquisition of a second language in institutions both nationally and internationally. Nevertheless, little has been documented on the implications of first language acquisition on English writing skills (second language) among learners with HI. No known such study has been cited on the implications of the first language acquisition on English writing skills (second language) among learners with HI in special primary schools for the HI in Kericho County in particular.

From the reviewed literature, there are linguistic discrepancies between first language and second language in terms of phonology, morphology and pragmatics. First language impacted on second language acquisition both positively and negatively. Most learners committed errors while writing second language which resulted from first language due to the differences, thus a negative impact.

First language is used in most second language classrooms by both teachers and learners though there should be caution as to the extent of first language use in order to avoid excessive use of first language. The use of L1 in L2 classrooms was supported but to a certain degree because it had both positive and negative implications. While L1 use hampered proficiency in English writing skills, it also facilitated quick understanding and improved classroom participation among learners.

The literature review also shows that effective teaching strategies and methods had positive impact on producing good and fast learning outcomes. Most teachers employed various strategies and methods while teaching, though most of them are only applied superficially in the classrooms. Some teachers also did not know the most appropriate strategies and methods they could use to facilitate learning. Most commonly used strategies and methods include question and answer, group work and lecture methods.

Learners experience various challenges while acquiring English writing skills which included but not limited to spelling, grammar, direct translation, vocabulary, short sentences, inadequate content mastery, non-conducive teaching conditions at school, use of figurative language, composition writing, answering comprehension questions and the use of the dictionary among

others. No study gave remedies to the above challenges that the learners experience. Therefore, this study attempts to fill the gap by investigating the implications of language discrepancy, application of KSL, strategies and challenges on English writing skills among learners with HI in special primary schools in Kericho County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter discusses the Research Methodology employed in the study. It focused on the research approach, research design, location of the study, target population, sampling techniques and sample size, data collection instruments, validity and reliability of the data instruments (trustworthiness and authenticity of qualitative data), data collection procedures, data analysis and ethical considerations of the study.

#### **3.2. Research Approach**

Creswell (2007) states that qualitative research deals with socially constructed realities that are complex and indivisible. According to Taylor and Bogdan (2004), qualitative research is an approach to the study of social world which seeks to describe and analyze culture and behavior of humans from the point of view of those being studied. Qualitative approach is naturalistic and draws on multiple methods of inquiry conducted in naturalistic settings rather than controlled ones (Rossman & Rallis, 2003). Leedy and Ormrod (2005) add that qualitative research involves studied use and collection of variety of empirical materials, case study, personal experience, introspective, life story, interview, observations that describe routine and problematic moments and meanings in individuals' lives.

Vander Stoep and Johnson (2009) postulates that a qualitative method provides a researcher with a better narrative understanding of the population under study. In the current study, it enabled the researcher to understand the relationship between first language acquisitions and English writing skills of learners with HI better.

The study adopted a qualitative research approach to conduct the study. The qualitative approach was more suitable to the current study because it allowed for an in-depth inquiry on the implications of first language acquisition on English writing skills as L2 among learners with HI in special primary schools in Kericho County, Kenya. The approach also gave the participants some freedom which created openness, hence enabled the researcher to explore more beyond the initial responses that the participants gave. The qualitative approach helped the study to establish

thoughts and opinions of the CSOs, teachers, parents and learners concerning the impact that first language acquisition has on proficiency in English writing skills.

### **3.3. Research Design**

Gorard (2013) defines a research design as the blueprint of the study. According to Ogula (2005) a research design is a plan, structure and strategy of investigation to obtain answers to research questions and control variance. A research design is the scheme outline or plan that is used to generate answers to research problems (Orodho, 2003). Cresswell (2009) postulates that a research design is a research process that involves the overall assumptions of the study to the method of data collection and analysis.

A case study according to Kothari (2004) entails detailed intensive analysis of a single unit and is concerned with the complexity of a particular nature of the case in question. A case study allows for in-depth investigation of the problem at hand in detail, in context and holistically (Kombo and Tromp, 2006). Cohen, Manion and Morrison (2007) explained that the strength of case study design is that its effects are observed in a real context and it is a powerful determinant of both cause and effect. Kothari (2004) adds that the term “case” associates the design to a location such as organization or institution and often favor qualitative research methods associated with unstructured interviews. Given (2008) defines a case study as a design in which one or few instances of a phenomenon are studied in depth.

This study adopted a multiple case study research design. According to Stake (2006) a multiple case study design is whereby single cases are meaningful in relation to the other cases cited. Using a multiple case study allows for more in-depth understanding of the cases as a unit, through comparison of similarities and differences of the individual cases (Stake, 2006). Multiple case study was preferred because the current study focused on proficiency in English writing skills among learners with HI in each of the two cases (schools). Each school existed in its real operational context which preserved the natural setting that relate to real working environment of the participants. A multiple case study has the strength of allowing for a more comprehensive exploration of research questions. Evidence from a multiple case study is also stronger and reliable than from a single case study. Multiple case study research design was therefore

preferred because it allowed the researcher to explore the research questions comprehensively thereby making the results from the current study stronger and more reliable.

### **3.4. Location of the study**

Location of the study refers to the area where the study is conducted. Factors such as familiarity to the area, limitation of time and money may influence a researcher's choice of the research locale (Gay, 1992). The study was carried out in public Special Primary Schools for the H.I in Kericho County. Kericho County is one of the 47 counties in Kenya located in Rift Valley region. The latitude longitude coordinates for Kericho County are 0<sup>0</sup>22'2.3" S, Latitude, 35<sup>0</sup>16'52.72" E Longitude and 2013.59m Altitude. The county borders Uasin Gishu to the North, Baringo County to the North East, Nandi county to the North West, Nakuru County to the East, Bomet County to the South, Nyamira county to the south West, Kisii county to the South and South West and Kisumu county to the West and North West. According to the National Population Housing Census 2019, the county has a population of 901,777 people all living on a 2111Km<sup>2</sup> of land. The average population density of the county is 370 persons per Km<sup>2</sup> with 160,134 households. The local inhabitants of this county are mostly Kalenjin tribe, Kipsigis sub tribe, whose economic activity is mainly tea growing and processing thus it is the center of Kenya tea industry. See the map of Kericho County (Appendix XV).

The choice of Kericho County was informed by the fact that learners with HI in primary schools in the county have consistently performed poorly in KCPE especially in English. Furthermore, many studies have been done on performance in English but no known study has been conducted so far on 'deaf' learners' education at primary level in the county. Mohamed and Ahmed (2017) postulate that in convenience sampling the researcher enrolls subjects according to their availability and accessibility. The researcher selects the sample elements according to their convenient accessibility and proximity (Mohamed & Ahmed, 2017). Therefore, the choice of Kericho County was also arrived at because it was easily accessible and close to the researcher. The current study therefore, narrow down on the area to establish the implications that first language has on English writing skills among learners with HI in primary schools in Kericho County.

### 3.5. Target Population of the study

Mbwesa (2008) defines study population as the entire group of people, events or things that a researcher wishes to investigate. William (2006) describes target population as the total quantity of units or cases of the type that are subject to one's study. Population encompasses the entire collection of cases and units about which the researcher wishes to make a reference for conclusion (Creswell, 2007). According to Kothari (2010), a target population is a small group of individuals who have one or more common characteristics which are of the same interest to the researcher.

In the current study, two special primary schools for the HI in Kericho County gave the target population. The curriculum support officers in charge of special needs education were also involved in the study. The population for this study therefore comprised a total of 48 informants including 27 learners with HI in class seven, 12 teachers of English, 2 HODs (Heads of Language Department), 2 head teachers, 3 parents with HI and 2 CSOs (Curriculum Support Officers) in charge of SNE from the two sub-counties where the two special schools for the HI are located.

The population was selected for this study because they were the most likely to understand issues that pertains to education of learners with HI in Kericho county where no known study on English writing skills had been done concerning learners with HI. Table 3 gives the summary distribution of the target population from the two sub counties and the two schools.

**Table 3. Population of the Study**

County	Sub-county	School	Head Teachers	HODs (languages)	Teachers of English	Parents with HI	Learners (class 7)	CSOs for SNE	Totals
Kericho	Bureti	A	1	1	6	2	16	1	27
	Londiani	B	1	1	6	1	11	1	21
Totals	2	2	2	2	12	3	27	2	48

*Source; County Director of Education- Kericho County – January 2020*

Table 3 above gives the distribution of the informants constituting the target population per each category of the population in the two schools and the two sub- counties. The target population was therefore 48 participants.

### **3.6. Sampling techniques and sample size**

#### **3.6.1. Sampling techniques**

Sampling is the process of selecting a subset of cases in order to draw conclusions about the entire set (Orodho, 2009). Sampling according to Sekeran (2006) is the process of selecting a sufficient number of elements from the population so that the results from the sample can be generalized to the population. This study adopted purposive and saturated sampling technique to obtain the sample size. Purposive sampling technique was used to select the two special primary schools for the HI in Kericho county because the study focused on learners with HI. Saturated sampling is where the whole target population participates in the study. Saturated sampling technique was therefore used to sample all the learners in class 7 because they have learned and acquired English writing skills and they are ready to sit for KCPE exams; all the teachers of English in the two schools for the HI; all the HODs for languages in the two schools; all the head teachers of the two schools; all the parents with HI and all the CSOs for SNE from the sub-county where each special school is situated.

Teachers of English were selected because they are the ones directly concerned with curriculum implementation. HODs for language departments, apart from teaching, are also responsible for supervising teaching of languages thus their insights were of great importance to the study. Head teachers are responsible for the overall implementation of the curriculum therefore they gave very useful information. Parents with HI were also to give vital information concerning their own and their children's experiences in acquiring English writing skills. Curriculum support officers in charge of SNE are key in supervision of curriculum implementation therefore they could give very good ideas on how to improve proficiency in English writing skills among learners with HI in special primary schools in Kericho county.

#### **3.6.2. Sample Size**

According to Mugenda and Mugenda (2003) a sample is a smaller group or sub-group obtained from the accessible population. A sample is a subset of a population that will participate in the

study (Orodho, 2009). Malhotra (2004) argues that determination of sample size is a very crucial decision and takes various qualitative and quantitative aspects into consideration. In the current study, the sample comprised of two CSOs for SNE, two head teachers, two HODs for language departments, twelve teachers of English, three parents with HI and 27 learners with HI in class seven. These added up to a total of 48 respondents. Table 4 presents the summary of the sample size.

**Table 4. Sample size for the study**

County	Sub-county	School	Head Teachers	HODs (languages)	Teachers of English	Parents with HI	Learners (class 7)	CSOs for SNE	Totals
Kericho	Bureti	A	1	1	6	2	16	1	27
	Londiani	B	1	1	6	1	11	1	21
Totals	2	2	2	2	12	3	27	2	48

*Source; County Director of Education- Kericho County- January 2020*

Table 4 shows the distribution of the sample size for the study per category of the sub-county and school. The sample size therefore, was 48 respondents.

### **3.7. Research Instruments**

The instruments that were used in data collection for this study included interview schedules, focus group discussions, document analysis guide and observation checklist.

#### **3.7.1. Interview schedules**

##### **3.7.1.1. Interview Schedule for Head Teachers (ISFHT)**

According to Orodho (2009) an interview is a two-person conversation (dialogue) initiated by the interviewer for the specific purposes of obtaining research relevant information and focused on content specified by research objectives of systematic description, prediction or explanation. Interview as a research technique involves the researcher asking questions and hopefully receiving answers from the people being interviewed (Kombo & Tromp, 2009). Interview as

research instrument has the benefit of allowing the researcher to follow up on interesting responses by means of probing. Robson (2010) asserts that semi structured and unstructured interviews are widely used in flexible qualitative designs. Interview provides in-depth information and detailed understanding of the issues under study, thus, it was appropriate for this study. Interview generally yields high cooperation and low refusal rates because of the presence of the interviewer and it is a multi-method data collection technique that combines cross-examination, questioning and probing techniques.

Yin (2003) posits that interviews are commonly audio-recorded and then transcribed to ensure that participants exact phrases, emotions, emphasis, hesitations among other verbal and non-verbal communications are captured. The researcher therefore recorded the information given during the interviews and later transcribed them. According to Creswell (2012) interviews have an advantage of giving the freedom to explore topics that arise through the process that are connected to the study resulting to a more intricate knowledge of the phenomenon.

The interview schedule was therefore used to collect data from the 2 head teachers of the 2 special primary schools for the HI in Kericho County. Interview schedule was appropriate because it enabled the researcher to explore more on interesting responses thus providing in-depth information on the implications of KSL acquisition on English writing skills. The interview schedule for the head teachers contained questions on how language discrepancies, KSL application, strategies and methods employed and challenges faced by learners, impact on proficiency in English writing skills among learners with HI. The interview session took approximately 45 minutes. The interview schedule for head teachers is appendix I.

#### **3.7.1.2. Interview Schedule for HODs (ISFHOD)**

This tool was used to collect data from Heads of Language Department. Two HODs were interviewed, one from each special primary school for the HI involved in the study. The interview schedule for the HODs contained questions on the implications of language discrepancies, KSL application, strategies and methods employed and challenges faced when acquiring English writing skills among learners with HI. The interview session was approximately 45 minutes to one hour. The interview schedule for HODs is appendix II.

### **3.7.1.3. Interview Schedule for CSOs for SNE (ISFCSOSNE)**

This interview schedule for CSOs for SNE was used to solicit information from these staff members of the education office who are responsible for assessment and placement of learners with special needs into various special schools and also monitoring curriculum implementation in those schools. The information they provided was very vital since it helped the researcher to draw conclusions based on their observation concerning the influence of KSL on English proficiency among HI learners. The researcher interviewed the two CSOs for SNE from the two sub counties where the two special schools are located; one from each sub county. The interview schedule contained questions on the implications of language discrepancies, KSL application, strategies and methods employed and challenges faced on proficiency in English writing skills among learners with HI. The interview session took approximately 45 minutes with each of them. The interview schedule for CSOs for SNE is appendix III.

### **3.7.1.4. Interview Schedule for Parents with HI (ISFPHI)**

This interview schedule was used to collect data from three parents with HI from the two schools: two from one school and one from the other school. The interview schedule contained questions on the implications of language discrepancies, KSL application, strategies and methods employed and challenges faced on proficiency in English writing skills among learners with HI. The interview session was approximately 45 minutes. The interview schedule for parents with HI is appendix IV.

## **3.7.2. Focus Group Discussion Guide**

### **3.7.2.1. Focus Group Discussion Guide for Teachers (FGDGT)**

A focus group is a special type of group in terms of its purpose, size, composition and procedures (Kombo & Tromp, 2006). According to Krueger and Casey (2009) focus group discussion (FGD) is a form of group interview where the reliance is on interaction within the group who discuss a topic supplied by the researcher. Krueger and Casey (2009) add that a focus group is a carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Billups (2012) asserts that focus group discussions can be used to reduce anxiety around controversial or threatening

circumstances in a research study, thus allow participants to speak freely. Billups (2012) adds that in a focus group setting, the researcher gives fewer directives, hence allows the conversation and ideas to emerge from the group itself.

Krueger and Casey (2009) assert that a focus group may be smaller, thus can consist of 4-6 participants and of shorter duration of 60-90 minutes. Ryan, Gandha, Culbertson and Carlson (2014) on the other hand posit that a group of 6-8 participants, purposefully selected based on significant homogeneous characteristics, engage in a face-to-face 1-2 hours' discussion of a limited set of topics. A group, according to Stewart, Dasani and Rook (2007) is guided by a moderator who promotes interaction and ensures that the discussion remains on the topic of concern and that all members get an opportunity to contribute to the discussion. In this case, the researcher was the moderator. Focus group discussion has the advantage of allowing the participants to identify the similarities and differences in their opinions regarding a given topic (Krueger and Casey, 2009). This therefore, gives an insight on how a group thinks about an issue and helps the researcher to identify the most important issues and themes related to the problem under study.

Focus group discussion was relevant to this study because it produced a lot of information quickly. In addition, it was ideal in obtaining in-depth information as participants freely shared their perceptions and opinions on proficiency in English writing skills among learners with HI. For this focus group discussion, the researcher sampled 6 teachers from each school to make one group for discussion. Therefore, there were two groups: one group of 6 from each school. The focus group discussion guide contained questions on implications of language discrepancies, KSL application, strategies and methods and challenges faced by learners, on proficiency in English writing skills among learners with HI. The discussion session took approximately 1 hour during which the information given, referred to as the primary information (Orodho 2005) was recorded by the researcher. The focus group discussion guide for teachers is appendix V.

### **3.7.2.2. Focus Group Discussion Guide for Learners (FGDGL)**

This focus group discussion guide was used to collect data from the 27 learners with HI in class 7. The researcher sampled 8 learners to make one group for discussion in school A, therefore there were two group discussions having 8 participants each in the school. For school B, the

researcher sampled 4-6 learners to make one group as recommended by Krueger and Casey (2009). School B also had two group discussions; one having 6 participants and another 5 participants. The focus group discussion guide contained questions on the implications of language discrepancies, KSL application, strategies and methods and challenges faced by learners, on proficiency in English writing skills among learners with HI. The discussion session took approximately one hour. The focus group discussion guide for learners is appendix VI.

### **3.7.3. Observation Checklist (OC)**

Orodho (2009) notes that observation provides information about ‘actual behavior’. Observation involves observing behavior and systematically recording the results using an observation checklist. On the other hand, an observation checklist is a list of things that an observer is going to look at while observing a class. An observation checklist gives an observer a structure and a framework for an observation and at the same time, serves as a contract of understanding with the teacher. Orodho (2009) adds that observation allows the researcher to put the behavior into context and thereby understand it better and can reveal more information than other data collection methods. Furthermore, it is a reliable and unbiased source of information. Unstructured observations are broadly focused and aim at observing behavior in its context, data are collected in the form of detailed, descriptive accounts and are helpful in understanding behavior in their physical and social context. Therefore, unstructured observation was appropriate for this study since it has a broad focus and gives more detailed information.

Observation according to Bentzen (2005) involves purposefully obtaining information containing children’s behavior and giving that information meaning that can be used to foster their growth, development and overall well-being. This study did not focus on children’s behavior but on how learning English writing skills is influenced by various factors such as language discrepancies, KSL application, strategies and methods employed in teaching and learning and challenges faced by learners in acquiring English writing skills. Johnson and Christensen (2008) hold that an observer-as-a participant type of observation is where by the participants are fully aware that they are part of a research study. The researcher adopted this type of observation by making the teachers aware that they are part of the research. The teacher in the class was required to explain to the learners about the purpose of the researcher’s presence.

During this research two lesson observations (English lessons only) were carried out; one in each school. This was done so as to observe the teaching/learning process during lessons by different teachers. The observation was done in predetermined sites, times and what was to be observed was also predetermined. The observation checklist had two sections: leading questions/statements and research comments. The observation took 35 minutes for each lesson. The observation checklist is appendix VII.

#### **3.7.4. Document Analysis Guide (DAG)**

According to Bowen (2009) document analysis is a systematic procedure for reviewing and evaluating documents- both printed and electronic material. Yin (2009), posits that documents are mostly used in case studies to corroborate and augment evidence from other sources. Documentary evidence is useful because documents are stable (can be reviewed repeatedly), are unobtrusive (not created as a result of the case study), are exact and have a broad coverage. This study therefore used document analysis guide to supplement and support evidence from interviews, focus group discussions and lesson observations. In this study the documents that were scrutinized included KSL and English syllabus, English records of work covered, English progress records, English lesson notes, KSL and English dictionaries, learners' exercise books for English, English lesson plans and English schemes of work. The researcher filled the document analysis guide with the HODs and teachers in the HODs' offices. Two offices were visited: the data were recorded as a dash (-) when the document was not available in a school and a tick (√) when the document was available. The document analysis guide is appendix VIII.

#### **3.8. Validity of Research Instruments**

Validity is the extent to which a test measures what it claims to measure (Mugenda and Mugenda, 2003). According to Borg and Gall (1996), validity is the degree to which a test measures what it is intended to measure by the researcher. Orodho (2005) elaborates that there is no specific statistical method to calculate validity. On this note, the researcher consulted with the university supervisors from the School of Education of Jaramogi Oginga Odinga University of Science and Technology and other experts in the School of Education for their expertise to validate the research tools.

### **3.9. Reliability of Research Instruments**

Reliability is the degree to which research instruments yield consistent results after repeated trials (Kothari, 2004; Borg & Gall, 1996; Orodho, 2005). According to Lincoln and Guba (1985) reliability of research instruments in qualitative data is ascertained by ensuring trustworthiness of the instruments. Therefore, pilot study was not done in the current study but instead trustworthiness was ensured. Trustworthiness can be ensured through transferability, conformability, credibility and dependability of qualitative data (Lincoln and Guba, 1985). These are illustrated as below:

#### **3.9.1. Transferability of qualitative data**

According to Willis (2007) transferability is the degree to which the study findings fit situations outside the study and are found meaningful. It is the degree to which the findings are useful or applicable to the theory, practice and future research. Creswell (2003) explains that to achieve transferability, thick descriptions are relevant for the findings to be applicable to other settings. This study therefore, ensured transferability by collecting very detailed data for the study, providing a detailed description of the methodology and accurate analysis of data to come up with worthy findings which would be generalized or transferred to other settings.

#### **3.9.2. Conformability of qualitative data**

This is also referred to as internal reliability. It is the ability to conform and corroborate. Steps must be taken to ensure as much as possible that study findings are the result of the experiences and ideas of the informants rather than the characteristics and preferences of the researcher (Bogdan & Biklen, 2007), such that two or more people perceive the same meaning from the same categories (Field, 1980). For this to be achieved, the researcher did a confirmability audit whereby the meanings and categories that emerged from the study were discussed with fellow colleagues to determine if the colleagues perceived the same meanings as was required from the research tools. The researcher also produced a draft thesis and gave to the supervisors and other experts from the school of education to study and authenticate. Lastly, the researcher published the thesis in a journal to be examined by other experts before it is disseminated to the general public for academic consumption.

### **3.9.3. Credibility of qualitative data**

Credibility is the degree to which the study findings represent the meaning of research participants. Paddget (2008) illustrates that to achieve credibility; qualitative research must manage the risk of research reactivity and bias. Research reactivity is the potential for a study or its procedure to attract an impact on the participants thereby changing the findings of the study. Lincoln and Guba (1985) refers to credibility as the degree of confidence in the truth of the findings. They add that credibility can be ensured through triangulation and member checks as well as prolonged engagement, persistent observation, peer debriefing, negative analysis and referential adequacy. The researcher therefore, used different data collection methods including interviews and focus group discussions which were corroborated with lesson observations and document analysis so as to ensure that the research findings are robust, rich, comprehensive and well developed.

### **3.9.4. Dependability of qualitative data**

This is the extent to which research procedures are documented to allow someone outside the project to follow and critique the research process. Paddget (2008) notes that peer debriefing involves consultations with professionals experienced in qualitative methodology. In the present study the researcher consulted with the supervisors so as to adhere to procedures and important feedback that enhanced the quality of the project. The researcher also provided a detailed description of the process of enquiry. Through multiple case study research design and data collection procedures, the researcher briefed the respondents on the content and the intent of the research to make them certain of the demands of the research thus they gave relevant information during the interviews and focus group discussions.

### **3.10. Data Collection procedures**

Orodho (2009) notes that before a researcher can gain access to the situation where he or she will collect data, it is necessary to seek permission from those who control access. In order to generate data for the current study, an introduction letter was sought from the Board of Post Graduate Studies of Jaramogi Oginga Odinga University of Science and Technology. This enabled the researcher to apply for a research permit from the National Council for Science Technology and Innovation (NACOSTI). The permit enabled the researcher to get permission

from County Commissioner and the Director of Education, Kericho County, to carry out the study in the sampled schools under their jurisdiction. The researcher then visited the institutions to express the intention to conduct research, first briefed the informants about the intended research and ensured them of safety and confidentiality. This was done with the help of the head teachers. During the actual data collection period, the researcher met the informants in the schools on face to face interviews with the head teachers, HODs and parents with HI and focus group discussions with teachers of English and learners with HI in class seven. The researcher then visited the Curriculum Support Officers for Special Needs Education to interview them. Data was collected instantly through interviews, focus group discussions, lesson observations and document analysis. The process of data collection took approximately three months.

### **3.11. Data Analysis**

Data analysis techniques is the life line of the research and the method of analysis is the backbone (Orodho, 2003). Braun and Clarke (2006) define qualitative analysis as a method of identifying, analyzing and reporting patterns (themes) within data. Qualitative data analysis was relevant for this study because its procedure allows for open discovery, minimization, organization, description and documentation of personal perspectives which focus on participants' perceptions and experiences (Creswell, 2014). Data analysis process involved summarizing large raw data, categorizing, rearranging and ordering data in relation to the themes of the objectives. The process of data analysis started with editing the data collected so that what had little or no relevance was left out (Mbweza, 2006). These were then organized according to the objectives of the study. Recorded interview was then transcribed and field notes analyzed and interpreted in readiness for coding in relation to the answers of the structured questions. Coding is the process of organizing the material into chunks or segments of texts before bringing meaning to information, segmenting sentences or images into categories (Cresswell, 2015).

Transcripts were carefully read and then coded into themes in relation to the research questions/objectives and information collected (Orodho, 2005). A list of all topics was then made and sorted according to similarities and differences using differently colored highlighters. Afterwards the topics were abbreviated as codes and the codes written near related text. Then the topics were turned into categories for instance, major topics, unique topics, leftovers and emerging themes. Lastly, the information was assembled according to category and preliminary

analysis made (adapted from Creswell, 2011). Afterwards, the categories were then developed from the data and research questions based on theory and determined at the formulation of the research instruments. The sub-themes were developed from the data. Data from studied documents and observed lessons were also analyzed thematically.

Interpretational analysis was therefore examined carefully to find the constructs, themes and patterns useful in understanding the phenomenon under study. The researcher tried as much as possible to make sense of the meanings that the respondents attached to the phenomenon as asserted by Cohen *et al* (2007). Therefore, the researcher analyzed the qualitative data using thematic analysis approach.

Table 5 below presents a sample of interview excerpts, themes and codes from selected respondents:

**Table 5: A sample of interview excerpts, themes and codes**

INTERVIEW EXCERPTS	CODES	MEANING OF INITIALS	THEMES
<i>You see plurals in KSL the way we show plurals; we repeat the word for example 'book'. We say 'BOOK BOOK' to show they are a lot of books but in English we use 'books', you add 's' and most of our sentences as we do KSL we eliminate the 's'. You write the word twice. It is only when you write the word children which remain 'CHILDREN'.</i>	HT 2	Head teacher	Plurals
<i>Many times, we write alone alone, teachers don't help. They give us work then leave so we write alone. When teachers guide we can understand well. It helps us understand better and know how to write well.</i>	LFGD 3	Learner Focus Group Discussion	Guided Writing
<i>Yes, they use, they use, though now not intensively but they use. They use it at least at some time. It does help the learners so much because now most of their senses are used, remember they are disadvantaged, that sense of hearing is not there. Now that you involve the sense of touch, sight, they benefit from them.</i>	H.O.D 1	Head of Department	Teaching/ Visual aids
<i>My teachers prefer not to use KSL because when they use it, it confuses the learners from learning the right sentence patterns. May be some use, that is why some children do not write good English. Myself I do not encourage KSL use during English lesson because it does not assist in learning to write English correctly. Therefore, KSL should not be used during English lesson at all but Signed Exact English.</i>	HT1	Head teacher	No use of KSL
<i>Group work for the deaf sometimes is good, for example, when you are teaching English you make a small group may be for example 3 or 4 children. Then you give them some work to discuss and then they bring the work to the teacher to mark and discuss with them. I think they will be able to understand.</i>	TFGD 2	Teachers Focus Group Discussion	Group work
<i>Another example, if the learners are asked to write on the saying "Do not put all your eggs in one basket," the learners may end up discouraging people from putting their eggs in one throughout their writing and explaining why it is wrong - they may all break, nothing imaginative nor interesting. No story related to the saying.</i>	TFGD 1	Teachers Focus Group Discussion	Use of figurative language

### **3.12. Ethical considerations**

Shah (2011) defines ethics as an ‘ethos’, ‘way of life’ or ‘social norms’ for conduct that distinguish between acceptable and unacceptable behavior. Ethical requirements were adhered to when designing the research, conducting, recording and reporting the research findings. Full human rights protection was taken care of during the study by ensuring that the dignity, rights, safety and well-being of research participants are considered. Only eligible subjects were requested to participate in the study. The purpose of the study, the research procedures, benefits and the length of time the study would take were explained to all the informants. Those who agreed to participate in the study were assured of utmost confidentiality by not mentioning their names, teaching subjects or any other personal information that could be used to identify them in the data collected. They were informed that they were free to withdraw their participation from the study at any time during data collection without any consequence and for any reason or infringement. The respondents were also asked to sign a consent form (see Appendix XII). Parents/ guardians of the learners, who were under 18 years of age, were asked to sign a consent form for their children to participate in the study (Appendix XIII). Due to its importance, consent information was provided to all the sampled respondents or their representatives in the language that they understood clearly. The informed consent was documented and approved by the two supervisors: one copy was given to the respondent signing the form and another kept by the researcher. The basic elements of a consent form include the following: the purpose of the study, the reason why they were selected, the time span they would be involved in the study and their responsibilities during the research. During data collection, the respondents were guided so as to seek their volunteerism in the study. The interview, focus group discussion reports and any such reports from all the informants were kept in confidence.

For tape recording, the researcher asked the respondents if they were comfortable being recorded. They were then asked to fill a consent form for audio tape recording upon acceptance (see Appendix XIV). For those who were not okay with recording, the researcher noted down their points during interviews and Focus Group Discussions.

The responses from the institutions involved in the study were coded instead of using their names in order to ensure the highest level of confidentiality. In order to ensure non-disclosure of identity, personal details of the respondents like names or telephone numbers were not collected.

Only the researcher and those directly involved in supervising and examining the study had access to the responses of the respondents and the data collected was strictly used for the purpose of the study only. The data in soft copy were kept in a computer and secured with a password while the transcripts were kept in a secure place so as to be only accessed by authorized persons. Moreover, all the respondents were respected in line with research ethics.

## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATION AND DISCUSSIONS**

#### **4.1. Introduction**

The chapter presents analysis, findings, interpretation and discussions of the study. The analyses and findings have been presented per the research objectives. The data from the document analysis guide and lesson observation schedule have been presented and analyzed in tabular forms. The data from interview schedules and focus group discussion guides have been analyzed qualitatively according to the research objectives.

#### **4.2. Responses to the instruments**

One of the research tools used in data collection in this study was a document analysis guide (Appendix VIII). This was conducted in the H.O.D offices: two H.O.D offices were visited and the data recorded as a tick (√) when the document was available in a school and a dash (-) when a document was not available.

From the Document Analysis Guide, 6 items (KSL/English dictionary, schemes of work, records of work covered, progress records, KSL/English syllabus and learners exercise books) were in both the schools. One item (lesson plans) was not in one school while another item (lesson notes) was not in another school. Kenyan Sign Language and English dictionary were essential because they would show the differences in structure between English and KSL dictionary and also the challenges that learners with HI faced while using the English dictionary given the differences. KSL and English syllabus were necessary because they would indicate the difference between the two languages. Lesson plans would identify the strategies and methods employed when teaching and learning English among learners with HI and would also indicate some of the discrepancies between the languages. Schemes of work was relevant in identifying the difference between KSL and English and the strategies and methods employed while teaching and learning English. Schemes of work would also indicate the challenges faced by learners while acquiring English writing skills.

Records of work covered would indicate the differences between KSL and English and also the challenges faced by learners with HI in acquiring English writing skills. From the progress record one could find out whether the learners with HI experience challenges in acquiring

English writing skills or not. This would be shown by the performance. Learners exercise books were helpful in identifying the language discrepancies between KSL and English, and the challenges learners with HI face while acquiring English writing skills. Learner's exercise books would also give evidence of KSL transfer in to English writing. Lesson notes would help identify some of the discrepancies between KSL and English.

A total of two lesson observations were conducted; one in each school. This was relevant to identify the discrepancies in sentences made by the learners, the use of KSL during English lesson, the strategies and methods employed during English lessons and some of the challenges that learners encounter when acquiring English writing skills.

Interviews were conducted for two Curriculum Support Officers in charge of Special Needs Education, two head teachers, Heads of Language Departments and three parents with Hearing Impairment. Focus Group Discussions were conducted with teachers of English and class seven learners. Each group discussion for teachers consisted of 6 participants as recommended by Krueger and Casey (2009). In school A there were two focus group discussions for learners. Each group had 8 (totaling to 16) participants as recommended by Ryan *et al.* (2014). In school B there were also a total of two focus group discussions where each focus group consisted of between 4-6 participants (one group had 5 while the other had 6 participants, totaling to 11) as per the recommendation by Krueger and Casey (2009).

### **4.3. Demographic information**

Learners as participants were below 18 years whereas parents, CSO's and teachers were above 18 years. All the two head teachers had furthered their education thus had obtained undergraduate degree in Special Needs Education. Both of them were males. For the Heads of Department, one was a male while the other was a female. Both of them were holders of undergraduate degree.

The Curriculum Support Officers were trained personnel in Special Needs Education. They were holders of bachelor's degree in Special Needs Education. Unfortunately, none of them specialized in Hearing Impairment since both of them did Physical Impairment. The three parents with HI had all gone through primary education. Two of them were primary school teachers. All the teachers were trained in Special Needs Education with knowledge in Kenyan

Sign Language. Most of them were holders of bachelor's degree in Special Needs Education. Furthermore, three of the teachers had enrolled for Master's degree. In addition, three of the teachers were hearing impaired.

#### **4.4. Language Discrepancies between Kenyan Sign language and English.**

This objective analyzed the language discrepancies between KSL and English. The themes that emerged from the objectives during the interviews and focus group discussions were, but not limited to plurals, sentence structure, punctuation, tenses, subjective and objective pronouns, adverbs, adjectives, auxiliary verbs, figurative language; possession, conjunctions and lastly, articles.

##### **4.4.1. Plurals**

Most of the participants felt that there are discrepancies between KSL and English when it comes to making plurals. The head teachers acknowledged that the way plurals are made in KSL differs from English. One of the head teachers noted that:

*You see plurals in KSL the way we show plurals; we repeat the word, for example, 'book'. We say 'BOOK BOOK' to show they are a lot of books but in English we use 'books', you add 's' and most of our sentences as we do KSL we eliminate the 's'. You write the word twice. It is only when you write the word children which remain 'CHILDREN'. (HT2)*

As indicated by the participant above, in KSL plurals are made by double signing a word for instance, 'CUP CUP' or adding plural markers (e.g. many, a lot) for instance, 'CUP MANY' or 'CUP A LOT'. On the other hand, the plural for the word 'child' is not 'children' but you double sign or write the word 'child' twice so that it becomes 'CHILD CHILD'.

The heads of department also noted that making plural in KSL is different from the way plurals are made in English. They added that the difference in making plurals affects how the learners write English. One of them stated:

*Yes, plurals in KSL are different from English. Now that KSL is taught in English, we have differences when it comes to writing plurals because for example, in KSL we want to write the word 'house' in plural so double articulate to show those are plurals. So, in English we have 'house' 'houses' but now in KSL we don't have that 's' so when we are*

*signing, we double articulate so that we sign 'HOUSE HOUSE' or when we are writing now we write 'HOUSE MANY' to show it is plural. When it comes to writing English now you find learners sometimes forget the plural markers in English and double articulate like they do in KSL or they add the word 'many' to the noun. (H.O.D. 1)*

Another head of department stated:

*I will also give a very simple example. When am teaching 'child' in English I finger spell as 'C-H-I-L-D'. Now this child is one, you will show them one. Then you will give the sign of one child. Now, in English, many will be 'children'. This time when you are signing in KSL it will be that sign of a child but now it is repeated. So, in KSL, it should be 'CHILD CHILD' to show they are many. So here I will just tell them in English a 'child' should change to 'children', these are vague. Let's have a 'boy', I will tell them in KSL for one 'boy', you sign 'BOY' then in plural it becomes 'BOY MANY' or 'BOY BOY'. In English you should add 's', it will be 'boys'. So again you tell them that when dealing with plurals in English you add 's'. There are some plurals like 'lady', which changes to 'ladies'. So, changing that one in to plural again is a problem because there they will just write 'lady many' or 'lady lady'. Then me I wouldn't have taken that when am teaching English because that's wrong English anyway. (H.O.D. 2)*

The teachers also shared the same view that plurals in English were different from those in KSL. Some of them noted:

*When you are teaching singular and plurals in English, for example, you are talking about a tree, 'one tree' in English you add 's' to show that these are many trees for plural. In KSL when you are signing 'one tree', you sign 'tree' then the word 'many' as in 'tree many', to show plural in KSL, not the same as English whereby you add an 's'. So, when you are teaching plurals in KSL you use the word 'many'. Not like English. In KSL there are few ways of making plurals but in English there are several ways. So, there is that confusion. May be if this KSL can be maintained as a signed language but not written, then the learners can be helped, but if it is still being written like English and to make matters worse it uses English words then the confusion will still be there. (TFGD 2)*

Another teacher added:

*To me I also concur with my fellow teachers that the impact on acquisition of English writing skills is so much because the way plurals are written in KSL is totally different from English. Normally, in KSL you repeat the sign to show that these things are many or more than one. You either repeat or use the number. For example, 'ONE COW', 'ONE CHILD', 'THREE CHILD' or 'CHILD CHILD' meaning plural. But in English you either add 's' as in 'cows', you change the last letter 'y' for example 'baby' you add 'ies' as in 'babies' and then we also have others you add 'es' for instance 'box' becomes 'boxes'. So, it's totally different. So, when it comes to writing, children find it a challenge because they relate with KSL so many times they go the KSL way even when writing English. (TFGD 2)*

Learners also made the same observation concerning plurals in English and KSL. They said:

*In English we have plurals different from KSL, for example we say in KSL 'CHILD CHILD' to mean 'children' in English. So, you see in KSL you repeat the word but in English you add '-en'. Sometimes in English you show plurals by adding 's' and 'es' for example 'table' change to 'tables', 'tomato' change to 'tomatoes'. In KSL we have 'TABLE MANY' and 'TOMATO MANY'. Sometimes we get confused. (LFGD 1)*

Other teachers observed:

*When it comes to KSL some of the plurals are indicated with the repetition of the sign whereas in English normally the last letters could be changed. For example, in the name 'baby' when it comes to changing to plural in English, we add 'ies' that is 'babies' and the same case applies to the word 'puppy' when we change it to 'puppies' we add 'ies'. In KSL 'BABY' changes to 'BABY BABY' or 'BABY MANY'. Some of the words like 'box', we add 'es' at the end to indicate plural so that it becomes 'boxes' in English. In KSL you say 'BOX MANY' or 'BOX A LOT'. So, there is a big difference. (TFGD 1)*

One of the teachers added:

*As she has said, now you see 'cow' you sign the word 'one' in KSL, as in 'COW ONE'. Then the cow itself in plural in English you add an 's' as in 'cows'. Now normally the kids*

*take it that way. So, anything you add 's' to show many. Now the word 'lady' they will add 's' not knowing that the 'y' will be changed to 'ies'. So that one now here becomes a problem. In plural in KSL 'cow' becomes 'COW THREE' or 'COW MANY'. (TFGD 2).*

When asked if the difference in making plurals would affect how the learners write in English, most of the teachers felt that it would really affect since the learners have mastered KSL so well. One of the heads of department commented:

*It will... it does actually. Now that KSL is taught in English and these learners are too much on KSL, when you tell them in English we add 's' for plural or 'ies' for plural while in KSL they double articulate you bring a lot of confusion. They take too long to master and even wonder, they keep wondering though they don't ask you orally but you can see the wonder on their faces. They keep wondering, now this one we are told to do like this why and the other one we are double articulating. It's like we leave them in suspense. They also bring KSL to English reason being there is that confusion. Remember they don't hear unlike us who hear and get the difference, this is how people speak. They have never heard the spoken English; they have never heard the spoken KSL. They only use signs, a lot of confusion. But again, sometimes I feel the problem is the fact that KSL uses English words. You know KSL is not a written language, it is a signed language. So, may be to solve all these problems KSL should just be taught and tested orally, it should just be signed not written so that we only have the receptive and expressive signing skills. (H.O.D 1)*

The other head of department also observed:

*Some of us we are teaching English, so this problem because now at times when you are marking something that has been moved from English exact to KSL then you get to mark the children wrong and you also know the problem is caused by the difference. You mark him or her wrong in the context of English then next time if the next lesson is KSL, what you have marked wrong is marked right. So, the argument doesn't bear. So, total let down, it brings in a lot of problems when it comes to that. (H.O.D 2)*

From the excerpts above, it can be concluded that there is a big difference when making plurals in English and KSL. This makes the learners with HI to exhibit nonstandard written English

since KSL, which is a signed language is also taught and tested in written form and uses English words thus interfering with English. The difference causes total confusion to learners as it is difficult for them to tell which rules to follow when. Thus, most of the time the learners tend to follow KSL way of making plurals because it is there language and they are more conversant with it. This is in agreement with Al-Khaza'leh (2021) who assessed errors analysis of writing among third and fourth year college EFL students and revealed that learners committed many errors in their assignments when writing their sentences and paragraphs. The errors made include singular – plurals among others; the students were not able to differentiate between singular or plural objects. Due to lack of comprehension, they mixed tenses hence using singular instead of plural or plural instead of singular. The findings also agree with Manan et al. (2017) who reported that learners had a problem with rules related to conversion of singular to plural nouns. This was revealed in a study that sought to assess Mother tongue interference in the writing of English as a Second Language (ESL) among Malay learners in terms of transfer of rules, redundancy, reduction and over-generalization (Manan et al., 2017).

#### **4.4.2. Sentence structure**

The participants argued that the sentence structure of English is quite different from that of KSL and that the subject, the object and the verb follow a different order in each of the languages. Most of the participants reported that KSL sentences are shorter than English sentences. One of the curriculum support officers informed:

*What I know about KSL in most cases when you explain about some things you shorten at times. Sentences in KSL are shorter than in English. When you sign some things in KSL sometimes you shorten in most cases and even in writing. In English you have to write everything but in KSL you shorten, you ignore some things. (CSO 1)*

One of the head teachers reported:

*KSL has short sentences while English has long sentences. The subject verb object arrangement also differs in KSL and English. In English they have subject verb object in that order which is different from KSL. They usually start with the object in KSL and then later on the other parts follow. KSL is also a signed language but English is a written*

*language so when KSL has to be written using the same English words but different grammatical rules then it might not be easy for the children to differentiate. (HT 1)*

Some of the teachers said:

*Normally the sentence structure for both there is a difference, for example when you are teaching KSL, the sentence structure, normally the sentences are too small but English when for example you are writing a passage, you have to write each and every word. In English as you write may be a sentence normally the structure is that you start from the subject, verb and object while on the other hand when you are writing KSL, you start with object, subject and then verb. Meaning the two are completely different. An example, maybe you want to write 'Today I am sick'. In KSL we normally say 'ME SICK' or maybe you are asking 'SICK YOU' but then in English we normally ask 'Are you sick?' which means the two are not the same. Another example, we can say 'I went to the market' that's exact English, 'I am going to the market'. In KSL we can say 'ME MARKET GO' or we can say 'MARKET ME GO NOW'. So, the structure is completely different. You can see that a part from the word order, KSL also leaves out some words like the helping verbs (am, are) and the preposition 'to'. (TFGD 1)*

Another teacher added:

*Now the sentence structure is very different when you look at KSL and English. When you are in KSL come to English the structure changes completely. We have order, number and tense agreement. So, when now you are teaching English, the order should be different. You start with the subject and when you are in KSL the object comes first. Now this will affect the writing of the English when they are written. Now you see now it brings about the challenge because they think KSL wise. Some think English wise. Now that one gives a problem. You will find them following the KSL word order while writing English and vice versa, some also may use the present tense always as is the case with KSL. For example, in English we say 'I came late yesterday'. In KSL the sentence totally changes and becomes 'YESTERDAY ME LATE COME'. In this sentence the verb 'come' has been used in the present sentence while in the English sentence the verb is used in the past tense. The word order also changes. (TFGD 2)*

The learners were also of the opinion that the sentence structure of English and KSL were different. Some of them said:

*English uses a lot of words but KSL few words, KSL is short. For example, you say 'This book is nice' in English but in KSL you say 'BOOK NICE' or 'BOOK THIS NICE'. In KSL sentence the word 'is' is left out so they are not the same. (LFGD 2)*

Another group of learners noted:

*KSL sentences are OK but English sentences are hard. We have a lot of ideas in writing KSL sentences but we don't have a lot of ideas in English because you use a lot of words, not short like in KSL. Writing English is not easy like KSL. Example in English you say 'Will you come?' you use three words. In KSL you say 'COME POSSIBLE' you use two words only- you don't write the words 'you' and 'will'. Yes, sentences in English are different from KSL. (LFGD 4)*

One head teacher informed that:

*KSL differs from English mainly because of the order in sentence construction, as you know as we teach English we use the order of 'Subject Verb Object' while KSL we use 'Object Subject Verb' order. For example, when saying, 'I am married', in KSL you say 'ME MARRY FINISH//'. You see now even the word 'I' disappears. Yes, they are different. (HT 2)*

One of the heads of department stated:

*If there is a language that is being pushed to the wall with this KSL in these Hearing Impaired schools, then it should be English. Because now when you are teaching, English should remain English. Now here KSL is taking the shorter way. For example, 'John went home', that one should be past. Therefore, you keep explaining that 'John went home', the word 'go' has changed to 'went', a different thing. So, when now you are saying 'John went home' to them it will remain 'John go home past'. You are showing that sign of past, isn't? Now when it comes to writing KSL it will be 'HOME JOHN GO FINISH//'. So, the word 'finish' shows that it has taken place. Now look at that writing. So, somebody come and writes for me that, instead of 'John went home' which is right in KSL but in English*

*it's not. Now look at that sentence structure, very different. The English structure follows 'Subject Verb Object' (SVO) while KSL follows the 'Object Subject Verb' (OSV) order. (H.O.D 2)*

Another curriculum support officer noted:

*Let me start with English now, you know in English we have something like 'Subject Verb and Object but when you look at specifically KSL you find that it is ...aaa ... the order is a bit different. In KSL it is 'Object Subject Verb' very different from English. So sometimes you will even find learners following the KSL way of writing a sentence so that they start with the object because KSL is their language and they are used to it. (CSO 2)*

Most of the parents also observed the difference between KSL and English sentence structure.

One of the parents stated:

*Sign language is different from English in that it has own principles, structure and grammar. English always start with subject then verb then object while KSL starts with object then subject then verb. (P1)*

Another parent added:

*Sign language focuses on short form broken from exact English while English focuses on full long path without any adaptation. You find that in KSL the sentences are short but English sentences are long. Again, KSL is a sign language not a written language like English. (P3)*

Another head of department noted:

*The structure that KSL follows is different from the structure that English follows. That is, KSL they follow OSV (Object Subject Verb) order while English it is the other way, it is not like that. The structure is different. Example, 'I am going home' in English. In KSL it will be 'HOME ME GO NOW', yes to show the tense. As I have told you, KSL uses OSV, we can say KSL is like mother tongue mostly but English the rules are different, the structure is actually different. English now it is now subject then verb then object (SVO-Subject Verb Object). I think this KSL should just be signed not written, period. Because it*

*is not a written language. Why can't they just teach and test it in signs because anyway it is not an international language in which they can be required to write in. It's just for communication among themselves and for academic purposes. If it is just signed I think it will leave English in peace and the confusions may not be there. (H.O.D 1)*

A teacher added that:

*Number one is when you are teaching English, normally, the English sentences normally start with subject, verb and object but in the case of Kenyan Sign Language the sentences normally are in such a way that the object starts then subject then verb. That is the difference between the two languages that is KSL and English. You see the problem is that both the languages use English words, not like other languages like Kiswahili which uses its own words. So, the confusion is real. Again, KSL is not a written language it is an oral language which was initially purely signed. With the introduction of written KSL there have been a lot of confusion because each (KSL and English) has its own rules but both use the same English words. Maybe it can be better if KSL is treated as an oral language and even tested orally not written, then the confusion can be lessened. (TFGD 2)*

Most of the respondents also acknowledged that the difference in sentence structure between KSL and English has an impact on learners' written English. One of the parents stated:

*Because English grammar always starts with 'subject' while KSL starts with 'object' in that precedent deaf normally tend to follow KSL way. This leads to children writing broken English making it wrong. As such deaf fail to differentiate structures of English and KSL. KSL language is already internalized by the deaf making it now different from English. KSL is a signed language and should just be signed not written to avoid the confusion caused between written KSL and English. This thing of writing KSL with its own rules then English again with its own rules disturbs children with Hearing Impairment. (P 1)*

One of the heads of department informed:

*In fact, to me it impacts negatively because now these are two languages. Like when they write a sentence following the KSL way, to me sorry to say, it will look a crooked*

*sentence, to them it is right, yeah. When it is marked wrong while to them it is right, it makes them have a negative attitude towards English very much. Because now am teaching English structure, then they get that trouble. Then you will get that a deaf will start from number 1 to number 20 the deaf would have gotten wrong because of the structure, there is tenses, there is helping verbs, such sort of things. Now when you go to KSL, the deaf could get from number 1 up to 10 right. So, they tend to think that this KSL they know it more than English, so they develop that attitude. They don't like the wrong (X) they like the tick (✓) which is normal. So, if you are teaching English in a hearing impaired school it is not enjoyable as such. Sometimes I think and say 'why can't this KSL be just signed and not written' because it is bringing a lot of problems to English. Maybe this would spare us as teachers of English the stress. (H.O.D 2)*

A teacher commented:

*Yes, it affects because when you tell the hearing impaired learners to write may be a passage, they normally bring in the idea of that KSL language which normally interferes with the learning of English as a subject, the English structure in English sentences. Let this KSL be signed only so that it is taught in signs only and even the exams to be given orally so that they just sign and finish. Let them have receptive and expressive activities in KSL that are signed only not written maybe they (learners) would concentrate on mastering the grammatical rules in English. (TFGD 1)*

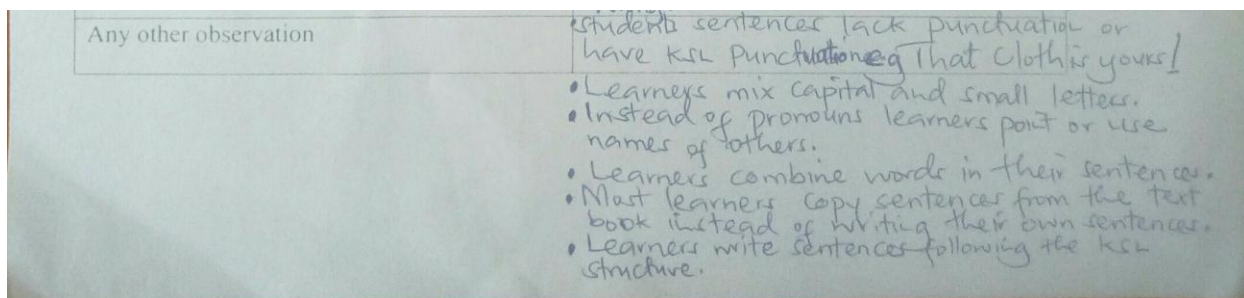
Another head of department noted:

*So now when they are pushed to the wall, they tend to bring the KSL in to English. So, at times when an English teacher is marking so they get a problem. Sometimes you ask yourself, "do I mark it right or wrong?" If I mark it wrong the kid is disadvantaged, now if I mark it right, it will be to my own disadvantage because am not teaching English anymore. (H.O.D 2)*

From the interview excerpts above, it can be reported that KSL sentence structure is quite different from English sentence structure. It was also established that the difference in sentence structure of English and KSL has adverse negative impacts on English writing because KSL uses English words and is taught and tested both orally and in writing yet it is a signed language (it's

not a written language) thus switching from one structure to another while using the same English words becomes difficult for the HI. The findings are in line with Al-Khresheh (2010) who conducted a study to probe the interference of L1 (Arabic) syntactic structures on L2 (English) syntactic structures among Jordanian learners of English and revealed that the mistakes were made due to differences between the subjects' L1 and L2. The findings confirm the findings of Kilanya (2016) who reported that KSL has different grammatical structures from that of English language, its introduction had not boosted learning in schools for the learners with HI, and this could limit employment opportunities among the deaf persons in Kenya.

From the lesson observation checklist, it was observed that learners with HI follow KSL sentence structure while writing English, which confirms the sentiments of some respondents. Figure 2 shows a section of lesson observation checklist where learners were observed writing sentences following English KSL word order which is different from English.



**Figure 2. A section of lesson observation checklist**

From the Document Analysis Guide, it is clear that the sentence structures of KSL and English are totally different. Figure 3 shows a section of KSL syllabus. From figure 3 one can easily tell that KSL sentence structure is different from that of English. The sentences follow a different word order.

### 8.3.1 LANGUAGE PATTERNS

- Use verbs which take two prepositions e.g.
  - TIME FOOD EXPECT  
WE ANXIOUS + facial expression.
- Use of should and could e.g.
  - UTENSILS WASH  
SAME TIME WAIT ME  
READY BECOME + facial expression.

**Figure 3. A section of KSL syllabus**

The first sentence in KSL “TIME FOOD EXPECT WE ANXIOUS” becomes “When we expect food we become anxious” in English while the second sentence “UTENSILS WASH SAME TIME WAIT ME READY BECOME” will change to “You should wash the utensils as you wait for me to be ready” in English.

### 4.4.3. Punctuation

On punctuation marks, most participants acknowledged that there was quite a big difference when it comes to punctuating a sentence in KSL and English. The participants noted that though the punctuation marks are called by the same names, they are written differently and that some of the punctuation marks used in KSL are used differently when it comes to English. One of the heads of department said:

*In fact, very unfortunate still because you find English and KSL are like water and fuel, they will never mix. Now let's say you have a sentence, "This is a good cow." There is that full stop. In English, it's just a dot (.). To them it will be written as "This is a good cow//". When I go to English lesson, the full stop will be a full stop. If slash (/) are there, I'll tell them this is a double slash (//). Then I will tell them when to use a double slash, not to terminate a sentence. Are you there? Haya... I'll have a comma (,) in English to relate another idea, then it is a single slash (/) in KSL. When am teaching English a slash will mean something else different, are you getting it? So that one again is actually a problem. Don't you see that you are confusing them? I believe the deaf with time, with*

*less confusion I think they can learn. This, I believe can be achieved if KSL is just taught and tested as an oral language because there is nowhere they are going to write the double slash (//) and the other KSL punctuations. (H.O.D 2)*

During a focus group discussion, one of the teachers added:

*Also, there are some punctuation marks like a comma (,) whereby in KSL it is one slash (/) and then the full stop (.) is two slashes (//). So, you see, the two are very different when it comes to punctuation marks. Because KSL is the language of the deaf, they tend to master punctuation in it faster and when the same is introduced in English it becomes difficult to comprehend. (TFGD 1)*

Another teacher added:

*In addition, in English all sentences start with a capital letter, all the proper nouns start with a capital letter but in KSL each word is written in capital. And also, in English one of the punctuation marks used especially may be as one writes you can use a comma (,) before mentioning the next word but in KSL we use a slash (/). So that even at the end of the English sentence we normally put a full stop (.) whereas at the end of a sentence in KSL we use a double slash (//). The two differ in quite a number of punctuations; in fact, all the punctuations are marked differently in KSL and English. (TFGD 1)*

One of the head teachers observed that:

*In English, normally the starting letter in any sentence you start in capital while in KSL everything is glossed. All letters used are in capital letters. Thus, KSL is not written like English but it is glossed. So that is the biggest challenge because English is written while KSL is glossed so there is that big difference - glossing and writing. There are certain... like full stops (.), in KSL we use two slashes (//), comma you use one slash (/) so it really varies. In English you just use the full stop, the commas... all of them, yeah... we call the same names but the way we write them varies. So, some of the learners will punctuate their work but not all of them will follow the system. Some will ignore punctuation because of the confusion. In fact, why can't KSL just remain a signed language like it is? Because it is not a written language, so that we teach and test KSL practical only. We can*

*have them do the receptive and expressive which are purely oral and ignore writing in KSL so that we reduce the confusion between the two languages. (HT 2)*

One parent also noted:

*They are different because in English you start a sentence in capital and then other letters are written in small letters and KSL require capital letter, for example in English 'My name is Joyline' in KSL 'NAME MINE J-O-Y-L-I-N-E.' They are different in that way. Also, in the same example the dash (-) is used to separate letters of a name, in English the dash cannot be used to separate the letters of a name. It is used differently. (P2)*

Another head of department argued that:

*The first difference is, KSL is glossed when writing, English we follow the proper grammar. We begin with a capital letter and end with the sentence and the rest of the letters in between here mostly they are small letters but KSL all of them are capital letters, that is, KSL is glossed. (H.O.D 1)*

A teacher in a focus group discussion informed that:

*Let's look at punctuation. In KSL, they have their own way of punctuating the sentences. In English, we have our own way of punctuating our sentences. In English, we have a comma, which is written as a comma (,). When you move to KSL, a comma is one slash (/). So sometimes in English, the learner may punctuate the sentences in a KSL manner. Then you go now, full stop will mean double slash (//) in KSL. Now that one again brings a problem. There is that question mark, there is exclamation. Some of them remain the same some are different, even the way they are written. So even this punctuation thing those who are teaching, for one it's a problem to translate these things to get the idea of the learner from the KSL to bring into English because of the differences. So, the idea should be, when writing English, it should be English. You punctuate English-wise. Again, if KSL continues to be taught orally and in writing then the problem will continue to be there unless written KSL is done away with so that KSL is just signed, period. (TFGD 2)*

In one of the focus group discussions, a learner said:

*English is written in small letters but KSL is written in big letters. The full stop (.) and the comma (,) are also different. In KSL we use (/) for comma and (//) for full stop. Some time when writing English, we forget and use these KSL punctuations. (LFGD 2)*

Another head of department added that:

*I want to believe KSL have few of the punctuation marks. In fact, when they are talking of it, they are talking of all punctuation marks to be there. Now there is that full stop (.), with them a double slash (//) to be a full stop. There is that comma (,), with them a slash (/) and then there is this idea of a question mark (?). The question mark is there, then it is somewhere (?) or it is written weirdly...eeeh? You see there is that 'ka line' under the question mark so a mark as the question mark is the same for both but the way it is written is very very different. (H.O.D 2)*

The participants also noted that some of the punctuation marks in English are missing in KSL, thus KSL have fewer punctuation marks as compared to English. One head of department stated:

*There is that exclamation mark, I think it must be there in KSL, picking from my context of English, the punctuation should be there, because there is a time when their teacher wants them to come up with those surprising things. Surely, I have never seen but I want to believe it is there. In fact, it is never there in KSL. Could be the language is still growing, the KSL, it's a new language. So, they call them variations. Things like a hyphen (-), I have never seen a hyphen in KSL. In fact, there is a big discrepancy between KSL and English in terms of punctuation. (H.O.D 2)*

Another head of department when asked which language has more punctuation marks stated that:

*It is English. Meaning KSL misses some of the punctuation marks. In both we have a full stop, we have a comma, we have a question mark though now the KSL question mark is not punctuated exactly as in English. But it is there. There is a 'ka hyphen' then it is on top of the hyphen (?) unlike in English where we have it at the end of the sentence. In KSL now, we don't have punctuation marks like the hyphen, colon, semi-colon, parenthesis and quotation marks among others. (H.O.D 1)*

It was also observed that these differences in punctuating sentences in KSL and English have a great impact in English writing as learners fail to punctuate their work correctly or even worse totally fail to punctuate their work. One of the heads of department commented:

*In fact, it is really still hell because to them they have very few punctuation marks and when it comes to English when the tough gets going, then they find themselves writing one long sentence, the whole paragraph is a sentence. Two, in KSL there is this tendency of writing things in capital... theirs is written in capital. Coming to English, I only know that you only start a sentence in capital, names are written in capital letters, places, so there are just some special nouns we start in capital. So here they come, they want to write to you that "John is a taxi driver." so all the words will be capital, so they will write 'JOHN IS A TAXI DRIVER.' so they also transfer KSL punctuation into English. (H.O.D 2)*

In a focus group discussion, a teacher noted:

*So, you can find that it will affect their writing skills and they will tend to use the same punctuation they know in KSL while writing English and this affects the meaning of whatever they are writing. For example, when they use a single slash (/) to separate ideas, in English it may mean 'or' which might lead to relaying wrong information. (TFGD 1)*

Another head of department observed:

*In English they also bring that aspect of KSL especially now when we come to punctuation. Sometimes you find them where they are supposed to have the normal full stop (.) for English, they have two slashes (//) for KSL. Also, sometime, they even forget and go capital. So, they write the way they write KSL but the problem being KSL is taught in English and this is someone who has never heard any sound, any word in KSL or English. So that is the problem. Also, the comma they do as I have told you. They confuse and use the slash (/) instead of the comma of the English. Yes, others even opt to leave their work without punctuation because they are not sure if it is KSL thing or the English thing. So, they opt not to. Learning the rules for writing KSL and then coming back to learn the rules for writing English is a bit hectic for these learners. You see like Kiswahili is a language on its own but with the same punctuation marks as English, all of which are*

*also used the same way they are used in English. Now come to KSL the marks are different in most cases and even the ones that are the same like the question mark are used different. May be if this KSL remains oral and is done practically (only signed) not written then things may change, there may be no confusion with English. (H.O.D 1)*

One of the head teachers informed:

*The difference of glossing in KSL and writing in English also can have an impact on learners writing. Of course, it has very big impact because in English normally the starting letter in any sentence you start in capital while in KSL everything is blocked. All letters used are in capital letters. So many times, you find these learners mixing capital and small letters. (HT 2)*

Another teacher added:

*May be to add on punctuation, the way of signing. So, when you are writing for example a comma (,). In English it's a different sign but in KSL it's a different sign. So, these may interfere with their writing in English because it's generally different signs. The sign in English you just put the hand shape comma and the other one is just a slash (/). so, it's totally different. When you come to a full stop it is two slashes (//) but in English it is just a dot (.). So, the signing is different. (TFGD 2)*

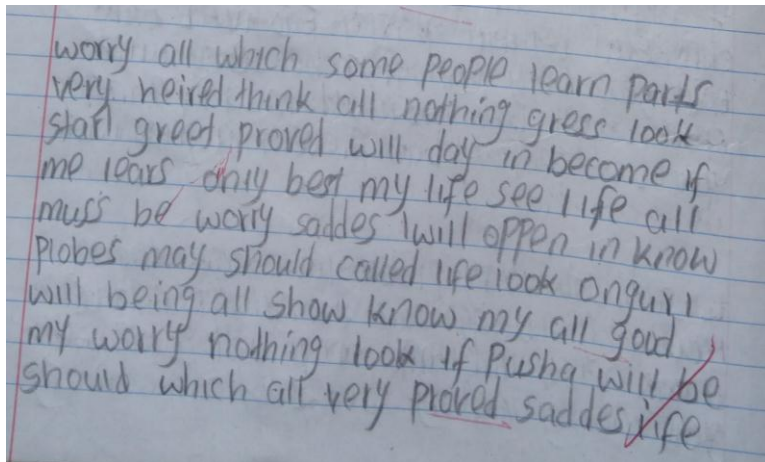
Another head teacher when asked whether the difference in punctuation has an impact on English writing stated:

*Yes, in fact it has adverse impact. There are these ... certain...like full stops in KSL we use two slashes (//), comma you use one slash (/) so it really varies. In English you just use the full stop, the commas. All of them yes, we call them same names but the way we write and the way we show learners varies. Because of that confusion they punctuate their work but not all the learners. Some will ignore punctuation because they don't know which one to use. (HT 2)*

In another focus group discussion, a teacher reported:

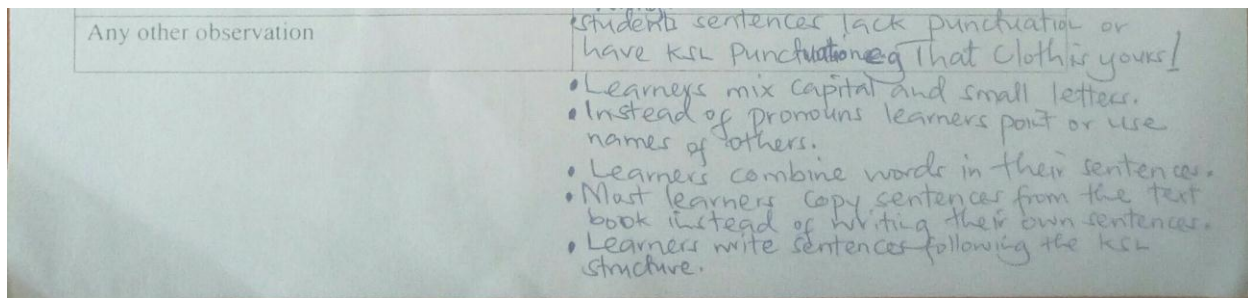
*So, in other words, these impacts the child as per the teacher's definition. These punctuation marks bring a lot of confusion to the child when they are writing English language. Now they don't know where to use a slash, what it means in English and what it means in KSL. Now applying becomes a very big problem. (TFGD 1)*

From the interview excerpts above it can be concluded that there are differences between KSL and English as far as punctuation is concerned and that KSL has fewer punctuation marks as compared to English. It is also evident that the differences in the punctuation marks impact on English writing negatively and that most of the time learners opt to leave their work without punctuating. A document obtained from the document analysis guide confirms that some learners do not punctuate their work. Figure 4 shows a section of a learner's exercise book whereby a learner writes English work and does not punctuate.



**Figure 4. A section of learner's exercise book**

The information from the lesson observation checklist also confirms that learners leave their work unpunctuated or even worse use KSL punctuations while writing English. Figure 5 shows a section of the lesson observation checklist where it was noted that learners' sentences lack punctuation or have KSL punctuation. Learners also mixed capital and small letters.



**Figure 5. A section of lesson observation checklist**

These findings agree with Al-Khaza'leh (2021) who investigated Errors Analysis of Writing among Third- and Fourth-Year College EFL Students. The results showed that there are errors in all the exercises assigned to students. The sentences written contained punctuation errors which, were attributed to the influence of L1 on L2.

#### **4.4.4. Tenses**

The participants observed that both KSL and English had ways of making tenses. Though some of the participants argued that KSL had fewer tenses as compared to English, most of the participants acknowledged that all the tenses were present both in English and KSL but now making them is different from one language to another. One of the teachers stated:

*In KSL they are few and not well elaborated. In English they are many and they must be used, they must be applied. We must use present, past, future, present continuous, past continuous, past participle, all of them are applied in English unlike KSL. For example, a word like 'go', in English we say 'go' and then the past tense is 'went'. In KSL we don't write 'went', we say the word 'go' and then we sign the word 'past' to show past tense. So, when writing KSL, we are going to write 'GO PAST' and that actually affects writing in English. When signing KSL, you just sign in the present tense, therefore, may be if the issue of written KSL is done away with then the confusion will not be there. (TFGD 1)*

During the interviews, one of the heads of department stated the following:

*We also do have tenses in KSL, we do but the way we go about them ...like present continuous tense "we are learning." So, in KSL it will be "US LEARN NOW//". So, we have 'now' in place of the tense '-ing'. Another example, "Yesterday I slept." so you start with "YESTERDAY ME SLEEP//". So, we have 'yesterday' to show the tense or "LAST*

*WEEK ME SLEEP//” in KSL or “PAST ME SLEEP//”. You don’t say ‘slept’. So, in English you would say ‘slept’, the past tense of ‘sleep’ but in KSL you use ‘past’, ‘PAST ME SLEEP’. So, the way tenses are marked in KSL is different from English. (H.O.D 1)*

Other teachers informed that:

*In the case of the tenses when you are signing the present and then you want to teach the past, you sign in KSL you sign ‘past’, you sign backwards meaning it’s done. But in English you add ‘ed’. For example, in KSL you have the word ‘go’ and the way you are going to write in English, the past tense of ‘go’ is ‘went’ but in KSL you ‘go’ and then ‘past’. You sign the word ‘go’ then ‘past’ but to bring that idea of past to English is hard because the child would not differentiate ‘go’ in KSL you write ‘go’ and ‘past’ and then here in English you write the word ‘went’. Another example, maybe you can say “Yesterday I went home early.” That is in English. In English you say “I went home early” but in KSL you say “PAST ME HOME GO EARLY.” So, when it comes to writing for these kids, the learners do not know the format or how to change the sentences in English. They just tend to write in KSL. (TFGD 2)*

One of the heads of department noted that:

*Now normally me in my English line, I’ll tell them ‘tomorrow’, we don’t have ‘later’, ‘tomorrow’ is future. You see now when you tell them that “tomorrow we will meet,” “tomorrow I am coming.” You sign “Tomorrow I will come.” Could be the sign for ‘tomorrow’ will show them the future but “am coming”, it will just be “TOMORROW I COME”, you sign “TOMORROW COME” so that ‘I’ again is missing. So, at times you tell them that ‘I’ must be included in English. You see, to them, it does not make sense. Because the moment you tell them “tomorrow I come,” you sign that word ‘COME’. Because you are two of you ‘I’ is omitted so that you have “TOMORROW COME.” So sometimes they tend to omit some nouns and pronouns. If there is a way that we can sign a word like ‘go’ then another different way of signing ‘going’ because at times to me ‘going’ should mean continuous. So, at times I find myself signing ‘GO CONTINUE’ because there is no single sign for ‘going’. So, when you sign ‘GO CONTINUE’, the problem will come again. They will write there ‘go continue’ in English. (H.O.D 2)*

Another teacher said:

*I want to add something on the continuous and future tenses. For example, in English you say “I am going home.” You add ‘-ing’ to the word ‘go’ to change it to the continuous tense. When it comes to KSL, you will say “HOME GO NOW”, you don’t sign the ‘-ing’ that is added in English but introduce the word ‘now’. In KSL when you want to talk about future, may be for example you will say ‘I will’, using the word ‘will’. You say “ME HOME WILL” meaning “I will go home”, in English. So, there is a difference in the word order in KSL when marking the tense. (TFGD 2)*

Another head of department observed that:

*Another difference is when it comes to writing, yes, “John is going home”, to mean present continuous, isn’t it? So, you see when you come to this one (KSL) the linking, the helping verbs and the ‘-ing’ forms of verbs are never there in KSL. So, it will be “HOME JOHN GO.” Therefore, the two languages are different when it comes to tense marking since there are omissions and also the main verb is written in the present tense ‘go’. (H.O.D 2)*

In an interview, one of the head teachers noted:

*Also, the use of continuous, ‘they were doing, running...’ In KSL you don’t show the doing words. Instead of showing doing words you use the word ‘continue’. You don’t use the ‘-ing’ form, for example, “RUN CONTINUE”. In English you must use the -ing form of a word to show that the sentence is in the continuous tense. (HT 2)*

Normally, in English we add the suffix ‘-ing’ to a word to change it to the continuous aspect, for instance playing, cooking, dancing among others. In KSL, instead of the suffix ‘-ing’, you add the word ‘continue’ after the main verb, for example, in KSL you say ‘PLAY CONTINUE’, ‘COOK CONTINUE’, ‘DANCE CONTINUE’. You can also use the word ‘always’ as in “BABY CRY ALWAYS” to mean “the baby is crying.” In addition, you can say “BABY CRY NOW” in KSL to mean “the baby is crying.”

Another head teacher stated that:

*KSL differs from English in that KSL doesn't use a lot of tenses. In most cases KSL sentences are in the present tense and when the tense is marked a different word a part from the main verb is used. For example, in English we say 'She bought a pen', the sentence is in the past tense, isn't it? When it comes KSL, you say 'PEN SHE BUY FINISH//'. In the KSL sentence the verb 'buy' is used in the present tense followed by the word 'finish' to show that the action is done or complete but in English, it is the main verb 'buy' that is changed to its past 'bought'. So, there is a big difference. (HT 1)*

The participants also acknowledged that learners with HI experience a lot of challenges using the right tense in English writing. They also felt that the difference in marking tenses in KSL and English has a great impact on the learners' English writing skills. One head of department informed:

*The tense indicators in KSL affect English because as I told you earlier, it is the English that is used to teach KSL. So now when you want them to do the right thing in English and the right thing in KSL sometimes it is impossible and confusing. Sometimes they even fail to use the right tense because in KSL sentences, before you indicate the tense using words like 'past', 'continue' and 'finish' among others, all the sentences are in present tense. For example, "ME SLEEP", it is in present tense and now what will guide you is the structure now. The verb ends. The learners therefore, mostly write their English sentences in the present tense because most sentences are in the present tense in KSL before you add the tense indicators which include 'NOW, PAST, FINISH, WILL' among others. There is that confusion, and it can't be avoided but with a looooot of practice some, remember some, get it but half or so still may get confused. (H.O.D 1)*

When constructing sentences in KSL, there are irregular tense indicators. For example, to show present tense you add the word 'NOW' after the main verb, as in "TEACHER OUR CLASS COME NOW". For past tense you use the words 'past, ago, yesterday, last week, last year' among others at the beginning of the sentence. For instance, "PAST GOVERNMENT SCHOOL OUR SUPPORT/ AGO GOVERNMENT SCHOOL OUR SUPPORT/ LAST YEAR GOVERNMENT SCHOOL OUR SUPPORT" just to give a few examples. When it comes to

continuous tense you add the words 'always or continue' at the end of the sentence. For example, "CLASS TEACHER OUR STUDENT ADVICE ALWAYS/ CLASS TEACHER OUR STUDENT ADVICE CONTINUE." When writing a sentence in the future tense, the words 'future, tomorrow, next month' are added at the beginning of a sentence while the word 'will' is added at the end of the sentence. For instance, "FUTURE ME PILOT BECOME/ NEXT MONTH ME PILOT BECOME/ ME PILOT BECOME WILL/ PILOT WILL." Lastly, past perfect tense is indicated by use of the word 'finish' at the end of the sentence. For example, "MOTHER MINE MARKET GO FINISH." All these are quite different from the way different tenses are marked in English.

In English there are well stipulated patterns on making tenses. For instance, in simple present tense we can have 'sing/sings', in the past tense it becomes 'sang', in the past participle it is 'sung' and in the continuous tense it changes to 'singing'.

One of the head teachers stated:

*Another thing also it really affects is the use of tenses. In KSL we don't use the past tense. So instead of saying for example, "I have done my work," just say "ME WORK DO" or "ME WORK FINISH." So, you don't show the past tense. So, when it comes to English these learners will find a challenge because of the differences. So, they find themselves omitting some words like the helping verbs like 'have' and adding KSL tense markers like 'finish'. (HT 2)*

Another head of department added that:

*In English, we only have three tenses with some classifications in them. So, could be I have present tense. So, this day when I go to class seven am teaching present tense, the child could have taken present tense, isn't it? I go there another time and tell them we also have past tense. When we are talking of past now, you have started mixing them. Then you go back then you say "we have how many tenses? Three tenses-present, past, and future." So, to them that should be final. Then here you come again and say in present, we have present simple, present continuous and present perfect, they can't perceive these and they become a big problem. All these happen because most of the tenses are not there in KSL and even for the ones that are there, they are indicated*

differently from English. For example, in KSL you use the words ‘past’, ‘finish’ and ‘continue’ among others while in English you add ‘ed’, ‘d’, ‘t’ and ‘-ing’ among others.

Now you try explaining that in simple present we will be talking of habitual, things that we do repeatedly. Again, remember to them, present means today. So, when you say “John plays,” they will repeat “John plays” “John plays” to mean habitual or repeated act. We go to continuous, then you say, there is this ‘go’ then we add ‘-ing’, ‘going’, ‘walking’, you give them those examples. “John is walking”, then when you leave them to write, it will be “John walking” ‘is’ ‘is not there anymore. When you go back to the reality, normally they don’t have ‘is’ in KSL, they don’t have ‘was’ in KSL. When you tell them, they should add ‘-ing’, then it should be ‘-ing’ in everything. Next time they will write for you ‘Johning’ for a name. Yes, because it should be present continuous. It can be even ‘Petering’. (H.O.D 2)

From the interview excerpts above, it can be concluded that tense indicators in KSL differ from those in English and the differences have a lot of negative impacts on English writing skills of learners with HI. From the document analysis guide, figure 6 indicates tense indicators in English and KSL, which are quite different. Figure 6 shows a section of English and KSL syllabus.

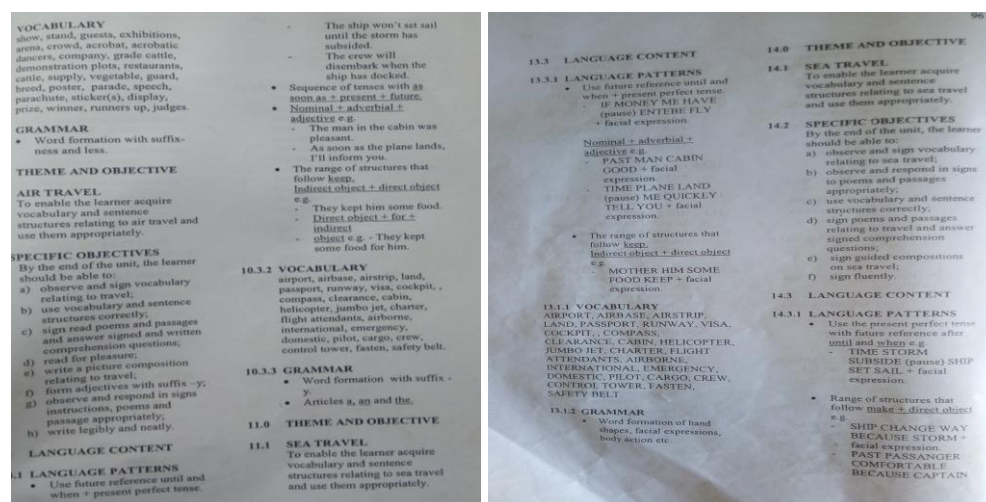


Figure 6. A section of English and KSL syllabus showing disparity in tenses

The findings of this study are in line with a study by Mudhsh (2021) which compared and analyzed the similarities and differences between Arabic and English tense and aspect of categories in terms of their forms, functions and usage. The findings showed that there is a difference in both systems of Arabic and English in terms of tense and aspect systems. English divides time using tenses while Arabic aspects are distinguished as either perfective versus imperfective. Mudhsh (2021) also reported that mother tongue impacted on the components such as articles, tenses, pronouns and prepositions among others. The study further agrees with a study conducted by Mohammed (2021) who reported that features that are affected by mother tongue among the respondents are articles, tenses and pronouns.

#### **4.4.5. Use of Subjective and Objective Pronouns**

In English there are personal pronouns (subjective-he/she, it, we, they; objective-him/her, it, us, them), possessive pronouns (my, mine, his/hers, its, ours, theirs, yours) and reflexive pronouns (myself, himself/herself, itself, ourselves, themselves). Majority of the informants acknowledged that both subjective and objective pronouns are there in both English and KSL. The informants were also of the opinion that how the subjective and objective pronouns were used in English was different from the way they were used in KSL. The heads of department also expressed that some of the pronouns used in English were not there in KSL. One of them stated:

*We do have them in both cases, like you can say “she is bad” in English, in KSL you say “HER BAD”. “They are happy” so now we use “THEM HAPPY”. In that case KSL does not have the subjective ‘they’ but the objective ‘them’. So, some of the subjective pronouns are also not there in KSL. Another example, “we are happy”, now in KSL it is “US HAPPY”, now ‘we’ changes to ‘us’, and many others. So, in KSL mostly we use the objective pronouns because the sentences start with an object. That is the difference.*  
(H.O.D 1)

Teachers were also of the opinion that KSL mostly makes use of the objective pronouns. One of the teachers informed that:

*The use of subjective and objective pronouns is there in both KSL and English. However, KSL mostly uses the objective pronouns and the pronoun ‘you’ unlike English which makes use of both subjective and objective pronouns alike. For example, “I am sick” in*

*English becomes “ME SICK” in KSL. The subjective ‘I’ in English changes to objective ‘me’ in KSL. (TFGD 1)*

In English both the subjective pronouns like ‘I, we, they, he/she/it’ and the objective pronouns such as ‘me, us, them, him/her/it’ are used while KSL only uses the objective pronouns.

Another head of department informed:

*Mmmmm ...in KSL quite a number of pronouns are not there. For example, we have ‘your’ in KSL but not ‘yours’ as in “This book is yours” in English becomes “BOOK YOUR” in KSL, the ‘s’ is omitted. Another one is ‘her’ but not ‘hers’. for example, “that pen is hers” in English changes to “PEN HER” in KSL. In fact, sometime in communication the pronoun ‘her’ is not even signed but the speaker points at ‘her’ being talked about. Again mostly, the speaker signs the word ‘your’ towards the ‘her’ being referred to. So that the speaker sign ‘PEN YOUR’, the word ‘your’ is now signed towards ‘her’. ‘Their/ theirs’ is another case. In KSL only ‘their’ is used in written sentences but not in oral communication. In oral communication the pronoun ‘their’ is replaced by pointing at the people being referred to. ‘Theirs’ is now totally not there in KSL both in writing and communication. For instance, “these books are theirs” in English will change to “BOOK THEIR” in KSL. KSL also uses the objective pronouns in most cases, for example, instead of “I am writing” the sentence will read “ME WRITE” in KSL. (H.O.D 2)*

One of the head teachers added that:

*In KSL we use objective pronouns mostly while in English we use both subjective and objective pronouns. For example, in English we would say “I will go home” while in KSL we say “ME HOME GO”. The subjective ‘I’ changes to objective ‘me’. (HT 2)*

The participants also acknowledged that the difference in the use of pronouns had a great impact on English. One of the heads of department noted:

*Some of the subjective pronouns are not there in KSL. This affects English writing. I said the main problem is, this subject is done in English and you expect it to be written the same way English is written. I wish it was only signed. Practical, not written. Because*

*practical comes clearer than writing. Writing...there is that confusion when they write KSL and then come again write English because of the differences. Therefore, sometimes you find these learners omitting some of the pronouns mostly not used in KSL when writing English or they misuse the objective pronouns when writing English because those are the pronouns mostly used in KSL and they have become more familiar with. (H.O.D 1)*

Other teachers, during a focus group discussion, added:

*The pronouns like she, he, I and they sometimes bring a lot of confusion signing about them because in KSL, mostly the objective pronouns her, him, me and them are used as opposed to the subjective pronouns. Eventually, this will affect the writing skills while writing English because they tend to omit what they are not sure of or what they don't know. This makes their work full of broken English since it doesn't seem connected. (TFGD 2)*

From the interview excerpts above, there are differences in how the subjective and objective pronouns are used and this impact on acquisition of English writing skills among learners with hearing impairment negatively as most of the time learners transfer their way of using pronouns in KSL to English construction. For instance, KSL mostly uses objective pronouns 'him, her, me, us,' therefore, you will find learners with HI using the objective pronouns in English even where they are expected to use a subjective pronoun. In addition, the pronoun 'I' is in most cases omitted in KSL, when writing English, these learners leave the pronoun out. In English, the possessive pronouns always have an 's', as in 'yours, hers, theirs, ours'. When it comes to KSL, the 's' is always omitted, thus we have 'YOUR, HER, THEIR, OUR'. This omission is always transferred to English writing. This is in line with Mohammed (2021) who assessed mother tongue influence on English Writing among learners at the University of Bisha. The results revealed that features that are affected by mother tongue among the respondents are articles, tenses and pronouns. The findings also agree with Mudhsh (2021) who argued that mother tongue impacted on the components such as articles, tenses, pronouns and prepositions among others.

#### 4.4.6. Use of Adverbs and Adjectives

While most of the participants agreed that both KSL and English made use of the adverbs and adjectives, some of them felt that these adverbs and adjectives were minimally used in KSL. The informants also acknowledged that the way adverbs and adjectives were used in KSL differed from the way they are used in English. One of the heads of department informed:

*In English “She cried loudly.” So, in KSL we begin with the adverb, “LOUD SHE CRY”. So, the adverb come first in KSL while in English it ends, it is the last one. And now also the ‘ly’ disappears in KSL, so we have “LOUD SHE CRY”, in English we have “she cried loudly.” You can imagine someone who has never heard and now ‘ly’ is disappearing and appearing, you can imagine. (H.O.D 1)*

Some teachers who also shared the same feeling that adverbs and adjectives are present in both KSL and English noted that:

*The two languages both have adverbs and adjectives but it is minimally used in KSL but it is used in most cases as the teacher teaches English, he/she uses adjectives and adverbs. I can give an example of maybe we are talking about some pupil ran. Maybe you say that “The girl ran fast”, “The boy did his work slowly” which can also be applied when you are using KSL, “SLOW WORK BOY DO”. In KSL now, the adverb ‘slow’ is used before the verb ‘work’ unlike in English where the adverb comes after the verb. In addition, the suffix ‘ly’ in ‘slowly’ is omitted when it comes to KSL. So, the adverbs and adjectives are used in both English and KSL but the way they are used is what differs. (TFGD 1)*

Another head of department noted:

*Now the way adverbs and adjectives are used in KSL and English are a bit different. An example, “She walks proudly” in English. In KSL the sentence would be “PROUD SHE WALK”, and then now the ‘s’ in ‘walks’ has gone, the ‘ly’ in ‘proudly’ has disappeared and the adverb comes at the beginning of the sentence in KSL and at the end in English. Coming to adjectives, let’s say “This is a black boy.” Haya, it will be “BOY THIS BLACK,” so the construction has totally changed. The adjective has been used after the noun it modifies whereas in English the adjective comes before the noun. You see? The usage is quite different. (H.O.D 2)*

In another focus group discussion, other teachers observed that:

*When it comes to the use of adjectives the word order of the sentences totally changes. For example, “She is a very beautiful girl,” in English changes to “GIRL THIS BEAUTIFUL A LOT” or “GIRL THIS BEAUTIFUL VERY” in KSL. In the KSL sentence, the object ‘girl’ is used at the beginning of the sentence, the word ‘this’ is introduced though when signing, the speaker points at the girl. The adjective which comes before the noun ‘girl’ in English now comes after the noun in KSL. So, there is a big difference when using adverbs and adjectives in KSL and English because even when you talk of adverbs, the word order still changes and again the suffix ‘ly’ which in most cases must be added in English is not there in KSL. For instance, in English we can have “She looked at us sadly.” This changes to “SAD US SHE LOOK,” in KSL. The ‘ly’ is omitted, the adverb ‘sadly’ which comes last in English sentence, comes first in KSL sentence. (TFGD 2)*

Furthermore, the participants admitted that the difference in the use of adverbs and adjectives in KSL and English impacted greatly on English writing skills. One of heads of department said:

*So, there is still that confusion because of the disappearance and appearance of the suffixes and with the change in the word order. So sometimes they bring their way of using adverbs in KSL in to English because of that confusion. There is that confusion always in both English and KSL. The rules here sometimes are mixed up but with a looot of practice some get. Just a few get, most of them don’t even if you preach it every day. (H.O.D 1)*

A teacher in a focus group discussion noted that:

*When the learners are writing English, they normally bring in the KSL order but it is always very good for an English teacher when you are teaching English to use Signed Exact English (SEE) then you try and avoid the idea of KSL as a language when you are teaching English language. So actually, the sentence arrangement in KSL distracts the writing skills of English language. Because you will find that like when using an adverb, in English it will come at the end of the sentence while in KSL an adverb comes at the beginning of the sentence. For example, ‘The baby cried bitterly.’ In KSL the sentence becomes ‘BITTER BABY CRY//’. (TFGD 1)*

Another head of department observed:

*It is always said that cheap is expensive but these people they go for cheap which should be expensive now. The expense is coming when it comes to English. Now, that English they'll never... they never write English. In fact, their writing is always full of KSL construction thus they never score in English. When it comes to adverbs and adjectives, they forget and follow the KSL order like omitting the 'ly' and word order whereby they use an adverb at the beginning of a sentence and using the adjective after the noun it modifies. (H.O.D 2)*

Another teacher in another focus group discussion added:

*And then also we don't have aaa... in KSL when you talk about 'SLOW', we don't have 'slowly' as in English. So, in English we add 'ly' at the end to mean 'slowly' but when it comes to KSL we only write 'SLOW' but you mean 'slowly'. So, the way you are signing will actually show 'slowly' and that really affects the writing of English. There is no 'ly' at the end. Therefore, the learners also tend to omit 'ly' when they are writing English thereby changing the entire meaning and the part of speech because when 'ly' misses in 'slowly', it is no longer an adverb but an adjective 'slow'. (TFGD 1)*

From the interview excerpts there are discrepancies in the use of adverbs and adjectives in KSL and English which impacts on the English writing skills of learners with hearing impairment. This is in agreement with Adelabu (2014) who reported that there were many noticeable differences on how adjectives were used in English and Yoruba among the Yoruba learners. Take for instance a sentence in English “James is a black boy”, when it comes to KSL the sentence reads “JAMES/ BOY BLACK.” In the sentence in English, the adjective ‘black’ is used before the compliment ‘boy’ while in KSL, the compliment ‘boy’ comes first. When it comes to the use of adverbs, in English, the sentence “Susan walks slowly’ becomes “SUSAN SLOW SLOW WALK ALWAYS”. In the English sentence, the verb ‘walk’ comes before the adverb ‘slowly’. On the other hand, in the KSL sentence, the adverb ‘slow’ comes before the verb ‘walk’. In addition, in KSL ‘y’ in ‘slowly’ is omitted so as to have the word ‘slow’ which is written twice. These KSL constructions are in most cases transferred to English.

#### 4.4.7. Use of Auxiliary verbs

The auxiliary verbs according to most of the participants are not there nor used in KSL while they are extensively used in English. They acknowledged that in English, in most cases you cannot say or write sentence without auxiliary verbs, be it primary or modal auxiliary verbs. On the other hand, in KSL, there is no sentence you can write with an auxiliary verb except when the auxiliary verb is used in place of a main verb in a non-formal communication but an auxiliary verb can never be used in the same sentence with a main verb under normal circumstances. One of the head teachers observed:

*These two languages quite differ when it comes to the auxiliary verbs. You know in KSL those things are not there but when used, they take the place of main verbs, they don't function as auxiliary verbs. For example, the sentence "I will go home tomorrow," in KSL it becomes "TOMORROW HOME ME GO." The auxiliary verb 'will' is omitted in KSL. At times in a non-formal communication sometimes one can sign the sentence as "TOMORROW HOME WILL." In this sentence, the auxiliary 'will' is used in place of the main verb 'go' and the pronoun 'me' is also omitted because the speaker is speaking directly to the listener, it is direct and not a reported speech so in sign language the pronoun 'I' or 'me' do not hold any water. (HT1)*

The heads of department also confirmed that auxiliary verbs are not there in KSL while they have to be used in English. One of them informed:

*In KSL we don't have them. For example, "She is coming" in English. In KSL you just say "SHE COME NOW" if it is present or if it is future... OK, like now "She will come tomorrow," you will have it as "TOMORROW SHE COME." So, the tense indicator 'tomorrow' will show the tense. It will be used in place of 'will'. (H.O.D 1)*

Other teachers noted:

*In KSL we don't have auxiliary verbs while in English they are there. For example, in English you can say "I am tired." When it comes to KSL, the sentence will be "ME TIRED." The auxiliary 'am' disappears. Another example, "I have come." In KSL the*

*sentence will be “ME COME FINISH.” The auxiliary ‘have’ has been replaced by the word ‘finish’ to mark the tense and show that the action has already been accomplished. (TFGD 1)*

A head of department when interviewed stated:

*So, anything auxiliary, anything helping don’t exist in KSL in the first place. So, they are done away with. So “Whose book is this?”. In KSL ‘whose, is and this’ are not there. The sentence now reads “BOOK WHO” plus a facial expression showing question, this is signed and followed by pointing at the book in place of ‘this’. So, there is a big difference when it comes to the use of auxiliary verbs because in English the auxiliary ‘is, was...’ are there and must be used in a sentence. (H.O.D 2)*

One teacher in a focus group discussion said:

*Now you’ve seen that those areas that we have seen like those adverbs, adjectives, articles, auxiliary verbs, now if we can get now the helping or auxiliary verbs in English and then at times when it comes to sentence making, the use of auxiliary verbs, such things are not in KSL, they are never there. So now it becomes a problem. For instance, “The boy is looking young’, this sentence becomes “BOY YOUNG” in KSL. The article ‘the’ is gone, the helping verb ‘is’ and the main verb ‘looking’ also disappear. Totally different from English where the auxiliary verbs must be used. (TFGD 2)*

The participants also acknowledged that the differences in the use of auxiliary verbs in KSL and English brings confusion and impacts greatly on acquisition of English writing skills. Some teachers in a focus group discussion noted:

*So, because of no auxiliary verbs in KSL, because auxiliary verbs are not there in KSL but they are used in English, so normally that one affects learning English as a language of its own because they are meeting new things of which they have not learned as a language. So, this KSL now is interrupting the learning of English language. So, because they are not there in KSL learners mostly omit them when it comes to writing English. Yeah, which is wrong in English. (TFGD 1)*

One head of department also stated:

*Sometimes the learners tend to omit the auxiliary verbs in English because they are not there in KSL which is their language, so they are not used to them. So, it means the auxiliary verbs also affects the English writing. But I think the problem being the language uses English words and is taught in English. The language should not be the same or if it has to be the same, KSL should be practical. Only done orally, that is, only receptive and expressive signing skills should be taught and tested. (H.O.D 1)*

From the interview excerpts, there are no auxiliary verbs in KSL. This affects the way the HI learners write when it comes to English as they omit the auxiliary verb in most cases. This agrees with Baykalova et al. (2018) who conducted a study on Morphological interference in the process of mastering English speech and reported that morphological difficulties such as the use of future simple connected with the use of auxiliary verb shall /will led to interlingual interference.

#### **4.4.8. Use of Conjunctions and Articles**

Conjunctions are joining words used to join parts of a sentence (clauses) (for example and, but, or, therefore, although, however, among others), while articles are words used with nouns to give definiteness (as in a, an, the). Most of the participants observed that while conjunctions and articles were extensively used in English, they were totally missing in KSL and that in place of conjunctions a slash (/) was used to join additional idea while articles were just done away with. One of the heads of department when asked if conjunctions were there in KSL stated:

*No. We don't have them. We totally don't have them in KSL. "Me and you are very happy," we say "ME YOU HAPPY VERY." We totally don't have them. This affects learners' writing in English. Because now you remember it is one language (English) used to teach the two subjects- English and KSL, so now ... and they don't hear as I have always said. Meaning they may sometimes omit conjunctions in English. Sasa KSL pia italetea English shida. (H.O.D 1)*

A teacher in a focus group discussion informed:

*For example, 'and, although, however' or articles 'a, an and the'. The articles 'a, an and the' are hardly used in KSL whereas they are mostly used in English. Articles are not used in KSL and this actually affects their writing skills because they tend to omit some words while they are writing English. (TFGD 1)*

Another head of department when asked if KSL have articles noted:

*No. An egg, no, no we don't have. "I bought an egg" in English becomes "EGG ME BUY FINISH," to show I have already done it. So, the article disappears but in English you tell them that for the sentence to be correct the article must be there. In KSL disappear finish hehehe... so the learners sometimes transfer this disappearance of the articles to English writing. Vile tu tumesema hii KSL inaletea English shida (just the way we have said, this KSL is causing problems to English). (H.O.D 1)*

In one of the focus group discussions it was observed that:

*In English we mostly have different conjunctions being used whereas when writing KSL, we only use the slash (/). An example in English we can say "I bought an egg and a tomato." In KSL the sentence changes to "PAST EGG/TOMATO ME BUY." In the KSL sentence a slash has been used in place of the conjunction 'and' and the articles 'an' and 'a' have been omitted. Therefore, these learners mostly tend to omit the articles when they are writing English because they don't have them in KSL. (TFGD 1)*

In another focus group discussion, it was noted:

*When it comes to KSL we don't have joining words, things like articles, when we talk of let's say 'a boy' you will just sign 'BOY' you will not sign 'A BOY'. Now when you are teaching English, you have to show 'a' then 'boy'. so, they don't get it so well. (TFGD 2)*

In another interview a head of department stated:

*In KSL the auxiliary verbs 'is, was, were' among others are not there. Just the same way with articles. Like "The boy is running", in KSL the sentence becomes "BOY RUN NOW". 'The' is not there, 'is' is not there. Even the continuous aspect is done away with in KSL. Such differences make it difficult for the learners with HI to write standard English. (H.O.D 2)*

From the excerpts above it can be concluded that conjunctions and articles are extensively used in English while they are totally missing in KSL. This has a great impact when learners are writing English since they omit the conjunctions and articles. These findings are in agreement with Mudhsh (2021) who reported that Arabic impacted on English both positively and negatively; mother tongue impacted on the components such as articles, tenses, pronouns and prepositions among others. The findings further agree with Dodd (2016) who stated that people learning English as a second language (ESL) transfer their literacy processing skills from their first language to English. As such these learners with HI end up writing English sentences that do not have conjunctions and articles which are grammatically incorrect.

#### **4.5. Application of KSL when Teaching English Writing Skills to Learners with HI**

This objective investigated the use of KSL during English lessons and the impacts of its use on acquisition of English writing skills when teaching learners with hearing impairment. The themes that emerged during the interviews and focus group discussions were: extensive use of KSL, limited use of KSL and no use of KSL during English lessons.

##### **4.5.1. Extensive use of KSL**

It was noted that most teachers used KSL during English lessons as much as it disadvantaged acquisition of English writing skills, some to a large extent while others only made limited use of it. Though most of the participants were not for extensive use of KSL or code switching from English to KSL during English lessons, a few felt that sometimes teachers are forced to code switch to explain some terminologies. Therefore, there was a lot of concern and controversies about extensive use of KSL during English lessons and whether it is actually right. One of the Curriculum Support Officers stated:

*I think they should code switch so that they can implement and drive home whatever they want, to enable the learners to understand. So, I think it is better when there is code switching. However, when it comes to writing, mmm.... that now...that is now hard since they may not be able to...eee... write the correct English even when they have understood using KSL. So, KSL will only help them to understand but not writing. So, there will be a challenge there, when teaching writing I prefer the use of Signed Exact English. (CSO 2)*

The heads of department also had varied opinions on How KSL should be used during English lessons. One of them noted:

*Mostly our teachers use KSL when teaching English because it's like a shortcut, they understand it better but now we give notes in English. So, when explaining something we should use KSL because they tend to get. It is a shortcut, better than English. English is long and tiring using the articles, the conjunctions, the what, they get bored. The only problem will be getting the right writing skills because now KSL structure is different from English, so the learners will not learn how to write good English. So, for the sake of acquiring the correct English writing skills let teachers just use Signed Exact English (SEE). (H.O.D 1)*

One of the parents with Hearing Impairment argued:

*Teachers can Code switch as long as they explain well and take care not to omit anything. But I will encourage the teachers to Sign Exact English instead of KSL when they are teaching English to ensure that learners get the English rules and structures. (P 1)*

Some learners in focus group discussion noted:

*Teachers sometimes change from English to KSL and you know KSL help us to understand English because it is easy for us to understand so teachers can change from English to KSL small not a lot. (LFGD 4)*

Another group of learners observed:

*The teachers use both KSL and English, when teaching us they use both. When they are signing, giving instructions they always teach us in KSL. But sometimes they explain well*

*well in KSL we understand well but writing is hard, why? Because we understand the KSL so we want to write in KSL but English is different, sentences are long following well is hard. So, we brake brake English. (LFGD 1)*

A teacher with hearing impairment argued:

*When teaching English, you can code switch to KSL to explain something hard for them to understand but don't use KSL to teach English because it will change the English, the deaf will write in KSL but English is different, why? Because you start with the subject in English and then the other words will follow not like KSL where you start with the object. (TFGD 2)*

The heads of department also shared the opinion that KSL should not be used when teaching English. One of them observed:

*At times you find teachers switching from English to KSL during English lessons, could be they are translating the concepts for the learners to understand better since they understand L1. But now me I discourage that one a lot. Because now when they go for English, it is no longer KSL but English lesson. So, there is no room for code switching. So, if it is English, let it be English. Not switching from English to KSL, then KSL English...I mean...it is not okay. (H.O.D 2)*

Other learners in a focus group discussion stated:

*Sometimes the teacher will change from English to KSL in English lesson when comparing things. This makes us to understand better but you know KSL words are not arranged like English. so, teachers should not change from English because it will confuse us. The teachers just use English so that we master it and understand well the same way we understand KSL. We must practice a lot so that we understand. So, it is better the teachers don't use KSL in English lessons. (LFGD 2)*

Another curriculum support officer said:

*Mmmm... of course I think they code switch because that is the main area and...I think because KSL is L1 for HI and in most cases, teachers feel comfortable to explain what they think is difficult for the HI learners. I don't encourage the switching because two languages are different and therefore have different rules when it comes to sentence*

*construction and other aspects of English. I think ... code switching or extensive use of KSL during English lessons can lead to confusion. (CSO 1)*

Other learners in another focus group discussion reported:

*Some teachers always use KSL a lot in English lesson when explaining somethings and giving examples. KSL help us understand hard things but sometimes when teachers use it a lot we confuse time we are writing in English, some of us mix English with KSL when writing English because we are confused. Some of us follow KSL sentences. Better we just practice using correct English to help us write well in English. If we practice, we will start understanding English better. (LFGD 4)*

From the excerpts above, it can be reported that most teachers code switch from English to KSL and vice versa. It can also be concluded that as much as KSL aids in better understanding it does not add any value to nor aid in acquisition of English writing skills therefore, should not be used during English lessons so as to enable the HI learners write good English. Instead, teachers should use Signed Exact English. The lesson observation checklist corroborates the information given by the respondents that teachers use KSL extensively during English lessons. Figure 7 shows a section of the lesson observation checklist that shows that teachers code switched from English to KSL from time to time.

Leading questions	Researcher' s comments
How is KSL used during English lesson? For example to explain or clarify something, to give notes, when giving assignment.	Notes are written in English then KSL is used throughout when signing explanation and teaching the whole lesson.
What is the extent of KSL use during the English lesson?/ KSL is used throughout the lesson, to introduce the lesson, to conclude the lesson	KSL is used extensively with code switching from time to time.

**Figure 7. A section of lesson observation checklist**

This study does not agree with Naka (2014) who supports code switching between L1 and L2 as a technique of teaching writing skills for L2. Naka advocates for the use of code switching for easy learning of L2. The findings also disagree with a study by Mulenga (2017) which revealed that the issue of using Zambian local languages was a welcome because it would promote

learning. The findings further disagree with Njogu (2015) who investigated the influence of mother tongue on preschool children's performance in English language and reported that mother tongue contributes positively towards the learning of the English language in preschools. The findings of the study are in agreement with the study by Njogu (2015) who revealed that parents had a negative attitude towards the use of mother tongue as a medium of instruction. When teaching English writing skills, teachers should strictly use SEE so that learners can master the rules of English. This is because KSL only helps the learners to better understand a concept but when it comes to putting it down in good English, KSL doesn't aid at all. The learners follow the same KSL rules of writing because it is easier for them.

#### **4.5.2. Limited use of KSL**

It was noted that most teachers used KSL during English lessons as much as it disadvantaged acquisition of English writing skills, some to a large extent while others only made limited use of it. Most of the respondents were for the idea that KSL should never be used during English lessons except when need arises should it be used sparingly so as to ensure that KSL is not used at the expense of English. One of the heads of department informed the study:

*Actually, my teachers use it but sparingly when teaching English, but in other subjects, extensively because the deaf learners get it faster and better. But I feel they should not use KSL when teaching English so as to avoid the confusion. May be when pushed to the wall they can use it very sparingly to explain something that is not yet well understood... anyway it's a challenge because this is an English lesson where English language should be used, that is Signed Exact English. Anyway, it's a challenge because sometimes you want the concept to reach home and there is no any other language, no any other way but you are after that concept reaching home. So, may be for a start on using purely English-Signed Exact English during English lessons there will be challenges but with consistency and a lot of practice these learners will get used and there will be no need code switching and mixing, hence no confusion when writing English. (H.O.D 1)*

One of the Curriculum support officers noted:

*It should be used sparingly not extensively. I think if they must use KSL it should be used when stressing whatever they want to stress... yeah. Teachers should use KSL when explaining something but now when it comes to writing, the sentence construction they get back to Signed Exact English (SEE). (CSO 1)*

Teachers in a focus group discussion reported:

*Yes, we use it but minimally, because when you apply KSL as you teach English then it will bring some problems because when you are teaching English you have to use SEE. So, when*

*you bring KSL, in the process the HI learners will confuse the two. For example, when you are teaching may be a passage, they will tend to change it to KSL because that is what they understand more. So, when teaching English, the use of KSL must be minimized if it must be used, for instance, it can be used when you want to reinforce or emphasize some point so as to make them understand. Though it does not help, in fact it will actually bring a lot of confusion. It brings a lot of confusion. Therefore, if KSL must be used in an English lesson then its use must be very limited, otherwise let teachers use SEE when teaching English. (TFGD 1)*

One of the head teachers noted:

*KSL should be used very sparingly if it must. Otherwise, it should not be used at all if possible because it does not assist in writing English correctly, SEE is the best for teaching English. On the contrary, KSL makes learners deviate from English rules and follow KSL way of writing because it is their language, they have mastered it and it is easier for them. (HT 1)*

The learners in one of the focus group discussion stated:

*Teachers use KSL mostly when teaching English. They use it when explaining English words. When they use KSL a lot it confuses us and we write KSL in English. So better the teachers use KSL small only to explain hard things but use English more. When we practice we practice using English only then we will understand and write correct English. (LFGD 1)*

Some teachers in a focus group discussion observed:

*When teaching English sometimes you are forced to use KSL. For example, when you are explaining something and it becomes difficult for the learners to understand in English, that's the time you are forced to use KSL to help the deaf learners to understand the concept you are teaching but not that you use the KSL for a long time. You must have a limit, only for them to understand. Another example, maybe you are reading a passage that has a lot of abstract words or that is too difficult for the learners to understand. You can explain what the story is about in KSL after reading it with learners. So, KSL use during English lesson should be very limited but the best language for use is SEE. (TFGD 2)*

Other learners in another focus group discussion reported:

*Some teachers always use KSL a lot in English lesson but some use KSL small. KSL help us understand hard things but sometimes when teachers use KSL a lot we confuse time we are writing in English, some mix English with KSL small. Some follow KSL sentences. (LFGD 4)*

When asked how KSL should be used during English lessons, another Curriculum Support Officer stated:

*OK, if they must use it, they are supposed to use it at the initial stage when introducing the lesson so that learners can get exactly what is to be given out. Later on, in the lesson KSL should not be used. Teachers should stick to SEE so that the English structure and rules are adhered to. (CSO 1)*

From the excerpts above, it is clear that teachers use KSL during English lessons and that its use is acceptable but to a very limited extent, only for clarification or explanation of a concept. All respondents are in agreement that KSL use is harmful to acquisition of English writing skills, therefore should never be used unless when it cannot be avoided-to give explanation to a very difficult concept. Otherwise it should not be used at all but instead Signed Exact English should be used throughout English lessons. This is in agreement with Mahroof (2015) who conducted a study on using learners' mother tongue in teaching English as a second language in Ampara district, Sri Lanka with an aim of exploring the extent to which the junior secondary learners are provided target language via teacher talk to facilitate L2 learning. The study concluded that the target language should be the language of the classroom and mother tongue could be used sparingly, where necessary to make meaning clear. The findings are also in line with Kayaoglu (2012) who reported that teachers were found to take practical and pragmatic position in the use of L1 instead of adhering to popular beliefs on this topic that the role of L1 in second language acquisition gets in the way of or interferes with the learning of Second Language (L2). The findings further agree with a study conducted by Khati (2012) who reported that teachers generally use Nepali to explain difficult concepts, grammar rules, new words and they use it to give instructions and that teachers and students from private schools do not use Nepali so frequently. Finally, the study agrees with Kafata (2016) who supported limited use of L1 and revealed that issuing instruction in local language is more beneficial as the pupils grasp things faster and pupils' participation in classroom improves greatly. Therefore, when teaching English writing skills teachers should adhere to SEE and only use KSL very minimally when they must-to explain a difficult concept.

#### **4.5.3. No use of KSL**

Most of the participants expressed their displeasure with the use of KSL during English lessons.

On whether KSL should be used during English lessons or not, the Curriculum Support Officers felt that KSL should not be used when teaching English. One of them stated:

*I believe it should not be used. I believe English language is taught differently from KSL that is why I believe when it comes to may be teaching English it should be taught English as just English. But in the first place I believe KSL should be taught until they have mastered the language and then now they move to English. But not now using KSL*

*to teach English and vice versa. When teaching English let teachers use SEE so that the learners can master the structure of English sentences since each and every word is signed. (CSO 2)*

One head teacher informed:

*My teachers prefer not to code switch since it brings confusion to the learners. When they use KSL, it confuses the learner from learning the right sentence patterns. May be some use I can't deny, that is why some children do not write good English. Myself I do not encourage KSL use during English lesson because it does not assist in learning to write English correctly. I always encourage my teachers to use Signed Exact English. Therefore, KSL should not be used during English lesson at all. (HT1)*

Some learners in a focus group discussion noted:

*Teachers should not use KSL when teaching us English. You know KSL follow different order when you are writing or signing, English also follows a different order so when it is used a lot, it confuses us and we may write KSL sentences in English. Teachers to look for other ways to help us understand English instead of using KSL. (LFGD 4)*

The heads of department also shared the opinion that KSL should not be used when teaching English. One of them observed:

*At times you find teachers using KSL during English lessons, could be when they introduce the lesson. They go there could be they introduce English with KSL, but now me I discourage that one a lot. Because now when they go for English, it is no longer KSL but English lesson. So, there is no place where I should agree with them that English should be introduced with KSL because they don't marry anywhere. So, at times when you are introducing English with KSL when you are starting with that and then you pull them with that, they'll tend to stick to KSL, now when you go back to English, them they remain that side of KSL. So that one is a challenge also. So am for the idea that when am going for English or these other people going for English, the English should just be English; it should be Signed Exact English. You work hard to see to it that you are just teaching English. No introduction in KSL because I want to believe that when they are going for KSL, they have never introduced KSL in English. So, there is no need of introducing English with KSL because that is not a good idea... we are short cutting. (H.O.D 2)*

Other learners in a focus group discussion stated:

*Sometimes the teacher uses KSL in English lesson when giving instructions but you know KSL words are arranged differently from English sentences so KSL should not be used time you are teaching English because it will confuse us. It is better the teachers just use exact English so that we master it and understand well the same way we understand KSL.*

*We must practice a lot so that we understand. So, it is better the teachers don't use KSL in English lessons. (LFGD 2)*

Another curriculum support officer said:

*Mmmm... of course I think they use, definitely they use because that is the main language that the HI understand faster though I don't encourage it especially when teaching English because these are two different languages with different rules when it comes to sentence construction and other things so there would be a lot of confusion when now KSL is used during English lessons. May be the best thing they would do is to use the exact English, so that they sign exact English. Yeah, if they use it always with time the learners will get used to it and will start understanding it well and I think they will even get to master the rules in writing English. (CSO 1)*

One of the parents with Hearing Impairment informed:

*Sign language should only be used as a medium of instruction but should follow English structure without any omissions. That is to say that Signed Exact English should be used instead of KSL when you are teaching English. So, KSL should never be used in English lessons because it affects writing skills in English. Because KSL is their language they love it so much and when used during lessons they do not write correct English, they go for KSL which are broken English as such they end up with poor English writing. (P 1)*

Another head of department noted:

*When it comes to English and English composition, we have to use the English, Signed Exact English (SEE). Now that is where we totally don't use KSL but remember these other subjects were explained in KSL. Bado hako kashida kanaingia kidogo. But as a teacher of English now we don't use KSL at all at all when teaching English. Though sometimes we do use KSL, we are just saying but practically ni ngumu, it's hard but we are not supposed to. On the ground, it happens, mostly it happens but truly we are not supposed to. But sometimes you know these learners are disadvantaged madam. There is no way you try you try mpaka unasema wacha nitumie KSL bora waelewe...hahahaa. But you do this at the expense of English. (H.O.D 1)*

One head teacher informed:

*My teachers prefer not to use KSL because when they use it, it confuses the learners from learning the right sentence patterns. May be some use, that is why some children do not write good English. Myself I do not encourage KSL use during English lesson because it does not assist in learning to write English correctly. Therefore, KSL should not be used during English lesson at all but Signed Exact English. (HT1)*

Other teachers were also not comfortable with the use of KSL during English lesson. One of them stated:

*Normally me here is where I get problems. Now you are saying to what extent do we use KSL during the teaching of English. Normally me I get it so hard to use that KSL during English lesson because the moment we introduce that KSL the concept will be of KSL. When we use it to explain meaning of words it does not help. For example, may be the word 'dark' and 'night'. Something dark... night. It's the same sign, dark and night... You see now when you are talking of 'dark', in KSL we don't have 'dark', it will always be like 'night'. So, they see night. So, when you are explaining now the use of the 'dark'... this colour is dark so you use the sign for 'night'. So you are going to tell them the colour of the night is dark...heheee... You see, the dark is itself is not coming...heheee... So total confusion, in fact it doesn't help. (TFGD 2)*

The head teachers were of the opinion that KSL should not be used during English lessons but if need be, then it should be used very sparingly: one of them informed:

*KSL should only... in English lessons, it should be used only when you are explaining something that is soooo... that is not understood by the children. Otherwise it should not be used in English lessons since it a totally different language with totally different rules, only that it uses English words. Therefore, when used it will impair the learners writing such that they will not be able to even construct correct English sentences. It will be better for the teachers to use Signed Exact English because this one ensures that you sign every word meaning it will follow the English structure and when the learners master it they can be able to write good English. (HT 1)*

A teacher with hearing impairment argued:

*When teaching English, you only use KSL to explain something hard for them to understand but don't use KSL to teach English because it will change the English, the deaf will write in KSL but English is different, why? Because you start with the subject in English but in KSL you start with the object. Meaning the deaf will follow the KSL word order. The teachers can just use Signed Exact English always so that they can learn to understand and remember because I believe with time and a lot of practice they can try. (TFGD 2)*

One head of department informed:

*It should not be used, in fact I'll not advocate for that, because now how do we use it? Am going to teach English surely, which lesson am I going to teach? It should be English, then I start from the word go, it should be English to the latter. Then when I'll be going for KSL, let it be KSL from the start to the end, yeah, it will be wrong to mix. It's like now saying that I am in a school then being that am in Kisumu for instance, then I go there am*

*teaching English, then I go introduce English in Dholuo then after could be ten minutes I switch again, surely, I come back to English. Some learners will remain in Dholuo. So that's what will be happening in KSL. So, when they go there so the students remain there and then the teacher will not have pulled them back to English because in the first place, you have given them a ride, an enjoyable ride and then finally you moved. Let's just stick to Signed Exact English and may be when the learners see the consistency from all teachers and they realize we are not relenting; they will have to learn to understand SEE. Am sure they will. In fact, it should be an agreement and effort made by all teachers except those teaching KSL. So that they don't hate the subjects taught in SEE and love those taught in KSL. I think with this combined effort we can achieve some good English writing from these learners. (H.O.D 2)*

Some teachers in a focus group discussion observed:

*You know normally the learning of English is always affected by KSL which learners acquire at pre - primary 1 and 2. So it is better to teach these HI learners in KSL up to some grades then we leave it behind so that in grade 4 when the learners start learning serious writing skills in English, KSL is no longer used for instruction during English lessons. So, it will actually be very good if KSL is left much early such that the learning of English will not be affected by KSL which they continue learning as a subject. So, it is good to abolish this KSL. In other words, we are saying that KSL should not be used in English lessons especially in the upper classes. All teachers a part from KSL teachers should use SEE only. (TFGD 1)*

From the excerpts above, it is evident that some teachers still use KSL sometimes as much as it does not add any value to acquisition of English writing skills. It can also be concluded that KSL should not be used at all in English lessons. This study is not in agreement with Timor (2012) who carried out a survey on the use of mother tongue in teaching second language and reported that teachers' overall attitude towards mother tongue use in second language classroom is positive. The findings agree with a study by Kelleher (2013) who revealed that majority of learners use mother tongue despite the negativity surrounding its role. The findings further confirm a study by Njogu (2015) who reported that parents had a negative attitude towards the use of mother tongue as a medium of instruction. Teachers should therefore consistently use Signed Exact English as this will enable the learners to master English sentence structure and rules therefore, they will be able to write good English with time.

## **4.6. Strategies and Methods Employed when Teaching and Learning English Writing Skills among Learners with Hearing Impairment**

This objective investigated the strategies and methods employed when teaching and learning English writing skills among learners with hearing impairment. The themes that came up from the objectives during the interviews and the Focus Group Discussions were but not limited to discussion, guided writing, questioning, use of teaching/visual aids, ICT incorporation, demonstration, peer teaching, co-operative teaching, group work and dramatization.

### **4.6.1. Discussion**

The participants had varied opinions concerning the use of discussion when teaching and learning English writing skills among learners with HI. While some informants felt that it was of great value, others felt that it was not helping the learners to acquire English writing skills in any way. Some of the teachers, during a focus group discussion, stated:

*We use discussion and it helps a lot. That's why I have said that our learners are different. They understand at different levels. Sometimes you change your way of teaching, you use the discussion, peer teaching...those ones and by the end of everything you can see that one has acquired something. So, discussion helps because they share ideas. (TFGD 2)*

The learners in support of discussion as a strategy noted:

*It is best because we learn a lot of English from one another, we learn a lot when we use discussion. When we use discussion, we can answer a lot of questions and interact with one another. We understand all what we learn, we understand all what we discuss about. Here teachers use discussion most of the time, they give us work to discuss and go. (LFGD 2)*

From the excerpt above, it is clear that teachers give learners work to discuss and leave them to carry on with the discussion alone. They don't stay around to supervise and guide. This should not be the case since learners may not use the time for the work given. They may waste discussion time doing their own things.

One of the head teachers reported:

*Usually, I have seen there is little discussion but it should be employed because discussion will improve some children who don't have some skills in certain parts of language. Some children will also assist others. Discussion sometimes can be tricky and some learners can wonder away. You see discussion should be used in interesting topics, very interesting topics. I have seen teachers putting learners to discuss and leave them on their own to carry on. This should be discouraged and we have to be there... you should be interjecting. As they discuss the teacher should interject and correct, supervise. Correct some language and they can even ask again and again so that they repeat and then they are corrected and then the whole class repeats. So, discussion should be ...nini...controlled. A controlled discussion, not allowed to wonder away. (HT1)*

One of the curriculum support officer when asked if teachers used discussions stated:

*Eeeh...discussion, I think is also very important but ...eee...of course have not observed them to know if they are using but it is of course one of the nini... ways that must be applied but must be supervised. If not supervised and guided by the teacher, then it might not help because the learners will definitely deviate and discuss their own things. (CSO 1)*

The heads of department felt that discussion helps learners with HI to understand a concept better and have the correct thing to write but does not help in acquisition or improving writing skills in English. One of them reported:

*They do...they do. Teachers put learners into groups, they discuss, they discuss as a class sometimes and it helps especially in getting the concept. You know HI learners have short concentration span and have a lot of stories so sometimes they always tend to bring a lot of other stories not related with the given question. That is why now as a teacher when you put them in groups, you don't leave. You have to be there. You have to be there ensuring the right thing is done, going around. You don't just tell them group work and go. You have to be there. You have to supervise because they tend to be so distracted, that is their nature. They'll be bringing stories of during the COVID - 19, those who were oppressed and those who were not... out of topic. Another thing, these learners will mostly discuss in KSL because it is their shortcut and it's their language, they do actually.*

*But now as a teacher you go round discouraging that during English lesson because this would impact negatively on writing skills. Yes, it does affect, it does. As I told you it does greatly. So, discussion will only help in understanding the concept but now when it comes to writing... confusion. They always go back to the KSL they used while discussing and write a mixture of English and KSL. (H.O.D 1)*

A group of learners in another focus group discussion noted:

*We always have discussion. Discussion is very good. Discussion is very important, help us understand better but sometime in writing help zero, why? Because we discuss we discuss using KSL but when we start to write it is hard to write English so we follow KSL sentences. (LFGD 4)*

A teacher in a focus group discussion informed:

*We rarely use discussion; we use it but not always. Now you can make learners discuss but all the same as they discuss, they don't bring the same ideas that they use while discussing. As they also discuss they will also bring in the idea of KSL while they are learning English. So, they leave the ... you know sometimes these learners discuss using KSL of which the same KSL can be used when it comes to you teaching English again. Which means KSL in most cases interferes with the learning of English during the English lessons. So, for English writing skills, discussion is not very good. Yes, it helps them get the required concept or what they are expected to write but not how to write good English. So, if they have to discuss the teacher must be there to guide them not to use KSL. (TFGD 1)*

Another head teacher observed:

*OK. Discussion is not a bad strategy though sometimes the learners deviate. Where they have understood they may not deviate. Where they have not understood obviously they will deviate, they will bring other stories but am not ruling it out, even if they have understood, children are children. They always create sources of getting pleasure from anything. I have seen some of my teachers use discussion whereby they give the work to be discussed and leave, for them they have got a free lesson to relax. In such, discussion*

*cannot be effective as children will bring in their own stories outside the given questions. The teachers must make sure that each and every discussion is well controlled or well supervised if it has to be used. And then after discussion, a report should be given out by each and every group. (HT 2)*

Another group of learners in their focus group discussion stated:

*Sometimes discussion have sometimes discussion zero. Sometimes teacher discussion there explain more. Discussion helps understand better. Sometimes discussion best zero, why? Student story different different start, waste waste time. Also, in discussion we use language KSL but KSL sentences are different so when we start to write English sentences it is hard. Better the teacher check check, encourage learners to use use time they discuss. (LFGD 3)*

Another head of department informed:

*Discussion ... we use it at times but you have to be very observant, very vigilant because now kids are difficult anyway if I may say. You tell them now we are discussing, then there is a context that you are discussing in class, so the moment you tell them now today's lesson is about discussion, may be they are just from home like now, so you have opened up a kind of warmth in that class. So, the discussion will be any kind of discussion that they have. Now one, this one to a deaf, when they are discussing you know they are not writing, they are discussing, then in the discussion they are signing. So, when they sign surely, they sign KSL. So, discussion helps them understand an idea but when it comes to writing, it won't help because they discuss signing the same way they sign KSL so when it comes to writing they put that KSL in English. So, to me as much as discussion is used I don't think it's important in an English lesson in HI school. Therefore, it can be used but this time not in English but in their KSL, it can help them a lot because they will get that exact. So, in English it will help a bit, quite limited indeed, just to understand a concept but not to write. (H.O.D 2)*

In another focus group discussion, a teacher added:

*As she said, now we use total communication, all these are there. So, let's say we start with discussion, for one, it helps a lot because when they are given time to discuss on their own, it will be such that it will change from English to KSL because they discuss using the signs and you cannot stop them. Though it will help them get the thing. A way should be devised when they are discussing in groups such that the discussion is restricted to English type, so that the learners can use Signed Exact English. That way, the discussion will assist because they will both understand the concept and at the same time learn how to write good English. Discussion can sometimes be tricky because learners can ignore the questions they are given and start telling stories. I think the teacher should be there to guide the discussion. For me discussion is so good especially when guided and controlled by the teacher because the learners share ideas, they learn from one another, there is that cooperation, turn-taking and they interact together. (TFGD 2)*

Some teachers in a focus group discussion was not for the use of discussion if it is not restricted to Signed Exact English. The teachers stated:

*Discussion cannot work for the HI because they will discuss using KSL instead of Signed Exact English and later on this will affect their writing skills in English. For discussion to be more effective in learning English writing skills, the teachers must encourage learners to hold their discussion in Signed Exact English and be there throughout to guide. Discussion helps in understanding though not helpful in improving English writing skills as learners correct and guide the learners. (TFGD 1)*

From the interview excerpts above it can be concluded that discussion is used in most schools for the HI and that it can only assist in improving English writing skills if restricted to Signed Exact English and also if teachers are there throughout to guide and control learners from deviating to their own stories. If learners are just given work and left alone to discuss without a teacher, they often discuss in KSL which does not enable them to write good English since they transfer L1 rules into L2. The learners also bring in their own different stories outside the questions to be

discussed. Therefore, supervision and guidance are key in every discussion. These findings are in agreement with Mutai (2012) who investigated the teaching strategies employed by English Language teachers in Eldoret Municipality. From the study it was realized that lecture and group discussions are the most common methods used by teachers in their teaching.

#### **4.6.2. Guided Writing**

The use of guided writing attracted mixed reactions. While some participants supported its use, others were against it, teachers in their focus group discussion also differed on whether guided writing is a good strategy for teaching English writing skills or not. One of them noted:

*According to me, I find guided writing as a proper and good strategy for teaching learners with HI because if you just give them a topic, they will tend to forget, they actually don't know. They don't focus on the topic but when you guide them, for example, the young learners you give them a topic like write about 'my school', then you start writing 'My school is ...' then you put a dash, they can easily write the name of the school. It is easier for them to use this strategy when learning writing skills and with time as they grow as they continue they will advance and later on you can just give them a topic and they continue. (TFGD 1)*

Some of the learners informed:

*Many times, we write alone alone, teachers don't help. They give us work then leave so we write alone. When teachers guide we can understand well. It helps us understand better and know how to write well. (LFGD 3)*

The heads of department reported that most teachers used guided writing and that it was very instrumental when it comes to acquisition of English writing skills. One of them observed:

*They do. Yeah... they use it especially when teaching English composition, you have to guide, you have to guide and it works. It gives them an idea of what to write and how to write it and with time they will learn to write on their own after some time of guidance. They will start developing ideas and skills of writing. (H.O.D 1)*

Another group of learners added:

*Sometimes our teachers use guided writing. When teachers use guided writing learning how to write becomes very simple because you can see we have what to write on the board and the notes it's important to have and we can follow and write using guided work. (LFGD 2)*

While some teachers supported the use of guided writing when teaching English writing skills, others felt that it did not assist in anyway as the learners would still bring in KSL in their writing. Some of them reported:

*Guided writing is very important because sometimes maybe you give a composition for the deaf to write and then you find that they have mixed the capital and small letters. So, the guided writing helps a lot because children will write what you show them. It is important because for children to start writing composition, you must be there to see how they are writing themselves, if it's wrong or right. So, we always use it in class. (TFGD 2)*

Another head of department noted:

*That one most of the time at least in English we use it. Yes, it has an impact because now when they are being guided, I will be following, now this one should have been this one now they get, this should have been this one, that one is that. That one can help, at least it will help because now I've guided them towards what they should be doing. So, they will work as per the guidelines. That one will help. (H.O.D 2)*

Another group of teachers who were not for the use of guided writing stated:

*For example, when you want them to write a composition, guided composition. So, when you give them a title or something to write on, they can copy the first may be three lines that you gave and then they again start, they will begin writing from the first stage coming down using the same same words you gave them even when they are writing their own work. So, guided again even does not help them much. Sometimes you guide them but even still they bring in the idea of KSL. You can guide them then they start writing the first three line but the remaining part, the other part is where they normally use KSL. (TFGD 1)*

Another teacher interrupted:

*Yes, but with time they will change, if you are constant with follow-up ... they will change.... Yes, you don't achieve perfection overnight, you have to do a lot of practice so that the learners can master what is expected of them and they will even realize the difference between KSL and English sentences. Yes, you agree with me! Thank you.*  
(TFGD 1)

In another focus group discussion, a teacher added:

*I want to support the point. In the guided writing, I see in a different way. Sometimes a teacher is going to class to teach composition I think the first thing as an English teacher plans himself, writes may be a composition, show them in class how to write and then later when the deaf learner see how you are writing composition, how you are planning they can write on their own by following what the teacher has shown them. So, this can help but there has to be consistency in using it so that with a lot of practice the learners can improve their writing in English.* (TFGD 2)

From the excerpts above it is clear that teachers employ guided writing which is very instrumental in teaching and learning English writing skills. In the lesson observation checklist, guided writing was identified as one of the strategies that teachers employ while teaching English writing skills. Figure 8 shows a section of lesson observation checklist in which guided writing is one of the strategies that was employed during the English lesson.

What strategies are used during English lesson? For example discussions, guided writing, peer teaching, group work.	<ul style="list-style-type: none"><li>• Questioning is mostly used.</li><li>• Guided writing</li></ul>
What are the impacts of the strategies employed when teaching English? / Are the students able to write correct sentences in English when the strategies are applied?	<ul style="list-style-type: none"><li>• Guided writing supports acquisition of writing skills a little though some learners copy exactly the examples given when being guided.</li></ul>

**Figure 8. A section of lesson observation checklist**

This is in line with Caddy (2015) who stated that teachers made use of a balanced literacy program in their classrooms but also emphasized the development of English comprehension and vocabulary among EFAL learners. Teachers adapted their strategies to provide support for the learners by adjusting their pace of teaching and providing much needed individual attention during group guided reading session especially for learners whose English reading development and academic achievement had been negatively impacted by overcrowding, lack of parental support and poverty.

#### **4.6.3. Questioning**

Most of the participants were of the opinion that questioning greatly assists in acquiring English writing skills. It can be more effective when restricted to Signed Exact English and with a lot of practice. On the other hand, some of the participants thought questioning does not help in developing English writing skills. One of the heads of department reported:

*We try it but normally, it doesn't bear because now you go to a deaf class, you teach you teach you teach, then you ask a question and then all of them look at you. Then the answer they will give you will even make you sick. They will give a very different thing... different. You will wonder where this one has come from. So, it is used at times but it hasn't helped that much. I want to believe it will help a lot if these people can concentrate on the size of the class, that one it will help a lot. Such that a class is reduced from 15 learners like mine to around 6 to ensure that they all concentrate and remain attentive throughout. (H.O.D 2)*

One of teachers stated:

*I think with questioning, when you are teaching the lesson in English you provoke the learners to give you different ideas. For example, if you are teaching a composition about 'myself', you ask them 'what is your name?' 'How old are you?' 'which class are you?' So, you are guiding using the questions. So, by the end of it you'll get the sentences and then those sentences now will form a composition. So, when you talk of questioning, even in other subjects we use questions. You ask questions so that they give you their ideas, this will motivate the learners to think widely. So, questioning is mostly used. (TFGD 2)*

Some learners reported:

*Sometimes teachers have questions. It is good because it helps to know if we have understood and also to think better. But many times, the teacher asks a question but we don't know so we just keep quite now helping impossible. It helps only when we try to think and answer the question. (LFGD 3)*

One teacher in a focus group discussion observed:

*When it comes to questioning, it also becomes a challenge because you are going to use your... the exact English, that is SEE to question these learners. For instance, when you tell them 'how many do we have?' while they are used to 'have how many?' in KSL. They are not going to get that concept clearly. Or 'who did this?' for example, then it becomes a challenge to them. So as for me am saying that this questioning becomes a problem especially when in questioning you have to use SEE whereby you use all parts of speech and question words like 'who, where, how' you see it becomes a problem for them to. If the HI are trained and encouraged to use, SEE always then with time they will be able to understand questions asked and thus questioning will be beneficial as it will provoke the learners to think critically. Teachers use it but it hasn't been an effective strategy as such because in most cases the learners fail to understand the questions asked so they opt not to give any answer. (TFGD 1)*

A teacher in one of the focus group discussions retorted:

*We have said we have to abolish KSL; we change to SEE. Yes, through training and proper practice this child will be able to answer these questions because they will have mastered the word order and understood how English sentences are written. This way questioning will greatly assist because if actually we use SEE, so the next day we say 'what is your name?' They will be able to answer and they will do that even in writing. They can write what they are talking about following the rules of English. (TFGD 1)*

Some learners indicated:

*When reading it is hard but it can help us to understand more of what the teacher has taught us. So, the teacher helps us a lot. When we are asked questions, we try to think and answer so it also helps us have good thinking. (LFGD 2)*

One head of department stated

*Very common, very common. It helps... it does especially when it comes to comprehension now it helps a lot. It even makes them understand the story faster and better... yes. In writing, when you teach them, you can ask them questions to find out if they have understood and then explain more. This makes them to understand what is expected of them better. (H.O.D 1)*

In another focus group discussion, a teacher informed:

*I think the technique of questioning can also greatly assist the children because in some occasions in English, we teach them reading for understanding and after reading a specific given... let's say paragraph, then they can be asked some questions where they'll be required to find out the answers. So, the question technique will guide them to find out the correct answers. So, we are saying questioning is actually helping the learners to acquire the writing skills especially if done in the right language. Most teachers use questioning but now the question is, 'in which language is the question asked, do the learners understand the question?' because again if they don't understand the question, they may not answer thus it may not help in developing writing skills in English. (TFGD 1)*

From the interview excerpts above, questioning is commonly used by most teachers and they find it more helpful in acquiring English writing skills when teachers and learners stick to SEE so as to ensure that learners understand and master English sentence structures. The findings of the study are in agreement with Riwayatiningasih (2019) who assessed Improving Writing Skill with Questioning: A Path on Critical Thinking Skill and reported that questioning as a teaching strategy is an effective method. The use of questioning as a teaching method enables learners to be active and not passive in the writing process. Questioning leads to development of critical

thinking. The findings also agree with Wandera (2012) who argued that questions and answer instilled on students a mix of listening and speaking skills. The use of questions and answer can enable learners to be proficient in English writing skills when the questions and answers are given in SEE. Otherwise, if the questions and answers are stated in KSL then it cannot aid in writing good English.

From the document analysis guide, figure 9 indicates that question and answer is used in every lesson. This confirms what the teachers had mentioned that questioning is commonly used as a strategy to teach learners with HI English writing skills.

Writing	By the end of the lesson the learner should be able to: write correct sentence using forming past tense and past participle of verbs that change 'd' to 't' forming with the suffix-er use of semicolon	Explaining Pronouncing words Asking questions Describing events Question and Answers Writing	Poster Pictures from the book	New Primary English Pupils Book 7 pg.76 NPPE PB7 Pg 74-75
Writing	By the end of the lesson the learner should be able to: write correct sentence using forming past tense and past participle of verbs that change 'd' to 't' forming with the suffix-er use of semicolon	Explaining Pronouncing words Asking questions Describing events Question and Answers Writing	Poster Pictures from the book	New Primary English Pupils Book 7 pg.76 NPPE PB7 Pg 74-75
Writing	By the end of the lesson the learner should be able to: write a recipe	Explaining Pronouncing words Asking questions Describing events Question and Answers	Poster Pictures from the book	New Primary English Pupils Book 7 pg.77 NPPE PB7 Pg 76-77

**Figure 9. A Section of Schemes of Work**

From the lesson observation checklist, it is also evident that questioning is used extensively during English lessons. This attests to the information given by the informants that teachers use questioning mostly in their lessons. Figure 10 shows a section of the lesson observation checklist which indicates that questioning is extensively used.

What strategies are used during English lesson? For example discussions, guided writing, peer teaching, group work.	<ul style="list-style-type: none"> <li>• Questioning is mostly used.</li> <li>• Guided writing</li> </ul>
What are the impacts of the strategies employed when teaching English? / Are the students able to write correct sentences in English when the strategies are applied?	<ul style="list-style-type: none"> <li>• Guided writing supports acquisition of writing skills a little though some learners copy exactly the examples given when being guided.</li> </ul>

**Figure 10. A section of lesson observation checklist**

#### 4.6.4. Use of teaching/ Visual Aids

The participants were asked if teachers always employ teaching/visual aids while teaching and if it was effective in enabling learners to acquire writing skills in English. Most of the participants acknowledged that teachers use teaching/visual aids though they are rarely used. One of the curriculum support officers stated:

*I think they are using them though the learners may be distracted if not guided on the same because may be if you are teaching now you will of course be showing one thing at a go...eeh, you will be guiding them unless you give notes, some books will be having picture or what. I think if you are teaching with some charts of may be plants, animals, you will be guiding. May be one at a go because I know some will be distracted. The teacher should be there to guide. Otherwise, it will interrupt in a way, particularly in the first instance. All the same, the learner will have learned something even if it was not intended for that particular lesson. It is very essential in schools for the HI because they are visual learners. (CSO 1)*

During a focus group discussion one teacher observed:

*Some teachers use but most teachers don't. they see it as waste of time. Now, it really makes these learners with HI learn even more... write better because as they look ... you know sometimes when a teacher hangs a chart on the walls, these learners during their free time they always look at the chart and try to copy exactly the way as they are on the charts and with time they master how to write good English. The charts will make the same learners achieve writing the English, that is, during the English lesson. Even the*

*real items when used in a lesson the learners tend to get faster than mere imaginations.*  
(TFGD 1)

In the same focus group discussion, a teacher added:

*Since the hearing impaired are visual learners, when they see they can remember and they can write. So, their writing skills are enhanced with visual aids. So long as the teacher is there to guide and ensure that the learners pick what is intended for the lesson from the teaching aids so that they do not deviate, it is true that it helps. Yes. May be now the problem is with the teachers who don't take their time to prepare these teaching aids because most teachers don't go to classes with them. They only carry their notes and that is all.* (TFGD 1)

Another teacher in the focus group discussion also observed:

*Just in conjunction to what you have just said, out of sight out of mind. So, the consistent use of teaching aids will greatly assist learners with their writing skills. For example, when it comes to composition in an orderly manner, that one will greatly assist them to write with your guidance ... with the teacher's guidance that will greatly assist them to write very interesting composition. So, we have agreed that the use of teaching/visual aids in the teaching of the HI really assist them in acquisition of writing skills in English.*  
(TFGD 1)

One of the heads of department informed:

*Yes, they use, they use, though now not intensively but they use. They use it at least at some time. It does help the learners so much because now most of their senses are used, remember they are disadvantaged, that sense of hearing is not there. Now that you involve the sense of touch, sight, they benefit from them.* (H.O.D 1)

A group of learners in a focus group discussion stated:

*Teaching aids not there. Sometimes the teacher brings but many times they don't bring. Teaching aid is good because when we see we understand and remember well. Forgetting*

*impossible. When we remember we can write well, we can follow examples teachers give.*  
(LFGD 4)

Another group of teachers reported:

*As much as teachers don't like using teaching aids a lot, it helps because deaf learners are visual learners. Teaching aids really assists in teaching English because learners will look at it and interpret the teaching aids so it assists a lot. For example, when we have pictures in an exercise, the learner will look at the picture and just write the sentence. For example, in grade two you are given a picture and then you are given a sentence then you complete. So, from the picture they look at it and complete with the best words. For example, there was a picture there about a rainy afternoon with a beginning sentence 'when it rains I don't like...' So, the learners were running from the rain so 'when it rains I don't like playing outside.' so you see that the teaching aid helps a lot. (TFGD 2)*

Another head of department noted:

*Teaching aid, we use them a lot. Those ones help because now with teaching aid at times they can make a story from the teaching aid. They just look at it and make a story. Therefore, it helps develop their thinking. It also helps them remember what they are taught easily since they are visual learners who learn more through their eyes. We use it but not all. Those who use maximize the use but some of us, you just know teachers even if you do what. When they decide not to do something, they will not no matter what. (H.O.D 2)*

Learners in another focus group discussion also observed:

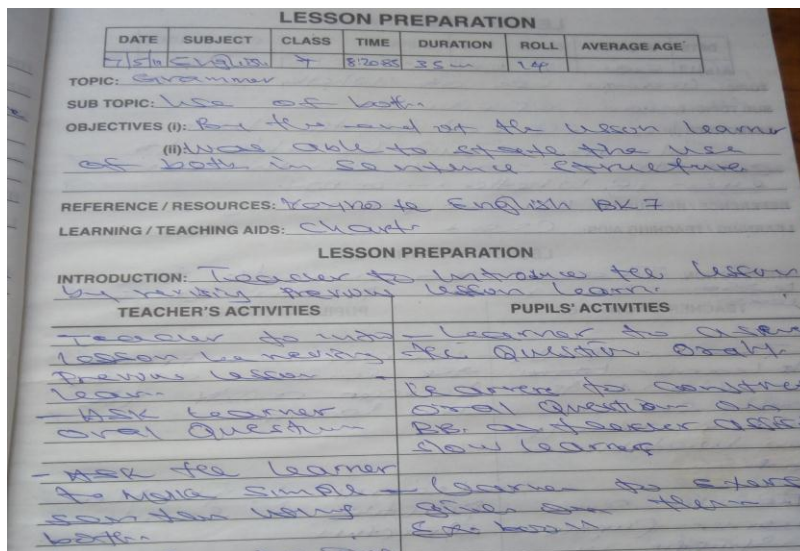
*It helps us to learn a lot in different subjects same as English. We learn best when we look at the charts. With visual aids we learn a lot and also remember what is taught using the visual aid well. We try to follow examples in the teaching aid because we remember well. Here some teachers only use teaching aids, not all. (LFGD 2)*

One of the head teachers commented:

*Teaching/visual aids really assist our learners because they learn more through their sight. But here it's like a tag of war. You buy the manila papers and other requirements for making teaching aids, nobody uses them. You remind teachers every now and again to make use of the resources only a few responds but if used teaching aids can go a long way in helping learners develop good writing skills in English. (HT1)*

From the excerpts it is evident that teaching/visual aids is not commonly used as much as it is useful in learning English writing skills. Most teachers did not use teaching/learning aids. This is seen in their sentiments in which they view it as a waste of time and not even one talked of using it as a teacher yet they acknowledge its relevance in teaching learners with HI English. This is in agreement with Kilave (2015) who sought to explore teaching deaf and hard of hearing (d/hh) learners and argued that for students to get background information and develop schema and vocabulary related to subject content, visual aids such as photos, films, should be used to provide multiple examples of concepts.

From a document in the document analysis guide, figure 11 indicates charts as one of the strategies employed while teaching the HI English. This is a true record to what the respondents said that teaching/visual aids is used but not commonly used in classes for the HI.



**Figure 11. English Lesson Plan**

#### **4.6.5. ICT incorporation**

ICT incorporated in schools for the HI include videos and photos only. Teachers employ these as part of the strategies used to boost acquisition of English writing skills depending on their knowledge and skills in retrieving and using ICT content. Most of the participants acknowledged that ICT incorporation help learners to acquire English writing skills though was not commonly used. They also noted that ICT can be distractive if not controlled by the teacher, therefore the teacher must be able to guide and control what learners watch so that they only get what is intended for them. One of the Curriculum Support Officer noted:

*The idea of ICT is also there. It will definitely distract learners with HI...if I am right. Yeah, you know in the first place of course there is that distraction but may be as time goes they will become used to. Yes, it may distract the learners but as time goes they will come to know and get used to it then of course it will assist. The teacher should be there to guide and control the learners. (CSO 1)*

Some learners in a focus group discussion informed:

*Some teachers use ICT but many teachers don't use. English teacher never uses ICT. He uses text book only. Many times, KSL teachers only use ICT. Videos and pictures are good because you can see what is happening. Many times, when we see it helps us to remember what is taught and we can follow well when writing. (LFGD 3)*

Some teachers in a focus group discussion observed:

*It is rarely used here during English lessons though it is a good strategy that can boost the acquisition of English writing skills. Mostly it is used in KSL lessons. You can teach something and then you show the learners using your gadget or your phone and that one will assist a lot. For example, when you talk of may be a trip to a game park, you can show the learners using the phone or any other gadget. So, you show the game park, where? What do you see? What are there? So, the learners will automatically know that. So, you can transfer what you have seen and use it in writing sentences but when you just tell the learners to write about a trip to the game park they may not do much because they have never been there and have never seen one. (TFGD 2)*

One of the head teachers reported:

*Some... but you see ICT is still new; some of the teachers use but most of them now I think are not incorporating ICT. I think ICT will be better, it will assist the teaching of English to our learners, though sometimes instead of getting the intended thing they get attracted to other things. So, because it is ICT, we have to allow them to discuss the interesting part. Anything interesting let them go there but control and use that time to teach them the right thing because there is no discussion without learning. All the discussion when they are interested in that go with them. Let them try to capture some learning skills from whatever they are watching or talking. So that anything is captured. So, ICT should be incorporated but controlled; we have control, guide and may be even bring them back to the right way so that they stop discussing irrelevant things. Then you bring them back to the content. So, if well used, ICT will help because what we want to do is, create an interesting learning environment. So, if they are interested in these ICT items, they will learn. They will not forget but if it is something done in writing they will still forget easily but if it is visual, they tend to remember. (HT 1)*

A group of learners noted:

*Teachers use laptops sometime and we enjoy. Using laptops is very beautiful and we enjoy a lot. It helps us to learn a lot of English words and different stories. Sometimes when we use the computer we enjoy but don't understand well because when we start writing many times we mix KSL. We write sentences same as KSL sentences. (LFGD 2)*

In a focus group discussion, a teacher stated:

*According to me the incorporation of ICT in learning is just the way we earlier on talked about the use of visual aids. So, this one also really assist them because they'll know how a word is written and they translate that to their books. So, it is very important and it is very essential in the 21<sup>st</sup> century learner. We need to know how to use technology because most of us don't use due to lack of proper knowledge and skills. When our learners know how to use technology, they also enhance their writing skills in English. When for example you give them a drawing of a cup on the laptop and then there is writing there, you just tell them look and say 'This is a cup.' So, when they look at the computer they see*

*a cup, they see a name they can match.... yeah, they will be able to match. So, when it comes to writing they remember what they saw and the name, so they are able to write. So, their English writing skills will be enhanced. (TFGD 1)*

One of the heads of department observed:

*They do... they do. They do video clips, may be when they tell a story they can show them in the media or they can use projector to project a story. Though some people always think that ICT integration may distract the learners from learning what is intended, but it does not really distract. I can say it can distract at the onset but with time they get used. They find it normal and remember you are there to guide. So, the distraction may not be too much. But it is there... obvious. Learners and even adults have to get distracted. Maybe you are showing about a lady whose hair has been smartly made, the 'mdomo' has lipstick, so they see that instead of what you want them to see. Now it is the responsibility of the teacher to control the learners. (H.O.D 1)*

One head teacher reported:

*Yes, we use them. We use them and because we have the gadgets, so we normally use them in teaching and it aids them a lot. Though again most of our teachers again like using it with KSL more than English, I feel if it is used in English it can assist the learners to learn. (HT 2)*

Another head of department also noted:

*At times we try but not to a large extent because another thing, let's say the gadgets are not there, you want to use them, then for the deaf anything is a new thing. So tomorrow you go in a class with a 'biro' that has a different shape then it is a new thing to them. So, everyone will tend to come and want to see it. They will not learn what you want them to learn. So, you would have wasted your time because you don't have enough time. So, you take a gadget like the audio or video, everybody, with the little knowledge that they have, everybody will go his way. So that control you would have lost it. There can be a way to help them get what you want them to get but you would have taken too long. To those of*

*us who are in special schools that thing doesn't apply. You see now I don't know how deafs are surely, because you can see at times let's say a helicopter passes, then those who are outside learn that there is a helicopter crossing by then those who are in class from class 1 to 8 will not even tell you that they are going. They will go out all of them. So, they will follow the helicopter. After it has gone to infinity then coming back to class again will become a problem. The stories will be of that helicopter. So, that curiosity when it comes to those things like videos, audios, computers, laptops, it will give problems because you go in class you want to go in the internet and there is technology, at times could be you introduce it with your phone before the laptop then everything goes hay wire. Everyone wants to take the phone. Now these days, OK, we have the laptops. Now you go give them like in our school we have more than enough. Now we are there, everybody will start off then everyone goes his way. Now you are teaching English, somebody has gone to Kiswahili, Mathematics some people.... so, you see. Yeah. So sometimes, when you use these gadgets controlling the learners become a challenge. (H.O.D 2)*

On whether ICT incorporation causes distraction to learners, the respondents had varied opinions. In one focus group discussion teachers argued extensively. One of the teachers said:

*When it comes to ICT I think as a teacher you plan your lesson. First is early preparation. So, when you plan your lesson, it is not necessarily that you will show them a distractive picture. Pick on something that is on the point. (TFGD 2)*

Another teacher argued:

*Still I disagree with you on this, no it's not true. Let's say we have planned the lesson; it is about crossing the road. Now in that picture you could be having a lady, you have a cow, you have an animal. So as per you you have picked that, then you give it to the class. Now it was crossing the road, then here is a man or a lady or even children crossing the road, so it will just twist them. Now they are concentrating on the family that is crossing the road rather than crossing the road itself. So, it is not that the choice of the content will be...wrong, no. Children will just remain children, they are ever curious. (TFGD2)*

A teacher interrupted:

*For us as teachers you should be innovative and creative and capture the learners' interest and try to give out the points to the learners... (TFGD2)*

Another teacher interrupted:

*Madam, here we are, you are trying to capture the interest, come here, the-e-n you are already creative, you are innovative, then you come up with a family. I know why you are dumping the idea of a lady crossing with her hearings, could be the hair falling... let's have it this way, just a father, a family is crossing the road. Now here you have the video, then you are there then click to that picture. Now these people are crossing, I think there should be vehicles. Some will be fully drawn there, some will be drawn to the surrounding there, some will be concentrating. Then they will move from what you were to teach them a bit. (TFGD2)*

A teacher who had spoken before added:

*Being a special teacher, I've brought that idea of being innovative and creative. When it comes to the use of ICT, we have the robots not necessarily the real pictures of people. So, you adapt and try... (TFGD2)*

A teacher who talked previously interjected:

*What you are saying, it diverts their attention, here is a new thing. So, seeing the robot crossing the road will distract... (TFGD2)*

The other teacher also interrupted:

*The most important thing is to capture their interest and to try to point to the learners... these things will still deviate their attention but now it's upon us as teachers to control what they see. We must have control and guide them may be through question so that they see what we want them to see. (TFGD2)*

One of the head teachers also commented about the fact that ICT may distract learners though the comment was positive. The head teacher observed:

*Yes, ICT may distract learners but you see as we teach these children, we train them holistically. Even if they digress from what you are teaching already they will have learned something. Despite the damage it has on your content, at least that child will have learned something which even you yourself you had no intention of teaching. Therefore, I think that because teachers are actually the people who produce that content in the ICT, so as you make and upload, you upload what suits your topic, not just picking everything.*  
(HT 2)

From the excerpts above, it can be concluded that ICT is mostly employed by KSL teachers but not English teachers. It can also be concluded that ICT is fundamental in learning English writing skills because it helps the learners to remember. Therefore, it should be incorporated but be guided and controlled well. It is also evident that some teachers don't use ICT in their classes due to lack of proper knowledge and skills and limited time allocated for a lesson. These findings agree with Bano and Hameed (2007) who assessed the Use of ICT in Developing Reading and Writing Skills in Children with Hearing Impairment and stated that the use of the video-clipping method proved to be an effective teaching method to develop writing skills among children with hearing impairment

#### **4.6.6. Demonstration**

Demonstration is another method that can be employed when teaching English writing skills to learners with HI. Respondents understood demonstration differently, while some understood it to be the actions done to explain something others thought it was giving of examples on the chalkboard. Most of the respondents informed that demonstration helped learners with HI to better understand a concept though some had different opinions concerning acquisition of English writing skills. A teacher in a focus group discussion informed:

*Demonstration will also assist the learners when it comes to English because when they do something practically through demonstration they will remember it for a longer time and then they can use the same when it comes to writing during the English lesson*

*because as they demonstrate, they will remember this one for a longer time what they have done. Here we use it because it assists. (TFGD 1)*

Learners in a discussion group noted:

*Sometimes teachers use demonstration but not always. Demonstration is good because it makes us understand very fast and same time remember well. When we watch things demonstrated, we don't forget easily. (LFGD 3)*

One of the heads of department when asked if teachers used demonstration when teaching English, said:

*They do, they do. Remember these learners are so much disadvantaged so we really try to use so many many modes, to make them understand. So, our teachers do use demonstration and it helps because the learners are visual learners so they tend to retain whatever they see for longer. (H.O.D 1)*

A group of learners stated:

*Demonstration is good because we can see beautiful things and makes us understand. It can help girls and boys to know how to dance and then later in class we can be able to write different words and then we have confidence. We get different stories from demonstration then later it will help us to write well. (LFGD 2)*

When asked whether teachers use demonstration during lessons and whether it was useful one head of department remarked:

*Yeah, demonstration we use. Demonstration is good because at times now when you demonstrate and then they come out of the demonstration, that one works well, they get it. Now, in fact this idea of this one will help to develop writing is never in the mind. This is because many a times you demonstrate, give them a sentence on the action demonstrated but when now you let them write the sentences on their own they bring in the KSL aspect. For instance, you demonstrate 'walking', they will learn and remember the idea but when it comes to writing a sentence there will be some KSL mix up. What is there is, did they remember what they were learning? So, demonstration will help them remember. So, me I*

*demonstrate so I want to believe everybody is doing it. So most of the time I tend to see that when I demonstrate they get, rather than when it is just being said. (H.O.D 2)*

A teacher in another focus group discussion reported:

*In this you can demonstrate to the learners, “what am I doing?” “I am jumping.” So, you give the sentence “I am jumping.” You are demonstrating, the learners will see you jump. So, you can also tell them to jump, they also jump. “What are you doing? “You are jumping.” So, there you introduce the doing word, the verb and at the same time ‘you’ and ‘I’. So, we normally use this demonstration in class especially in lower classes. We demonstrate and they really enjoy. The moment you just start demonstrating they are also ready. The lesson will be so interesting and out of that the learners will be able to write the sentences “I am jumping’, “I am laughing”, ‘I am crying”, “I am running.” (TFGD 2)*

In another discussion group, one teacher stated:

*Yes, sometimes after the teacher has taught the students on a specific topic of English, then the teacher can give one, two, three, four examples on the board and using those demonstrations the pupils will be able to handle given tasks with similar approach during the English lesson. For example, a teacher may give an example of how to change some specific words from the singular form to the plural form. Using the examples demonstrated or shown by the teacher on the board then the pupils can tackle given tasks. (TFGD 1)*

From the interview excerpts above, it is evident that most teachers use demonstration during their lessons and that it helps the learners, especially to understand and remember the concept taught. This is in agreement with a study by Fitriyanti (2019) who reported that demonstration is an effective method for procedure text writing in the tenth grade.

#### **4.6.7. Peer teaching**

The respondents were asked if peer teaching was used as a strategy during English lessons. Some of the respondents confessed that peer teaching was used though some noted that it didn’t work well with their learners. In one of the focus group discussions a learner said:

*Learners mostly shy away. So, peer teaching is not there many times, only few times when only one learner who does not fear goes to explain something to others. Peer teaching can be good because when another learner explains something we understand better and faster. (LFGD 4)*

One of the heads of department stated:

*We cannot avoid it. We have it. It helps them so much. So much because as a teacher when you explain something you realize some learners have not gotten, so when you use a colleague, she tends to get it better because they are of the same level. The fear can be there at the onset when you introduce this strategy but when they get used to it that fear is not there and maybe they are conversant with signs. So, it works. (H.O.D 1)*

In one focus group discussion, a teacher noted:

*You can pick a child in class, let them lead the others, they explain to the others. That's what we have been doing sometimes in English in our classes. When you talk of total communication that entails up to peer teaching. It assists a lot. They like learning from one another. And then the moment they have seen that the other one can also teach the others, then the other one would also like to come and teach the others. So, they all try their level best to have ideas so that they can give out to the others. (TFGD 2)*

A head teacher reported:

*At times teachers use children to teach other children, especially when there is a child who is better equipped and they are confident. Although, it is not used always because they shy away, they think they are going to be laughed at or they are not going to do it well. (HT 1)*

A learner noted:

*It helps us to teach English, we understand better when your friend teaches. If you don't know how to write, I can teach and then you understand how to write well. Even mathematics I normally teach my friends and they understand well. When asked to do it in class many times we fear because others will laugh at you if you don't know how to explain well. So, in class we don't use it many times, only sometimes but later my friend can teach me, it is simple. I teach him, he teaches me and we enjoy. (LFGD 2)*

A head of department remarked:

*Mmm...peer teaching... that one is not there. Yeah, it is not there because now who is teaching? Yes. The learners are not even ready to teach themselves. They believe that they are inadequate. At times they shy off, yes. You know if it is me I have the power because I know it. These people they tend to believe that they have nothing...of which they have it but putting it into practice is a problem. So, they get withdrawn, they have nothing. They feel they don't have the content, because now you could be having something that you could come up to say then they will be there. So, if now they can as well try, then they give you a very short thing and then they are dry. So normally they shy off, they feel this one is not OK. (H.O.D 2)*

When asked whether the learners shy off from teaching others because they feared that they will be laughed at by their peers, a head of department said:

*Now who is this who will laugh at the other one because yes, I have gone there, the laughter will come when I laugh then you laugh. But if you are seated there you don't have, me I don't have, so it will be this idea of looking at each other not laughing at all. Because now you will be thinking 'What am I going to tell them?' Because even the other one who you should be thinking that will laugh will have nothing. So, it is 'who will go there and what am I taking there.' So, could be fears...oh, I will be laughed at, NO. Sometimes you push them, 'come and try, come and try.' He will even ask you 'What am I trying?' Yeah. (H.O.D 2)*

In another focus group discussion, learners added:

*Yes, it is good to use peer teaching, why? Because other children, the clever children understand what you teach. When you teach the other you help him or her to understand. We all understand what we learn from other learners better. Here, many times we don't teach each other in class because sometimes you understand small, when you go in front others start to laugh so idea goes then you shy off and go back to sit because you reason zero. Sometimes also you understand well, you have idea but going to explain in English is hard so you just fear to go and sign broken English because it is English lesson. So, we don't use it mostly. (LFGD 1)*

In a focus group discussion, a teacher didn't understand the idea of peer teaching well and said:

*OK. What I can say about it is that you may find a child understands this topic or a teacher understands a topic very well than the other one. So, during the peer teaching may be one teacher can be well understood by the children than the other one on a given topic. That's why it is very essential in sharing these topics. (TFGD 1)*

During the same focus group discussion, other teachers in disagreement with their colleague's explanation of peer teaching said:

*No no no....peer teaching. Peer teaching, you know it's among the age mates, children of almost the same age. So, they don't have fear... Children of class eight, children in the same class, class 7, class 6, just like that. So, you can find in a class may be one of the learners understands may be some concept better than the others. So, during may be their free time, the ones who understands better can teach the others... So, peer tutoring is actually...it helps. Though it is not used in most cases because at times with the presence of the teacher, the learners shy off. (TFGD 1)*

Other teachers in support added:

*In relation to acquisition of writing skills this peer teaching we can see may be learner 'A' knows how to write so well, so learner B can learn from learner A. Meaning learner B will also improve on writing. So, I think he was right. You are right, you are right. Whoever is better than the other one, to help the other one but they are age mates,*

*peers in class. As my fellows said, they can help each other especially during their free time but during the lesson it is tricky. You find that may be when a learner who is always perceived by others to be weak academically volunteers to move in front to explain a concept, others start laughing at him/her. So, most learners even those who are better academically are not ready to teach others because they fear being laughed at. So, peer teaching is rarely used in class because the learners shy off, so most learners are not ready to teach others. (TFGD 1)*

In another focus group discussion, a learner remarked:

*Sometimes there is peer teaching but sometimes it is not there. Some learners are clever but shy. They understand something but are not ready to explain to others. Me I like focusing and reading alone, I hate others bothering me to explain to them, also me asking others impossible. (LFGD 3)*

A learner in the same focus group discussion stated:

*Peer teaching is good because learners explain slowly and you can disturb them with a lot of questions which sometimes you can't ask the teacher. So, it is always good when you don't understand something, it is better the other learners to help explain. Many times, teachers don't use it. They just teach then give homework and go. (LFGD 3)*

From the interview excerpts above, it is clear that there is contradiction in the way teachers and learners view peer teaching. While teachers perceive peer teaching as a vital strategy that can facilitate learning English writing skills better, learners are negative about it and instead shy away whenever called upon to assist others. It is also evident that peer teaching is rarely used in schools for the HI though it is essential in teaching since it facilitates better understanding. This agrees with a study by Namukoa (2014) who argued that teachers are aware of the cited best practices and strategies but only implement them superficially.

It can also be concluded that peer teaching can be useful in teaching English writing skills. These findings of the study are also in line with Brent (2009) who reported that peer teaching is critical to effective teaching approaches for learners with HI; that there are multiple opportunities to learn about language in peer to peer conversations and direct conversations with the teacher

using ASL were critical to effective teaching approaches and tools, bilingual materials were critical to support learners' acquisition of ASL and English and that they should be incorporated at all times throughout their education. From the above excerpt it can also be reported that some teachers do not understand what peer teaching is and thus may not have employed it during their lessons. Learners understand concepts better when taught by their peers because they are of the same level. Peer teaching can therefore promote acquisition of appropriate English writing skills especially when the learners use SEE as this will enable them transfer what is taught by the peers into writing without struggling to change the construction.

#### **4.6.8. Cooperative teaching**

On the question of cooperative teaching, most respondents acknowledged that it is important in teaching English writing skill. Most informants also confused cooperative teaching with consultations made from time to time. The teachers would wish to intensify the use of cooperative teaching but cited lack of cooperation intertwined with inferiority and superiority complex from other teachers to be the major hindrance to this initiative. One of the head teachers informed:

*It is the best, because the children will see how the teachers are using the English language and then they will also copy some parts. And again, some teachers are good in some parts and not in other parts. So, it will help. Only some teachers use it...eee...especially in lower it's happening but becoming less and lessening in upper...they don't. They don't do it. I think may be because non... not confidence. Some may think that the children will see that the other teacher is teaching better than them. That feeling of inferiority may be. (HT 1)*

Learners in a focus group discussion said:

*Yes, it is good. Many teachers in class, it is good because we understand better, we remember. When the other is teaching both of them help us to practice. The other can interpret and the other advises and teaches us English. So, it is good for teachers to cooperate. (LFGD 2)*

During a focus group discussion some teachers reported:

*This comes in when they cooperate when working on a concept. You can also seek for...maybe you don't know the sign of a word, you can call a deaf teacher to come and give you. You can also call a deaf teacher to come and explain something. That is cooperation. We are lucky we have deaf teachers here, we have 5. So, we normally use them, we assist one another. It works also well. (TFGD 2)*

One head of department when asked if her teachers utilize cooperative teaching stated:

*Yes, they do. Yeah, like composition writing you can have even four teachers teaching composition because the methodology, the way teacher A does is different from the way teacher B does it. So, all do the team teaching. Though again there is this issue of feeling inferior or superior but that can only happen to teachers who don't have passion in teaching these learners because you know special needs education teachers we need to understand one another. We need to understand these things though such people cannot miss...yeah...but we encourage it so much. So, some people do though majority don't. (H.O.D 1)*

A head teacher informed:

*OK. Maybe I don't know if it is like this one because we may have a certain teacher like an ECD (Early Childhood Development) teacher going to class eight to teach a certain topic or a teacher of a different class going to another class, not the subject teacher. Though it is used once in a while not mostly. Myself I think it really assists but the problem now is that somebody may be cooperative and somebody may not be cooperative. So, it is not something that is continuous or something that you can say you must do this. (HT 2)*

In another focus group discussion for teachers, a teacher said:

*Yeah, we can refer to it as team teaching. That's where I was...my minds were. Thank you. I was trying to say that eee...now in this particular strategy, cooperative teaching, which is almost the same as team teaching where we can have at least two or three teachers teaching the same learners may be the same topic. So, it will depend on a given*

*teacher, how he explains, demonstrates but the knowledge that he has makes the children understand better than another teacher. So, team teaching is very important because one teacher can be understood better than the other. Though the issue of implementing it here remains a nightmare because one some teachers don't cooperate when you invite them to assist you, they will always be busy while they would want you to assist them. Two, some people also suffer inferiority complex. Again, some teachers take advantage and would always want you to teach for them every day, so sometimes it breeds laziness among some teachers. Therefore, it is used very minimally. (TFGD 1)*

Another teacher in the same group in support of the other stated:

*That's true. How about this issue us teachers, at times we have teachers who have very good handwriting so if I can teach but I have poor handwriting and then invite another teacher with good handwriting to write it on the wall or to draw anything, yeah, even drawing. So that way the learners will acquire the good handwriting skills and therefore enhancing their writing skills. (TFGD 1)*

In one learners' group discussion, the learners said:

*Some teachers always teach together but many don't. Many times, teachers teach alone, cooperating with others zero. When different teachers work or teach together we understand better. When one cannot explain something well, the other one helps in explaining. Some teachers are also better in signing than the others so when they help each other it becomes easier even for us to understand. (LFGD 4)*

One head of department when asked whether teachers in their school employed cooperative teaching stated:

*Not here. Not here because for one in our school everybody would wish to...there is that inferiority mixed with superiority complex. Now take for instance in our school it is a signing language. Now everybody tends to believe that 'I am the best in signing.' Now those who take class eight tend to think that they are so superior. Now when you are given class one...aaah, you will be demoralized, you are nothing. You will even be asked 'why did they give you class one?' So now am in class one and assuming that I have the*

*best knowledge than whoever is teaching class eight, so in the first place I will not go to team work with him because that man would have shied, and the other time I was seen as nothing since I was taken to class one. So, you cannot help. You see, himself he will not even have that courage to come and ask you, because could be I want to sign the word 'come', it has gone away. Then you run to somebody in class one, 'how do we sign come?' Instead of signing it first, he will laugh at you. You are from class eight and you don't know how to sign 'come' which is something simple. By the time he is giving you the sign you are bored. Then somebody you call 'come and help me with this one', now if you are assisted, they will even discuss you. They'll say 'this one the other time he could not even express this one and he is teaching class eight, how is he teaching them?' So, team working is not there. (H.O.D 2)*

From the interview excerpts above, it can be concluded that most teachers don't engage in cooperative teaching due to various reasons ranging from inferiority and superiority complex to lack of cooperation and some taking advantage of others and leaving their work to their colleagues. This finding agrees with Namukoa (2014) who argued that teachers are aware of the cited best practices and strategies but only implement them superficially.

From the excerpts above, it can also be reported that some teachers didn't quite understand what cooperative teaching is and therefore confused it with consultations made here and there. This could have contributed to most teachers not engaging in it since they didn't know what it is that they are expected to do. This finding is in line with Chabari and Awori (2017) who reported that teachers did not know the strategies and projects that could be used to improve writing.

It was also established that cooperative teaching is very important in teaching English and could aid in faster acquisition of English writing skills. This finding agrees with a study by Aristizábal et al., (2017) who reported that the use of cooperative teaching in the education of deaf people has positive outcomes like improving literacy and communication.

#### **4.6.9. Group work**

A good number of the respondents acknowledged that group work was good and that it aided the learners to learn better. One of the head teachers said:

*We also use group works...group discussions... Yes. It works, it is very good and helps a lot because learners re free to give their ideas to their peers. Though you will not miss those learners who will always be quiet throughout the group work but in most cases, you will find that work done in groups is far much better than the one done individually. (HT 2)*

A group of learners in a focus group discussion stated:

*It is good to have group work because what I don't know the other one can help me to learn. So, we learn from one another. We interact and learn from one another and we all become clever and understand all things. Sometimes the teacher teaches but we don't understand but when we are in groups we can ask and we work together. Many teachers don't put us in groups to discuss because most learners just sit in groups and start telling their own stories. So, they feel it is wasting time. (LFGD 2)*

A teacher in a focus group discussion reported the following in agreement:

*That one normally helps because as they work in groups, for example, as they write, may be the learners among themselves will be able to see one of them who can be able to write better. Which means those whose handwriting are poor can copy...they can improve by copying from the rest of the group members... And they can even add more effort in every group. Yes, so we have models, in those groups we have models, good models in writing where the other group members can learn from them, thus enhancing their writing skills. Yeah...they become the role models of the rest. (TFGD 1)*

This was supported by another teacher in the same focus group discussion though with reservations. The teacher said:

*Even some among the members of the group, there are those ones who will grasp concepts faster than the others, so they can assist the ones who may not have understood clearly more about the concept. But again, learners with HI love a lot of stories so if they are not well guided and supervised strictly, they may deviate during the discussion and do their own things thus it might not have helped. (TFGD 1)*

A group of learners also felt that group work was good but had to be supervised by the teacher. The learners informed:

*Sometimes we are given group work. Group work is good if the teacher is around to supervise, why? Because many times if the teacher is not there the deaf love stories a lot. So, concentrating on the question impossible. They enjoy other other stories. Sometimes only a few members of the group try to discuss the questions, others just sit watching, waiting for the others to finish the work. (LFGD 3)*

One head of department acknowledged that they give group work but it doesn't work well with these learners with HI. The head of department reported:

*Group work to learners...yes, though it doesn't work so well. You know you give them group work you tell them you are doing this one, you leave them, you go there. Maybe you have a class with several groups. Eeh...by the time you go to this other group to introduce this work, this one is doing their own things. When you are finishing the last one, they have gotten nothing from the group. In fact, they get nothing, then you become discouraged tomorrow you will not give them that chance again. Group does not work well, not even with the deaf alone because group work even to those other hearing it has been a problem. So, when it brings problems me I take it to be a bother but to the deaf it is difficult. Containing them is a problem. Many times, we don't use it. (H.O.D 2)*

Nevertheless, the head of department felt that group could work but with certain considerations put in place. The head of department informed the research:

*If now the group can be of 3, because now the size. If it must be there, then it must be smaller than you can man. In deaf school in fact, if they are to be many then at most 3 learners with very strict supervision, then it can work well and they will probably learn or gain something from the groups. Again, something needs to be done when grouping the learners, someone needs to come up with the best way to group them. For instance, when you group them according to ability such that those with the same ability you group together, those of low academic achievement may not gain anything especially in tasks that they don't understand. They would need those better than them to make them understand. Also, when you group those with mixed ability, members with low academic*

*achievement may joyride and leave the task to those better than them to tackle and hand in the work. So again, they would have gained nothing. So, this issue of group work is still tricky especially with our learners. So, unless the best way is devised, it may not help. (H.O.D 2)*

During a focus group discussion, a teacher informed:

*Here group work has not been used extensively. And this group work for the deaf can only work if they are very few in a group and they must be supervised. Most of us avoid it because of the supervision part of it, we want to give work and go but when you come to check the work, the learners are getting nothing. Those of us who put learners into groups also use bigger groups so that there isn't much to mark - to lessen their work which should not be the case since it cannot work well with learners, especially those with HI. Group work has also not been utilized because it is time consuming so people avoid it- learners with HI take time to settle, so moving from their seats to their groups takes quite some time. (TFGD 2)*

As much as group work has not been fully utilized, some teachers in the focus group discussion felt that it was good for learners with HI. The teachers said:

*Group work for the deaf sometimes is good, for example, when you are teaching English you make a small group may be for example 3 or 4 children. Then you give them some work to discuss and then they bring the work to the teacher to mark and discuss with them. I think they will be able to understand. (TFGD 2)*

A group of learners stated:

*It is good to use group. Sometimes we have 5 or 6 learners put together, then we move, you show each other, you help one another to understand all the works and when we are writing it can become simple so group work is good. Many times, also teachers give us group work and go, then we discuss small, same time we enjoy other stories. So, working in groups is good because we enjoy. (LFGD 1)*

One head of department noted:

*We do, we give group works at time and sometimes you find learners doing their own things. That is very possible, especially when you give and go. It is normal even to the "hearing" children. But now mostly these are special learners you need to be around them all the time to supervise and guide. When you are around all the time, it helps them, it helps because they even feel it is serious work. But now the problem is teachers, they want to give work and disappear. That way, group work cannot help these learners. Some of us also keep the groups too big that some members just sit idling in the groups, this is to the learners' disadvantage. (H.O.D 1)*

In another focus group discussion, teachers argued:

*This group work many teachers rarely use it because the moment you group the deaf learners they divert everything. They talk of their own stories but I just want to call upon the teachers of English that we can use it on a small group, may be a group of two two or three three and be there to supervise because our learners have a lot of stories. So, they can easily move out of that topic and discuss their own things. But let's make our groups to be smaller, two two or three three that you can control. And then when you are making this grouping, look at the... What do we call them? The knowledge, the gender and whatever. Don't group friends friends friends. Try, not necessarily the ability but group them so that the other one cannot discuss what they saw in the dormitory the other time, such things. Know how you can group them for the betterment of acquiring what you wanted to give out. (TFGD 2)*

From the interview excerpts above, it was established that group work is rarely used as a strategy for teaching English writing skills, one of the reasons being time consuming among others. It can also be concluded that group work can be a very effective strategy for teaching English writing skills but only works well for learners with HI if they are put into small groups of about 3, if the teacher is there to guide and supervise well. This finding agrees with Situmorang (2021) who reported that group work had a positive impact on students' attitudes and enlarged their commitment in completing assignments. It was also established that when teachers gave group work it was not supervised, the teachers just gave work and left the learners to do on their own.

Therefore, it was of no help to learners as they used the time to focus on their own stories most of the time. This is in agreement with Taqi and Al-Nouh (2014) who argued that the students who worked in groups did not improve, the method of forming a group also seemed to affect learning and that social and academic variables of age and Grade Point Average (GPA) affected the formation, engagement and results of group work.

#### **4.6.10. Dramatization**

Most of the respondents were of the opinion that dramatization is a very good strategy and that it helps the learners with HI to understand a concept faster and even remember it later because they are visual learners. The informants also acknowledged that it was not easy to employ dramatization due to the time needed to organize and hold it, thus the 35 minutes allocated per lesson was not enough. The learners confused drama performed in class during a lesson to teach a concept and that of the drama festivals. Some of the learners stated:

*We practice drama sometimes and when it comes to writing we are able to write about what we did or how we dramatized, though many times we don't write in English because we many times we do drama in KSL not English. So, changing from KSL to English is not easy. So, it becomes very interesting, sometimes we dance, we make fun which is very sweet and then we play. We dramatize the culture of different communities. We do together. Later when we write it becomes easier. (LFGD 1)*

One of the heads of department commented:

*That one works because now if you dramatize something like now this one has married this one, so tomorrow it will be name calling. Now this is somebody's wife because you wanted to bring the concept of marrying, wedding. So tomorrow could be Jane would have married John, then Jane remains John's wife. Then it works though at times whoever is marrying shy because they keep on telling her. You know deaf now, anything friendly they take it in different way. It helps them to develop story line, at least they will have something to write. It brings expression kind of it. That one works well. It is rarely used because of the time needed to organize and practice the drama, all these cannot be done within a lesson. So, most teachers see it to be too involving therefore, they avoid it. (HOD 2)*

In one focus group discussion a teacher reported:

*Yes, we do dramatize at times and it assists a lot. Yes, because learners with HI in most cases they enjoy dramatizing something which can also be used in English. So, what they have dramatized, you know they internalize more, they remember that one for a long time of which the same thing that they have acted about in form of a drama will actually make them remember. Which means they can translate the same thing into English as they write. They can even dramatize a passage and it can also enhance their creative and innovative skills. (TFGD 1)*

Learners in a focus group discussion stated:

*Sometimes the teacher uses drama though very few times. Many times, drama is not used and when we do it, we do in KSL. So, drama help us to have a story to write about or understand the concept taught but when it comes to writing many times we also use the KSL, we don't remember to write in English. (LFGD 3)*

A teacher in another focus group discussion argued:

*At times you really have to dwell on this though with our learners here normally that concentration... they have a very short concentration span. So, when you dramatize, to organize them takes time. When they dramatize they want to stick to that? So, it's a good way of teaching because now they get motivated, they learn from within, they enjoy the lesson, only that. At times I think using dramatization when teaching English becomes a problem because you have 35 minutes. So, organizing that, putting them in order to come to settle, with deaf they take long to settle. So, by the time you are almost starting it, could be your time would have gone. It's a good thing but needs time may be to organize. (TFGD 2)*

Another head of department observed:

*It works well, it works well. My teachers use it, yes, they do. You remember these learners now, the sense that is left is sight. So, anything that is on observation, involving sight is gotten better. They even become active when it is dramatization than when it is theory, when it is lecturing. Though sometimes they may enjoy the drama part of it but*

*when it comes to paper work, it might not be as interesting as it was dramatized. Dramatization will help them know how to write though not all learners. Yeah, it will help them so much but others might enjoy the drama and forget the writing, but some get. It is an advantage to three quarters of the learners. It is a nice way of expressing and explaining though it's not mostly used because of limited time. (HOD 1)*

In a focus group discussion, a teacher informed:

*Dramatization help the deaf learner; it motivates them to learn something. So, I think it is the best way because it motivates the learners. What disappoints is that at times we use it but we don't achieve the objective because you will stop before you are through but at times they enjoy it very much. They get the thing exactly, it sticks in their mind, they will keep remembering it. Though the only thing that happens with our learners is that time and organizing them. Putting them in order sometimes that one takes a longer time. This makes most teachers not to use dramatization in their lessons, only a few teachers do but it helps a lot. (TFGD 2)*

From the interview excerpts above, dramatization as a teaching strategy was not extensively used because it is time consuming though it can be very effective in teaching English writing skills to learners with HI. This finding agrees with Wandera (2012) who explored effectiveness of teaching methods in English language on acquisition of English language skills in public secondary schools and revealed that lecture method was found effective in promoting listening and writing skills; role play highly imparted on students speaking skills, while questions and answer instilled on students a mix of listening and speaking skills. The findings also agree with Mutai (2012) who reported that debating and drama/role play were not fully utilized by English language teachers.

#### **4.7 Challenges faced by learners with HI in acquiring English writing skills.**

This objective analyzed the challenges faced by learners with HI in acquiring English writing skills. The challenges that were established were vocabulary, use of the dictionary, spelling and use of figurative language.

#### 4.7.1 Vocabulary

Most of the participants articulated that English has many words than KSL hence many vocabularies than KSL. KSL therefore, lacks signs for a large number of words, this impedes learners understanding of the words which can in turn lead to poor writing skills. One of the teachers in one group discussion noted that:

*For me I can say that vocabulary in KSL is simple because they understand, they can say the sign showing that they understand, it is their language. In English its hard, why the same word is signed the same way it is signed in KSL so for them to get the concept in English they transfer to KSL. You see now that about vocabulary, KSL, anything is vocabulary. You see now as per English we have vocabulary words when we are learning, like could be we are teaching past then vocabulary as per English will be the new words that will now come out of that topic. Now when you go to KSL, and maybe that's why I said that may be the language is still growing. So, in KSL the word 'come' can be a vocabulary. So now, that one becomes a problem because English has a lot of them. And then you can have a lot of explanation of these words. Could be when you are teaching a class of hearing not HI, so the English there will be a little cheaper than when you are teaching the HI because in KSL their vocabulary is limited. So, they don't understand a lot of words and they don't even have the signs for the words. This makes them fail to understand what is expected in writing. (TFGD 2)*

Another teacher commented:

*Using English vocabularies as an element in writing is a very big challenge. It gives problems. Now as madam said KSL vocabulary are cheap. Now when they are cheap and then am teaching English, now some of the words, the big word that I would have explained, that I would have been trying to explain in English, they don't get it. So, they don't translate it in vocabulary. So, when they are writing they lack words when you go through their composition you know they don't explore so much because the language to be used to express, could be lacking. You see. So, composition will just be composition, a nice one when it has some new interesting words in it. So that's the challenge am seeing in that one. When it comes to English vocabulary, deaf have a big challenge because the deaf write using the simple KSL vocabulary (words), the big*

*words become very hard for them and they forget easily. Also, they don't develop their stories well, the stories lack proper story line and they are very short. (TFGD 1)*

One of the CSOs observed:

*I think the challenges are of course in the initial stages of course getting to know that kind of signing and then ...ee ...I think one of the courses I know it may not be surer teaching to get may be the concept that you seek for making those new vocabularies. So, I think it a challenge that of course affects the various ways of stressing of defining the meaning of the same. That means now is where now that communication is coming in. That is why we have technical means to stress in different ways depending on what you want to teach. They experience some challenges concerning vocabulary sometimes they do not understand what you want to teach. Yes, that is why all these things are coming in but finally I know that total communication will assist. English is rich in vocabulary. Therefore, almost every word in English is a vocabulary for the deaf because KSL has less vocabulary. This actually affects their writing. (CSO 1)*

One of the head teachers said:

*Vocabulary ... they are the same, almost the same. Yeah ... they have to use correctly. Some because spelling it is the same. Spelling of words, adjectives, is the same. English has more vocabulary because of these conjunctions and so on. At first especially in the middle classes like class 4,5,6 but 7 and 8, I think they now realize that KSL needs this and English needs more of these. Not all the words in English have signs. Some they have but some can be avoided and we still get the meaning. Sometimes for content words whose meanings must be understood these learners have a great challenge. (HT 1)*

One head teacher added:

*The other challenge is that Sign Language is still poor in vocabularies or new words. We may not have signs for certain words, so that one really hinders us because finger spelling each and every word may not actually bring any meaning or may not enhance*

*retention of content after learners have been taken through. So, I think actually the limitation of signs is really hindering us in acquisition of writing skills. (HT 2)*

One of the HODs pointed out that:

*Vocabulary in KSL and English are both difficult to teach because for some words are too abstract ... do not have exact signs and sometimes due to this nature of disability, you are teaching a word that they have never heard before, you are now having it for the first time so you really need time to explain the meaning and how to use it appropriately. English has more words/vocabularies. This one impacts negatively on their understanding of the meaning of various words because KSL has less words/vocabularies because they become limited of words. That is, they are exposed to little vocabulary. That one also impacts on their writing because they do not use vocabulary in their writing. They just write a plain one, a plain writing since they do not have the vocabularies to use. Their stories are also very short. The stories end before they are fully developed. (HOD 1)*

A head of department observed that:

*In English we have vocabulary, in other words there are new words, isn't it? Where will you get the new words? Today am to read a story "mountain climbing" isn't it? So, there are some new words 'cliff', 'what' 'nini', so those words will come after the passage. Now surely, eeh, KSL don't have vocabulary, I have never known vocabulary in KSL. In KSL, there vocabulary are words, any word is a vocabulary. If any word is a vocabulary in KSL can you compare the vocabulary in that KSL and English. Which has more? English has a lot of vocabulary. Each day is a new day to English. This can affect writing skills since HI learners cannot comprehend some words. Because you know we have a lot of ... like now in English today I've got a new word and then that new word can be exchanged. Let's say like the word 'bright'. Today I am to teach the word bright as a vocabulary in English. So in English I have made words to explain 'bright'. Now in KSL the word 'bright' should go the same with 'light'. The signing is the same. This thing is bright but you see now when you are giving its meaning in KSL, it should be "light more". Now look at what they are getting, they are getting "light*

*more”, instead of “bright”. Now the concept of “brightness is not coming out as such because one of them might understand ‘more light’ to mean the lighting sources are many. So, they understand it differently. This makes it difficult for the HI to understand a lot of words because they don’t have exact signs so they are related with other things just as I have given the example of ‘bright’. (HOD 2)*

One teacher commented:

*Now when it comes to KSL, the vocabulary is very limited unlike in English where vocabularies are many. The reason as to why KSL has limited vocabulary is that the HI learners are not so much exposed to many reading materials in KSL which they love as their own language, where they can read and acquire a lot of vocabulary. So, KSL is limited unlike English which has so many and which is acquired by one as he/she continues learning English. Like for example reading storybooks, even articles. Even so, hand writing in KSL, KSL is written in a summary form, very short form because some of the words like articles are omitted whereas English, the sentences are written in full. Now that the sentences in English are written in full it means that this KSL actually inhibits the acquisition of writing skills in learners with HI. The learners write very short and boring stories with totally no vocabulary. (TFGD 1)*

Parents also observed that English vocabularies are a challenge to learners with HI. One of the parents stated:

*Vocabularies in English are many not as in KSL. Now the problem is that the HI learners are not able to get many of them. They get little. When they write, they will write little. You see writing by HI is always very short because they don’t have a lot of words to express themselves. (P 1)*

One parent said:

*Yes, English is hard. Very many words that is new. Now it is difficult for learners to know all of them. Many words in English do not have signs, so learners have difficulty understanding many words. This makes learners to write poor English or write very short sentences or stories (P 3)*

Another parent added:

*What I will say is KSL has few words. Not like English. English has many vocabularies. Many times, deaf learners do not know the meaning or sign of many words because they have not seen them in KSL. This is a challenge when they want to write English, they write boring stories or sometimes they don't understand what and how they are asked to write. (P 2)*

Learners expressed that KSL was simple in terms of picking new words. They observed:

*Sign language is simple than English words because we can pick few words and read. You can answer some questions from the story. You can pick some new words in KSL story and answer. In English we don't understand many words so we have a problem answering questions or writing. (LFGD 1)*

One learner added:

*English has more words than KSL. Because KSL is cheap we know how to sign the words and understand the meaning of each word. English has a lot of words that we don't know the meaning or sign. So many times, writing in English becomes hard. So, we just use the simple words that we have in KSL (LFGD 2)*

Other learners pointed out:

*KSL vocabulary are simple than English. KSL is best because we understand fast, is easy not same as English. English vocabularies are hard. English has a lot of words but KSL has few. Many English words we do not understand so many times we write short stories because we don't know many words. We also write using simple words that we use every day or KSL. We don't use new words. (LFGD 3)*

A parent also noted:

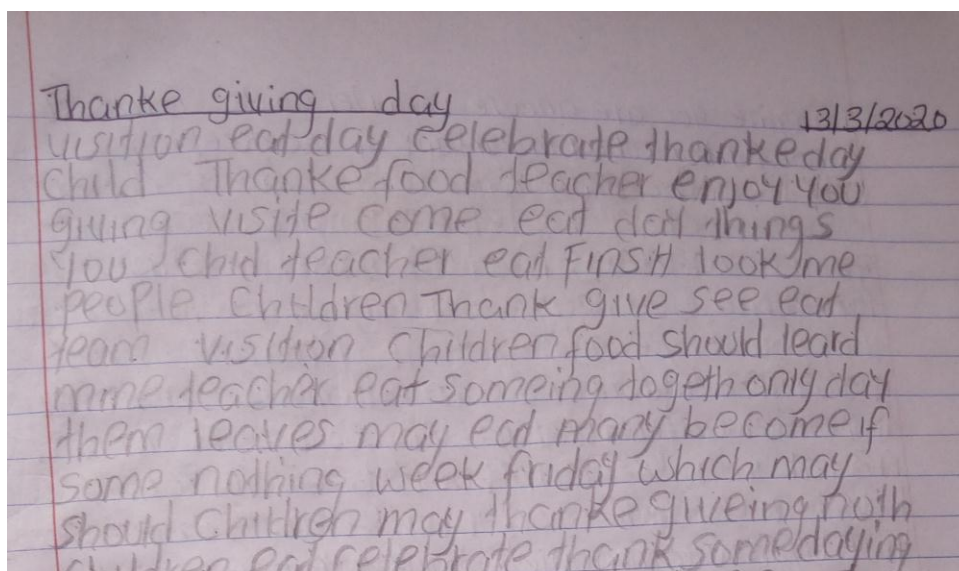
*Most children who are born deaf have no language foundation and find it difficult to adapt to the new language or understanding it later in life when they are old. So, when they acquire sign language and learn to sign the words, they find it hard understanding words whose signs they don't know. This makes them write boring stories with no*

*vocabulary. Another problem with the deaf acquiring more vocabulary is the use of KSL. They get used to KSL and its structures and short stories that they tire from reading the fat English story books that can help them acquire more vocabulary. (P 1)*

Other learners observed:

*KSL is fair but English, no. We try only English; it is not simple. Many English stories have many hard words and long sentences, many words we have never seen and we don't understand. English questions also have very hard words. Many times, we don't understand the question so we write very short sentences, short stories that are not sweet and then we leave. So, we have a lot of stress writing English because in KSL we don't use a lot of words. (LFGD 4)*

From the interview excerpts above, it can be concluded that many learners experience a lot of challenges when it comes to writing English due to limited vocabulary. This agrees with Ndurumo (1993) who argued that one of the major difficulties experienced by hearing impaired children is language development. Ndurumo added that hearing impaired children performed at a level far below that of hearing children in understanding printed English words. It can also be concluded that KSL impact on the learners use of vocabulary negatively. The findings of the study agree with Nyang'au (2014) who reported that inadequate content mastery, incorrect use of grammar, first language interference, limited vocabulary and inadequate teaching and learning resources were the major challenges students face in learning essay writing skills. The findings further agree with a study by Solano *et al* (2014) who argued that English grammar and vocabulary were the linguistic areas that suffered the highest level of first language interference. From the document analysis guide, figure 12 indicates learners writing. The writing lacks vocabulary and is a confirmation to what the teachers said that learners with HI don't use vocabulary in their writing.



**Figure 12. A sample of learner's exercise**

From the excerpts it can also be reported that learners with HI did not use any vocabulary in their writing which also comprised of very short sentences and stories. This finding did not agree with Kyoko, Takemoto and Yokochi (2013) who stated that the Japanese university EFL students used a wider variety of vocabulary and shorter sentences in writing than speaking.

#### **4.7.2. Use of the dictionary**

A good number of the informants stated that both English and KSL had dictionaries which are different in various ways. They also argued that using the English dictionary was quite challenging to the learners with HI who were more conversant with the KSL dictionary. One of the head teachers stated:

*Okay, when it comes to KSL dictionary they don't have much problems but when it comes to English dictionary, they really get a lot of challenges. One, you find that in English dictionary you find that may be a word has been given and may be the definition to that particular word. So, you find that these learners or the deaf learners find it a problem. You know they have an issue with language in general and you find that they are very limited. So, when it comes to now a lot of explanation that is now they find it very very challenging. But when it comes to KSL, you find that a word or a sentence is given and from there, there is this aaaa... pictures with signs of the words are there so they can get it very fast. So, because KSL dictionary has signs it is easier for them to understand but*

*in English you may find that the words explaining the meaning of another word could also be vocabulary in themselves. If only there was a way to come up with a dictionary combining both English and KSL so that they give a brief definition of a word and picture of how it is signed. Another way could be having the combined dictionary online or in soft copy so as to save these learners again from the stress of following the alphabetical order of letters in order to get a word. Because sometimes these learners become too lazy to search the words due to the alphabetical arrangement. (HT 2)*

Some learners in a focus group discussion argued:

*English has a very big dictionary while KSL has a small dictionary. KSL dictionary is the best, it is easy to use than English. English dictionary has a lot of words and using it is hard. In English dictionary you can search search for a word for a long time before you get but in KSL getting words is simple. English dictionary is very boring, why? Words are a lot and same time understanding is not easy because it has a lot of words. (LFGD 4)*

One head of department observed:

*It's not easy...it's not easy given the nature of their disability as I have said before because remember they have never heard. Now here you want them to get the meaning, finally some get but it is a challenge. A lot of time is spent in using the English dictionary. Meaning they find KSL dictionary easier to use than English dictionary. You know in the KSL dictionary it is like the demonstration is done. You find like if it is the word 'boy', so the sign is there, the drawing is there. So, they easily get. Unlike English dictionary where many words are used to explain the meaning and you know the deaf tend to tire from those many words. So, they can even read half way, or even read without understanding because many times the words used to explain the meaning are in themselves vocabulary to them. Also, words in the English dictionary are arranged alphabetically. Some of these learners don't even remember the order of these alphabetical letters so they may keep searching for the words forever until the lesson is over. How I wish there was a combined English-KSL dictionary where the learners get*

*both the meaning and the sign. This one they can understand better and faster. Though the meanings must also be made shorter for easy understanding. (HOD 1)*

A teacher in a focus group discussion commented:

*Sometimes to use the English dictionary is hard for the children, why? Because sometimes it is hard, the words in the dictionary are difficult and they have more than one explanation and it's hard for them to understand. For example, getting a word in the first place is hard because they follow alphabets, some of the learners are too lazy that they even forget the order of alphabets. It is not easy for them. They waste a lot of time searching for a word. So, it is again for us to explain to them to follow the alphabetical order when searching for a word so that it becomes simple for them. The KSL dictionary is simple because it has pictures showing how words are signed. The KSL dictionary doesn't have sentences explaining the meaning of words. It is just pictures with the signs so it becomes a bit easy. It also has a glossary where each word is written against the page where you could find it. (TFGD 2)*

A group of learners remarked:

*KSL dictionary is simple to use. It has signs only and name of words but English dictionary has many words used to explain. So English dictionary is hard to use. When you understand how to get words in the English dictionary, it becomes simple to get the words but to understand the meaning is hard because it has a lot of words explaining it. Another problem, in the English dictionary words are arranged according to letters from A-Z so you suffer a lot searching a word. Sometimes it is boring and we stop searching before we get the words. KSL dictionary is the best getting words is very very easy then you just get the sign of the word and you understand fast. If English dictionary can have signs of words also then it can be easy and enjoyable to use. (LFGD 3)*

When asked how learners found the use of KSL and English dictionary, one head of department stated:

*Now that one of KSL is cheap... I don't know whether it is a dictionary but they call it a dictionary. Me I have never seen a dictionary in KSL but let's take that one to be a*

*dictionary. Because you cannot have a dictionary without a definition, a meaning of a given word. So that one in KSL we can call it a picture book. So, if it is a picture book because it will have a picture with how to sign that word. So, in that picture the name has been written and then how to sign it. Let's come to English, you get the word, they are arranged in alphabetical order, you go to that order, then you get the word. You can have even four explanations of the same word until you get it better. That one of KSL if you want to talk of a 'chair', sure, then you go there you get a chair. They don't even talk of its legs for example, totally no description or definition. They just say 'chair, and a picture showing how it is signed. They understand the KSL dictionary better that is why they get problems with the English one. You know they fear reading so they can't be patient to read the long sentences used in English dictionary to explain meaning. Many times, they just pick a word they are familiar with in the sentence and think that is the meaning. (HOD 2)*

Another head teacher added:

*Usually there is a difference because KSL dictionary has a lot of pictures showing signs and they are smaller but with English dictionary they don't show... there are no signs. There are words explaining meanings. So, I seem to have a notion that English dictionary is bigger, have more words than the KSL one. The KSL one has a picture of somebody signing. This makes them understand the KSL dictionary more easily than the English one. It is now a challenge using English dictionary because it has a lot of words explaining the meaning. In the KSL dictionary, the meaning is not explained in writing but the sign is given. So, the learners find KSL dictionary easier to use. Another challenge the learners may find while using the English dictionary is that words used to explain the meaning of a word could also be vocabularies. Again, getting words may be tiresome for them because of the alphabetical order in which the words are arranged. Some even forget the alphabetical order of the letters so they can't get the words. (HT 1)*

In a focus group discussion, a teacher stated:

*In most cases learners with HI don't know how to use the English dictionary because the words are arranged in alphabetical order. Some of these learners are so lazy that they*

*cannot have the patience of following the alphabetical order so as to get the words they are looking for. Sometimes even if they try to use it they cannot even come out with the correct meaning of a word from that dictionary. So, you find that the deaf minimally use the dictionary to find the meaning of the words in English. (TFGD 1)*

Another teacher in the same group added:

*For the learners who are not HI, they actually use the English dictionary very well, understand and acquire more vocabulary or more words. They understand the meaning of words and when it comes to writing they can write a script using the words they've learned from the dictionary. When it comes to the HI, they have a challenge, they open the dictionary but they cannot even comprehend what they have... the meaning of a particular word, meaning this will affect their writing skills. They only learn what the teacher has taught but they cannot learn by just using the dictionary...they can't learn additional words on their own. Because KSL dictionary is simpler for the HI to use since it has pictures with signs of words, may a special bilingual dictionary (English-KSL) should be invented so that as the learners read the English definition, they also get the signs of various words. The dictionary can be in soft copy or hard copy but more preferably soft copy so that the learners just search whatever word they want directly. This way learners will benefit more from the dictionary. (TFGD 1)*

One of the heads of department explained:

*The difficulty learners with HI experience when using English dictionary hinders them from using it. This in turn affects their writing because they do away with the vocabulary. Mostly when you get these deaf writings, quite a number of scripts and when you go through them, majority avoid the vocabulary. They use the simple words that they always use in their talks, why? Because getting the meaning of these words is a problem, it's a challenge. They can also not know how to apply them in a sentence. So, they avoid the vocabulary. Sometimes they misinterpret given questions because of the vocabulary used and they fear or tire of using the English dictionary because it is too bulky, wordy and you must follow the alphabets to get a word. That is why the deaf perform poorly in exams. In many cases also you find that the learners look up the meaning of words in the*

*dictionary, they may get the meaning because they are seeing it at that time but when you ask them the same word later, they can't recall. So sometimes it is hard. (HOD 1)*

Another HOD added:

*In fact, another thing is that the words used in the English dictionary to explain another word are also vocabulary. Because they have a dictionary, they go to the dictionary, they have got the word, then now the explanation comes, the definition. So now could be they ask you what each word in the explanation means. So, you have a problem, you start explaining line after line, words in those lines, how they are signed. For example, let's talk of the word 'wail'. we can say that it means 'a big sound'. Instead, they ask you 'which sound?' Now they call you again, there is that word 'big', they tell you to sign 'big' or they ask you 'big how?' Haya, so you sign 'big'. There is the word 'sound', you sign 'sound', now how? They cannot relate it with what is being written there. They also don't relate how a sound can be big, they don't know. Because now 'sound' is something that doesn't to them, they don't get it. So, a lot of challenge actually in using the English dictionary. (HOD 2)*

In another focus group discussion, some teachers said:

*It is true the deaf search the words, after they have found the words again, the deaf now ask you the signs of the words used to explain the meanings. So, we can say that using the English dictionary among the learners with HI is so challenging. One, it is time consuming. Another thing, the words used to explain a word, the learners also come and ask you 'how is this one signed?' so it's like those words are also new vocabulary, thus in most cases it doesn't facilitate acquisition of more vocabulary among the HI. The KSL dictionary is simple to use because it has pictures showing how words are signed. It doesn't have sentences explaining words. So, it is a bit easy for them because it uses their language. (TFGD 2)*

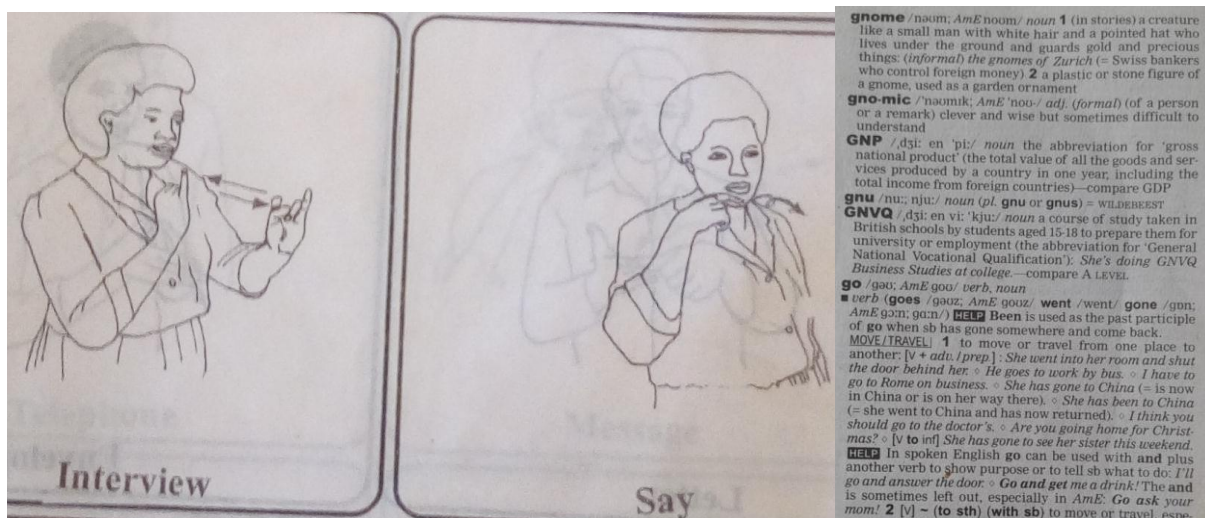
Other teachers in another focus group discussion observed:

*If you look at the KSL dictionary, it is only signs and the word but when we come to English dictionary, it has so many words and their meanings. So, it becomes complex to*

*the HI. So, in short, we are saying the English dictionary does not help the HI learners much in the acquisition of vocabulary or meaning of words which they would have used in writing. Unless these children are trained from baby class to class eight on how to use the dictionary thoroughly and with regular practice, it may not be easy to overcome.*  
(TFGD 1)

From the excerpts above it can be reported that some learners with HI are able to look up and get the words in the dictionary but do not understand the meaning given there since it is too wordy. This finding disagrees with Hamilton (2012) who established that HI learners did not try to look up for words because the words were arranged in an alphabetical order. They were not able to locate the words they were expected to look up in the dictionary.

Figure 13 indicates KSL and English dictionaries with the English dictionary being too wordy and words arranged alphabetically. This confirms the sentiments of the respondents that learners with HI experience challenges using the English dictionary since it is too wordy and because of the alphabetical arrangement of words from which they tire to look up the words.



**Figure 13. KSL and English dictionary**

From the interview excerpts above it can also be concluded that learners with HI find it very difficult to use the English dictionary because it is too wordy, some meanings are vocabulary in themselves and due to the alphabetical arrangement of words from which they tire to search. It is also clear that learners with HI can benefit more from a bilingual dictionary (English-KSL)

rather than a monolingual (English only) dictionary and more especially if the dictionary is an online one or in soft copy to avoid time wastage when searching for the words. These findings agree with Hamilton (2012) who reported that learners with HI benefited more from Online Bilingual Multimedia English-ASL Dictionary (OBMEAD) and preferred using it and that the learners could not easily use Paper Bilingual English-ASL Dictionary (PBEAD) because they found it difficult to find words alphabetically.

#### **4.7.3. Use of Figurative Language**

On the issue of using figurative language which refers to the use of phrases that do not have direct meaning for instance, simile, metaphor, personification, hyperbole, allusion, idiom, puns and onomatopoeia among others, most of the participants were of the opinion that in KSL they are not used though a few felt that they are there in KSL but not very clear so the learners fail to use them because they are not sure. Some teachers informed that:

*Simile, metaphors, personification, all those, we don't have them in KSL but they are there in English. This figurative language for the HI when teaching KSL actually we don't have it but they are there in English. So, when it comes to writing the learners tend to just write directly what they understand. The surface meaning of what they understand. They write plain English. They don't know what is behind it, the deeper meaning of the ... whatever is given to them. They have a challenge in understanding the meaning of these figurative language. (TFGD 1)*

One head of department observed:

*So, if you are teaching English in a HI school it is not enjoyable as such. Yeah, you miss a lot of things. In fact, you go patient, you are losing it. Now the English is no longer English. It will not be as interesting because now if you have a composition which is very flat, nothing like similes, nothing like synonyms, it is just English. It's a challenge because they can't imagine and understand abstract ideas in the figurative language. For example, a proverb "do not wash your dirty linen in public." this may be misunderstood by the deaf to mean when you are washing your clothes you should wash them in the house not outside. You see, they don't get it, so they avoid using them as much as possible. (H.O.D 2)*

Another head of department when asked if learners used proverbs, similes, metaphor among other aspects of figurative language informed:

*Not at all. We do have them in KSL but they are very rare and not very clear, so because of that confusion and fear they don't use them. Similes are more or less the same, for example, you can say "as black as charcoal," but now in KSL you say "CHARCOAL BLACK TRUE." So, you add the 'true', that is now that structure for KSL. But you see again in KSL the comparison is lost. The charcoal is not compared to anything. We also do have proverbs but they are rarely used. When you come to understanding this figurative language, now that is where we have eeee...hahaha.... 'mwamba', a rock. Now for them to get that hidden meaning... am telling you these guys are disadvantaged. I can say not all the proverbs which are used can ... I mean, they get one, two but the rest they don't. So, it is also a challenge, a main one. In English now, there is extensive use of figurative language. (H.O.D 1)*

The teachers also acknowledged that the absence of figurative language in KSL impacts on the learner's writing skills in English. Some of the teachers noted:

*So, this actually affects their writing. If they are given a topic to write on, especially writing a script or writing composition, it really affects because they just understand the surface meaning of the word, of whatever they have been given and this affects writing greatly. For example, if they are told to write about the topic "All that glitters is not gold," the learners may end up describing gold throughout their writing instead of writing an interesting imaginative composition related to the proverb or bringing out the the meaning of the proverb. (TFGD 1)*

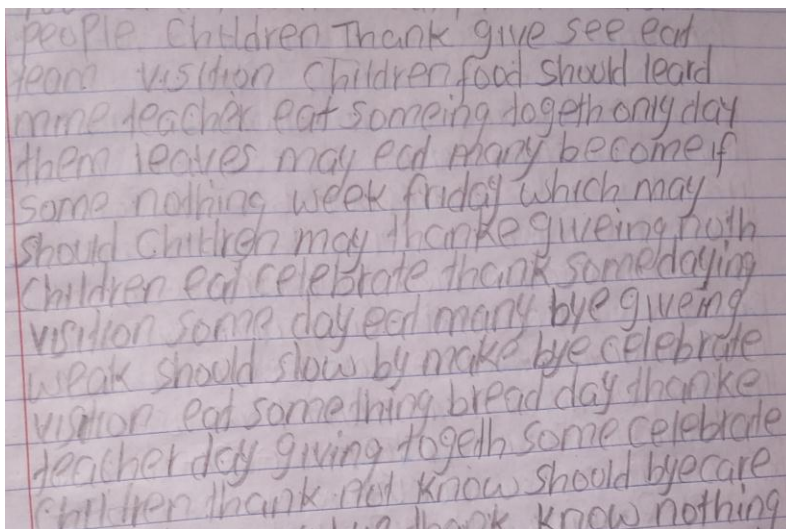
A teacher added:

*Another example, if the learners are asked to write on the saying "Do not put all your eggs in one basket," the learners may end up discouraging people from putting their eggs in one basket throughout their writing and explaining why it is wrong - they may all break, nothing imaginative nor interesting. No story related to the saying. (TFGD 1)*

One of the parents observed:

*You know the deaf are lazy, so they hate to read. In English if you want to write good composition that has things like proverb, similes or metaphors you must read a lot of books to help you acquire good language. So, lack of reading a lot of story books which help them to grasp such language makes these children write stories that are not interesting. (P 1)*

From the interview excerpts it is clear that learners with HI do not understand figurative language, neither do they use them in their writing. This finding is in line with Wiejak, (2014) who reported that learners with low levels of reading comprehension had difficulty in using figurative language as they are not able to differentiate literal from metaphorical expressions. Figure 14 from the document analysis shows a learner's work that misses figurative language, the work depicts use of very simple English words with no figurative language.



**Figure 14. A Section of learner's exercise book**

#### **4.7.4 Spellings**

Learners with HI often encounter challenges spelling words correctly including their names. In their writing, they always omit, insert and substitute words with others due to lipreading since they at times miss to lip read correctly especially when the words involve confusing letters. Most of the participants felt that spelling is a challenge when it comes to writing English. The head teachers acknowledged that learners are not able to spell some words correctly and that HI writing is always full of omissions, insertions and substitution of words with others. One of the head teachers noted that:

*You see good ability in spelling impacts on positive learning of writing skills. Many students tend to write words according to the way they are pronounced. But now our learners do not pronounce words, they can only read which needs them to have a lot of vocabulary. As it was noted earlier, our learners have limited vocabulary which limits their writing and eventually contributes to poor spelling because they can't recognize quite a number of words. They therefore, have a lot of spelling error, they can't miss spelling mistake(s) in one sentence. Some of them can't even write their names without omitting or substituting some words with others. (HT2)*

The heads of department also noted that spellings errors were a concern among learners with HI since they are not able to write words correctly. They added that the learners relied on visual strategy during spelling, which may have resulted to incorrect, but visually similar words leading to spelling errors. One of them stated:

*Yes, although our learners do not pronounce words, they are influenced by the way they finger spell words. They spell the word as it looks. Yes, the visual spelling affects how they write. Some time when they miss to see a letter in a finger spelt word they just write what they have seen leaving out what they didn't. You know out of sight out of mind, so when they are not sure with what they saw, at times they just write what they can remember. Again, for those who lip read sometimes they confuse words that are pronounced with almost similar mouth shapes or movement like 'cup' and 'gap'. So, they end up writing one instead of the other. This makes their writing full of substitution of letters. There is again this problem of transposing letters in a word where by you sign or finger spell a word but what they write for you will even shock you. For example, a word like 'light' then this learner writes 'lgith' or 'litgh'. this means when you sign they understand what you have sign but they forget the right spelling somewhere in the middle. Some learners even make such mistakes when copying from a book such that they see the word and as soon as the eyes are off the book they forget the spelling unless they keep tracking letter by letter with their fingers. (H.O.D. 1)*

Another head of department stated:

*I think KSL contributes to possible transfer patterns from sign language to written English. This happens because you find that many words are signed the same way for example, 'check' and 'search'. For such words these learners tend to write one word for another thus there is grapheme substitution. Haya another very good example is 'eat' and 'food'. These learners will write for you 'food' while you meant 'eat' and vice versa. Also, in KSL all words are signed in the present, so now when you sign a sentence with some words used in the past tense, the learners tend to write in the present tense. An example, 'They went home yesterday.' When you sign the sentence 'went' is signed as 'go', so they write 'go' for 'went', again grapheme substitution. Hence HI learners make a lot of substitutions which leads to writing words incorrectly. Wrong spellings interfere with effective writing skills because a misspelled word fails to communicate. In English, omission or insertion of a letter in words changes the meaning of those words. Hence the words will not communicate what was intended. (H.O.D. 2)*

The teachers also shared the same view that KSL influenced spelling errors among learners with HI. One of them noted:

*Spelling mistakes made by the learners are influenced by KSL. The learners do transfer from sign language to English. The learners at times do not follow the spelling rules. In most cases this is because of ignorance, whereby they fail to understand that each language has its own rules. So, transfer of rules from KLS to English brings a lot of problems in spelling issues. Like in the case of adjectives and adverbs most of the time these learners omit the suffixes. For example, when you say 'faster' you will sign 'fast' so the learners write 'fast'. Okay, another example, you can say in a sentence, 'She is a very foolish girl'. when signing this sentence, the word 'foolish' is signed as 'fool'. Don't you see these learners will write 'fool' which you signed and not what you meant, so the suffix 'ish' is omitted. Sometimes for these nouns that can be changed to adjectives or adverbs, these learners will not right what is intended. For example, you talk of 'pride' and then they write for you 'proud' because that is what they know and have in sign language. (TFGD 2)*

Another teacher added:

*To me I also concur with my fellow teachers that the impact on acquisition of English writing skills is really difficult because of poor spelling among the learners. The condition of our learners requires them to master many vocabularies and hence be able to recognize many words since word recognition is associated with improved spelling. You know these learners don't read much meaning they have very vocabulary, may be only what the teachers teach and what they have in KSL. So, at times when you sign or finger spell a word they have never encountered they can't get the spelling right. They end up either omitting or inserting some letters. So, they suffer limited recognition of words. Also, when a word is too long, they can even write it halfway, only what they can remember. (TFGD 2)*

Learners also made the same observation concerning spellings in English and KSL. They said:

*In English we have problems in writing the words correctly. English has many words. KSL do not have many words so many words in English we have never seen. Now writing some words in English is difficult. Difficult because the forms of the word changes. English rules so many, sometimes you do not understand. Now they want you to write walk and other times they want you to write walking. Now we don't understand at times when to write walk and when to write walking because the sign is the same. When you write walk and they want walking, then there the spelling is wrong. Therefore, spelling can be difficult sometime. (LFGD 1)*

Other teachers observed:

*When it comes to KSL and spellings, KSL it is not a written language, it is a signed language and it does not have many words. So, you find that the HI learners do not know so many words. This makes them not to recognize so many words in English. Hence, they find a way out of helping them to write words. The learners use the visual strategy whereby they spell the words as they see them. when they do this, they end up with wrong spellings as they may do omission or transportation. Sometimes they even insert more letters to a word, like you can sign for them a word like 'occur', sometimes you find them writing 'occurr'. Sometimes they also omit some letters in multi-syllabic words such as*

*'apply, upper', they will write for you 'aply, uper' among others. So, it is a real challenge.*  
(TFGD 1)

One of the teachers added:

*As she has said, now you see KSL is not a written language and used to be only signed so lacks a lot of words. English as a written language has many words some of which are derived from other words-the derivational words. Learners many times have problems writing these words because they have not mastered them. Words such as compete, competition, competitive can be complicated for learners such that you will find a lot of spelling errors. Again, these words are signed the same way so that sometime you you sign 'know' while the context would only take 'knowledge' but because the learners are familiar with 'know', of course which you signed, they will write just that.* (TFGD 2).

A head of department commented:

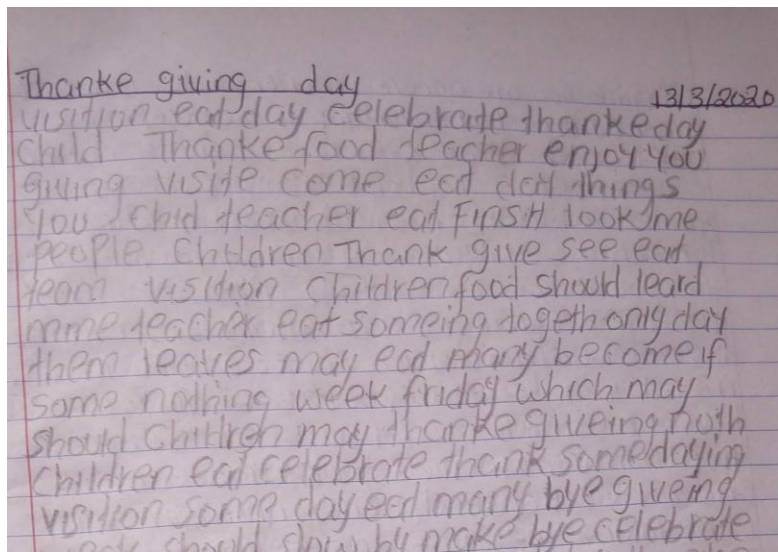
*Another problem with spelling is because of the whole set up of English grammar. The rules that govern the various aspects of grammar bring about confusion because they do not exist in KSL. For example, addition of suffixes like "-ing" and "ed" is a common cause of spelling errors. In KSL all words are in the present tense though they have different tense markers or indicators, for example when you want to say 'The baby cried', you will sign 'cry' so they will miss the spelling.* (H.O.D 1)

One of the parents also observed:

*You see these children depend so much on their sight, so most of the time they can't get what is out of their sight right. For example, you can sign a word well, they get it well and they know what you mean but now because the sign does not consist of the letters that make up the word they end up changing the arrangement of the letters though all the letters are written there. A word like 'excuse', they may write 'excuse' or any other word that contains all the letters. So, to them because all the letters are there, they may not realize the mistake. Some will leave a letter and write 'excus' while others even add other letters and write 'excusse'. So, these learners work always have such spelling mistakes.*  
(P 1)

From the excerpts above, it can be concluded that KSL influences the spelling mistakes and errors made by HI learners which included omissions, insertions, submissions, transpositions and graphic substitutions that were more evident in multi-syllabic and derivational words. Spelling errors were also attributed to limited recognition of words. Spelling errors leads to ineffective writing in English. This agrees with Da Costa and Arias (2021) who reported that common spelling errors among students included substitution, omission, insertion and transposition. These errors were attributed to transfer from native language that is L1 and inability to separate rules that governed L1 and L2. Limited recognition of words was also attributed to poor spellings where by the learners are not able to recognize a variety of words, hence inability to spell them correctly. The findings also agree with Fender (2008) who reported that spelling difficulty involved multi-syllabic words that included spelling patterns across syllables such as customer, bottle, success and derivational spellings like decision, knowledge, responsible.

From the document analysis guide, figure 15 shows learners work with a lot of spelling errors ranging from omission to insertion to submission and transposition as observed by most of the respondents.



**Figure 15. A Section of learner’s exercise book**

Figure 16 from the lesson observation confirms that learners omit some letters, substitute some letters with others and insert letters where they are not required thus their work is full of spelling mistakes.

<p>What are some of the challenges faced by learners when learning English writing skills? / Aspects of KSL that are transferred to English writing.</p>	<p>spelling e.g. which <u>rule</u> is yours?          • Use of non-English words e.g. <u>mowanis yors</u>          • Learners omit substitute and even insert letters which make the spelling wrong.</p>
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**Figure 16 A section of lesson observation checklist**

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter presents the summary of findings, conclusions, recommendations and finally, suggestions for further research.

#### 5.2. Summary of Findings

The findings of the study were summarized into the four main themes that emerged namely: language discrepancies, KSL application, strategies employed and challenges faced by learners with HI in acquiring English writing skills.

##### 5.2.1. Language Discrepancies between KSL (first language) and English in Writing Skills.

From the study, it was revealed that there are discrepancies between KSL and English in writing skills. The discrepancies include plurals, sentence structure, punctuation, tenses, pronouns, adverbs/adjectives, auxiliary verbs, articles and conjunctions. The responses from the respondents showed that there are discrepancies between KSL and English in writing skills. The aspects examined are either not in KSL or if they exist, they are governed by different rules from the ones of English language. Learners with HI tend to borrow heavily from KSL while writing English. Language discrepancies between first language and English are a common problem for learners who are learning English as a second language; learners with HI not an exemption. There is a big difference in how plurals and tenses are marked in English and KSL. KSL sentence structure is quite different from that of English and this impacted negatively on English writing skills since KSL is a signed language which is taught and tested both orally and in writing using English words. As far as punctuation is concerned the two (KSL and English) use different marks and at the same time English has more punctuation marks as compared to KSL.

The way adverbs, adjectives, subjective and objective pronouns are used in English differ from how they are used in KSL. While KSL makes use of the objective pronouns in most cases, in English both subjective and objective pronouns are used. In KSL there are no auxiliary verbs

while in English the auxiliary verbs are there and are used extensively. There is also extensive use of conjunctions and articles in English while they are totally missing in KSL. These differences impact very negatively on English writing skills of learners with HI because there are a lot of transfers from KSL. It was the wish of many respondents that KSL should be taught and tested orally (in signs only) not written. This is because KSL uses the same English words but now has different rules so when treated as a signed language that it is, then the confusion would be lessened.

### **5.2.2. Application of KSL when Teaching English Writing Skills among Learners with Hearing Impairment**

Concerning how and when KSL should be used many respondents expressed their displeasure with the use of KSL during English lessons yet most teachers code switched from KSL to English and vice versa. Some of the teachers used KSL to a very limited extent. The respondents pointed out that the use of KSL did not add any value to nor aided acquisition of English writing skills. On the contrary KSL had negative impact on the acquisition of English writing skills and therefore should never be used during English lessons except when it cannot be avoided, should it be used very minimally may be to explain or clarify something. The participants expressed that English should be taught using Signed Exact English (SEE) as KSL was seen to interfere with acquisition of English writing skills.

### **5.2.3. Strategies and Methods Employed when Teaching and Learning English Writing Skills among Learners with Hearing Impairment**

The strategies that were employed included: discussion, guided writing, questioning, use of teaching/ visual aids, ICT incorporation, demonstration, peer teaching, cooperative teaching, group work and dramatization. Discussions, guided writing, questioning and demonstration are the most commonly used strategies when teaching learners with HI English. The respondents argued that discussion could only aid in acquisition of English writing skills if restricted to Signed Exact English and if the teachers are there to guide and control the learners, not just giving discussion questions and leaving the learners alone. Guided writing and questioning were the most instrumental in acquisition of English writing skills especially when teachers and learners stuck to SEE. Demonstration was helpful in enabling the learners understand and recall a concept taught.

On the other hand, the use of teaching/visual aids, ICT incorporation, peer teaching, cooperative teaching, group work and dramatization were the least employed strategies though they are very fundamental in facilitating faster acquisition of English writing skills. Respondents felt that ICT should be incorporated but the learners be guided and well controlled to ensure that they get what is intended. It was also realized that some teachers did not use ICT in their lessons due to lack of proper knowledge and skills and limited time allocated for a lesson which does not allow enough time to incorporate ICT. Some teachers did not understand what peer teaching is and thus may not have employed it during their lessons. Some teachers did not engage in cooperative teaching due to various reasons namely: inferiority complex, superiority complex, lack of cooperation from other teachers, also some teachers take advantage of others and leave their lessons fully for their colleagues. Other teachers also did not quite understand what cooperative teaching is therefore, never employed it. Group work was rarely used because it was time consuming. When used, teachers just gave out group work, it was not supervised therefore, did not aid acquisition of English writing skills since learners used the time to tell their own stories. Dramatization was viewed to be time consuming so most teachers did not use it.

#### **5.2.4. Challenges faced by Learners with Hearing Impairment in Acquiring English Writing Skills.**

Learners with HI experience various challenges in acquiring English writing skills. These include vocabularies, use of the dictionary, use of figurative language and spellings. Many learners with HI experience challenges related to vocabulary because they have very limited vocabulary therefore they do not use appropriate vocabulary in their writing. KSL also impacts negatively on learners use of vocabulary because it has very few. Some learners with HI are able to look up and get words in the English dictionary but do not understand the meanings provided there because the dictionary is too wordy and also words explaining meanings are in themselves vocabulary to the learners. Some learners had challenges getting words in the dictionary because of the alphabetical arrangement whose order they did not recall well and from which they tire to search. It was noted that learners with HI could benefit more from a bilingual dictionary (English-KSL) and more especially an online one or a soft copy dictionary. Learners with HI do not understand figurative language thus do not use them in their writing. They committed spelling errors which included omissions, insertions, substitutions, transposition and graphic

substitutions especially in multi-syllabic and derivational words. These were attributed to L1 interference on L2. Spelling errors were also attributed to limited recognition of words.

### **5.3. Conclusions**

It is always important to make conclusions with reference to the findings in a research study. The variables under study included language discrepancies, KSL application, strategies and methods employed in teaching and challenges faced by learners with HI which were studied in relation to their implication on English writing skills.

#### **5.3.1. Language Discrepancies between KSL (first language) and English in Writing Skills.**

It was realized that the discrepancies between English and KSL had a great implication on English writing skills. The following themes emerged: plurals, sentence structure, punctuation, tenses, use of subjective and objective pronouns, use of adverbs and adjectives, use of auxiliary verbs, use of conjunctions and articles.

#### **5.3.2. Application of KSL when Teaching English Writing Skills among Learners with Hearing Impairment**

The study investigated KSL application during English lessons under three themes namely: extensive use, limited use and no use of KSL. It was realized that the use of KSL during English lessons did not aid in proficiency in English writing skills in any way. However, it had a negative impact on the acquisition of English writing skills. Therefore, Signed Exact English is the most appropriate language to be used during English lessons.

#### **5.3.3. Strategies and Methods Employed when Teaching and Learning English Writing Skills among Learners with Hearing Impairment**

The themes that emerged under strategies employed when teaching and learning English writing skills were discussion, guided writing, questioning, use of teaching/visual aids, ICT incorporation, demonstration, peer teaching, cooperative teaching, group work and dramatization. It was revealed that discussion, guided writing, questioning and demonstration were the most commonly used though they could only be essential in facilitating proficiency in English writing skills if they are restricted to SEE. Teaching/visual aids, ICT, peer teaching, cooperative teaching, group work and dramatization were rarely used due to lack of proper knowledge, skills and time required to plan and implement them. Group work did not facilitate acquisition of English writing skills because it was not supervised whenever it was used,

therefore, learners used the time for their own stories. In conclusion more, effort should be put on the use of the best strategies that facilitate acquisition and proficiency in English writing skills.

#### **5.3.4. Challenges faced by Learners with Hearing Impairment in Acquiring English Writing Skills.**

While investigating the challenges faced by learners with HI in acquiring English writing skills, the following themes emerged: vocabulary, use of the dictionary, use of figurative language and spellings. It was realized that learners with HI did not use vocabulary and figurative language in their writing. While some learners were able to look up and get words in the dictionary, some could not totally get words in the dictionary. Moreover, written work of learners with HI had gross spelling errors. To conclude, there should be proper training on the use of the dictionary, otherwise, acquisition of an online bilingual (English-KSL) dictionary should be a priority in order to boost proficiency in English writing skills as a result of KSL interference.

### **5.4. Recommendations**

#### **5.4.1. Language Discrepancies between KSL (first language) and English in Writing Skills.**

- The Government through Kenya Institute of Curriculum Development (KICD) to come up with a policy framework that will make KSL a fully oral (signed) language that it is by developing a curriculum that would make it taught and tested in signs (orally) only. Therefore, it should do away with the written KSL which confuses learners when writing English since KSL uses same English words but contrasting rules.
- The teachers should identify elements in English that are affected by L1 to establish how best they can be handled.

#### **5.4.2. Application of KSL when Teaching English Writing Skills among Learners with Hearing Impairment**

- The Government through KICD to come up with a policy on the use of Signed Exact English (SEE) when teaching English writing skills whereby all English lessons are taught using Signed Exact English to avoid confusing the learners so that learners can master the right English structures.
- Teachers should avoid using KSL during English lessons at all cost.

### **5.4.3. Strategies and Methods Employed when Teaching and Learning English Writing Skills among Learners with Hearing Impairment**

- Teachers should use teaching strategies that are appropriate to the needs of the learners. A variety of strategies should be used depending on the concept that is being taught.
- The Board of Management and the school administrations to ensure availability of various resources that would facilitate use of various methods and strategies e.g. ICT gadgets.
- The Board of Management and the school administration to ensure regular induction of teachers on the use of ICT and other methods and strategies in order to facilitate proficiency in English writing skills.
- Teachers should supervise and guide learners while employing various methods and strategies to ensure that learners do not deviate. This would improve the effectiveness of the methods and strategies employed.

### **5.4.4. Challenges faced by Learners with Hearing Impairment in Acquiring English Writing Skills.**

- A policy framework should be formulated that would ensure development of a reading culture in order to build vocabulary, master spelling of various words and to master the use and meaning of various figurative language.
- The Government through the Ministry of Education and KICD to come up with an online bilingual (English-KSL) dictionary.

### **5.5. Suggestions for further research**

1. A study should be carried out on the most appropriate sign system to be used when teaching English writing skills.
2. A study should be done on effective use of various strategies when teaching English writing skills to the learners with HI

3. A study should be carried out on how to overcome selected challenges faced by learners with HI when learning English writing skills.
4. A study should be done on how best to use L1 to facilitate proficiency in L2

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## **APPENDICES**

### **APPENDIX I: INTERVIEW SCHEDULE FOR HEAD TEACHERS**

I am a research student of masters at Jaramogi Oginga Odinga University of Science and Technology (JOOUST) pursuing Masters of Education in Special Needs Education. This interview schedule is intended to gather data for the purpose of examining details and investigating the implications of first language acquisition on English writing skills among learners with hearing impairment.

I sincerely request you to volunteer information by responding to each question item during the interview. The information provided will be treated with utmost confidentiality and used only for this intended purpose. If you are willing to participate kindly fill in the consent form attached herewith. Please DO NOT write your name or mobile phone number on this form. Thank you for your cooperation.

#### **A. Language discrepancies between KSL and English**

1. What is your highest academic qualification?
2. What is your area of specialization?
3. For how long have you been a head teacher in a special school for the HI?
4. How do you think KSL differs from English?
5. What impacts do you think the differences have on acquisition of English writing skills?

#### **B. KSL application when teaching English writing skills to learners with HI**

6. How do teachers in your school use KSL during English lessons?
7. How do you think KSL should be used during English lessons?
8. How can you comment on the extent of KSL use during English lessons?
9. Which language do you think is the most appropriate to be used during English lessons?

#### **C. Strategies employed when teaching and learning English writing skills among learners with HI**

10. What strategies do teachers in your school employ during English lessons?

11. Comment on the effectiveness of the above mentioned strategies as far as acquisition of English writing skills is concerned.

**D. Challenges faced by learners with HI in acquiring English writing skills**

12. How do learners find:

- i. The use of vocabulary in English
- ii. The use of English dictionary
- iii. The use of figurative language in English writing
- iv. spelling

## **APPENDIX II: INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS**

I am a research student of masters at Jaramogi Oginga Odinga University of Science and Technology (JOUST) pursuing Masters of Education in Special Needs Education. This interview schedule is intended to gather data for the purpose of examining details and investigating the implications of first language acquisition on English writing skills among learners with hearing impairment.

I sincerely request you to volunteer information by responding to each question item during the interview. The information provided will be treated with utmost confidentiality and used only for this intended purpose. If you are willing to participate kindly fill in the consent form attached herewith. Please DO NOT write your name or mobile phone number on this form. Thank you for your cooperation.

### **A. Language discrepancies between KSL and English**

1. What is your highest academic qualification?
2. What is your area of specialization?
3. For how long have you been a head of department in schools for the HI?
4. What do the differences between KSL and English mean when teaching your learners?
5. How do the differences impact on acquisition of English writing skills in relation to:
  - a) Plurals
  - b) Sentence structure- subject, verb, object order; number and tense agreement.
  - c) Punctuation
  - d) Tenses
  - e) Use of subjective and objective pronouns
  - f) Use of adverbs and adjectives
  - g) Use of auxiliary verbs
  - h) Use of conjunctions and articles

### **B. KSL application when teaching English writing skills to learners with HI**

6. How does the use of KSL during English lessons impact on acquisition of English writing skills?
7. Comment on the extent of KSL use by your teachers during English lessons. Probe

8. What do you think about the extent to which teachers should use KSL during English lessons?
9. How do you think KSL should be used during English lessons?
10. Which language do you think is the most appropriate to be used during English lessons?

**C. Strategies employed when teaching and learning English writing skills among learners with HI**

11. What can you say about the use of the following strategies when teaching English writing skills? Explain their impact on acquisition of English writing skills.
  - a) Discussion
  - b) Guided writing
  - c) Questioning
  - d) Use of teaching/visual aids
  - e) Incorporation of information Technology in teaching and learning
  - f) Demonstration
  - g) Peer teaching
  - h) Co-operative teaching
  - i) Group work
  - j) Dramatization

**D. Challenges faced by learners with HI in acquiring English writing skills**

12. What can you say about the use of vocabulary by the HI when writing English?
13. What can you say about the use of English dictionary among learners with HI?
14. How do learners with HI find the use of figurative language when writing English?
15. How do you comment on spelling in English writing of the HI?

### **APPENDIX III: INTERVIEW SCHEDULE FOR CURRICULUM SUPPORT OFFICERS FOR SNE**

I am a research student of masters at Jaramogi Oginga Odinga University of Science and Technology (JOOUST) pursuing Masters of Education in Special Needs Education. This interview schedule is intended to gather data for the purpose of examining details and investigating the implications of first language acquisition on English writing skills among learners with hearing impairment.

I sincerely request you to volunteer information by responding to each question item during the interview. The information provided will be treated with utmost confidentiality and used only for this intended purpose. If you are willing to participate kindly fill in the consent form attached herewith. Please DO NOT write your name or mobile phone number on this form. Thank you for your cooperation.

#### **A. Language discrepancies between KSL and English**

1. What is your highest qualification?
2. What is your area of specialization?
3. For how long have been a CSO for SNE?
4. How do you think KSL is different from English?
5. How do you think the differences impact on acquisition of English writing skills

#### **B. KSL application when teaching English writing skills to learners with HI**

- Do you think KSL should be used during English lessons? If yes, how?
- What do you think about the extent of KSL use during English lessons?

#### **C. Strategies employed when teaching and learning English writing skills among learners with HI**

- What strategies do you think teachers use during English lessons?
- Which other strategies do you think teachers should use during English lessons?
- How do you think the strategies impact on acquisition of English writing skills?

#### **D. Challenges faced by learners with HI in acquiring English writing skills**

- Which challenges do you think learners with HI face in acquiring English writing skills? Explain.

## **APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS WITH HI**

I am a research student of masters at Jaramogi Oginga Odinga University of Science and Technology (JOUST) pursuing Masters of Education in Special Needs Education. This interview schedule is intended to gather data for the purpose of examining details and investigating the implications of first language acquisition on English writing skills among learners with hearing impairment.

I sincerely request you to volunteer information by responding to each question item during the interview. The information provided will be treated with utmost confidentiality and used only for this intended purpose. If you are willing to participate kindly fill in the consent form attached herewith. Please DO NOT write your name or mobile phone number on this form. Thanks for your cooperation.

### **A. Language discrepancies between KSL and English**

- What is your highest qualification?
- How do you communicate with your child?
- How do you think sign language is different from English?
- How do you think the differences affect acquisition of English writing skills?

### **B. KSL application when teaching English writing skills to learners with HI**

- How do you think sign language should be used during English lessons?
- Do you think the use of sign language has an impact on acquisition of English writing skills among learners with HI? Explain.

### **C. Strategies employed when teaching and learning English writing skills among learners with HI**

- What are some of the ways through which teachers can improve teaching of English writing skills to learners with HI?

### **D. Challenges faced by learners with HI in acquiring English writing skills**

- Which challenges do you think learners with HI face in acquiring English writing skills? Explain.

## **APPENDIX V: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS**

The main purpose of the discussion is to understand the implications of first language acquisition on English writing skills among learners with hearing impairment. Please respond to the questions by engaging in the discussion to the best of your knowledge.

### **A. Language discrepancies between KSL and English**

1. What do the differences between KSL and English mean when teaching your learners?
2. How do the differences impact on acquisition English writing skills in relation to:
  - i. Plurals
  - ii. Sentence structure-subject, verb, object order; number and tense agreement.
  - iii. Punctuation
  - iv. Tenses
  - v. Use of subjective and objective pronouns
  - vi. Use of adverbs and adjectives
  - vii. Use of auxiliary verbs
  - viii. Use of conjunctions and articles

### **B. KSL application when teaching English writing skills to learners with HI**

3. To what extent do you use KSL during English lessons?
4. What do you think about the extent to which teachers should use KSL during English lessons?
5. How does the use of KSL during English lessons impact on acquisition of English writing skills?
6. What is your take concerning the use of KSL during English lessons?
7. What is the most appropriate language to be used during English lessons?

### **C. Strategies employed when teaching and learning English writing skills among learners with HI**

8. What can you say about the use of the following strategies when teaching English?  
Explain their impact on acquisition of English writing skills
  - a) Discussion
  - b) Guided writing
  - c) Questioning

- d) Use of teaching/visual aids
- e) Incorporation of information Technology in teaching and learning
- f) Demonstration
- g) Peer teaching
- h) Co-operative teaching
- i) Group work
- j) Dramatization

**D. Challenges faced by learners with HI in acquiring English writing skills**

- 9. What can you say about the use of vocabulary by the HI when writing English?
- 10. What can you say about the use of English dictionary among learners with HI?
- 11. How do learners with HI find the use of figurative language when writing English?
- 12. How do you comment on spelling in English writing of the HI?

## **APPENDIX VI: FOCUS GROUP DISCUSSION GUIDE FOR LEARNERS**

The main purpose of the discussion is to understand the implications of first language(KSL) acquisition on English writing skills among learners with HI. Please respond to the questions by discussing them to the best of your knowledge.

### **A. Language discrepancies between KSL and English**

1. How does KSL differ from English?
2. How do the differences impact on acquisition of English writing skills?

### **B. KSL application when teaching English writing skills to learners with HI**

3. How do teachers use KSL during English lessons?
4. Do the use of KSL during English lessons support block acquisition of English writing skills? Explain.
5. What can you say about the extent of KSL use during English lessons by your teachers?  
How often and when?

### **C. Strategies employed when teaching and learning English writing skills among learners with HI**

6. What can you say about the use of the following strategies when learning English?
  - a) Discussion
  - b) Guided writing
  - c) Questioning
  - d) Use of teaching/visual aids
  - e) Incorporation of information Technology in teaching and learning
  - f) Demonstration
  - g) Peer teaching
  - h) Co-operative teaching
  - i) Group work
  - j) Dramatization
7. Do you think the strategies support acquisition of English writing skills? How?

**D. Challenges faced by learners with HI in acquiring English writing skills**

8. What can you say about vocabulary when you compare KSL and English?
9. How do you find the use of English dictionary as compared to KSL dictionary?
10. How do you find the use of figurative language?
11. What can you say about spelling among the HI in English writing?

## APPENDIX VII: LESSON OBSERVATION CHECKLIST

Observation date: 19/01/2022

Time began: 9:10am

Time ended: 9:45am

Brief description of physical and social characteristics of the observation setting: the classroom is very spacious to allow free movement by the teacher while checking students work. Learners are very active throughout the lesson.

Leading questions	Researcher's comments
How is KSL used during English lesson? For example to explain or clarify something, to give notes, when giving assignment.	KSL used to introduce the lesson, sentences were written in English but explanations done in KSL. A bit of SEE observed when signing the sentences previously written on board.
What is the extent of KSL use during the English lesson?/ KSL is used throughout the lesson, to introduce the lesson, to conclude the lesson	KSL is extensively used with code switching from time to time.
What strategies are used during English lesson? For example, discussions, guided writing, peer teaching, group work.	Question and answer mostly used. Guided writing was also used but sparingly.
What are the impacts of the strategies employed when teaching English? / Are the students able to write correct sentences in English when the strategies are applied?	Guided writing supports acquisition of writing skills a little though some learners copy exactly the example given during guiding.
What are some of the challenges faced by learners when learning English writing skills? / Aspects of KSL that are transferred to English writing.	Spelling e.g rule instead of ruler. Vocabulary e.g use of non-English words.
Any other observation	Learners mix big and small letters and miss to punctuate their work.

## APPENDIX VIII: DOCUMENT ANALYSIS GUIDE

I am a research student of masters at Jaramogi Oginga Odinga University of Science and Technology (JOOUST) pursuing Masters of Education in Special Needs Education. This document analysis guide is intended to gather data for the purposes of examining the implications of first language acquisition on English writing skills among learners with HI.

The guide will be filled in coordination, collaboration and cooperation with the HODs, teachers and learners. The researcher will request the HODs, teachers and learners to assist in obtaining the required data. The data obtained will be used for the purpose of this research only and therefore will be treated within policy regulations regarding information from informants.

S/No.	Item	School		Remarks
		A	B	
1	KSL/English syllabus	✓	✓	Available
2	Lesson plans	-	✓	Not updated
3	Schemes of work	✓	✓	Not updated
4	Record of work covered	✓	✓	updated
5	Progress records	✓	✓	Up to date
6	KSL/English dictionary	✓	✓	Available
7	Learners' exercise books	✓	✓	marked
8.	Lesson notes	✓	-	Not updated

## **APPENDIX IX: INTRODUCTION LETTER**

Jaramogi Oginga Odinga University of Science and Technology

School of Education

Department of Special Needs Education and Early Childhood Development

P.O Box 210-40601,

Bondo.

**The Headteacher/Teacher**

Dear Sir/Madam,

### **RE: EDUCATIONAL RESEARCH**

I am a post graduate student pursuing a Master's Degree in Education (Special Needs Education) at Jaramogi Oginga Odinga University of Science and Technology.

I am undertaking a study on **Implications of First Language Acquisition on English Writing Skills among learners with HI in primary schools in Kericho County.**

I would like to kindly request your participation in the study by taking part in the interview. The information obtained will only be used for the academic purpose of this research. Your identity will be treated with high level of confidentiality.

Thank you in advance for your cooperation and support.

Yours Faithfully,

Teresa Otiu Mayeye

## **APPENDIX X: LETTER OF PERMISSION**

Dear Sir/Madam,

### **RE: LETTER OF PERMISSION**

I am a Master's Degree student at Jaramogi Oginga Odinga University of Science and Technology conducting a study on **Implications of First Language Acquisition on English Writing Skills among learners with HI in primary schools in Kericho County**. I would be sincerely humbled if you could allow me to use your school as one of the study schools to generate data for my research.

I hope you will grant me the permission and accord me the required assistance to undertake the study in your school.

Yours faithfully

Teresa Otiu Mayeye

(Researcher)

## **APPENDIX XI: RESEARCH DESCRIPTION**

### **TO WHOM IT MAY CONCERN**

I am a post graduate student pursuing a degree of Masters of Education in Special Needs Education at Jaramogi Oginga Odinga University of Science and Technology. I am undertaking a study **on Implications of First Language Acquisition on English Writing Skills among learners with HI in primary schools in Kericho County.**

I intend to administer interview to head teachers and HODs (Language department) of special schools for the H.I and Focus Group Discussion to the teachers and learners in the schools for the H.I in Kericho County.

I therefore request to be permitted to carry out the above study.

Yours faithfully

Teresa Otiu Mayeye

(Researcher)

**APPENDIX XII: CONSENT FORM**

**Email: trizaclaire@gmail.com**

**Tel: +254728853858/ +254735008639**

I am currently conducting a research to **examine the implications of first language acquisition on English writing skills among learners with hearing impairment in Kericho County**.I am seeking your consent to involve you in this study by seeking your opinion through interview schedule and/ Focus Group Discussions. These will be used for the purpose of generating data from your response.

Please feel free to ask me any questions, before, during and after the process.

1. The researcher maintain confidentiality and anonymity throughout the study. Confidentiality will be maintained by not divulging identifiable information to other parties except those directly involved in supervising and examining the study. Such parties will not be able to link the data to identifiable informants as the data will be anonymized by using codes on the interview transcripts.

2. Data will be protected by keeping transcripts and interview tape recordings in a secure place. Once the study will have been conducted, the data will be kept until the researcher's final assessment then will be destroyed.

I agree/don't agree to be tape recorded in the above study. I have read the research description above and agree to be tape recorded by Teresa Otiu Mayeye. I understand that any information I provide is confidential and that no information will lead to identifying institutions or individuals involved in the study. I understand that my participation is voluntary and that I can choose to withdraw at any stage in case of infringement.

Name.....

Tel.....Email.....

**Please tear off and return to Teresa Mayeye before or on the interview day.**

**APPENDIX XIII: CONSENT FORM OF PARENTS/GUARDIAN FOR PUPILS TO PARTICIPATE IN THE RESEARCH**

**Email: trizaclaire@gmail.com**

**Tel: +254728853858/ +254735008639**

I am currently conducting a research to **examine the implications of first language acquisition on English writing skills among learners with hearing impairment in Kericho County**. I am seeking your consent to involve you in this study by seeking your opinion through interview schedule and/ Focus Group Discussions. These will be used for the purpose of generating data from your response.

Please feel free to ask me any questions, before, during and after the process.

1. The researcher maintain confidentiality and anonymity throughout the study. Confidentiality will be maintained by not divulging identifiable information to other parties except those directly involved in supervising and examining the study. Such parties will not be able to link the data to identifiable informants as the data will be anonymized by using codes on the interview transcripts.

2. Data will be protected by keeping transcripts and interview tape recordings in a secure place. Once the study will have been conducted, the data will be kept until the researcher's final assessment then will be destroyed.

I agree/don't agree that my child can participate in the above study. I have read the research description above and agree my child can take part in the study. I understand that any information my child provides is confidential and that no information will lead to identifying institutions or individuals involved in the study. I understand that my child's participation is voluntary and that he/she can choose to withdraw at any stage in case of infringement.

Parent's Name.....

Tel.....Email.....

**Please tear off and return to Teresa Mayeye before or on the interview day.**

**APPENDIX XIV: CONSENT FORM FOR AUDIO TAPE RECORDING**

**Email: trizaclaire@gmail.com**

**Tel: +254728853858/ +254735008639**

I am currently conducting research to **examine the implications of first language acquisition on English writing skills among learners with hearing impairment in Kericho County.** I am seeking your consent to audio record you during the interview/Focus Group Discussion. This will be done through an audio tape recorder. Recording will help save on time and allow the researcher ample time to do the transcription.

Please feel free to ask me any questions, before, during and after the process.

1. The researcher maintain confidentiality and anonymity throughout the study. Confidentiality will be maintained by not divulging identifiable information to other parties except those directly involved in supervising and examining the study. Such parties will not be able to link the data to identifiable informants as the data will be anonymized by using codes on the interview transcripts.

2. Data will be protected by keeping transcripts and interview tape recordings in a secure place. Once the study will have been conducted, the data will be kept until the researcher's final assessment then will be destroyed.

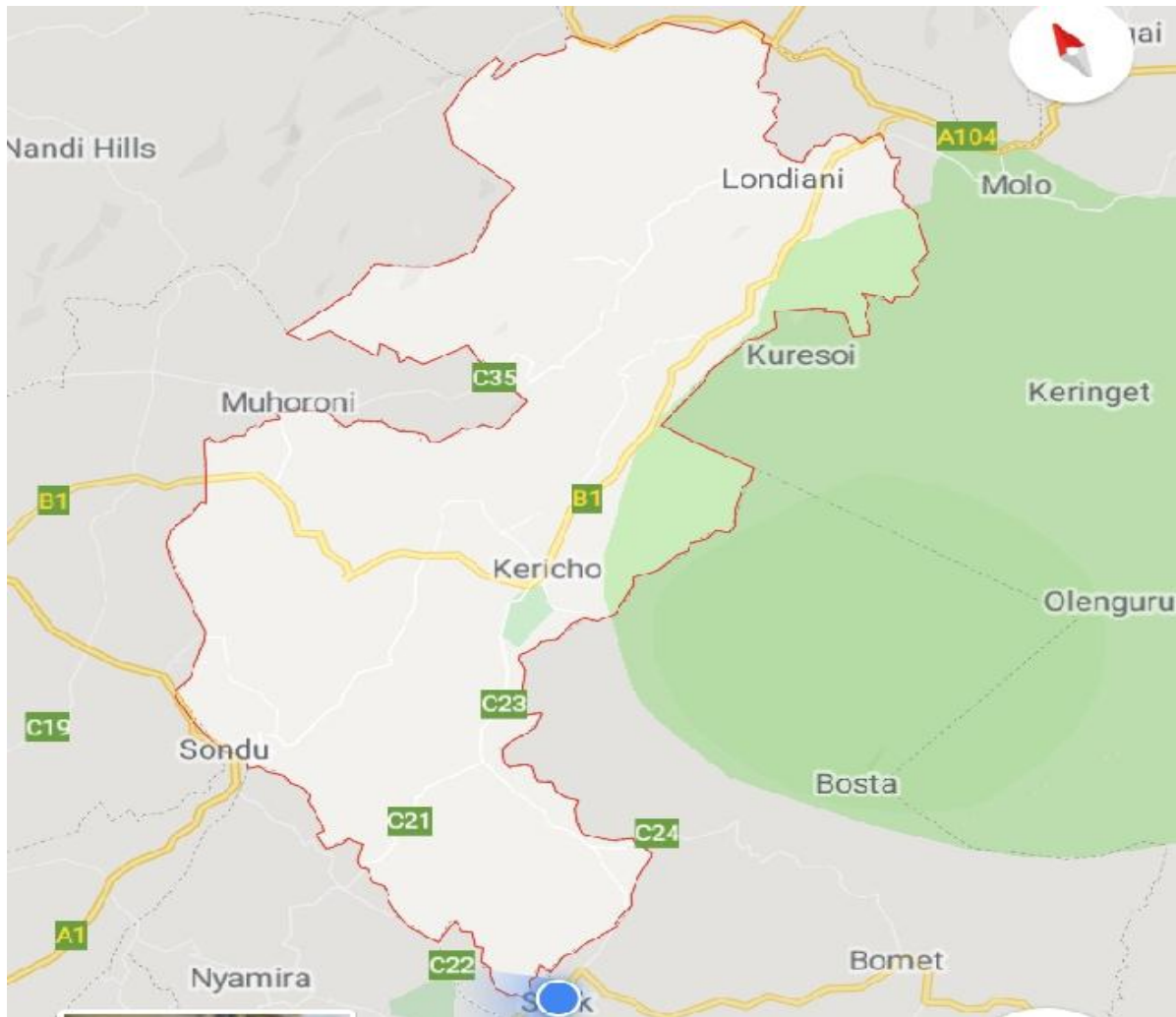
I agree/don't agree to be tape recorded in the above study. I have read the research description above and agree to be tape recorded by Teresa Otiu Mayeye. I understand that any information I provide is confidential and that no information will lead to identifying institutions or individuals involved in the study. I understand that my participation is voluntary and that i can choose to withdraw at any stage in case of infringement.

Name.....






Tel.....Email.....

**Please tear off and return to Teresa Mayeye before or on the interview day.**

## APPENDIX XV: SKETCH MAP OF KERICHO COUNTY



**APPENDIX XVI: REASEARCH AUTHORIZATION**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 722436	Date of Issue: 08/November/2021
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Miss. Teresa Otin Mayeye of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research in Kericho on the topic: Implications of First Language Acquisition on Proficiency in English Writing Skills among Learners with Hearing Impairment in Primary Schools in Kericho County for the period ending : 08/November/2022.</p>	
License No: NACOSTI/P/21/13817	
722436 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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Website: www.nacosti.go.ke

**APPENDIX XVII: BOARD OF POST GRADUATE AUTHORIZATION LETTER**



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY**  
BOARD OF POSTGRADUATE STUDIES  
*Office of the Director*

Tel. 057-2501804  
Email: [bps@jooust.ac.ke](mailto:bps@jooust.ac.ke)

P.O. BOX 210 - 40601  
BONDO

**Our Ref:** E452/4449/2014

**Date:** 17<sup>th</sup> February 2021

**TO WHOM IT MAY CONCERN**

**RE: MAYEYE TERESA OTIU – E452/4449/2014**

The above person is a bonafide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education, Humanities & Social Sciences pursuing Master of Education in Special Needs Education. She has been authorized by the University to undertake research on the topic: *“Implications of First Language Acquisition on Proficiency in English Writing Skills among Learners with Hearing Impairment in Primary Schools in Kericho County”*.

Any assistance accorded her shall be appreciated.

Thank you.

Prof. Dennis Ochuodho



**DIRECTOR, BOARD OF POSTGRADUATE STUDIES**