



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

**Inclusive Classroom and Hearing-Impaired Students at
Menelik II Preparatory School**

By: Hana Abebe

July 2024

Addis Ababa, Ethiopia

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**This thesis is submitted to the Department of Special Needs
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degree in Special Needs Education**

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DECLARATION

I declare that the research work under the title Inclusive Classroom and Hearing-Impaired Students at Menelik II Preparatory School is my original work and has not been submitted by any other university to the Addis Ababa University, and all the references and source materials used for the project have been properly acknowledged.

Declared by: - Hana Abebe ID No. GSE/0111/06

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LIST OF ABBREVIATIONS AND ACRONYMS

CMP	Center Medico Pedagogue DB Decibels
EFA	Education for All
IDEA	Individuals with Disabilities Education Act
IME	Institute Medico Educates
LTD	Learning through Discussion
MOLSA	Ministry of Labor and Social Affairs
MOEST	Ministry of Education Science and Technology
NGO	Non-Governmental Organizations
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United National Educational, Scientific and Cultural Organizations
US	United States
W.H.O	World Health Organization

ABSTRACT

This descriptive study assessed the challenges and opportunities faced by hearing-impaired students in an inclusive setting in Menelik II preparatory school. A review of related literature is conducted to meet the objective of the study. Hopefully, the study pinpoints the challenges faced and will attract the attention of the government, school community, policymakers, and other stakeholders related to teaching and learning, specially focus on hearing-impaired pupils. Regarding sample taking as the study is focused on one school; it is manageable to take the whole school. There are 52 participants in the study, namely 35 students hearing impaired, 12 teachers, 6 sign language interpreters, 2 principals, and 2 administrative staff. The systematic random sampling technique is applied to give an equal chance of representing the sample. Data gathering instruments applied for the study include questionnaires, structured interviews, and observations. The findings show that there are opportunities like having the chance to grow in an inclusive setting. However, some challenges outweigh than the opportunities that hinder the success of hearing-impaired students, which arise from the education system, the academic staff, the administrative staff, and sign language interpreters. To achieve the target and mitigate the problem the collaborative effort of the stakeholders is required. It is therefore important to help students with hearing impairment achieve the same academic destiny as their' counterparts who hear. Based on the above participants this research tried to work on to improve the existing problems and present the findings.

CHAPTER ONE

Introduction

1.1. Background of the Study

Education as a basic human right was ensured in the 1948 Universal Declaration of Human Rights. It is also “crucial to tackling global poverty, improving health, and enabling people to play a full active part in their communities (UNESOD, 2000).

While some disabilities like visual impairment or physical impairment are visible, Hearing impairment is considered as a hidden disability because it's kind of until you are wearing hearing aids or a cochlear implant, then maybe it's slightly noticeable. (Deafness as an 'invisible disability')

The Hear Me Out! [CC] Podcast.

According to (IDEA, 2004) a condition where an individual is impaired in processing linguistic information through hearing. Several factors can be mentioned for loss of hearing: heredity (genetics), aging, exposure to infectious diseases and trauma (accidents), or toxic drugs poisonous drugs and chemicals to auditory structures (Van and Dobie, 2004)

According to WHO (2012), there are 120 million people worldwide with hearing impairment, and 78 million of those affected are in developing countries In Sub-Saharan Africa more than 1.2 million children aged between 5 and 14 years suffer from moderate to severe hearing loss in both ears and is considered to be mainly due to ear infections, lack of hygiene and lack of treatment (SAHI, 2011).

Hearing impairment is measured by the amount of sound that can be heard by one's ear. The severity of hearing impairment is categorized into five abilities in using their full potential in what they are assigned as well as their involvement in social life, but during that era, there was no special needs education program, there were no teaching aids provided for helping the students with disabilities but the society and the system of provision of education give the strength and challenge to achieve what they need to have. That is why the international community endorses the approach of inclusive schools by implementing practical and strategic changes, but nowadays it is a must for policymakers and concerned organizations as well as a right and privilege for students with disabilities. UNESCO (2001) stated that inclusive education is about providing opportunities for all learners in ordinary schools, including those with disabilities, to become successful in educational attainment. Like all

children, hearing-impaired children have the right to access equal education based on their educational needs. (WDF, 2000).

The objective of the special-needs education program is to assist persons with disabilities to develop towards the realization of full participation of disabled persons in social life, development, and equality (MOEST, 2003). According to Lorraine (2013, inclusion is a philosophy and is meant to create settings where all students, in a K-12 school and classroom, are a full part of the learning community, regardless of their strengths or weaknesses. There has been a trend towards inclusion practices for several decades. As Anita and (Stison,1999) showed placing hearing-impaired children in the inclusive class is not appropriate. This is due to the different abilities of the students in the class. Teachers do not have the skills to teach both sets of children effectively; therefore, all children do not receive appropriate learning in an inclusive classroom. If the student is surrounded by people who do not know how to communicate by sign language it makes their learning less effective. Besides, teachers must have the knowledge and skills necessary to teach literacy and all academic subjects and fluency in sign language which is critical for Hearing impaired students (WFD, 2000).

However, in most developed countries, there has been a significant trend toward the placement of students with special educational needs in mainstream schools rather than in segregated special schools and special classes, over the past two to three decades. This move has been referred to variously as integration, mainstreaming, and recently, inclusion. Inclusion refers to students with disabilities becoming part of the general education classroom, receiving a meaningful curriculum with the necessary support, and being taught with effective strategies (Smith 2004). The basic premise of the integration/inclusion movement is that principles of anti-discrimination, equity, social justice, and basic human rights make it imperative that students with disabilities and special needs should enjoy the same access as all other students to a regular school environment and a broad, balanced and relevant curriculum (UNESCO, 1994; Knight, 1999).

To achieve a broad vision of Education for All (EFA), inclusion has been adopted to address the spectrum of needs of learners, including those with hearing impairment, The Salamanca Statement on the principles, policy, and practice in special needs education has also provided valuable reference points for inclusive education as it provides a framework for thinking about how to move the policy into practice (Adoyo, 2007). The Statement begins with a commitment to Education for All, recognizing the necessity and urgency of providing

education for all children, young people, and adults 'within the regular education system.' It says those children with special educational needs 'must have access to regular schools':

“Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.” (Hunt, Paula Frederica 2020 Programme and meeting document)

The Salamanca Statement and Framework for Action on Special Needs Education (1994)

Nevertheless, Ndurumo, (1986) explains that academic education is important in the education of the hearing impaired. This is because it assists in preparing these children to compete with hearing peers. He asserts that special education cannot be separated from regular education and it is important in preparing children with hearing impairment for the competitive world of work and survival. As per the 2011 World Report on Disability, attitudes toward disabilities have been shifting *“from a medical understanding towards a social understanding.”* Today, inclusive education is no longer a convenience but a targeted approach to education in both developed and developing countries.

Inclusive education is a challenge in both developed and developing countries. It requires changes in the attitudes of the teachers, counselors, and people with disabilities, the community's educational system, and finances. It is also strongly linked to the Education for All goals and the Millennium Development Goals. To achieve these goals, attention must not only be paid to ensuring that all children attend school, but that they are also provided a quality education. Children who are excluded for any reason are not receiving an education of good quality.

In Ethiopia, the government recognizes the significant role of education in reducing poverty and sustaining economic growth. It is committed to accomplishing the EFA goals and the MDGs. In 1994, the government established an education and training policy with an overall goal of including all citizens in active participation in the community and society. Aligned with the Ethiopian constitution, the policy promotes inclusive education.

In 2009, UNESCO noted that Ethiopia had made considerable progress in reaching the EFA goals but also noted a gap in the ability to provide access to all children. In the earlier years, the reasons that constitute the gaps might be identified as, poverty, low infrastructure facility

for rural areas where children find it difficult to go to school due to long distances travel for schooling, cultural barriers like early marriage, and unlawful labor practices.

It noted these specific barriers to realizing inclusive education: lack of knowledge about diversity, inadequate preparation of teachers and educational leaders, poor teaching methods, inflexible curriculum, inappropriate learning equipment, insufficient needs identification, and inadequate assessment procedures. These gaps resulted in obliging students with special needs to adapt to the schools instead of adapting schools to the needs of the students. The researcher found other works done on related topics by Fikirte Masresha, (2019) show that the absence of a modified curriculum, inappropriate instructional methods, lack of trained teachers, lack of motivation, absence of support service and teaching materials, and low expectations were contributed to the practice of inclusive education. Tewodros Wubshet, (2014) mentioned that students face challenges before and after they are integrated with the classes, due to a lack of knowledge of the Ethiopian sign language of the regular class teacher and their peers, lack of motivation of teachers to learn the Ethiopian sign language, lack of resources and unavailability of resource room and other factors. This research is different from those because it addresses the issues considered as challenges and opportunities of teaching hearing-impaired students in inclusive classroom settings. The researcher believes that this work will investigate the problems and work towards indicating the areas of improvement concerning the existing problem or challenge.

1.2. Statement of the Problem

Teaching students with hearing impairment in inclusive classrooms has many challenges. Various scholars argue that students with hearing impairments face problems related to communication and academic issues Liv, Saur, and Long (1996) have reported that students with hearing impairments in inclusive settings, experience several problems. These include the rapid rate at which tasks in the classroom are discussed, abrupt and quick turn-taking in the discussion, and rapid change of the conversational themes or topic.

The above statement has also been strengthened by Cohne, (2000) showed students with hearing impairment children should not be placed in inclusive education because they do not benefit much academically compared to their hearing peers. Studies on hearing impairment have tended to focus on the inability to communicate as the only barrier experienced by hearing-impaired persons (Gudyanga, 2014). Kahingi, (2008) and Munyua, (2009) have focused on factors affecting teaching and learning for hearing-impaired students in deaf

schools, leaving out the experiences and challenges in an inclusive learning setting faced by those with hearing impairment.

In the Ethiopian context, there are some efforts to place students with hearing impairment in inclusive education, but there is little or no research regarding the teaching challenges and opportunities for students with hearing impairment.

Bearing the above points in mind, this researcher attempts to assess the challenges and opportunities of teaching students with hearing impairment in inclusive classrooms at Menelik Preparatory School in Addis Ababa and formulate the following basic questions.

1.3. Research Questions

1. How do students with hearing impairment tend to learn in inclusive classrooms?
2. How do students with hearing impairment engage in teaching-learning activities?
3. What resources and support are there for the students in inclusive classrooms?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study will be to investigate the challenges and opportunities of teaching students with hearing impairments at Menelik II preparatory school and come up with recommended solutions.

1.4.2. Specific Objective

- To find out challenges when planning and teaching lessons that create fair Opportunities for learning in an inclusive classroom.
- To find out the favorable conditions that gives comfort for hearing-impaired students in an inclusive classroom.
- To recommend possible solutions for teaching and planning.

To create equal opportunities for all students in an inclusive classroom.

1.5. Assumptions of the Study

1. The mode of delivery negatively affects the learning outcomes of hearing-impaired students at Menelik II preparatory school.

2. Discrimination by peers, faculty, and administration staff affects learning outcomes for hearing impaired students at Menelik II preparatory school.

1.6. Significance of the Study

The findings of this study help the school by identifying the teaching challenges and learning opportunities of students with hearing impairments in inclusive classrooms. Moreover, the study findings provide awareness for lecturers on the ways to modify teaching to suit hearing-impaired students and the need to understand deafness so they can accommodate them in their classrooms. The study has made recommendations on areas that require further research. In this case, the research will help educational researchers and policymakers to conduct extensive research in the area of education of students with hearing impairments, within the inclusive room setting.

1.7. The Delimitation of the Study

The scope of the study is delimited to Minilik II preparatory school and conceptually limited to the students with hearing impairment and their class teachers.

1.8. The Limitation of the Study

The study was limited to teaching challenges and opportunities with the level of hearing at Menelik II preparatory school, located in Addis Ababa. The students with partial hearing loss were not included in the study, this is because students with partial hearing benefit from oral communication during the teaching and learning process.

1.9. Definition of Key Terms

Challenge: - refers to a condition that would be confronted during the implementation of inclusive education in the classroom.

Disabilities: - refers to someone who has long-term physical, mental, intellectual, or sensory impairments with other different social, and economic that may make it difficult to participate in education.

Implementation: - refers to changing the SNE/IE policy into practical means

Special Needs Education: - refers to the range of provisions for learners with disabilities, impairment, or social-emotional difficulties in school

Barriers: Institutional or social elements that stand in the way of an individual being able to learn effectively.

Hearing Impaired: - All levels of hearing loss ranging from mild to profound.

Inclusion: - The process of adjusting an institution so that all the individuals with hearing impairment are fully accommodated.

Inclusive Education: The educational practice of educating students with hearing impairment in the classroom together with students without disabilities.

1.10. Organizing the Study

The research work is organized into five chapters. In the first chapter, the paper deals with the Introduction, which includes the background of the study, statement of the problem, research questions, and research objectives significance of the study, delimitation, and limitation of the study, assumption, and ethical consideration. Chapter two deals with a review of related literature. The third chapter entails the methodology of the study which is research design, population, and sampling, sources of data and data gathering tools, procedures of data collection, and methods of data analysis. This is dealt with in chapter three. Chapter four depicts the results of the research and discussion. The last chapter, chapter five deals with findings, conclusion, and recommendations.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter talks about the story of Special needs education, hearing impairment, and inclusiveness of students in general, attempts done by other researchers on hearing impaired students and inclusiveness of students in different schools, and other findings of researchers.

2.1. Historical Background of Special Need Education

The special education movement can be characterized as having three major phases, exclusion and isolation, access and inclusion, and accountability and empowerment. Historically, up until the mid-1960s and 1970s, disability was viewed as an abnormality or “freak of nature,” and individuals who had disabilities were forced into isolation and exclusion. During the civil rights era through the 1980s, parents and advocates pushed to shift this perspective and gain rights for individuals with disabilities through access and inclusion. From the 1990s to the present, individuals with disabilities have become empowered and are working toward redefining their role and identity in society as a cultural phenomenon rather than inferior to able-bodied, able-minded individuals in the dominant mainstream. Additionally, systems such as case law and statutes, public and private programs, and advocacy organizations have been created to make schools accountable for providing equal educational opportunities for *all* students, including individuals with disabilities. This entry reviews the political and social aspects that influenced each of these historical phases in special education. Peterson, J. M., & Hittie, M. M. (2003).

2.2. Access and Inclusion

The civil rights movement of the 1950s and 1960s had a major impact on the treatment of individuals with disabilities, and its ripple effect took hold through a series of court cases. *Brown v. Board of Education* forever changed the treatment of *all* students in education because of the change in educational law and procedure, which had a tremendous effect on school policies and procedures. The *Brown* case put desegregation at the forefront of equitable education and outlawed segregation based on unalterable characteristics such as race and disability because it violated equal protections and denied children equal educational opportunities. The primary contention of the *Brown* case, that segregation by race was a denial of equal educational opportunity, became the gateway for the disability

movement because children with disabilities were experiencing total exclusion, at best separate schooling through institutions, with the norm being no access to schooling at all. In 1972, two landmark cases, *Pennsylvania Association for Retarded Citizens (PARC) v. Commonwealth of Pennsylvania* and *Mills v. Board of Education of the District of Columbia*, became the catalysts for the right-to-education movement in the disability community. The *PARC* ruling stated that individuals with mental retardation between the ages of six and twenty-one must be provided with a free public education in programs comparable to their nondisabled peers. The *Mills* case paved the way for the right to due process and procedural safeguards such as the right to a hearing with representation, a record, and an impartial officer; the right to appeal; the right to have access to records; and the requirement of written notice during all phases of the process. Almost simultaneously, in 1973, another important act was passed, Public Law (P.L.) 93-112, the Rehabilitation Act. Section 504, as it is often referenced, states that any agency or activity receiving federal funding could not discriminate against or deny benefits to individuals with disabilities as mentioned by (Sands, D. J., Kozleski, E. B., & French, N. K. (2000).

2.3. The Journey of Special Needs Education in Ethiopia

In the early society of Ethiopia, people with disabilities used to earn income by such skills as spinning and weaving clothes, intertwining basket work, playing of traditional and instrumental music and offering traditional medicine (Bairu, 1967). As the same author observed, the blind, among groups with disability for instance, were in the habit of leasing their lands under an agreement similar to that of sharecropping to receive a certain number of crops of the annual production. In addition to the above-listed means of survival, people with disabilities earn their living by teaching the bible and Koran in churches and mosque schools respectively. Sometimes, people with disabilities used to serve as private tutors to the children of the well-to-do to ensure their subsistence (Bairu, 1967; Nebiye Luel, 1962).

In the long run, before the introduction of Western education, the country has a long history of church and mosque education. In the history of Ethiopian church education, hence, people with disabilities had a convincing role in taking part in scholastic voyages. For this, Francisco Alvarez gave his witness when he paid a visit to Ethiopia in the early 16th century. During the Portuguese visit to Ethiopia in 1520 Alvarez recorded his surprise of seeing the inclusion of persons with disabilities in the ranks of the Ethiopian priesthood (Alvarez, 1854). Following his visit to Ethiopia, what Alvarez had seen in the host country regarding the participation of persons with disabilities in the priesthood was quite different from his nation.

Alvarez signified his observation as follows; "a friar had come entirely blind, how was he, who never had eyes, to be made a priest for the mass: also another entirely paralyzed of the right hand, and four or five who were paralyzed in the legs: these also they made priests" to the contrary of this, the writer denoted European's particularly what Portuguese's' practice about persons with disabilities (Alvarez, 1854).

As Alvarez narrated, persons with disabilities in Europe particularly in the narrator's country had no opportunity to serve churches and monasteries. Rather, the fate of people with disabilities was to be captive in large hospitals which were set up for custodial. To the worst of this, Europeans had horrible experiences against people with disabilities. They used to kill and throw away the group into jungles, rivers, roadsides, and even lakes (Howard and Orlansky, 1988). Still, in better situations the blind ring bells and blow organs for churches and other spiritual events (Alvarez, 1854).

The special education program in its modern type was started in Ethiopia in 1925. Before this time, as it is mentioned earlier, blind people were attending traditional church education, and with that, they had high achievements, especially in oral learning and teaching in the Orthodox Church. (Adane, 1990) reported, "The Ethiopian orthodox church has a long history of schooling persons with special needs who have advanced to positions of decision-makers in various churches and monasteries.

After so many struggles and reforms; for the first time in history, the 1994 education and training policy stated special needs education even though it is inadequate. Article 2.2.3 of the policy demands the necessity of special units and classes for students with special needs. Hence, the policy has allowed special units and classes to be established for students with disabilities in regular schools (education and training policy of Ethiopia, 1994). From 1994 onwards, so many special classes, and units within ordinary schools were established for children with visual and hearing impaired and for the mentally retarded and are giving service this time. Most of the above-mentioned special schools and units serve children up to grade 8 (MoE, 2012).

2.4. Review of Related Literature

As I tried to review different studies conducted by other researchers, I came across Fikerte Masresha's, (June 2019) which is very recent and is directly related to my research. Fikerte stated that the absence of a special curriculum for the deaf and the acute shortage of special teaching personnel appeared to be the major obstacles in adopting sound teaching

techniques and classroom activities. The deaf students were found to attend the same section and the same teaching techniques were made available for them.

She further mentioned that classroom lessons were not supplemented with activities and experiences that develop language and general knowledge of hearing-impaired students. The teachers at integrated settings were lacking even a preliminary orientation for teaching the deaf. The inclusive education problems seem also to be the result of a lack of training of teachers and instructional facilities. The teachers also preferred not to teach such children. One may conclude that the effectiveness of such teachers, especially those in integrated classes, is less than ideal. The lack of expectation that a hearing-impaired person can participate and contribute meaningfully in many aspects of life was also found to be the major inclusive education problem of hearing-impaired students. The belief seems that one must hear and speak to function.

A broad study recently conducted in Gonder state at different primary, secondary and preparatory schools by two of PHD candidates Tadesse and Dawit from the University of Haremaya showed that; Hearing-impaired or deaf children were found to be less included academically. The deaf children were lucky enough to be able to receive good support from their peers and actively participate in extra-curricular activities such as music, dancing, running, jumping, volleyball and charity and disability clubs. However, when the academic inclusion of deaf children is evaluated in major parameters of teachers' expectations on the respondents' potential in academic performance, teachers' teaching methodologies and teachers' and interpreters' communication, it was found questionable. Though respondents witnessed that they have lower participation and achievement due to various reasons such as achievement-oriented assessment mechanism and lower attention paid to them by the stakeholders and the like; the teachers hold exaggerated lower expectations on the potential of the deaf children to the extent of doubting the future achievements of these children and they disbelieve their success in life. The teachers' teaching methodologies were found to be common to all students involving group work, class work and project work and with little or no pictorial presentations. Added to the communication barrier between the two actors, this in turn left the teaching methodologies unresponsive to the respondents learning needs. In addition to this, interpreters were not available in the class which worsened the communication barrier between the children and their teachers. This then forced them to communicate through body language and writing which, as witnessed by respondents, a great

predicament is making the academic inclusion of the respondents always unsatisfactory. (Tadesse Tedla & Dawit Negassa, June 2019)

The need to ensure acceptance and inclusion in learning is congruent with UNESCO (1994) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006). The government signs those treaties for such reasons. Practically speaking, the previously 'self-contained' integration units became less self-contained as deaf children became more engaged in academic subjects in mainstream classes; this caused the shift to inclusive education. In line with the global community, the emphasis was not won on the provision, within the mainstream school environment of the conditions and support to enable diverse people to achieve certain specified goals which might or might not be the same for all learners (Green & Engelbrecht, 2007; Kosteretal, 2009). Hodkinson, (2005) and Green and Engelbrecht, (2007) mentioned that this contrasted with the traditional understanding of schools as inflexible systems to which all learners despite their differences had to adapt if they were to be successful.

In the primary schools for the deaf, the curriculum followed and how the subjects are taught appear to be determined by what Power and Leigh (2011) call the definition, valuing, and perception of the hearing-impaired life. This means that the mainstream, specialist, and vocational aspects taught and how they are taught are determined by the hearing teachers' individual and collective knowledge and beliefs. Teachers' beliefs on deafness, the ability of deaf people to learn and, the teachers' knowledge about how to teach deaf learners all have a profound impact on deaf learners' lives. All these inform how teachers experience their work. Conversely, how the teachers experience teaching also informs and reinforces their beliefs and knowledge. The relationship between the experience and meaning of teaching on the one hand, and teachers' knowledge and beliefs on the other hand appear to be reciprocal. This reciprocal relationship is an unexplored construct in deaf education research in Ethiopia even though it has the potential to give vital insights into initial specialist teacher education and continuing professional development in deaf education.

According to MOLSA (2000) and MOE (2005), in Ethiopia, children with various disabilities have not received the education and training to enable them to fulfill their needs. Because of its complex and diverse nature, great support is needed from local government, NGOs, and religious organizations to accommodate their needs.

2.5. Causes of Hearing loss (deafness)

According to WHO (March 2020) the causes of hearing loss and deafness can be congenital or acquired.

2.5.1. Congenital causes:

This may lead to hearing loss being present at or acquired soon after birth. Hearing loss can be caused by hereditary and non-hereditary genetic factors or by certain complications during pregnancy and childbirth, including maternal rubella, syphilis or certain other infections during pregnancy; low birth weight; birth asphyxia (a lack of oxygen at the time of birth); inappropriate use of particular drugs during pregnancy, such as aminoglycosides, cytotoxic drugs, antimalarial drugs, and diuretics; severe jaundice in the neonatal period, which can damage the hearing nerve in a newborn infant.

2.5.2. **Acquired causes:** may lead to hearing loss at any age, such as infectious diseases including meningitis, measles and mumps; chronic ear infections; collection of fluid in the ear (otitis media); use of certain medicines, such as those used in the treatment of neonatal infections, malaria, drug-resistant tuberculosis, and cancers; injury to the head or ear; excessive noise, including occupational noise such as that from machinery and explosions; recreational exposure to loud sounds such as that from use of personal audio devices at high volumes and for a prolonged period and regular attendance at concerts, nightclubs, bars, and sporting events; aging, in particular, due to degeneration of sensory cells; and wax or foreign bodies blocking the ear canal.

2.6. Impacts of Hearing Loss

According to WHO, hearing loss impacts are categorized into three: Functional, Social and Emotional, and Economic.

Functional impact: One of the main impacts of hearing loss is on the individual's ability to communicate with others. Spoken language development is often delayed in children with unaddressed hearing loss.

Unaddressed hearing loss and ear diseases such as otitis media can have a significantly adverse effect on the academic performance of children. They often have increased rates of grade failure and a greater need for education assistance. Access to suitable accommodations is important for optimal learning experiences but is not always available.

Social and emotional impact: Exclusion from communication can have impacts on everyday life, causing feelings of loneliness, isolation, and frustration, particularly among older people with hearing loss.

Economic impact: WHO estimates that unaddressed hearing loss poses an annual global cost of US\$ 750 billion. This includes health sector costs (excluding the cost of hearing devices), costs of educational support, Costs of loss of productivity, and societal costs.

In developing countries, children with hearing loss and deafness rarely receive any schooling. Adults with hearing loss also have a much higher unemployment rate. Among those who are employed, a higher percentage of people with hearing loss are in the lower grades of employment compared with the general workforce. Improving access to education and vocational rehabilitation services, and raising awareness especially, among employers, about the needs of people with hearing loss, will decrease unemployment rates for people with hearing loss.

2.7. Inclusive Education

According to UNESCO (2005), inclusive education refers to the diversity of needs of all learners through increased curriculum content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within regular schools. In this way, inclusion is more complex than the mere physical placement of children with special needs in the regular classroom.

Inclusion means fully including students with diverse abilities (both gifted and disabled) in all aspects of schooling that other students can access and enjoy. It involves regular institutions and classrooms genuinely adapting to and changing to meet the needs of all students (Loreman and Deppler, 2001:13).

Tirusew, (2005) states that the development of an inclusive education and teacher training program is the most challenging issue in the process of implementation of inclusive education. To avoid pedagogical challenges of inclusive education, mainstream class teachers, who teach students (children) with special needs, must be capable of teaching skills and knowledge to all students.

Lindsay, (2007) has stated her view that inclusive education is the main objective for the education of special needs children and adolescents. Forman also states that inclusive education supposes students with various disabilities should be provided with specialized education in age-appropriate, regular classes in local schools based on their educational needs (Forman, 2002).

According to Lindsay, (2007). Teachers who teach special Needs students require special consideration to adjust to student's disabilities. Among the students with disabilities, the case of students with hearing impairment in the regular classroom is not different from other students with special needs.

Students with Hearing impairments face various challenges in inclusive classrooms. Moore, (1996) argued that students with hearing impairments may require accommodation and assistive devices to facilitate access to regular education. Otherwise, students with hearing impairments may fall behind other students in the class.

The "inclusion" of students, who are students with hearing impairments, refers to their being educated within a classroom of students with normal hearing. Inclusion differs from mainstreaming, in that mainstreaming may refer to a variety of degrees of contact with hearing students, whereas the inclusion of students with hearing impairment involves various services including interpreters note-takers teacher aids, teacher-student consultants within the context of the regular classrooms (ERIC,2000)

According to Cohen (1995), despite there being an effort to educate hearing-impaired students in regular classrooms, about 80% of students who were hearing impaired in the United States were being served in special schools. This situation changed with the implementation of the act of education of all Handicapped children. This called for all children to be educated as appropriate in the "least restrictive environment"

2.8. Concepts of Inclusion, Exclusion Segregation and Integration

A hundred years ago, in most parts of the world, children showing any major peculiarities were not sent to school at all and were, in general, excluded from society. In France or Switzerland, in the 20th century, specialized institutions like IME (Institute Medico Educative) or CMP (Centre Medico Pedagogies) were progressively developed and offered children learning conditions that were adapted to whatever handicap they might have. Although the idea behind the development of such options came with good intentions, it still

meant, for these young people, a situation of segregation, relegating them to the margins of society.

Beginning in the 1970s there was a new policy adopted for assuring the education of these young people. It was decided to integrate them in ordinary schools, to “mainstream” them in subjects where they were able to follow the subjects, and then to add special education classes to respond to their added needs. But this plan had its limits. It was asking the child to adapt to the school rather than having the school adapt to the child so that, when the child couldn't follow what was being taught in the class, he or she was taken out of the class, and this had significant negative effects. (Will, 1985)

Following the publication of reports from UNESCO which maintained the right of handicapped people to actively participate in social life (conference of Salamanca, 1994), in most European countries, this concept of integration has permitted more handicapped children to be included in normal schools. However, it was not so easy for children who were mentally retarded or who had problems like autism, or else behavioral problems, even if simple adaptations were possible to compensate for sensory or motor problems and allow children to follow normal schooling. In such cases, there was limited integration for things like recess and lunchtime or even a simple integration in the same building but in a separate classroom.

Faced with the limits of both integration and segregation, American specialists returned to their debates about the efficacy of the different options for special education. From these discussions there emerged a new concept of integration called inclusive education or inclusive schools. This involved the integration of young people with special learning needs into normal schools, without taking them out of the classroom (except in very exceptional situations), but by setting up teaching experiences adapted to all of the children, whatever their needs.

Inclusive classroom

According to UNESCO in 2001 (translated by S. Thomazet) « the founding principle of an inclusive school is that any school must be able to welcome, in as natural a way as possible, all young people, adapting to the needs of each one. Inclusive education is concerned with all children but takes a special interest in those who have missed learning opportunities, such as those with special needs and handicaps, or else those belonging to ethnic or linguistic

minorities. 1 In other words, a school for everyone to offer quality education while respecting the diversity, the needs and the abilities of each student; Maximize the intellectual, physical, and social intelligence of everyone; Assure a climate of non-discrimination. The fundamental principle of the inclusive learning environment is that all children should learn together, where possible, and that ordinary schools must recognize and respond to the diverse needs of their students, while also having a continuum of support and services to match these needs. Inclusive schools are the 'most effective' at building solidarity between children with special needs and their peers.

CHAPTER THREE

Research Design

This chapter presents the research design that would be employed in this particular research. That is analysis of the description of the research site, the research design, the study population, sample size and sampling procedure, data collection methods, and data processing both quantitative and qualitative research, (mixed approach) were implemented. The mixed research design will include the collection of questionnaires and interviews, from both regular teachers and students with hearing impairment.

3.1. Research Design

The study was conducted as a systematic random sampling technique using a qualitative data-gathering method to find out the inclusiveness of deaf students in a classroom. It is a mixed-method approach that uses semi-structured interviews and key informant interviews were the main data collection methods. Study participants for the semi-structured interviews and key informants were purposively selected. The study began by conducting semi-structured interviews with the informants on their academic and social experiences at the School. This was followed by key informant interviews which were conducted to bring in expert(Special need coordinator and Resource room head) opinions on the study and provide clear information.

3.2. Population and Sampling

3.2.1. Target Population

The targeted population of this study was grade 11 and grade 12 all 35 students in the natural science stream who are hearing impaired in Menelik II Preparatory School. Other targets were teachers of grades 11 and 12, sign language teachers (interpreters), 2 Administrative staff.

3.4. Sampling Techniques

The populations of hearing impaired student who are from an inclusive classroom were selected to study the specific part of their inclusiveness in a particular school and grade; so that we can study these targeted samples with specific characteristics using the random sampling techniques. By employing the technique, among them 35 (thirty-five) hearing-impaired students were selected. Among the teachers, 6 (six) teachers were selected, and 6 (six) sign language interpreters and 2(two) administrative staff were also selected for the study.

3.5. Data Source

The data sources of this research are hearing-impaired students, teachers, and principals in Menlik II Preparatory School. Those were targeted population of the study grade 11 (eleven) and 12 (twelve) students from Menelik II preparatory school in the inclusive classroom, and their teachers that is; 35 (thirty-five) hearing impaired students, 6 (six) teachers and 6 (six) sign language interpreters and 2 (two) administrative staffs are selected.

3.6. Data Gathering Instruments

The most relevant Instruments for the purposive sampling technique was the researcher used to collect information from participants were observation, questionnaires, and interviews.

3.6.1. Observation:

The researcher used structured observation through different checklists in a natural setting environment that is in a classroom and school compound. This is the right tool that enables the researcher to dig out several pieces of information from the setting. It is believed that from the point of the researcher, accurate information was found through observation compared to that of questionnaires and interviews. Data were collected and interpreted into qualitative measures.

3.6.2. Questionnaire

Thirty questionnaires were prepared for teachers, and twenty questions for hearing-impaired students. Ten questions were prepared for the sign language interpreters too.

3.6.3. Interview

This tool was also a data gathering tool which we can get first-hand information about the unique characteristics that the researcher wanted to find out. Twenty interview questions were prepared for principals and administrative staffs in special need department it help to dig out information for the research questions.

3.7 Methods of data analysis

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data (Marshall and Rossman, 1990). Data analysis is an attempt to make sense of the collected data. All data were organized and processed separately.

The data collected from semi-structured interviews were translated, transcribed, and coded for analysis. Translation and transcribing were done alongside data collection to ensure the information collected was significant to the study as well as allow for adjustment of the interview guides to obtain more information from the students. The transcripts were coded to ensure the confidentiality of the information provided. The questionnaire will be analyzed quantitatively, using SPSS software. The interview, obtained from participants, would be transcribed and analyzed qualitatively. Their search reinterpreted and explained the data using documented research. Furthermore, the data analysis was presented in two ways that is in content analysis and narrative analysis to place the right information in the process of making this research.

CHAPTER FOUR

RESULTS AND FINDINGS

4.1. Introduction

This chapter presents the findings of the study to establish the challenges faced by hearing-impaired students in inclusive learning environments. The presentation would be carried out along the following areas: Mode of instruction, Sign language interpreters, resource and infrastructure, social integration with peers, and social integration with teachers

4.2. Demographic Characteristics of the Respondents

4.2.1 Schools Attended

The study deemed it important to know the school attended by the Hearing-Impaired students as it will show the extent to which these students can comprehend and communicate as well as their ability to interact with their hearing peers. A Hearing-Impaired student can attend either a Deaf-only school; where all students have hearing impairment and communication is in sign language, or a mainstream school where the Hearing-Impaired student is in class with their hearing peers but uses the assistance of interpreters and note-takers.

Hearing Impaired Student

The mode of teaching where English was the language of communication, was a major challenge that they experienced as indicated by the findings. Social interaction also posed a challenge for this group; however, it was much easier for their peers who attended mainstream schools because they had prior experience interacting with the hearing as evidenced in the interviews below:

“My schooling experience since primary has been in Deaf- only schools. At home, my parents and siblings know sign language, so my experience at the high school was at first confusing because nobody used sign language. I kept failing because my English was not good. One teacher asked me whether I ever went to nursery school” (19- year-old Hearing Impaired student).

These findings coincide with a research study by Kulwin and Moores, (1985) who studied adolescents in a mainstream school and deaf-only school and concluded that mainstream schooling (and other factors) was linked with higher achievement for deaf students.

4.3. Institutional Barriers Faced by Hearing-Impaired Students

4.3.1. Mode of Instruction

Mode of instruction refers to the way the lesson packages are delivered in a classroom. Modes of instruction could be in different forms including Teacher-centered, learner-centered, content-focused, Interactive/Participative, Specific Teaching Methods, and Lecture Methods. The modes that are most frequently used are Teacher-Centered, Learner-Centered, Content-Focused and Interactive-Participative methods. Examinations are also within the mode of instruction as they are the determining factor as to whether the content delivered has been understood and can be applied.

4.3.1.1. Teacher-Centered Methods

Here the teacher casts himself/herself in the role of being a master of the subject matter. The teacher is an effective model of the target language and an important source of information on how the learners are doing. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are expository or lecture methods - which require little or no involvement of learners in the teaching process. It is also for this lack of involvement of the learners in what they are taught that such methods are called “closed-ended”. The teacher is the sole supplier of knowledge and the method is characterized by: the teacher as the only information giver, students as passively receiving knowledge from the teacher, that the teacher uses textbooks, workbooks and plasma. As the primary teaching strategy under the teacher-centered approach, direct instruction utilizes passive learning or the idea that students can learn what they need to get visual aid and watching very precise instruction.

4.3.1.2. Learner-Centered Methods

A learner-centered approach views the learner as an active agent. They bring their knowledge, past experiences, education, and ideas - and this impacts how they take on board new information and learn. In learner-centered methods, the teacher is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well “so that in his classroom extends rather than constricts his intellectual horizons”. The teacher also learns new things every day that he/she didn't know

in the process of teaching. The teacher “becomes a resource rather than an authority”. Examples of learner-centered methods are discussion method, discovery or inquiry-based approach and Hill’s model of learning through discussion (LTD). The learner-centered teaching environment is characterized by: learners actively participating in their learning, making decisions about what and how they will learn, become capable of constructing new knowledge and skills by building on past experiences while the teachers recognize that all learners are unique and utilize different teaching styles, provide structure and direction, facilitate learner's decision-making process.

4.3.1.3. Content-Focused Methods

In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are interrelated. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method which subordinates the interests of the teacher and learners to the content is the programmed learning approach. The focus of this lesson is on the topic or subject matter. During the lesson, students are focused on learning about something. This could be anything that interests them from science subject to their favorite tell story. It has strong connections to project work, task-based learning, and a holistic approach to language instruction and has become particularly popular within the school secondary (11 - 16 years old) education sector.

4.3.1.4. Interactive/Participative Methods

This fourth category borrows a bit from the three other methods without necessarily laying emphasis excessively on the learner, content, or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors. Interactive learning is associated with many benefits for students. Group work which is a common element of interactive learning more closely aligns with the collaborative methods of most occupations and professional academics. Research consistently finds that interactive methods correlate with positive student outcomes, such as higher rates of attention, interest in subject matter, and satisfaction (Bligh, 2000; Burrowes, 2003; Sivan Etal, 2000).

4.3.1.5. Specific Teaching Methods

We can now consider several specific methods which can be drawn from in the course of classroom instruction. It is, however, important to note that the choice of any form of method should not be arbitrary, but needs to be governed by the criteria we have already examined. At the same time, each method is not fool-proof but has its advantages and disadvantages. There are several teaching methods to use in the classrooms; it is left for the teacher to use the ones most appropriate for the lesson. These methods if properly used will enhance teaching and learning and bring about desired changes in the students. While the teacher's task is to ensure that learning is effective, one major way to achieve this is the use of appropriate teaching methods. (T. E. Dorgu, 2015).

In addition to the above-mentioned classes, students have been assigned reading from textbooks and other sources, and teachers assume their students can read and process these materials independently. Many Hearing-Impaired students, however, enter the university without this assumed level of reading proficiency. As a consequence, they may not be able to meet their teacher's expectations in extracting information independently from their readings as explained by a respondent.

“A lot is left unsaid in class and I am expected to fill in the gaps through reading which sometimes is difficult especially if I did not understand basic concepts. I end up failing” (19-year-old Hearing- Impaired Student)

Learning becomes even more challenging for Hearing Impaired students undertaking science-related courses as they require both theory and practical learning as indicated in a discussion by a non-deaf teacher.

“Laboratory and workshop work is especially challenging for the Hearing-Impaired students because ideally, the practical activity happens concurrently with the explanation, and because this cannot happen for the Hearing-Impaired student, they are forced to focus on the practical and read later about what it was about” (Teacher)

The responses indicated that the one-way method of teaching a class that had hearing-impaired students affected their learning outcomes negatively, especially for the students who were in deaf-only schools. These findings concur with Fox and Yesseldyke, (1997) that inclusion fails because lecturing is unable to meet the demands of modifying and delivering an appropriate mode of teaching students with Hearing Impairment. In addition, issues such as rapid rate of instruction and discussion, rapid turn taking, and rapid change of topics by

teachers were insensitive to the needs of the Hearing-Impaired student trying to follow the lesson.

Doter (2008) explains that having sign language as the first language for the hearing impaired any spoken or written language becomes their second because there is very little instruction on structure and grammar for sign language. In that case for many hearing impaired people, it is difficult to grasp linguistic information in a second language.

4.3.1.6. Examinations

Hearing Impairment can be a negative factor in hindering students' understanding of examination questions. English is used as the medium of instruction in examination papers except the Amharic language exam. The findings have indicated that English is a second language for the Hearing-Impaired student therefore answering examination questions becomes a challenge as illustrated in the quotes below.

“I am not very good in English because I use sign language to communicate, therefore during examinations, I have a challenge understanding the questions and putting down what is expected” (a 19-year-old Hearing Impaired student).

“You can find some examinations are in the form of phrases and I am expected to know what it means then answer. Honestly, 100% of the time I have no idea” (20 Year Hearing-Impaired Student)

at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well “so that in his classroom extends rather than constricts his intellectual horizons”. The teacher also learns new things every day that he/she didn't know in the process of teaching. The teacher, “becomes a resource rather than an authority”. Examples of learner-centered methods are discussion method, discovery or inquiry-based approach and Hill's model of learning through discussion (LTD). The learner-centered teaching environment is characterized by: learners actively participating in their learning, making decisions about what and how they will learn, become capable of constructing new knowledge and skills by building on past experiences while the teachers recognize that all learners are unique and utilize different teaching styles, provide structure and direction, facilitate learner's decision-making process.

4.3.2. Sign Language Interpreters

A sign language interpreter acts as a bridge between the teacher and the Hearing-Impaired student to deliver information. The findings show that sign language interpreters play a very important role when it comes to learning for Hearing-Impaired students; this is in terms of competence and professionalism.

4.3.2.1. Competence and Level of Education

The findings indicated that most (60%) of the participants felt the competence of the interpreters was up to par although could be improved especially in assisting the Hearing Impaired to learn vocabulary, while 40% indicated the need for the interpreter to preferably have a bachelor's degree.

"I am trying to get to know more words, it is an extremely difficult form to work with an interpreter as the terminologies, symbols, and mathematical formulas do not have signs and explore concepts that may be difficult for the interpreter to communicate across. I solely depend on reading my course". (19-year-old Hearing-impaired student).

"I find it difficult to work with interpreters due to their content knowledge which I feel is not appropriate enough for my course. I have a hearing aid and I try to maximize its use and also do a lot of reading" (18-year-old Hearing-impaired student).

"I would prefer if interpreters in the school have at least a bachelor's degree. This way they can relate to some terms, also the fact that they have been to the universities means they can share expectations and general information on school life (17-year-old Hearing Impaired student)

Similar expectations for the interpreters were voiced even by another student as indicated in the semi-structured interview.

"I had a challenging time during my class. My interpreter was a person from a social background lever and did not have enough exposure to interpreting in a classroom setting. He would miss out interpreting words that he did not understand thus having hanging sentences which did not make sense" (a 16-year-old Hearing Impaired student)

The study findings above indicated that participants who had interpreters in class found them competent enough but felt the interpreters needed to expose the students to vocabulary that ordinarily is not in sign language. It was also a general feeling that lessons would be richer if

the interpreter had basic content knowledge because familiarity with the content may lead to more appropriate sign selection and few misinterpretations so far teacher's emphasis.

These findings are comparable with Locker (1990); and Bremner and Housden, (1996) who reported that deaf students felt that subject-specific knowledge would be an advantage to educational interpreters, and they should be encouraged to specialize in interpreting for subjects they have studied.

Each Hearing-Impaired student approached their learning from an individualized way of language development, auditory abilities [the level of deafness], and educational experience, it is on this premise that understanding and comprehension of signed content differs from student to student. Furthermore, the lag time between the spoken and signed message often prevents the student from participating in class discussions.

4.3.2.2. Code of ethic and Professionalism

Educational interpretation like any other profession has a code of ethics and professionalism that must be adhered to. However, like in any other working relationship, the interpreter-student relationship experiences challenges as expressed in the interviews below.

"It is important form that my interpreter keeps time, sometime she would turn up an hour late or text me 30 minutes before the start of class that they would not make it. It is annoying" (19-year-old Hearing Impaired student)

"My interpreter would sometimes answer questions on my behalf, and I find that a breach of professionalism, it is not his place to answer but to relay the information I am giving or being asked" (18-year ode Hearing Impaired student)

Working with an interpreter also affects the social life of the Hearing-Impaired student as revealed in the interviews below.

"Sometimes we have social functions in school and I'd like to attend, but am not sure whether that would be appropriate or not to have my interpreter come along" (18-year-old hearing-impaired student).

"I do not like it when my interpreter avoids telling me things that have come up in conversations are shameful or abusive. I feel left out. You see others laughing and you do not know why" (17-year-old Hearing impaired student).

The participants revealed that challenges occur once a negative attitude or a breach of conduct is detected. It is evident that the interpreter is in control of the interpreted

information and it gives them an advantage over the student. This is in agreement with (OstroveandOlivia,2010) who posit that for a working relationship be successful between an interpreter and a Hearing-impaired student, there has to be mutual respect and trust, and the interpreter must be aware of the advantage they hold by their hearing ability.

Hearing-impaired students weigh interpreters by their attitude, and they concluded that a negative attitude is exhibited once the interpreter never keeps time, when do not communicate in case they will not attend class, and when the interpreter does not appreciate that the Hearing-Impaired student can offer anything in the working relationship. Napier (2011) summarized the desired traits in an interpreter including professionalism, language skills, good attitude, knowledge, and an ability to understand needs.

As indicated in the findings, they would like to be part of social events but this aspect would often pose a challenge, however, Humphrey and Alcon, (2007) in the study reported that most deaf persons felt that if interpreters do not socialize with the deaf community they are considered “money hungry”.

In addition to socializing with the deaf community, the hearing-impaired students indicated that they felt it was of paramount importance if the interpreters were conversant with the deaf culture to enable the interpreters to understand them better thus improve their working relationship

4.3.3. Resources and Infrastructure

Resources and infrastructure provision heavily rely on institutional disability policies. The study findings indicated that the available infrastructure was not accommodative of the Hearing-Impaired students as evidenced in the discussions below:

“Due to the large number of students in my class, sometimes the interpreter misses a seat and space to interpret from because we are so squeezed” (19- year-old Hearing impaired student)

Laboratory and project work poses a challenge for me because I only follow what the technician does without hearing the instructions. After all, I do not have an interpreter. On enough occasions, I have grazed my hand”. (18-year-old visually impaired student).

In none of my classrooms, I hardly see the interpreter clearly because the room is dimly lit, am forced to sit by the door and keep it open which distracts the whole class due to noise influence from outside”. (20-year-old Hearing impaired student).

It is evident from the findings that lighting affected how a Hearing-Impaired student interacted in class. Dim lighting was reported to cause difficulty when following an interpreter during learning. These findings are consistent with the views of Kaderavek and Pakulski (2002) that appropriate lighting is also necessary for those students who supplement their audition with speech reading.

For users of hearing aids, the class environment needed to have minimal noise to avoid interruptions with the transmitter, however from the findings, of the participants who use the hearing device, 40% have stopped using them due to too much external noise influence which was equally amplified by the aid making the situation worse. The finding supported the views of Sundeen, (2007) that noise interferes with the use of residual hearing, distorts speech sounds and limits the understanding of deaf students in classrooms.

Generally, a noisy learning environment affects a student's ability to focus: the same is true for a Hearing-Impaired student, especially those using hearing aids, as evidenced by the findings.

For students with hearing loss, the level of background noise in a classroom, the signal-to-noise ratio, and reverberation time can be crucial factors in their ability to understand spoken language (Candell & Smaldino, 2000)

The seating position was also pointed out and they said that a front seating position allows them to easily lip-read, focus on the interpreter, and reduce the number of visual distractions of students walking in and out of class. (ADCET, 2015) concurs with this finding that students with hearing loss should seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip reading, relying on visual clues, or using a hearing aid that has a limited range.

“The voice of the teacher is very low, being hard of hearing, I sometimes depend on lip reading, and this becomes difficult because of the distance between the teacher and me.” (19-year-old Hearing Impaired student).

The findings show that Hearing Impaired students would have an easier time if the teacher used instructional tools such as overhead projectors and diagrams. This would enable them to follow the lecture slides and the interpreter simultaneously, it would also make it easier for the students not accompanied by the interpreter. In instances of laboratory use, the findings indicated that hearing-impaired students heavily relied on looking at what the technician was

doing without having the procedure explained to signals to indicate significant sound or no/off status of equipment.

In summary, understanding the importance of the environment can minimize the effects of learning difficulty and enhance performance and self-esteem. In response to the

Provision of resources and infrastructure, a person from the Ministry of Education explained that:

“For hearing impaired students to be fully included in a mainstream classroom, the school should strive to apply recommendations from the persons with disabilities as well as implement the recommendation in the school disability policy. This will require finances set aside to ensure good infrastructure like lighting in lecture rooms, provision of overhead projectors and provision of hearing aids as well as increasing the human resource of sign language interpreters” (Education Officer)

4.4. Social Barriers

4.4.1. Social Integration with Peers

Social integration in this study referred to a student’s ability to interact with, make friends, and be accepted by peers. From the findings, Hearing Impaired students pointed out social interaction and peer acceptance, especially for those whose precious years have been in Deaf-only schools as evidenced in the interviews below:

“It was a new world for me because my past interactions were with hearing-impaired persons. The majority of my classmates would ask whether I now have to eat special meals and what causes it. It was very embarrassing”. (14 years old Hearing-Impaired student).

“I do not participate in any games. I had wanted to join football and volleyball but the captains (group leaders) said I couldn’t. I rather sit and watch or go with my deaf friends. I am not comfortable with the others” (16-year-old hearing-impaired student).

These findings speak to a study by Stints and Walter (1997) which indicated that Deaf teenagers in mainstream settings prefer to relate to other Deaf students. At the school Hearing Impaired students must deal with expectations, standards, and ways of functioning that are different from their previous schooling experience, and this sets off loneliness and isolation.

Deaf students do not have as many close friendships with hearing peers, and if there are, these relationships are more irregular (Wauters and Knoors, 2007).

The findings indicated that in 75% of the Hearing-Impaired students, their participation in social functions was low for both the number of friends in class and the contact they had with other students outside class. A study by Reich et al (1977) comparing a variety of mainstream settings found that being educated with normal-hearing classmates exaggerated the student's differences instead of diminishing them.

Students learn a lot more from their environment through listening to the television or radio, having discussions with their students, and listening in on passers-by or conversations in a restaurant, etc., these help from opinions and necessary life skills; this is not the same for a Hearing-Impaired student. This is in agreement with a study on social isolation experienced by deaf college students by Foster (1998) which concluded that social streaming may be more difficult to achieve than academic mains streaming because a student with a hearing loss is frequently on his/her own when attempting to initiate or sustain relationships with hearing peers.

Lack of an understanding of deaf culture was also pointed out when the hearing-impaired students felt that their hearing peers did not understand it. Most hearing-impaired persons are very straightforward in a conversation which to the hearing person is often misunderstood for rudeness as expressed by a participant in a semi-structured interview.

“I once told a classmate that her handwriting is horrible and I wondered how teachers can read it since then they haven't spoken to me. Everyone in class says I am arrogant and insensitive. I was simply pointing out an obvious thing that her writing is bad”. (18-year-old hearing-impaired student).

Goss (2003) agrees with this finding on deaf culture that indeed straight-forward talk is a habitual communication style reserved for interacting with other deaf communicators. It is not used with hearing people, because it might be misunderstood and seen as impolite. Directness in communication, then is a marker of the deaf culture

However, the findings have also indicated that for those who have previously been in a mainstream school, their level of social integration is better as indicated in the interviews below:

“I enjoy reading, drawing, and making shapes. My classmates are nice and they always have me whenever they are doing something or gathering for some play, but I suspect it is because

I can lip-read very well and I can voice a little but not too clearly". (a 19-year-old hearing-impaired student).

"I lost my hearing when I had a full grasp of language, I can therefore talk. I enjoy a very fine social life." (20-year-old Hearing-Impaired Student).

It is evident that the lack of social integration does not cut across to all the hearing-impaired students, and some have a very good relationship with their hearing peers, but these are dependent on a student's previous interactions with the hearing as well as the level of hearing loss. Holt, (1994) concurs with this finding that students with mild to moderate hearing loss tend to use speech and lip-reading as the primary communication mode. Due to communication ease, they are more capable of participating in academic activities and interacting with hearing classmates directly than those with profound hearing loss.

4.4.2. Social Integration with Teaching and Administrative Staff

The findings indicated mixed reactions when it come to the relationship between teachers and hearing-impaired students. Several participants reported difficulties building positive and effective relationships with the staff. There were a variety of reasons for this including the perceived attitudes and lack of knowledge about deafness by some staff and difficulties with communication as indicated in the interviews below:

"I would prefer to be in a room where we are only 2 because there will be reduced distractions and I will be able to concentrate when reading but whenever I make this request the teacher would place me in a room of 4 and the noisiest halls. One time one of my classmates stole my phone, on reporting, I was told to be more careful with my belongings." (Eighteen-year-old hearing-impaired student).

Once when we went for school educational trips, whenever I asked for an interpreter, I was told that there had not been one in any of these trips. It is frustrating that it does not understand the importance of having an interpreter outside the classroom. (a 17-year-old hearing-impaired student).

I once went to the principal's office to pick up worksheets, and rather than the administrator showing me what options were there for me, he went along and selected the courses for me citing that they would be the best for me. I was angry because for me it felt that he thought I was incapable of doing a selection of exercises." (a 19-year-old hearing-impaired student).

English and Amharic are not my first languages, sign language is and therefore when I write assignments, my English is not very clear. My teachers would write very demeaning statements on my paper, without seeking to understand why that is the case.” (18-year-old hearing-impaired student).

This finding was indicative of the fact that some members of staff lacked the knowledge and understanding about deafness. It's how some staff were too quick to offer solution seven on instances where the student needed options for them to make a decision that suited them or too quick to dismiss. These findings concur with results from a study by Marks (1997) which indicated that attitudinal barriers and discriminatory practices in inclusive settings can prevent the full participation of hearing-impaired students as effectively as separate facilities and programs. Similarly, many persons with disabilities believe that negative attitudes and stereotyped images held by nondisabled persons are the greatest barriers to their full participation in society (Gerdes and Mallinckrodt, 1994) without appropriate knowledge, faculty staff are ill-prepared to make decisions about how to effectively provide accommodations in their classrooms. These findings therefore suggest that faculty attitudes toward hearing-impaired students can be improved through awareness training, potentially lessening the barriers encountered by the students at the school. English (1993) concludes that among deaf students in mainstream settings, it is found that students who reported more interactions with faculty did better academically.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study assessed challenges and opportunities faced by students with hearing impairment in an inclusive learning environment at the Menelik II preparatory school. It sought to look at the implications of inclusive learning and specifically establish the various institutional barriers and social barriers they face.

5.1.1. Institutional based challenges

Hearing-impaired students experience a myriad of challenges in their journey to obtaining education. The study established various challenges that hearing-impaired students face especially in inclusive education settings. There have been barriers related to the teaching method of teaching and examinations where speech, the expression of ideas and thought and time allocated during examinations for the students have been a challenge. Sign language interpreters seemed to have played a big role in the learning outcomes of the hearing-impaired students at the school.

The hearing-impaired students felt that the institution had not provided the inadequate resources and infrastructure outlined in the institution's disability policy to wholesomely cater for accommodations which would ease their learning experience.

5.1.2. Social Based Challenges

The findings indicated that social integration was a crucial aspect of a hearing-impaired student's life. Integration with peers, faculty, and administration staff seemed to be strained due to factors which as communication barriers, perceived attitudes, and lack of information on deafness. The study also indicated the level of deafness and the nature of information on deafness. The study also indicated that the level of deafness and nature of acquisition affected the way interactions with the hearing occurred.

5.2. Conclusion

Inclusive education is an avenue that has paved the way for the hearing impaired to obtain higher education. However, challenges have made it significantly difficult for inclusive learning to take place seamlessly. Lack of knowledge on deafness, negative attitudes, and perceptions have perpetuated the challenges experienced by hearing-impaired students. The study has confirmed that factors such as the lecturing mode of instruction, incompetent interpreters, inadequate infrastructure, and social isolation and loneliness have prevented hearing-impaired students from attaining positive learning outcomes.

5.3. Recommendations

Based on the findings and to make the school environment more accessible and accommodating of students with hearing impairments, certain steps need to be taken.

Some of the recommendations include:

- The Ministry of Education must allocate funds to provide basic sign language training for the teaching and non-teaching staff. This will ease communication as well as encourage teachers to become more sensitive to hearing-impaired students and modify teaching methods and examination settings to accommodate them.
- There was lack of human resources particularly sign language interpreters who have appropriate educational skills; at least a minimum of a bachelor's degree as well as provide compensation appropriate to work done.
- Extra-curricular activities are a key part of the overall school experience and should be accessible. Making the school accessible will include ensuring interpreters are available at events and activities, thus enabling meaningful interactions between hearing impaired and hearing students, outside formal lecture situations.
- Teachers of students with hearing impairment should make use of good communication techniques to facilitate lip reading. They should also directly face the student and be nearby (3-5feet), get the student's attention before speaking, stand in one place if possible, speak at a slow/moderate level and speak clearly; give clear indications of the topic of conversation, and alert the student to a change in topic.
- Avoid speaking while writing on the board (in the absence of a sign language interpreter); avoid drinking or chewing while talking; beards and mustaches can make lip reading more

difficult, keep beards and mustaches trimmed; keep hair and hands away from the mouth when speaking.

- Use facial expressions, body language, gestures, etc. when appropriate (don't exaggerate) this will help in emphasizing a point whereas voice fluctuations may not be interpreted; rephrase (rather than repeat) the message if the student has a difficult time understanding.; point to other students or say the name of the student who is asking a question or making a comment; pause after asking a question to allow the student processing time; signal topic changes.

Environmental Considerations:

- Ensure good lighting is available in the room while controlling glare; avoid sitting/standing in front of a light source as this interferes with speech reading; reduce background; close door store duce noise from always; modify chairs(i.e., tennis balls attached to chair legs); modify desk(i.e., felt cloth/rubber cushions)to reduce noise level; if practical, modify classroom seating in a circular pattern - this will allow the student observe and interact with classmates; consider room acoustics (i.e., use carpet on floor to absorb sound).

Classroom Techniques:

- Understand different types of hearing loss and their impact; understand the functional hearing needs of each student; minimize copying (student cannot listen and take notes at the time; provide handouts such as syllabus, lesson plans and assignments ahead of time; provide printed copies of overhead or PowerPoint presentations ahead of time; if available, provide any visual aids that may assist in learning; provide the student with new curriculum information in advance, such as pre-teach new vocabulary and concepts in a small or one-on-one session (enabling the student follow the classroom session better). Provide a copy of the notes or allow the student additional time to record any information placed on the board before erasing;

- write down technical vocabulary, foreign terms, formulas, etc. on the board or provide a handout- send these homes for review or review with the student before the class begins; use captioned DVDs/videos to provide a written transcript; help students find seating near the front if requested by the student this may be necessary for speech reading and/or recording; arrange for written reading and/or recording; arrange for written tests in place of oral tests; learn to wear an assistive listening device if this is recommended for the student.

- Be sensitive to the student's needs that are related to fatigue and allow rest periods.

· There is a need for further research on hearing-impaired students and their academic experiences in institutions of higher learning. This will help in bringing out the gaps that are there and enable the education sector to provide the required interventions.

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Question for teachers

Name of the School _____

1. Subject/learning area

specialization _____

2 Subject you teach _____

3 Number of hearing impaired students in your class _____

4 Total numbers of students in your class _____

5 Education qualifications

Diploma ___ Bachelor degree ___ Master ___ PhD degree _____

6 did you take special training for inclusive classroom?

Never ___ Pre-service _____ In service _____

7 Years of teaching experience, in inclusive classroom

Less than a1 year ___ 2-3 years -----4-5 years ----- more than 5 years-----

8 do you know the Ethiopian government policies about inclusion of children's with disabilities?

Yes----- No -----

9 Are hearing impaired adults actively participate in school policy making process in the school?

Yes ----- No-----

10 Are there any special learning aids available for hearing impaired students

Yes----- No-----

11 What are the main challenges of the hearing impaired students in the regular classrooms?

12 what are the major opportunities of the inclusion of hearing impaired student in regular classroom?

13 How do the hearing impaired students accept their inclusion in the regular classroom?

14 How do the hearing students accept the inclusion for the first 2 weeks with a translator?

15 Did you ever teach without a translator?

If yes how did you address the hearing impaired students?

16 is there any curriculum adaptation for hearing impaired students?

17 Is there any orientation for hearing student about the inclusion at the beginning of the year?

18 Do you think hearing impaired students benefited from inclusive education?

If yes how?

If no Why?

19. In your view what is the major challenge in designing and implementing inclusive education in your school?

20 How can we overcome the challenges?

21 Is there any IEP for the hearing impaired students who included in inclusive classroom?

22 Do you think the school placement is comfortable for hearing impaired students?

23 Are there any hearing impaired students' parents actively involving in facilitating the inclusive system?

24 Do you think there are adequate teaching aid for hearing impaired students in your school?

25 What teaching method do you apply in class?

26 What does the interaction between hearing impaired and hearing students looks like in class and in the school compound?

27 Do you have anything from your experience to share about the inclusive classroom?

Thank you for your cooperation in advance!!

Administrative staffs

- 1 What do you know about inclusion?
- 2 Can you tell me about the situation of hearing impaired student in your school comparing with hearing students?
- 3 Are there any supports the school provide for hearing impaired students?
If yes do you think this support are enough?
- 4 What challenge do hearing impaired students face?
- 5 Do all the teachers teaching in inclusive classroom communicate with sign language?
If not how do they teach in absence of translator?
- 6 Are there a resource room in the school compound?
- 7 Is there special learning aid available for hearing impaired students?
- 8 Are there psychological counseling service available for a hearing impaired students?
- 9 Is there any access for hearing impaired students to gain knowledge from adult hearing impaired as a role model experience sharing event?
- 10 Did the school create opportunities to share experiences with other inclusive schools?
- 11 Is there IEP created for the hearing impaired students?
If yes what is the department involvement?
- 13 What is the opportunities that hearing impaired gain in inclusive classroom?
- 14 Is there any fund raising gained for hearing impaired students?
- 15 Do you think the school implement inclusive properly?
If yes how?
- 16 As a department what major things done toward curriculum adaptations?
- 17 Do you know all hearing impaired students individually?
- 18 In what area you are qualified?
- 19 Did you satisfied by the support you provide as a responsible person?
If no why ?
- 20 Is there any experience would you like to share about inclusion?

Question for students

- 1 How do you feel belongingness to the classroom during lessons?
- 2 Do your teachers' pay extra attention to you during or after class?
- 3 How do you feel without sign language interpreter in class?
- 4 What challenge did you face from hearing students in in lesson time?
- 5 Do you explain the interaction with hearing students in the school compound?
- 6 What support do you get from the school community?

Do you think these support is sufficient?

If not why?

- 7 What challenge do you face in inclusive classroom?
- 8 Can you compare the situation between the special class and inclusive class?

From which one you are benefited?

Why

- 8 Are you comfortable about the school location?
- 9 Do you think there is enough teaching aid in the school compound for hearing impaired students?

If not what is your suggestion?

- 10 Do the school have psychological counselor?
- 11 did you ever visit the counselor office?
- If yes can you explain the situation if it is not personal?
- 12 In which class you face problem to access the lesson? Why?
- 13 What challenge does hearing impaired student face?
- 14 Do you think this affect the learning environment?
- 15 What is your suggestion to be done in inclusive classroom?
- 16 Do you face any problem with sign language interpreter?
- 17 Do you think the translators are enough?
- 18 Do you participate in any world-wide or country based membership?
- 19 did your family involve or supportive in your education?
- 20 What is your suggestion towards the society?

Thanks in advance for your cooperation!!