

**Addis Ababa University
School of Graduate Studies**

**Educational Challenges of the
Hearing Impaired Children:**

(The case of two selected Special Schools in the SNNPR State)

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A Thesis Submitted to the School of Graduate Studies of
Addis Ababa University in Partial Fulfillment of the
Requirements for the Degree of Masers of Art in Special
Needs Education.

June, 2005

Addis Ababa

**Educational Challenges of the Hearing Impaired
Children: The case of two Selected Special Schools in
the SNNPR State**

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ACKNOWLEDGEMENTS

I would like to express my deepest and heartfelt thanks to my advisor, Dr. Daniel Desta for his constructive comments, un reluctant follow up and guidance which I selfishly exploited for my self right from the inception of the study until its completion. Without his continuous follow up and guidance, the completion of this work would have been impossible.

I am also thankful to Mazoria and Durame special schools for the deaf, teachers, school principals and parents of the hearing impaired students. Without their cooperation access to the data would have been difficult or impossible.

Moreover my special thanks go to Kembata-Tembaro zone education desk for giving me this chance including sponsorship.

Let my special thanks go to the school of graduate studies of Addis Ababa University for financial support.

My special thanks also go to Ato Tesfaye Amenu who cooperates with me in proofreading the manuscript.

Last but not least I extend my deep gratitude to my beloved wife Mulatua Abicho for her conscious moral support and for taking care of my daughter Betel and son Kaleb on her own during my absence for the study.

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ABBREVIATIONS USED

BATOD:	The British Association of Teachers of the Deaf
CWD:	Children with Disability
CYFWO:	Children, Youth and Family Welfare Organization
FGD:	Focus Group Discussion
HI:	Hearing Impairment
HIC:	Hearing Impaired Children
HIS:	Hearing Impaired student
QTS:	Qualified Teachers' Status
SNE:	Special Needs Education
TTI:	Teachers training Institute
T1, T2, T3 etc.	Teacher1, Teacher2, Teacher3...etc
UNESCO:	United Nations for Education, Science and Culture

ABSTRACT

This study attempted to investigate educational challenges in teaching children with hearing-impairment in Mazoria special school and Durme special class for the deaf. Data for the study was collected from 44 hearing-impaired students, 9 teachers, 2 school principals and 16 parents of the HI students. Pilot test of the questionnaire and interview was conducted in Minilk II special class for the deaf before the actual study was conducted. The main study was conducted in Mazoria special school and Durame special class for the deaf. Questionnaire was completed by HI students. Teachers and school principals were interviewed. Parents of the HI students also participated in focus-group discussion.

The finding of this study shows that the hearing-impaired students' knowledge of sign language was not developed. This could be attributed to different factors such as teachers lack of progressive and up to dated trainings, shortage of text books, irregular attendance of class, conflict of home sings and formal sign language and the like. Most of the hearing-impaired students in both schools do not attend the class regularly owing to various reasons such as long journey to school, work load at home, economic problem, parent's lack of awareness about the education of their HI children etc. The other major challenges in teaching the hearing-impaired were lack of budget to procure teaching materials, inconvenience of the classroom to teach HI students, absence of adapted curriculum etc.

As it has been indicated in the finding of this study, teachers of the HI students were undermined and under estimated and their work was not valued by other people. In general, the education of the HI students lacks the attention of governmental and non-governmental agencies and community members.

Due to the objective conditions of both schools, the HI students lack the opportunities of getting some technological equipment such as Hearing aids, Videos, Television etc which are expected to facilitate their performance in education.

According to the finding of this study majority of the parents of the HI students were not aware of the importance of parent school collaboration and also they never value the education of their HI children.

Unlike the normally hearing children the HI children lack the educational priorities and other socially valuable opportunities, such as social interaction, communication with their peers etc.

Chapter One

1. Introduction

1.1 Background of the Study

In early times, Greek philosophers, like Aristotle considered the ear as our organ of instruction and hearing was taken as a major factor contributing to intelligence (Moore, 1996). As a result, owing to misconceptions attached to hearing impairment, hearing-impaired children have been denied of their education right for many years (Moore, 1996).

Initially, the major concerns were centered on defining the legal and religious rights of the hearing impaired and “Education for the hearing impaired was not a consideration in societies in which the majority of the population was illiterate” (Moore, 1996 P. 32).

In the long run, educators and other professional began to have an insight into the possibility of educating the hearing impaired children. As noted by Goldstein (1989), in the 16th century, there was a renewed interest in Europe and institutions were opened to educate even the profoundly deaf children. As a result, most hearing impaired children began to attend their education separately “either in residential schools or in day school for the deaf” (Moore, 1996 P. 8).

Hearing loss can cause significant emotional and social problems. It also has a negative impact on verbal language, reading, writing and academic performance. The challenges that hearing impaired children encounter when learning are many and far-reaching.

In order for hearing-impaired children to develop cognitively, the learning environment must have a wide range of meaningful educational experiences that are visually engaging and hands-on (Haynes, 1999). Hearing impairment doesn't affect person's intellectual capacity or ability to learn. It requires special needs education that is the right way to meet the needs and ability of hearing impaired child.

Even if, inclusive education is our goal to educate the hearing impaired, still there is a need to maintain special school for the deaf. That is why many students with impaired hearing are educated in the special school (Felekech, 2000). Younger students and students with severe and

profound losses require great amounts of special educational services during their early school years and may attend regular classroom for increasing amount of time but many will need some supportive assistances from special education resource or itinerant personnel during their entire school career (Gearheart, 1996).

Due to hearing loss, children with hearing impairment are commonly described as lacking social and emotional maturity, and are hyperactive and aggressive than the hearing peers (Meadow, 1980). Therefore, it requires much devotion and tolerance of teachers.

In counties like Ethiopia, where there is scarcity of trained man power and educational services and facilities and/or technological equipment for hearing- impaired, avoiding the challenges and realizing the educational opportunities is unthinkable. Therefore, to ensure this it needs the joint efforts of government, non-governmental organizations, community, parents, teachers and charity organizations.

1.2: Statement of the Problem

People seem to have misconceptions and wrong beliefs about the nature and causes of hearing impairment, which in turn, have a negative impact on their understanding of learning capabilities and potential. It is supposed to believe and accept the fact that, the hearing-impaired children have the right and potential to learn. To ensure this, barriers and challenges to education should be minimized or possibly avoided, so that they will be the beneficiaries of educational opportunities. Thus, the central aim of this study is to investigate the challenges and opportunities in teaching children with hearing-impairment, based on the following leading questions.

1. What are the major challenges in teaching the hearing-impaired children?
2. How often do parents of the hearing-impaired children work jointly with the school/ teachers of the hearing-impaired

1.3: Objectives of the Study

This study aimed at investigating the major educational challenges of children with hearing impairment. Specifically it includes:

1. Identifying some of the major challenges in teaching children with hearing-impairment

2. Identifying the extent of parents involvement in the educational affairs of their hearing-impaired children
3. Suggesting possible solutions to challenges in teaching children with hearing impairment.

1.4: Significance of the Study

Since this study focuses on investigating some of the major educational challenges in teaching children with hearing-impairment, it leads to identify the needs and abilities of the HI, methods and strategies, availability of proper educational services and facilities and parent school/teachers joint work. Therefore, the results of the study were expected to:

1. Provide the necessary assistance for teachers to understand their students with hearing impairment, so that they can create conducive setting for healthy learning.
2. Give the understanding about the possible gap of knowledge on problem under study and try to narrow down the gap.
3. Provide basic information for planners and policy makers.
4. Serve as stepping stone for further research in the filed.

1.5: The Scope of the Study

This study is delimited to 44 hearing impaired students 9 teachers; 2 school principals and 16 parents of the HI students at Matoria special school and Durame special class for the deaf in Hadiya and Kembata-Tembaro zones respectively. Perhaps, a better picture would have been obtained if more schools and participants had been included in the study.

1.6: Definitions of Key Terms

1. Challenge: A difficult task that test some once ability
2. Hearing impairment: any hearing loss from mild to severe hearing problem that adversely affects a student's educational performance (Ysseldyke and Algozzine, 1995).
3. Opportunity: a favorable time, occasion or set of circumstances for doing something
4. Special classes: are classes located with in ordinary schools where HI students are attending their education.

Chapter Two

Review of Related Literature

Children with hearing-impairment are vulnerable to different problems, due to different levels of understanding and awareness on the part community members about the cause of deafness and its implications in various activities. When one comes to educational provision, deafness itself does not affect a person's intellectual ability to learn. Children who are deaf, do generally require some form of special support to gain an adequate education. But the problem becomes serious when these special supports are deprived to be provided in an organized and sufficient manner. Therefore, this chapter is intended to present different theoretical backgrounds or research findings in relation to the problem under study.

2.1: The history of deaf education

The history of deaf education is relatively short because of non existence of organized teaching in prehistoric times or in the ancient civilization of Egypt, Greece and Rome (Reynolds, 1987). In the middle ages, handicapped people used to be ostracized, imprisoned or executed, and were also treated as objects of amusement (Sadker and Sadker, 1998). It was following this period that interests in educating the handicapped grew out of the humanism of Renaissance (Sadker and Sadker, 1998).

From historical point of view, sensory disability like hearing impairment have existed since the beginning of the human race being accompanied by misunderstanding and superstitious beliefs about the nature of disability and the disabled person. (Gearheart and Weishahan, 1992, p.6). as a result until the 16th century, individuals with disability were not seen as human beings and hence "were misunderstood, mistreated, or put to death"(Gearheart and Weishhan,1992 .p.7). In the latter part of the 16th century the picture about persons with disability began to change with the need to improve special education for individuals with hearing impairment , visual impairment and mental retardation (Ibid). Thus, residential schools, special schools, special classes and integrated (with its cascade model of alternative forms) have been used respectively as educational modalities for the provision of special education (Gearheart and Weishhan, 1992 pp.6-10)

As time went on, there came a conviction which considered children with special needs as different from the rest of children with a sense to develop separate educational systems (Hegarty and Pocklington, 1993:8). Moreover, some professionals initiated the concern for the educational rights of children with disability and as a result, residential schools, special day schools and special classes were opened respectively (Moore, 1996). The trend of educating the deaf continued with the first assertion of George Dalgarno, of Scotland, that deaf people are as capable as their hearing counterparts for learning (Merga, 2001). In Great Britain it was in 1767 that permanent school for the deaf established with establishment of the first school for poor deaf children in London (Merga, 2001). In a similar manner, it was in 1817 that education for the hearing impaired began in the United States of America in its organized form (Merga, 2001).

In Ethiopia, the first school for the hearing impaired known as Mekanisa School for the deaf was founded in 1955 E.C (Mekre, 2000). According to UN charter, articles 55 and 56, all states parties including Ethiopia should ascertain improved livelihood of citizens in all sectors. The charter addresses specifically issues of equal opportunities for the person with disabilities, one of these cover hearing-impaired children, youth and family welfare organizations (CYFWO, 1992).

Moreover, a convention on the right of the child (article 28 NO 1/1989) recognizes the right of the child including those with disability to education in general and accessibility to higher education progressively on the basis of capacity through the possible ways (CYFWO, 1992).

In general, there is no evidence in recorded history concerning any systematic attempts to educate deaf individuals before the work of Ponce de Leon in Spain in the sixteenth century. The philosophical and practical foundations for education of the deaf were further developed in the Seventeenth century through the work of brilliant individuals such as Dalgarno of Scotland who set the stage for the later establishment of school for the deaf.

2.2: Hearing Impairment

Hearing impairment is a generic term and it could apply to the child with handicaps as well as to a child with a physical hearing loss (Gearheart, 1992). For the deaf and hard of hearing

training in listening and interpreting sound is crucial not only to success in school but also to adjust life in a hearing world (Gearheart, 1992)

2.2.1: Characteristics

The manifestations of faulty hearing, whether due to a malfunction of physical apparatus or of perceptual processing, are amazingly similar. Both types of problems result in inadequate assimilation of auditory information, and hence difficulties result in language and Speech. (Bockminer, 1981). Many people are not aware of that there are two dimensions to the sense of hearing. First, the intensity, or loudness, with which sound is received (measured in decibels); and second, the quality, or clarity with which sound is received (measured in frequency or hertz) (Allen, 1989). Difficulties concerning only the loudness factor are due to conductive losses and can usually be helped with the use of hearing aids. Difficulties with clarity, however, are due to sensory-neural losses. Such losses are usually caused by damage to nerve fibers in the inner ear (Allen, 1989). It is important to keep in mind that many children with hearing-impairment have both conductive and sensory-neural losses (Allen, 1989).

2.2.2: Nature and classification of hearing impairment

Individuals with hearing-impairment can be sub divided into two groups. The first group includes individuals who may be described as hard of hearing. These are individuals who have hearing problems but who can still be expected to develop communication skills through the use of auditory channel. They can use their remaining hearing ability (or residual hearing) to understand speech and to develop their own appropriate language and speech skills (*Ibid*). Many individuals who are hard of hearing use amplification devices (hearing aids) to improve the function of residual hearing (Taylor, et al, 1995). The second group includes individuals who are considered deaf. These individuals have hearing problems that are so severe that speech can not be understood when it is transmitted through the ear (Moores, 1987). As indicated above individuals who are hard of hearing can still use the auditory channel as their major avenue for speech and language development but deaf individuals must rely on the visual channel (Ross, Brackett and Maxon, 1992). It is also important to note that although degrees of hearing loss are typically measured through audiological testing, educational considerations can vary significantly for children with the same degree of hearing loss based on other variables

such as type of hearing loss, age at onset of loss, and the use of amplification devices and other adaptive equipment (Taylor et al, 1995). Hearing sensitivity is measured in decibels (unit of relative loudness of sounds). For example zero decibels (0dB) designates the point at which people with normal hearing can detect the faintest sound. Each succeeding number of decibels indicates a certain degree of hearing loss (Smith and Luckasson, 1995). Those who maintain a physiological view point generally consider those with hearing losses of about 90 dB or greater to be deaf, those with less to be hard of hearing (Hallahan and Kauffman, 1988). As to different levels of hearing-impairment Hallahan and Kauffman (1988) have categorized as mild hearing loss (27-40 dB), moderate hearing loss (45-55dB), moderately severe hearing loss (56-70 dB), severe hearing loss (71-90dB) and profound hearing loss (91+dB).

A person who has a mild hearing loss is likely to have difficulty with faint or distant speech. Students with mild loss may need favorable seating to benefit from speech reading, vocabulary, language instruction or a combination of these, and may also need speech therapy (Hallahan and Kauffman, 1988). An individual with moderate hearing loss likely can understand conversation speech at a distance of 3 to 5 feet. Such a student probably needs a hearing aid, auditory training, speech reading, favorable seating speech conversation and speech therapy. To an individual with a moderately severe hearing-impairment conversation must be loud to be understood. The students' speech is probably defective and he/she may have limited vocabulary (Hallhan and Kauffman, 1988).

This student may have difficulty in group and classroom discussion, can use all the services usually provided to students with mild and moderate losses. A person who has a severe hearing loss may not be able to hear a low voice beyond a distance of 1 to 2 feet. Such a student may be able to distinguish some environmental sounds. The students have difficulty with consonant sounds but not necessarily vowels. Such a student needs all of the services required by students with less severe losses and may need to learn many of the techniques used with students who are deaf (Hallahan and Kauffman, 1988). Although a profoundly impaired individual may be able to hear some loud sounds, he/she probably does not rely on hearing as the primary learning channel. Very likely this student needs all of the previously mentioned services and possibly more intensive services from the teacher. Such students require special assistance, with emphasis on speech, auditory training and language (Gearheart et al., 1992).

2.2.3: Causes of hearing loss in children

Understanding and determining the cause of hearing loss in children is very essential to be aware of the problem ahead of time.

Causes of hearing loss can be either congenital or acquired.

2.2.3.1: Congenital hearing loss

The term congenital hearing loss implies that the hearing loss is present at birth. It can include hereditary hearing loss or hearing loss due to other factors present either in utero (prenatal) or at the time of birth. Genetic factors are thought to cause more than 50% of all incidents of congenital hearing loss in children. Genetic hearing loss may be autosomal dominant, autosomal recessive, or X-linked (related to the sex chromosome). Examples of causes of congenital hearing losses are: Intrauterine infections including rubella, complications associated with Rh factors in the blood, prematurity, maternal diabetes, toxemia during pregnancy, lack of oxygen (anoxia) etc. (Canalis & Lombert, 2000)

2.2.3.2. Acquired causes of hearing loss

Acquired hearing loss is a hearing loss which appears after birth, at any time in one's life, perhaps as a result of disease, a condition, or an injury. Examples of conditions that can cause acquired hearing loss in children are: ear infection (Otitis media), meningitis, measles, encephalitis, chicken pox, influenza, mumps, head injury, noise exposure etc. (Canalis & Lombert, 2000)

2.3: Challenges in teaching children with hearing Impairment

The challenges that the hearing impaired children encountered with regard to language /communication become evident after they join school.

2.3.1: Language and Communication Problems

The major challenges of hearing-impaired children in teaching-learning process or else where were their inability to speak and communicate effectively. Communication is our ability to send and receive messages. Communication can involve speaking, listening, gesture, body language, facial expression writing and drawing (ying,1990). Communication problems can affect the ability of hearing-impaired children not to interact to convey messages as effectively as

possible (Ying, 1990). The most noticeable speech problem involves difficulty with articulation, such as lisping (e.g pronouncing soup as thoup) (Wolk & Schildroth, 1986). There are however, many different types of communication problems. Difficulty may be identified in articulation language, fluency, voice, resonance and hearing (Wolk & Schildroth, 1986).

The basic deprivation of profound congenital deafness is not the deprivation of sound; it is the deprivation of language. The deaf child cannot communicate clearly about his/her needs, thoughts and experiences (Meadow, 1980). This shows that the deaf children lag in vocabulary, grammar and word order than children who have normal hearing and even those who are hard of hearing. The more the degree of hearing-impairment, the greater its impact on communication and language development will be. Similarly the syntactic (sentence structure) and morphological (forms of words) awareness of children with hearing impairment is lower than those who have normal hearing (Taylor et al. 1995).

Moreover, problems in vocabulary syntax and morphology affect the communication skills of the hearing impaired child and this in turn influences the interaction of home, community and the school (Ysseldyke & Algozzine, 1995). Results of studies indicate that since children with hearing-impairment are vulnerable to communication and language problems than any other group of people, there has to be a conducive learning environment that suit the needs and ability of the children both at home and school, so that they can attain communication and language acquisition. From this one can understand that deafness itself does not affect a person's intellect or ability to learn, such children generally require some form of special support. (Anderson, 1992)

2.3.2: Methods of Communication

In order for teachers to assist hearing impaired children to achieve positive learning outcomes, they must fully have in-depth knowledge of communicating with hearing impaired children. The following section presents some of the methods of communication for HIC. An effective communication system that permits those using it to exchange information with high degree of ease, flexibility, speed and accuracy in a wide variety of circumstances is very essential in the process of intervention and rehabilitation process of hearing impaired children (Tirussew, 2000). Some of the methods of communications are presented as follows:

a) Spoken Language (oral method)

The development of speech is influenced by the level of residual hearing, the degree of hearing loss and the child's age at the onset of hearing loss (Evans, 1982). For profoundly deaf children, acquisition of speech is very difficult and few deaf children with severe congenital hearing loss achieve a level of speech that is easily comprehended by others (Evans, 1982). Hearing aids amplify sounds and thus allow hearing-impaired people to receive auditory information; unfortunately, the quality of the auditory information perceived is rarely comparable to that of normal hearing (Swisher, 1989).

b) Lip-reading

Linguistic input occurs as the deaf individual looks at the person who is talking and observes the movements of this person's lips and the tongue. This source of input is available to deaf people regardless of what other communication method is used (Swisher, 1989:242). Lip reading is both demanding and limited (Swisher, 1989). First lip-reading requires constant attention to the person who is talking. Thus, comprehending discussions in larger social settings is strenuous. Second, Lip-reading can be very fragmented, some sounds are not visible on the lips and some sounds look exactly the same (Evans, 1982). Not surprisingly, lip-reading skills correlate with better hearing and good language skills. Learning a language through lip-reading can be seen as more or less an impossible task for a child born deaf (Swisher, 1989).

C. Cued Speech

If residual hearing combined with lip-reading does not allow for a complete recognition of speech reception, a system named cued speech can be used. Cued speech is a manual system intended to facilitate lip-reading by providing additional information on the hands (Evans, 1982:40). The use of twelve hand shapes provides the supplemented information. The combination of the hand shapes and the shapes of the lips-provide a one-to-one correspondence with the phonemes of a spoken language (Evans, 1982:40).

D. Sign Language

Signed languages are systems of symbolic communication, evolved over generations of deaf people, which have been formed into natural languages independent of spoken language (Polizner et al., 1987:1). When deaf signing people with no common sign language interact, they rapidly develop a pidgin (Sacks, 1989). It has also been documented that deaf people who are not exposed to a natural sign language develop a gesture system that does not show the properties of natural language but that may have a very simple syntax and morphology (Padden, 1989).

The most common sign language that does not have words is the American Sign Language (ASL). The American Sign Language (ASL) consists of four basic articulator parameters (Drasgow, 1998:331):

1. Hand configuration, i.e. the shapes of each hand. In ASL there are 40 distinct hand shapes.
2. Place of articulation i.e. the signing space or the allowable area on the signer's body in which signs can be produced
3. Orientation of the articulator (s), i.e. the orientation of the hand (s) in relation to the body. In ASL there are approximately 10 distinct orientations *
4. Movement, i.e. the motion of the hands within the signing space.

The emerging research on sign language has also acknowledged that sign language has a highly articulated grammar and that sign is as complex and expressive as spoken languages (Polizner et al., 1987). Today new technology allows for more sophisticated studies on sign language and on authentic conversations in sign language. However, the accumulated information about signed languages and manual communication can not be compared to our broad knowledge of verbal languages. It has been documented that American Sign Language (ASL), is organized in a two fold fashions, first sign internally and secondly sign-externally. The sign-internal organization corresponds to the phonology level in spoken languages where as the sign external organization, (the connections of signs) corresponds to the grammatical level in spoken language (Polizner et al., 1987).

E. Finger Spelling

Finger spelling is a language system that also can be used in communication with deaf people. Finger spelling is, however, a fairly unnatural method of communication; it is rather one aspect of a natural sign language, namely the representation of the spoken language orthography (Padden, 1991).

F. Total Communication

Total communication is not viewed as a method but rather as a communication philosophy in which a combination of oral and manual elements are used in order to maximize the amount of linguistic input (Evans, 1982). Total communication started as an educational movement and rapidly received much attention world wide (Evans, 1982). Since natural sign language and spoken language do not share the syntax or morphology, it is impossible simultaneously to speak a grammatically correct verbal language and a natural sign language (Wood word & Allen, 1987). In total communication the word order frequently follows that of the spoken language (Kyle & Woll, 1985). Manuel elements such as finger spelling and signs are present to supplement the inadequacy of lip-reading (Evans, 1982).

2.3.3: The Controversy of Deaf Education

Throughout history, the education of deaf children has been surrounded by great controversy. The main issue has been whether an oral or manual language should be used in the communication and education of deaf children. This debate is still prevalent and arises whenever deaf education is discussed. Nearly all families with a deaf child will, at some point, encounter the oral manual controversy (Sinkkonen, 1994:15).

Advocates of the oral method suggest that the use of signs inhibits the acquisition of spoken and written language ((Sinkkonen, 1994), and also that it has a negative effect on the child's motivation for learning speech (Sinkkonen, 1994:15). Proponents of oral method also suggest that a deaf child dependents on sign language cannot be integrated in the hearing society as well as deaf children using oral communication (Sinkkonene, 1994:15). In addition, parents naturally want their young child to live at home during the early school years and may, therefore, apt for the neighborhood school.

As Swisher (1989:239) points out, acquisition of the spoken language (i.e acquisition of both speech and the linguistic system) is probably the major educational challenges of deaf children. The ability to speak, read and write the language of the society greatly facilitates the life of a deaf person, but learning to speak require much training and an educational program specifically focusing on the production and perception of a spoken language (Sinkkonen, 1994).

Not all deaf children can acquire good spoken language competence despite intense training. Predicating who will and who will not do so, is not a simple task as many factors influence this acquisition ((Sinkkonen, 1994). Among the factors considered to influence spoken language skills are residual hearing, family involvement and learning ability (Sinkkonen, 1994). The spoken language predictor Index (SLP), developed to predict a young deaf child's potential for learning a spoken language, measures five factors: hearing competence, language competence, non-verbal intelligence, family support and speech communication attitude. The SLP Index which can be used on children as young as three years of age can provide recommendations for which education program is suitable for a deaf child. According to (Sinkkonen, 1994) children receiving high scores on the SLP Index have great potential for learning a spoken language and thus be placed in oral programmes. Children with low SLP scores benefit more from education programmes using signed communication.

The difference of the linguistic background of the deaf children, different school placement and the difficulty predicting the most suitable educational programmes for young deaf children are only some of the factors that contribute in making deaf education a complex and multifaceted issue (Swisher, 1989).

In general there is no consensus among experts in the area of deaf education concerning which of the communication methods is the "best" in providing educational, social, or cultural opportunities for children who are deaf and hard of hearing (Shea & Bauer, 1994).

2.3.4: Challenges of Teaching Literacy

Literacy can be defined as the ability to effectively read and write. Reading must be seen as part of a child's general language development and not as a skill isolated from listening, speaking and writing (Anderson, K.L., 1992).

2.3.4.1: Language modality and reading

Language modality influences the processing of linguistic stimuli. Research findings show that deaf children unsuccessfully try to map their own primary language on a written language (Paul,1998). The fact that deaf children, when learning to read and write, have to change modality, and that there is an unfit match between a sign and a written word probably accounts for many of the difficulties deaf children have in the learning of reading skills. Moreover, many features of signed languages add up to complicate the mapping of a written/spoken language onto a visual language even further. Differences in syntax and morphology do not independently explain why it is so hard for native signers to learn how to read. The fact that the deaf child has no support in his or her own language on how to – in a spoken language-express, for instance, time, how to ask questions, and how to understand tenses, may account for some of the difficulties. So, taken together, the difference in visual and orthographic representatives, as well as fundamental differences in the grammar of signed and spoken languages may to some extent explain why deaf children are poor readers and writers. In addition, the fact that spoken language are sequential while signed language are more spatially organized, may initially impede the deaf child in acquiring a spoken language (Paul,1998).

However, the main reason for the difficulties seems to lie in educational instruction. The instruction in the national language for deaf children has been poor, and has not served as a base for emerging literacy. Deaf children need to learn a verbal language as a second language. Despite deaf children's difficulties and the obvious differences in the reading process, a crucial question is whether reading truly is different for deaf people and for hearing people (Paul, 1998).The answer to this obviously has significant educational implications. As Paul (1998:62) points out, even though the literacy development of deaf children and that of hearing pupils are qualitatively comparable, deaf pupils' literacy development often lags behind the literacy development of hearing pupils. This, naturally, has consequences for the deaf children's learning and educational performance.

2.3.4.2: Strategies in deaf readers

In an experiment on recall of words with or with out sign equivalents, deaf subjects performed well in the words with the corresponding sign but poorly on the words with no sign equivalent

(King & Quigley, 1985). Furthermore, deaf subjects understood connected prose better when the syntax of the printed information had been changed to syntactic order of ASL. These and similar results support the view that deaf people process information in sign language, and do not translate signs into corresponding English words. Moreover, the key to successful reading may in part depend on establishing a connection between the two language systems.

Deaf children do not learn to read through old-fashioned drills and therefore meaningful texts and teaching materials are necessary. Rather, story telling, discussion on good texts written for children and comparisons of signed and written texts, are the keys to successful instruction of the national language (King & Quigley, 1985). Necessary condition for successful education of deaf children is the use of sign language as the language of instruction (King & Quigley, 1985).

2.3.5: Instructional Content and Practice

Teachers of hearing-impaired children need to have a solid understanding of the different learning styles of individuals with exceptionalities. They may have potential to adapt the curricula, learning environment and their own teaching style (Fradd et al., 1989).

Moreover, teachers of hearing-impaired children learn techniques for modifying instructional methods and materials. They learn about appropriate curricula for developing motor, cognitive, academic, social, language, affective career and functional life skills for individuals with hearing-impairment and about life skills instruction appropriate to independent community and personal living and employment (Fradd et al., 1989). They know also how different cultural perspectives influence the relationships among families, schools and communities and how these may influence effective communication (Fradd et al., 1989). As a rule, academic content for students who are hard of hearing with in general education classroom should be similar to that of their peers, although teachers of deaf use a more limited range of text books. The academic content for students who are deaf, however, is not always the same as that of the general education students because many of these students have problems in understanding the syntactic and morphological structure of language that results in academic performance deficits (Taylor, 1995).

There are certain additional content emphases that should be included in instruction of students with hearing-impairment. One of this is speech and language development (Ross et al., 1982). Although there is still some disagreement as to whether students who are deaf should be

expected to use speech, it is important to emphasize language development. On the other hand both speech and language training appears to be appropriate for most students who are hard of hearing (Ross et al., 1982). In the speech and language area, various content emphases are covered, including speech perception and production, vocabulary development, syntax development and language usage (Ross et al., 1992). Once again, the emphasis in teaching content is related to the degree of hearing loss. For example vocabulary and syntax development and language must still be viewed as necessary content components for children who are deaf where as speech perception and production may not be as important (Taylor, 1995).

✕ 2.3.6: Teachers' Qualification and Responsibilities

Any degree of deafness may cause significant educational and social problems. Children who are born severely or profoundly deaf need skilled teaching to develop language and communication skills (including speech and sign language as appropriate) (BATOD, 2001). This implies that to teach children with hearing-impairment, the teacher must be qualified and trained. Other wise he cannot teach in accordance with the needs and ability of an individual hearing-impaired child.

Be it in the mainstream school or units or special residential or day school for the deaf, children with hearing-impairment are taught by appropriately qualified specialist teachers of the deaf who have obtained the specialist qualification within three years of beginning their work with deaf pupils (BATOD, 2001).

Peripatetic (advisory) Teachers of the deaf support deaf children who are integrated into mainstream and special schools on an individual basis (Ibid). An important part of their work is collaboration with main stream and special school classroom teacher who teach deaf pupils from day to day, and the management of support provided by Teaching Assistants (TAS) or CSWs (Communication Support, Workers) who often accompany deaf pupils in lessons (BATOD, 2001). Peripatetic teachers also visit parents of very young children at home to advise about the children's development and to work with them as appropriate. They also support deaf children with other disabilities (Ibid). stressing Teachers qualification it added that, in order to train as teachers of deaf they must have qualified teacher status (QTS) and have

had mainstream classroom experience before undertaking a teacher of the deaf training course (BATOD,2001). All teachers of deaf children must have special training and qualifications. .

Qualified and trained teachers of the hearing-impaired children are effective and competent enough to take the responsibilities of hearing-impaired children in identifying their special educational needs as early as possible and find out their learning difficulty and needs (Puplinger and Sikora, 1990). They are efficient enough to adapt various strategies such as collaborative teaching, curriculum adaptation, teaching techniques and assessment methodology assertive technology and cooperative learning to provide appropriate learning (Puplinger & Sikora, 1990).

In general, without adequate professional training and continuous up dating of knowledge, we are in danger of binding tomorrows' children to yesterday's ideas and methods (Mittler et al, 1993). Therefore in order to address individual hearing-impaired child's needs and abilities, teachers who are assigned as a teacher of hearing-impaired should be qualified and trained.

2.3.7: Teachers Morale

Throughout the history of deaf education in the world teachers have been seen as one of the most important element in successful educational outcomes for the student .The problems encountered by the teacher of disabled children affect the whole system of education geared for children with disabilities (Feeney et al., 1987). There are causative factors which could aggravate the problems in the teaching learning process. These problems create an obstacle for the effective execution of teachers' work (Feeney et al., 1997). They are:

- Lack of incentives and low salary result in lack of interest and devotion on the part of teachers which directly affect the educational performance of disabled children
- Exhaustion, tension, and anxiety, cause teachers to withdraw from the intense interpersonal demands of their job. Eventually, this affects all of their activities and relationships, including their effectiveness in working with children.
- Teachers' burn out syndrome, cause stress on teachers work. There are six categories of stress often found at the teaching work. These include: work over load, lack of perceived success, amount of direct contact with children, staff-child ratio, program structure, and responsibility for others. These can cause burnout.

- Teachers' needs must also be met if they have accomplished their professional purposes.
- Morale is important in preventing burn-out, teachers work best when they know that they are valued and that their needs are being considered.
- The nature of the special needs population and the education challenges presented e.g managing behaviors, dealing with emotionally challenged children.
- Lack of leadership training in special needs education which could have a negative impact on staff feelings of well-being.

2.3.8 Teaching Strategies

Over time, the average hearing-impaired student shows an ever increasing gap in vocabulary growth, complex sentence comprehension and construction, and in concept formation as compared to students with normal hearing. Hearing-impaired students often learn to 'feign' comprehension with the end result being that the student does not have optimal learning opportunities. Therefore facilitative strategies for hearing-impaired students are primarily concerned with various aspects of communication (Zapien, 1998). Teachers can take different approaches in learning and communication to encourage students' active participation. The teacher of hearing-impaired aims to provide some means by which a child can overcome this disability and live as normally and independently as possible (NIOSH, 1999).

The problems facing the teacher of the hearing-impaired are quite different from those facing other teachers. Children with disabilities in general and those children with hearing-impairment need more simplified and attractive ways of teaching. Teachers are considered to be the most important members of the society who guide and shape the academic perspective and social life of every disabled child. Teachers can understand the central concepts, tools of inquiry, and structures of the discipline they teach, they can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline (s) to other subjects (Gragg, V. 1992). According to Keller et al (2001) effective teaching strategies for children with hearing-impairment are given below.

General Courtesy

- Get the attention of a student with a hearing-impairment before speaking and communicating and always face the students.
- If not facing a student with a hearing impairment, gently touch a student on the shoulder or on the arm to indicate that you want to talk to him/her.
- When communicating always face the student with a hearing impairment
- Facial expressions, gestures, and other-body language will help convey your message.
- For reinforcement repeat new vocabulary in different contexts.
- The use of visual aids is most helpful since vision is the students' primary means of receiving information.
- Write all homework assignments, class instruction and procedural changes on the chalkboard.
- Avoid seating the student in heavy traffic areas.
- Avoid vibrations and excessive noise
- Do not talk while writing on chalkboard.

General strategies

- Obtain feed back from your hearing impaired students at every opportunity as an indicator of the student's level of understanding.
- If the student lip-reads:
 - o Have students sit closer to the lecturer
 - o Look directly at the student
 - o Speak slowly, naturally and clearly
 - o Do not exaggerate your lip movements or shout.
- When writing materials for hearing impaired students:
 - o Break up long sentences
 - o Reduce difficult vocabulary load
 - o When using a pronoun be sure that the antecedent is very clear.
 - o Do not omit words such as: "that" where such words will clarify a sentence connection

- Stay with simple coordinating conjunctions (e.g. but, so, for, and) avoid less common transitional words (e.g. however, as a consequence, nevertheless, although).
- Keep cause-and effect expressions in a very simple form.

- Environment:

- Provide the audience with a clear and direct view of your mouth and face
- Speak from a well-lighted area of the room.
- Reduce background noise by turning off slide projectors or other types of apparatus when not in use.
- Speak clearly and naturally and at your normal pace, unless you are asked to slow down.

Group interaction and discussion

- Be quite clear as to which topic is being discussed
- Clearly identify who is speaking or asking a question (pointing is Ok)
- In group or team settings, develop procedures so the students who is hearing impaired can express his/her communication needs to others
- Repetitions or summaries of the most relevant classroom questions, responses, and discussions are helpful to the student with a hearing impairment
- A circle is the best seating arrangement for a hearing impaired student. Seat the student with his/her “better” ear towards the class.

Testing

- After tests or quizzes, give answers by using the overhead projector or give answers in writing
- Avoid overly complicated language in exam questions and clearly separate items when spacing them on the exam sheet.
- Avoid the use of abbreviations or idioms, except for standard ones.
- Supplement oral or signed explanations with written material.
- Use short sentences because they are easier and quicker to comprehend than longer sentences.

- Due to difficulty with vocabulary, student may require extra time.
- Keeps the test reading materials at appropriate reading levels.

In addition to the above strategies Moores (1987:297) has given the following general teaching strategies. Instructor variables are those factors under the control of the teacher. In addition to knowledge of subject matter and skill in communicating with children with severe hearing impairments, the following instructional variables enhance the teaching learning process.

1. Reinforcement: The teacher should provide appropriate reinforcement and positive feedback.
2. Mastery learning: The addition of teaching and feedback procedures to conventional instruction enhances learning.
3. Graded homework: meaning, home work that is assigned, graded and responded to will increase learning.
4. Time on task: There is a positive correlation between the time spent on a subject and the amount learned. This may seem rather simplistic statement, but many teachers-particularly teachers of students with severe hearing losses in academic content areas- spend surprisingly little time on task.
5. Class moral: The teacher should strive to maintain cohesiveness, satisfaction, and goal direction in the classroom.

2.3.9 The Role of the teacher and the school

The quality of education to a great extent depends on the quality of teacher. (Moores, 1992). Teachers are supposed to teach children to read, to communicate, to reason, to become happy, productive and responsible members of the society (Peterson and Walberg, 1979). Teachers have crucial roles to play in preparing young disabled students not only to face the future with confidence but also to build it with purpose and responsibility (Delors, et al, 1996). The importance of the role of a teacher as an agent of changes, promoting understanding and tolerance has never been more obvious than today (Delors, et al 1996) .As Delors, et.al, (1996) Stressed, the prime objectives of the teachers of the deaf is to enable every hearing-impaired child and young person to access the curriculum. The majority of the teachers of the deaf have the opportunities for directing, training and monitoring non teaching staff who work with hearing-impaired children.

Traditionally, more experienced teacher of the deaf have an opportunity in addressing the needs of children from pre-school to age 19, and involvement in inter agency work, including partnership with parents. (Kyle,1994). Furthermore, the teacher of hearing impaired has the responsibilities of encouraging students to take advantages of leadership opportunities by becoming member of the year book and clubs. Finally, teachers of the hearing-impaired can encourage role models from various ethnic groups to become involved in the educational program offered to students who are deaf (Gragg, 1992). Teaching deaf children is stimulating and rewarding, and is made more so by continuing developments:

- Greater understanding of language development
- Changing attitude of language development
- Provision of more advanced hearing aids (including Cochlear implants) (BATOD, 2001).
- Teaching deaf children offers a wide range of work opportunities in a number of different type of educational setting. It is challenging and stimulating work that invites initiative and gives teachers the chance to develop innovative pattern of classroom practice (BATOD, 2001).

Teaching hearing-impaired children provides stimulating and rewarding experiences and can satisfy a sense of social service. It offers variety of opportunities to experiment and to develop and practice new skills and methods of teaching (Patterson, 1999). Moreover, teachers need to develop a variety of strategies for creating and sustaining classroom communities and for responding to appropriate sensitive and reasonable manner (Patterson, 1999).

In similar manner, teachers of the hearing impaired children must have opportunities to develop expertise in specific teaching and support strategies that results in successful learning outcomes for students with hearing impairment (Goodlad, 1990). Teachers should develop a repertoire of questions about the learning abilities of their students that help them understand and predict how lessons and units of study might flow for each student in their classroom. Asking questions about the learning abilities of individual students and observing their interaction with materials (Goodlad, 1990).

Teachers of hearing-impaired children have an opportunity to design and teach appropriate curricula, assign work geared toward each student's ability, and grade papers and home works

and assignments (Goodlad 1990). They are involved in the student's behavioral and academic development, helping the students develop emotionally, feel comfortable in social situations and be ware of socially acceptable behavior. Preparing children with hearing impairment for daily life after graduation also in an important aspect of the job. Teachers provide students with career counseling or help them in routine skills. Although a teacher will not be a trained counselor or psychologist he/she should be a sensitive observer of human behavior (Moore, 1992).

On the other hand, it is not only the teacher that have a responsibility of creating conducive teaching learning environment for children with hearing impairment, but also the school itself should provide professional training for all staff members to enhance their understanding to the hearing impaired children and to equip them with effective teaching skills. (Akach and Mweri, 1990). Schools have the responsibilities of arranging seminars, talks, staff development day, which will give a chance for staff members to share their experience, develop partnership and enhance mutual support among them (Akach and Mweri, 1990). Moreover, the school can arrange different communication channels such as regular meeting, sharing sessions, case conferences and opinion survey that can be used to provide staff with more collaboration and sharing opportunities so as to enhance their understanding of students with hearing impairment (Akach and Mweri 1990).

Given conducive conditions, adult deaf people are well experienced in sign language and it gives an opportunity for teachers, the hearing-impaired students and the other community members to participate in the experience sharing forums (Gragg, 1992). Given conducive conditions children with hearing-impairment are capable of performing in every educational activities as the, hearing children. They can be academically successful and will get the chance of being doctors, lawyers, teachers, carpenters dress makers etc (Gragg, 1992).

As more opportunities in training are provided there will be more and more trained teachers. Some of these will be deaf themselves. Deaf teachers, as long as they know how to teach, are very useful. (Akach and Mweri, 1990). Historically teachers of the deaf were paid a deaf/blind allowance in addition to the special education needs allowance in recognition of the mandatory qualification. Some of teachers of the deaf are on protected salaries and are currently awarded

management allowance regardless of their actual teaching roles. Further more, a teachers education dos not end at graduation. Most states require that teachers continue to take some form of course work, experience, training, or renewal activity to improve their skills, increase their knowledge and maintain the validity of their license.

On the other hand teaching children with hearing impairment give an opportunity for parents to develop partnership with the school, share relevant information about the hearing impaired child's education. (Coker, 1992). In general, the teachers, the school and the parents have responsibilities of playing an important role in order to create conducive teaching learning process for children with hearing impairment.

✎ **2.3.10 Academic challenges of hearing-impaired children**

Most studies that have compared the academic performances of students with and without hearing-impairments found that students with HI perform considerably below their chorological peers. In most cases, the deficits reflects the amount of language that may be involved in the academic area .Children who are hearing-impaired are at risk for reading and writing difficulties because the hearing loss affects their ability to construct accurate representations of sound letter correspondence (Anastasiow, 1993).

Further more children with hearing-impairment have weak performance in arithmetic too, however, reading skill levels tended to be more depressed than arithmetic skill. Other studies indicated that due to syntactic deficit most hearing-impaired children demonstrate restricted vocabulary and can not comprehend even the most commonly used words (Winzer, 1990). Obviously differences in over all skills levels increase as the degree of hearing-loss becomes greater. That means children and young adults who have mild hearing losses generally perform better academically than those with severe losses. Those students who are congenitally deaf have more difficulty acquiring academic skills than those who are adventiously deaf. Hearing-impaired children from the families of high socio-economic status and who have hearing-parents tend to experience less academic difficulties than children from the families of low socio-economic status or those whose parents are hearing-impaired (Tirussew, 2000). On the other hand, other studies suggested that, the reasons for the poorer performance of the hearing-impaired children on some tasks may be explained simply either by lack of general experience

that is no longer manifested in adult hood or by specific task conditions that favor linguistic habits. Subjects in conceptual performance when the linguistic factors presented were with in the language experience of the sample of hearing-impaired children (Moore, 1996). It was further noted that, “The sphere of abstract thought is not closed to the deaf” for they were considered as intellectually normal (Moore, 1996:161).

In general, results obtained from recent investigations in the area of cognition and deafness supported that “hearing-impaired individuals have normal intellectual capabilities although performance deficits may some times appear” (Moore, 1996:169). Therefore, referring to the research out comes it is possible to say that some difficulties may appear in some activities area not due to deafness itself but due to in appropriate instruction and strategies and procedures that are employed in the course of action (Moore, 1996).

2.3.11. Economic problems of parents

A family’s low income has a negative influence on the child in several respects. Low-income families may not be able to provide the child with the nutrition, housing or material goods needed for a positive, healthy social and cognitive development. Children growing up in a low-income neighborhood also tend to receive less positive socialization and less positive peer influence than children living in more affluent neighborhoods (McLanahan and Sandefur, 1994 as cited in Carlson and Corcoran, 2001). This is particularly true in countries like the USA but similar tendencies can be observed in other countries as well. Also, continuous economic stress may limit low-income parents’ psychological resources for positive parenting (McLanahan and Sandefur, 1994 as cited in Carlson and Corcoran, 2001).

2.3.12: Socialization problems of the HIC.

The home environment and parenting behavior is significant for the child’s socialization and for the cognitive and emotional development of the child, for the home should provide a rich and warm environment fostering learning and development (Carlson & Corcoran, 2001). The parent-child interaction is the basis for the development of a child’s character and there is also a connection between parent-child interaction and the child’s cognitive development, such that children receiving more parental scaffolding perform better cognitively and educationally than children receiving less parental scaffolding (Meadows, 1996:95). Another factor influencing

the socialization of children is whether the parents live together or apart. Single parents tend to have less time and parental resources to monitor and encourage the child's socialization process as compared to parents living together where both parents can take part in the every day child rearing (Carlson and Corcoran., 2001). Family background is thus a significant factor in predicting children's social and academic functioning and this naturally is also true for deaf children (Ritter-Brintom and Stewart, 1992:85). For example, parental acceptance and family adaptation to the child's deafness correlate with achievements in reading and mathematics (Bodner-Johnson, 1985).

During social interaction, children need to be able to maintain extended period of social engagement with their peers. (Antia, 1982). The taste of participating in a social situation and responding to social cues of other peers present as a major challenges for children with disabilities (Bowler, 1996). Depending on the nature and severity of the condition, children with disabilities will have difficulty in processing information from their social environment. Successful social interaction depends on good communication skills (Craig, 1993) children with disability are less successful in their social bids to peers. They develop fewer friendships and are less willing to risk entry attempts in play activities. Therefore, absence of specific skills in children with disability will affect interaction with peers and other (Remine,1996)

2.4 Parent teacher/school partnership

There was an assumption about the education as being solely the responsibilities of teachers and intellectual (Tirussew, 1998). Nevertheless shaping the personality of the children, through the program offered in school must be the joint task of both the teachers/school and parents.

The benefits of an educational programs are maximized when family members are actively involved; however the quality and quantity of involvement may be undermined when the parents awareness about the educational outcome is limited (Christensen, 1986).Due to lack of awareness and economic problems some mothers of the hearing impaired children in developing countries respond for the question asked about their hearing impaired children education like this: The community based rehabilitation worker asks a mother of 10 years old child with hearing impairment "why don't you send your child to the school, it is very near your house". The mother replied "my son has a lot to do. I need him to take the goats out to

graze. I can only send him when he has no work to do at home” (Graham, 1991:5). This implies that in developing countries lack of awareness on the part of parents about the education of their hearing-impaired children and their economic problems impose a negative impact on the education of the hearing impaired children.

Parents attitudes towards schools and teachers, can be influenced by parents own previous experience in education and their self perception as competent parents (Merga, 2001). The implication is that; those parents with pleasant memory of their school days are very likely to be committed to their children’s schooling and have more realistic view of situation of school of their child than those who had bad childhood experience (Campaion, 1985).

On the other hand teachers own attitude towards parents partnership should be attractive and inviting. Communication between parents and teacher need to be honest, open and frequent (Bar and Johnson, 1997). Some teachers may see the involvement of parents in the schooling of their hearing impaired children with suspicious eyes (Bar and Johnson, 1997).According to Lello (1993:59) there are certain approaches that present parents role as being “Consumer” to mean that they play no part in an attempt to make a difference in the education process. He, however, believes that parents should be empowered to contribute to their best capability in day to day activities of school.

Others tend to suggest that parents have little or no time to deal with the education of their children in school actively and are unable to confer with the staff on any matter. They also lack professional skills and are ineffective even to take part in the learning process of their children with special needs. Like wise, many parents devalue their involvement in school and are rather disinterested to participate in decision making and implementation process, their being unprofessional may justify their non-involvement (Hegarty, 1993)

2.4.1. Parent-teacher shared responsibilities

Parents-teacher organizations is one .of the important channels for cooperation between them when striving toward common goals and mutual benefit. To this end it is expected that parents be genuine, courteous, friendly, and trustful to teacher. Moreover, parents have to be able to recognize how stressful/demanding a school work is to teacher (Merga, 2001). Punctuality is

another quality, demanded of parents to produce affirmative effects of their partnership with teachers. Besides their attitude toward the school, teachers should be good model to that of their children; positive modeling is expected of parent. With this regard, Coker (1992) supplements that the basis of partnership between parents and professional is a mutual/reciprocal respect for each other.

The complex process of education goes beyond mere classroom activity, it addresses a lot more things that necessitates the inter play of parents and the school as the rationale for the need of their co-work (Merga, 2001). There is optimistic observation that a growing tendency of shift from involvement in or collaboration of parents with school to involvement of partnership of equals (Mittler, 1993). This in fact relies on the effort to empower parents for enabling to advocate the choice of an education which centers on their children's needs and the context of their lives (Mittler, 1993).

2.4.2 Rationale for parents' involvement in schools of the hearing-impaired

It requires a wise thinking of the school administration and teachers to employ parents' skills and experience in school for children with disabilities for the enhancement of the out comes of the education. Of course, their willingness to assume responsibilities pertinent to the educational process or instructional program matters to great extent. In connection to the above statement that parents are potential human resources in the program of their children with disabilities (CWD). However, it is imperative that the administration and teachers take the initiatives. The parents, in fact, should be convinced to accept the responsibilities unconditionally. An experience demonstrates that parents participation is deliberately scheduled ahead of time; not spontaneous (Briggs, 1995). Issues of parental involvement are part of curriculum designers task. Parents have a lot of roles to play accomplishing different activities carried out in school (Reed, 1984). The home being the extension of school, follow-up and evaluation of every day performance of the child is laid up on parents' role (Reed, 1984).

The work of school teachers can hardly be complete where parents contribution only little. Perhaps their input in the program is far beyond being complementary to that of the school

(Bar and Johnson 1997). The full involvement of parents in the education of their children with special needs dictates the children's achievement and the school success (Hegarty and Lucas 1981). The study revealed that those children whose parents are involved in their schooling have outshined their counter parts (Briggs, 1995). Parents of hearing-impaired children have the opportunities of monitoring their hearing impaired child's progress and periodically ask for report. If the child is not progressing, the parents have the access to discuss with the teacher and determine whether the programmes should be modified or not. They can initiate changes in their hearing-impaired child's educational program (Coker, 1992).

In general, the education of the deaf children has been both complex and controversial throughout history. The main issue was whether oral or manual communication should be used. Today sign languages are considered full-fledged language, and therefore suitable and indeed desirable as the languages of instruction in deaf schools. In addition to language and communication aspects, instructional materials and the content, teachers training and their moral, long school journeys and parents awareness towards the education of HIC were the major challenges in teaching children with HI. On the other hand, teachers will have the opportunities of understanding the problem of these children and devise the mechanism of helping in accordance with the needs and abilities of each hearing-impaired child.

Chapter Three

Design of the Study

The major aim of this study was to investigate the educational challenges in teaching children with hearing impairment. In order to meet this objective, both qualitative and quantitative designs were employed.

3.1: Participants of the Study

Participants of the study were 44 hearing impaired students, 9 teachers, 2 school principals and 16 parents of the hearing-impaired students. All of them were from Mazoria school for the deaf and from Durame special class in Hadiya and Kembata Tembaro zones respectively. Since the highest grade level in both schools was grade 4, hearing-impaired students of grade 3 and grade 4 and their respective teachers and parents were preferred to be the participants of the study. Because students in these grades were expected to respond to the questions better than those who are in the lower grades.

Background of the sample schools

Schools	Zone	Woreda	Sponsor	Year established	Distance from Addis Ababa	Number of Students										
						Grade										
						1		2		3		4		Total		
M	F	M	F	M	F	M	F	M	F	T						
Mazoria	Hadiya	Badawacho	Church of Christ	1964 E.C	338 K.m	12	16	5	14	5	6	7	8	29	44	73
Durame	Kembata Tembaro	Kedida Gamela	Government	1988 E.C	352 K.m	6	-	3	1	5	3	6	4	20	8	28
Total						18	16	8	15	10	9	13	12	49	52	101

3.2: Sampling Design

As to sampling design, purposive and availability sampling techniques were employed to select the informants. The sample schools were purposefully chosen because:

- 1/ Mazoria school for the deaf has long experience in educating hearing-impaired students.
- 2/ Durame special class for the deaf was the only school in the Kembata-Tembaro Zone.

Availability sampling technique was employed in both schools for the purpose of selecting the hearing impaired students, teachers and principals. All the above mentioned participants were selected as their number is small.

The simple random sampling technique was employed in both schools for the purpose of selecting the parents of the hearing impaired students.

3.3: Data gathering Instruments

Questionnaire, interview, and focus-group discussion were the main data gathering instruments used in both sample schools. Each of the instruments expected to complement each other and that was thought to be essential for triangulating the data.

3.3.1: The questionnaire

The questionnaire was prepared for hearing-impaired students in Mazoria special school and Durame special class for the deaf. The first four parts of the questionnaire focuses on gathering background information about the hearing-impaired students and their respective families. The other two parts of the questionnaire were designed to collect data about the educational challenges in teaching children with hearing-impairment (please see Appendix A). The questionnaire has 43 items which was developed in English and translated into Amharic. The questionnaire was completed by 26 hearing-impaired students (i.e. 14 female and 12 male) in Mazoria special school for the deaf. A total of 18 hearing-impaired students (i.e. 7 female and 11 male) completed the questionnaire in the Durame special class. In general, a total of 44 hearing impaired students (i.e. 21 female and 23 male) completed the questionnaire in both schools.

3.3.2: The Interview

To collect information on some educational challenges in teaching children with hearing-impairment and on some related administrative affairs and support services, unstructured interview was carried out with 9 teachers and 2 school principals in both schools.

3.3.3: The Focus Group Discussion

In order to meet the objectives of the study sufficiently, the qualitative method of inquiry (the focus group discussion) was formulated to collect data complementary to the questionnaire and interview. A total of 16 parent of the HI students in both schools were the participants of the focus group discussion. Because parents were required to give their feelings, opinions and suggestions about the education of their hearing – impaired students.

All the members of the F.G.D in both schools were farmers and of which one was female while the rest were male participants. The focus group discussion guide had seven open ended questions and the participants were required to give their feelings, opinions and suggestions.

3.4: Data gathering procedures

Before the main study was conducted a pilot test had been carried out in Minilike II primary special classes for the deaf. The questionnaire and interview were tried out on eight hearing-impaired students and 1 teacher of grade 3 and 4 respectively to identify and modify the short comings of the instruments. Accordingly some improvements were made in the instrument. The questionnaire for the main study was administered by the help of two assistant teachers of both schools. The assistant teachers have long experience in teaching the hearing-impaired students. They were oriented by the researcher on how to assist the participants while the students were completing the questionnaire.

The discussion with F.G.D participants were held using their respective mother tongue (Kambata and Hadiya languages) and this was assisted by one teacher in each school.

3.5: Data Analysis Technique

In analyzing the data, qualitative methods were employed as a major technique. The data collected through interview and focus group discussion have completely been presented and analyzed qualitatively.

The quantitative data obtained through questionnaire have been tabulated and described using some elementary descriptive statistical measures such as percentages.

Chapter Four

Analysis of Finding

The aim of this study was to identify and describe some of the educational challenges in teaching children with hearing impairment in Mazoria special school and Durame special class for the deaf in the SNNPRS.

Data obtained through all instruments are presented and analyzed under four categories: participants background, challenges in communication, common academic challenges, and parents school collaboration

4.1: Participants Background

In this section, background information obtained from hearing impaired students, parents and teachers were presented and analyzed as follows.

Table 1 : background Information of hearing Impaired students

Items	Responses	Mazoria Grade			Durame Grade			Total Grade			
		3	4	T	3	4	T	3	4	T	
Age	13-15	M	2	3	5	1	1	2	3	4	7
		%	5	7	11	2	2	5	7	9	16
		F	1	1	2	1	1	2	2	2	4
		%	2	2	4	2	2	4	5	5	10
		T	3	4	7	2	2	4	5	16	11
		%	7	9	16	5	5	10	11	14	25
	16-18	M	6	4	10	3	6	9	9	10	19
		%	14	9	23	7	14	21	20	23	43
		F	3	6	9	2	3	5	5	9	14
		%	7	14	21	5	7	11	11	20	31
		T	9	10	19	5	9	14	14	19	33
		%	20	23	43	11	20	31	32	43	75
	Total	M	8	7	15	4	7	11	12	14	26
		%	18	16	34	9	16	25	27	32	59
		F	4	7	11	3	4	7	7	11	18
%		9	16	25	7	9	16	16	25	41	
T		12	14	26	7	11	18	19	25	44	
%		27	32	59	16	25	41	43	57	100	
Cause of HI	Heredity	No	1	1	2	-	2	2	1	3	4
		%	2	2	4	-	5	5	2	7	9
	Disease	No	9	11	20	6	8	14	15	19	34
		%	20	25	45	14	18	32	34	43	77
	Accidents	No	1	1	2	1	-	1	2	1	3
		%	2	2	4	2	-	2	4	2	6
	Not known	No	1	1	2	-	1	1	1	2	3
		%	2	2	4	-	2	2	2	4	6
	After Birth	No	2	2	4	1	1	2	3	3	6
		%	5	5	10	2	2	5	7	7	14
	1-3 years	No	8	10	18	3	8	11	11	18	29
		%	18	23	41	7	18	25	25	41	66
	4-6 years	No	2	2	4	3	2	5	5	4	9
		%	5	5	10	7	5	12	12	9	21
		%	-	-	-	-	-	-	-	-	-

Key:M= Male, F= Female, T= Total, HI= Hearing- Impairment,

According to table 1, 75% of hearing-impaired students were found in the age range of 16-18 years. Fifty nine percent of the hearing-impaired were male participants and 41% of them were female participants.

As to the cause of hearing loss, 34 (77%) of the hearing-impairment was due to disease and 9%, 7% and 7% of their impairment was due to heredity, accidents and unknown cases respectively. Sixty six percent of hearing-impaired children lost their hearing-capacity at their critical age range that is 1-3 years.

Table 2 : parents' Background

Items	Response		Mazoria			Durame			Total		
			Far.	Mor.	T.	Far	Mor.	T	Far	Mor.	T
Education parents	Illiterate	No	20	1	21	15	3	18	35	4	39
		%	45	2	48	34	7	41	80	9	89
	Read & write	No	4	-	4	-	-	-	4	-	4
		%	9	-	9	-	-	-	9	-	9
	5-8	No	1	-	1	-	-	-	1	-	1
		%	2	-	2	-	-	-	2	-	2
	Total	No	25	1	26	15	3	18	40	4	44
		%	57	2	59	34	7	41	91	9	100
			%	-	-	-	-	-	-	-	-
	Occupation	Farmer	No	25	1	26	15	3	18	40	4
%			57	2	59	34	7	41	91	9	100
Total		No	25	1	26	15	3	18	40	4	44
		%	57	2	59	34	7	41	91	9	100

key: NO=Number, Mor= Mother, Far= Father, T= Total, Q= quintal

As indicated in table 2, 39 (89%) of the hearing-impaired students' parents were illiterate where as only 4(9%) and 1 (2%) of the parents can read and write and have completed grade 5 respectively. As to their occupation, 100% of the parents of the hearing-impaired children were farmers.

Table 3: Background information about teachers of HIS

Items	Responses	Mazoria						Durame						Total					
		M		F		T		M		F		T		M		F		T	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Age in years	20-30	4	44	-	-	4	44	1	11	1	11	2	22	5	56	1	11	6	67
	31-40	1	11	-	-	1	11	1	11	1	11	2	22	2	22	1	11	3	33
	41-50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	5	56	-	-	5	56	2	22	2	22	4	44	7	78	2	22	9	100
Educational Level	<12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12 complete	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TTI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TTI+6MSNE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TTI+1YSNE	5	56	-	-	5	56	2	22	2	22	4	44	7	78	2	22	9	100
	Diploma + 1 YSNE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	5	56	-	-	5	56	2	22	2	22	4	44	7	78	2	22	9	100	
Service Year	0-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	6-10	2	22	-	-	2	22	1	11	-	-	1	11	3	33	-	-	3	33
	11-15	2	22	-	-	2	22	1	11	2	22	3	33	3	33	2	22	5	56
	16-20	1	11	-	-	1	11	-	-	-	-	-	-	1	11	-	-	1	11
	21-25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	5	56	-	-	5	56	2	22	2	22	4	44	7	78	2	22	9	100

Key: M= Male, F= Female, T= Total, 6MSNE= 6 Months of training in special needs education

1 YSNE= 1 Year training in special needs education

Background information about the teachers of hearing-impaired students is important to check the level of support that can be given to the students. According to the table 13, 6(67%) and 3(33%) of the teachers of the HIS were found in the age range of 20-30 and 31-40 years respectively. This indicates that all of them were at good age level or productive work age level.

As to their educational level as indicated in table 3, all of them had certificate of teachers training plus 1 year training in special need education. With regard to their service year, 3 (33%), 5 (56%) and 1 (11%) of them were found at the range of service year of 6-10, 11-15 and 16-20 years respectively.

4.2: Challenges in communication

Table 4 : Level of HIS in sign language

Items	Responses		Mazoria			Durame			Total		
			Grade			Grade			Grade		
			3	4	T	3	4	T	3	4	T
knowledge of sign language	Excellent	No	-	-	-	-	-	-	-	-	-
		%	-	-	-	-	-	-	-	-	-
	Very Good	No	-	-	-	-	-	-	-	-	-
		%	-	-	-	-	-	-	-	-	-
	Good	No	-	2	2	-	3	3	-	5	5
		%	-	5	5	-	7	7	-	11	11
	Fair	No	12	12	24	7	8	15	19	20	39
		%	27	27	55	16	18	34	43	45	89
	Total	No	12	14	26	7	11	18	19	25	44
		%	27	32	59	16	25	41	43	57	100

Key: T= Total

As indicated in table 4, the knowledge of sign language of HI students in both sites and in both grades was not well developed. For instance knowledge of sign language ranged from good to fair, that means 11% of the sample sites of HI students were categorized as good and the majority (89%) of the participants were categorized as “fair” in their knowledge of sign language

Table 5 : Methods of Communication

Items	Responses	Mazoria	Durame	Total		
Methods of Communication ?	Sign language	No	26	18	44	
		%	59	41	100	
	Oral method	No	-	-	-	
		%	-	-	-	
	Lip reading	No	-	-	-	
		%	-	-	-	
	Total competent	No	-	-	-	
		%	-	-	-	
	Do teachers express each and every concepts in the text books as Clearly as possible using sing language?	Yes	No	8	4	12
			%	18	9	27
No		No	18	14	32	
		%	41	32	73	
If teachers face some problems in expressing concepts as clearly as possible using sign language What could be the reason ?	Due to limited knowledge on sign language	No	18	14	32	
		%	41	32	73	
	Due to limited interest to teach HIC	No	-	-	-	
		%	-	-	-	
	Other	No	-	-	-	
		%	-	-	-	
	Total	No	18	14	32	
		%	41	32	73	

Table 5, reveals that all the teachers in Mazonia and in Durame sites use sign language frequently. But about their abilities in expressing each and every concepts as clearly as possible using sign language, 32 (73%) of the respondents reported that teachers do not express each and every concept as clearly as possible using sign language. This was due to limited knowledge on sign language. Because as it was expressed by the teachers of hearing impaired students during their interview session, they did not get the opportunities of upgrading their existing knowledge. Even according to some teachers' report they were under estimated and not fully recognized as teachers by other people and this cause moral decadence on the part of teachers.

On the other hand as teachers revealed during their interview session, since text books were the same for both hearing and hearing-impaired children, it creates some problems in the usage of some technical terms (words). Therefore it needs some modifications and improvements based on the needs and abilities of hearing-impaired children.

As all the teachers in both research sites reported that, they know some sign languages. But the problem is that they are not given seminars, work shops and upgrading courses in order to refresh and upgrade their knowledge of sign language. As one teacher in Mazonia school for the deaf has reported, "except this year that they have become lucky to participate in workshop which was held for one week at Hossana deaf school, they had no chance of improving their knowledge of sign language. He was trained in special needs education for one year in Sebeta before 10 years. This training could be productive and effective, if it was supplemented by different upgrading and refreshment trainings that is to be given when the need arises. According to this participant report, without fulfillment of these conditions, no one anticipates a good result. He added that they were happened to be confronted with substantial challenges of communication. Due to these problems, he could not be able to explain each and every concept as clearly as possible using sign language". He added that they were forgotten both by the founder of the school (Church Christ) and the government.

Furthermore, according to the female participant who was teaching the hearing-impaired students in Durame special unit "the notion which says "education for all" is applicable for all

children including those who are disabled. But when one comes to its implementation, problems are still there. According to her, all the responsible bodies including the school up to the regional education office were not at the right truck about the issues concerning the special needs education in general and the education of the hearing-impaired in particular. Because no attempt was made by any responsible governmental and non-governmental bodies to upgrade and refresh their knowledge of sign language, except the one week workshop which was sponsored by the Mekane Yesus Church held at Hosana town at the mid term of this year. According to her, even the school director was reluctant concerning the affairs of the hearing-impaired students. He attempts to adjust everything in the “safe side” of hearing students only.

Other participant who has served in Mazoria school for the deaf for 14 years said “I am serving here simply because of lack of alternative job, because 1) I was paid low salary compared to teachers of equal service, who were serving at government institution 2) because of lack of refreshment and upgrading training, I could not be able to teach the HIS as it required. 3) We were disappointed morally and psychologically because of various reasons: (a) people, even the educated ones, do not consider us as “real teachers,” rather they consider us as “jokers.” (b) absence of school for hearing-impaired to continue further education after they complete the existing grade level.” Except very few HI students who are capable of going to Awassa or other place, the majority of them remain at their home, and girls will also be exposed to have unwanted marriage and as a result their whole life will be spoiled.

In general, all of the respondents in both research sites have replied that, due to absence of conducive condition such as workshop, seminars, and experience sharing, etc their knowledge of sign language have become confined and consequently resulted in communication barriers.

When asked about the method of communication they often use in the teaching learning process, T1 is a teacher, who has more than 12 years service in teaching the hearing-impaired students in Mazoria school has reported, “even though I have limited knowledge on sign language, I use dominantly sign language.” He added, this does not mean that other means of communications are ignored or non functional. “Sometimes I used to employ facial expression and gestures in order to express some ideas.” In the same school T₂ is a teacher with 9 years teaching service, shares the same idea with the above respondent concerning the usage of sign

language. He also said that “in order to encourage those hearing-impaired who have residual hearing, I speak loudly so that they can hear it and those who are completely deaf can read my lip.”

T₆, is a female teacher with 11 years teaching service in Durame has raised the following idea: the home bound sign language that the HI students had, interfere with the formal sign language which they obtain from their school. She said “ in order to minimize these problems, step by step, I combine all the means of communication that is gestures lip reading, finger spelling, body movement and formal sign language it self”. Other teachers in both sites have explained that they use sign language, lip reading oral speech, finger spelling, gestures, facial expression and body movement as it required.

Most of the teachers in both research sites have reported as T₆ that is home sign was one of the challenge that interfere with the formal sign language and consequently create some communication barriers among the teachers and hearing-impaired students.

Similarly, principals of both schools were asked about their knowledge of sign language, one of the principal in Mazoria reported the same idea as the teachers do. That is he knows sign language for he is a teacher and at the same time a director. He added that the knowledge he had in sign language is not well developed. He explained that he sometimes faces difficulty in new concepts. According to him, this means he could not explain each and every new concept as clearly as possible. He added that “no attention was given for the education of hearing-impaired individuals. For one thing we are paid low salary compared to the teachers of equal service year in governmental institutions. For the other thing we were not upgraded and get refreshment trainings which enrich our knowledge of sign language”.

However, the principal in Druame does not have knowledge of sign language. According to his report, due to this reason he does not get the opportunities of communicating with the hearing-impaired students. He added that lack of awareness creation training create communication barriers not only with the hearing-impaired students but also with their teachers.

On the other hand low salary and lack of refreshment and upgrading trainings in sign language made the principal of the Mazoria school for the deaf to be disappointed and discouraged. But

the principal in Durame lag behind from any valuable information about the HI students. This is one of the challenges in teaching children with hearing impairment.

More over, the question was posed to parents of HIS during the focus group discussion session to elicit response about communication between their hearing-impaired children and other member of the household. All of the parents in both sites indicated that they use “home bound signs”. This includes gestures, objects, and body movements. What is implied is that children experience two kinds of sign languages, the formal (school level) sign language and the informal one.

When asked about the attempts made to train them the formal sign language, a mother in Mazoria special school for the deaf said that “በእኔ ወይም በአባቷ ኃጥአት ምክንያት ልጄ መስማት የተሳናት ሆናለች። እሷ በዳነችልኝ ከዚያ ውጪ የእሷን ቋንቋ መማር ምን ጥቅም ይሠጠኛል”. This is to mean that “our daughter became “hearing impaired” due to my sin or her father’s sin. Therefore, let her be cured, beyond this what do I benefit by being trained in her language?” This indicates that the hearing-difficulty of her daughter was attributed to their sins or wrong deeds, that means their perception to wards hearing-impairment is still wrong.

A father in Durame special class also replied that “ሁለት “ መስማት የተሳናቸው” ልጆች አሉኝ። እግዚአብሔር በማናውቀው ምክንያት ቀጣን ለዚህ መፍትሔው መጸለይ ብቻ ነው። የእነሱን ምልክት ቋንቋ መሠልጠን ማለት ሌላ 3ኛ መስማት የተሳነውን ልጅ እንዲሠጠን መጠየቅ /መጸለይ/ ማለት ነው። ስለዚህ የእነሱን ቋንቋ ለመሠልጠን አልፈልግም” This is to mean that “I have two children born hearing impaired. God penalized us of unknown reason. The remedy for this problem is only praying. If I am trained in sign language, for me it means that I am claiming (praying) to get the third hearing impaired child. Therefore, I don’t want to be trained in sign language”. This implies that this man does not have any awareness about the nature and the causes of hearing-impairment. His perception is wrong about hearing-impairment. That is why his interest to be trained in sign language becomes negative.

A question was posed whether they face problem in communicating with their-hearing-impaired child. A father in Mazoria school for the deaf reported that when ever she tries to express her feeling, interest and wishes, sometimes we fail to understand her and consequently she becomes angry and aggressive with us. Another father, in the same school reported that

“due to gap of Communication among us, my hearing impaired child becomes disobedient and prefers isolation from his siblings and other family members also”. Majority of the panelists in both research sites reported almost similar idea-that is due to communication barriers between the hearing-impaired and their family members; restricted interaction with the family members, disobedience and aggressiveness are the most common behavioral problems exhibited on the hearing-impaired.

Therefore, no panelists in both research sites could witness the attempts made to train the family/the parents of the HI students in formal/school sign language that is the most useful means of avoiding communication problems among the family members. The existence of formal sign language with in the family is expected to facilitate the academic performance of the HI students.

4.3: COMMON ACADEMIC Challenges

This section attempts to present and analyze the common academic challenges and its root cause. It comprises challenge: in the school, in the family, in the neighborhood, in home works, class works school attendance and in the availability of text books.

Table 6: Challenges in the School

Items	Responses	Mazoria	Durame	Total	
How often do teachers use visual aids such as videos Films and etc?	Always	No			
		%			
	Sometimes	No			
		%			
	They never use it	No	26	18	44
		%	59	41	100
Total	No	26	18	44	
	%	59	41	100	
What were the most common academic challenges in your school?	Lack of skilled and trained teachers in sign language	No	-	-	-
		%	-	-	-
	General incompetence of teachers	No	-	-	-
		%	-	-	-
	Shortage of text books	No	26	18	44
		%	59	41	100
	Long journey to school	No	16	12	28
		%	36	27	63
	Total	No	26	18	44
		%	59	41	100

The information in table 6, suggests that no teacher in both research site use visual aids such as films and videos. As it has been observed by the researcher, leave alone using advanced technological equipment, using locally available materials were not simple task for these schools. Because, both sites were poorly furnished and their internal and external appearance was not attractive in general.

Moreover, as teachers explained even their work (teaching hearing impaired) was not considered by the teachers of normally hearing students and other people as a true work, rather they consider it as if it were extra work or as something value less. This offends much the teachers of HIC.

On the other hand shortage of text books and long journey to school were some of the major challenges in both schools. As indicated in table 6, 100% (all students) in both research sites have shown that, shortage of text books was one of the major academic challenges in both sites. Even in Mazoria school for the deaf, the hearing-impaired student could not get the opportunities of using the text books for the whole school day. After the given period is over, the text books will be collected and kept in the shelf and also they don't have the opportunity of taking them to their home.

Moreover, long distance between home and school was the other major academic challenge for many hearing-impaired students in both sites. As indicated in table 6, 63% of the participants have reported that, long journey was one of the main problems that hinder the regular school attendance.

Therefore, shortage (lack of) text books and long distance between home and school were some of the challenges that hinder the academic performance of the hearing-impaired children.

Table 7: Support Service

Item	Response	Mazoria			Durame			Total			
		Grade			Grade			Grade			
		3	4	T	3	4	T	3	4	T	
How do you communicate with your family members, neighbors, and friends?	using sign language	No	-	-	-	-	-	-	-	-	
		%	-	-	-	-	-	-	-	-	
	using home sign	No	-	-	26	-	-	18	-	-	44
		%	-	-	59	-	-	41	-	-	100
	using oral methods	No									
		%									
total	No			26			18			44	
	%			59			41			100	
Who helps you in doing your homework and class works or in your study?	Father	No									
		%									
	Mother	No									
		%									
	Brothers and sisters	No									
		%									
Nobody helps me	No			26			18			44	
	%			59			41			100	
Do your parents give equal educational chance for you and the other siblings?	Yes	No									
		%									
	Total	NO			26			18			44
		%			59			41			100
If your parents do not give equal educational chance for you and the other siblings, what was the reason?	Due to wrong perception to HI	NO			26			18		44	
		%			59			41		100	
	other	NO									
		%									
total	NO										
	%										
Do hearing peers in your neighborhood play equally with you and the other hearing peers?	Yes	NO			12			8		20	
		%			27			18		45	
	No	NO			14			10		24	
		%			32			23		55	

4.3.1: Problems in the Family

According to table 7, most of the members of the families of the hearing-impaired students don't know sign language. As indicated in table 7, 100% of the hearing-impaired students revealed that members of the family communicate with hearing-impaired children using home signs, gestures and lip reading. Family members cannot understand what the hearing impaired child really tries to tell them or what feeling he/she expresses or what he/she needs most. So, families of the hearing-impaired students can not identify the needs of their children well in order to support them.

4.3.2: Problems in the neighborhood

Most of the people in our society do not know sign language. The community does not see sign language as a language. The roots of these problems are poor social awareness on hearing impairment. This leads the hearing-impaired students to face problem in social interaction. It also hinders the hearing impaired students' communication with members of the society in every social sector.

The assistance that the hearing impaired students get from their family during their study time or while they are doing home works was almost negative. As shown in table 2, 89% of the parents were illiterate and as indicated in table 7, all the family members of the hearing-impaired students encountered communication problems. As a result, the hearing impaired students get no assistance from their family members while they are studying or doing home works.

According to table 7, the participants have pointed out that, parents do not give equal educational chance for hearing impaired and hearing siblings. Accordingly, 100% of the participants have reported that no equal educational chance was given for hearing-impaired compared to those of other siblings. The other siblings will get priority in education and in other socially valuable activities. The age range in table 1, clearly shows that the hearing-impaired children join the school at their late age. At this age they were expected to be secondary high school students. This indicates that the hearing-impaired children were undermined and forgotten citizens of the country. This contradicts the notion which says "education for all"

As indicated in table 7, 45% of the hearing-impaired students have got the chance of playing with hearing peers; where as 55% of the hearing-impaired students did not get the chance of playing with hearing peers. This was due to wrong perception about hearing-impairment and it creates psychological instability and isolation on the part of the HI.

Table 8: challenges in home works, class works, traffic load and school attendance

Items	Responses	Mazoria		Durame		Total	
		No	%	No	%	No	%
Do teachers give home works and class works?	Yes	26	59	18	41	44	100
	No	-	-	-	-	-	-
	Total	26	59	18	41	44	100
If teachers give home works and class works how often do they correct it?	Always						
	Sometimes	26	59	18	41	44	100
	Never	-	-	-	-	-	-
	Total	26	59	18	41	44	100
How often does traffic load disturb your attention during the teaching learning process?	Always						
	Sometimes	8	18	-	-	8	18
	Rarely	18	41	-	-	18	41
	Never	-	-	18	41	18	41
	Total	26	59	18	41	44	100
Do you ask question when things are not clear ?	Yes	6	14	8	18	14	32
	No	20	45	10	23	30	68
	Total	26	59	18	41	44	100
If you don't ask questions what was the reason?	Due to communication problem	8	18	6	14	14	32
	Due to lack of experience to ask question	12	27	4	9	16	36
	Due to lack of teachers willingness	-	-	-	-	-	-
	Total	20	45	10	23	30	68
	Class attendance	Regularly	3	7	6	14	9
	Sometimes	23	32	12	27	35	80
	Total	26	59	18	41	44	100
the reason for not attending the class regularly	Long journey	26	59	18	41	44	100
	Work load at home	26	59	18	41	44	100
	Economic problems	26	59	18	41	44	100

According to table 8, in both research sites, all the hearing impaired students have indicated that their teachers have the tradition of giving home works and class works. However, as teachers revealed during interview session, the hearing impaired students poorly perform on home works and class works. This could be due to various reasons. For instance as teachers and principals revealed, majority of the HIC travel long distance and as a result they get tired. The other convincing reason for their poor performance in home works and class works was that most of them were from illiterate families and they get no assistance in doing their home works. The irregular attendance of the school and lack of adjusted curriculum to the level of the hearing-impaired based on their special needs were some of the problems that hinder the hearing-impaired students' performance on home works and class works.

As to traffic load that disturbs students attention, the information on table 8, suggests that, some hearing-impaired students in Mazoria school for the deaf which is located near by the main road have faced some attention problems. Accordingly, as indicated in table 8, 8(18%) of the

respondents in Mazoria school for the deaf have reported that high traffic load sometimes disturb their attention during the teaching-learning process. Since as indicated in table1, 9% of the hearing-impaired students in Mazoria were moderately hearing-impaired, some of the traffic noise disturbs their attention. As it has been observed by the researcher during interview and focus-group discussion sessions, traffic load has disturbed the process of discussion. Based on this observation, the researcher has remarked that the traffic load in Mazoria School might be one of the problems that hinder the teaching-learning process.

Concerning the hearing-impaired students' tradition of asking question on the topic which is not clear to them, in both sites 32% of the hearing-impaired students do ask questions, but 68% of the participants did not develop the tradition of asking questions. This was mainly because of communication problems and lack of experience to ask questions.

As to their school attendance, significant number of hearing-impaired students in both research sites did not attend the class regularly. According to their response in table 8, 35 (80%) of the hearing-impaired students in both research sites attend the school sometimes only. Since the majority of parents of the hearing impaired students were illiterate, they don't have awareness about the importance of educating their children in general and their hearing-impaired children in particular. Due to this reason, they were forced to miss the school and help their parents at home. On the other hand long journey to school, work load at home, shortage of food and cloth (economic problem) were equally important reasons for their irregular attendance of the school.

With regard to teachers report during interview session, T₉ reported that, there are only few students who regularly attend the class. However, majority of the hearing-impaired students do not regularly attend the class. Because: 1) majority of them come from distant area 2) They might be forced by their parents to help them by missing the school. 3) Since most of them are from poor families, they might not regularly get the food to eat and cloth to wear. These are some of the major problems that might contribute to their irregular attendance of the school. The same was reported by the rest of the teachers in both research sites. As it was informally observed by the researcher during the course of this study, most of the HI students come to school on bare feet and with worn-out clothes.

When asked about HI students' performance on class works and home works, T₅ reported that, as already explained above their irregular attendance of the school imply that they poorly perform on home works and class works. In addition to these reason since they will not get text books after they go home, they rarely perform on home works. T₈, in Durame explained that, since text books were not adjusted according to their needs and ability, most of the hearing-impaired students hardly perform on home works and class works. T₄ also reported that due to work load at their home and lack of literate member of the family in order to assist them while they are working their assignments, most of the HI students rarely perform on it. T₃ added that irregular attendance of the school, lack of text books at their home, lack of assistance in doing their home work when they go home, economic condition of their family and lack of awareness on the part of parents towards the education of hearing impaired were some of the challenges that hinder their performance on their home works and assignments. In general, all of the remaining teacher in both sites has similar idea as the one reported.

As to the information obtained from parents of HIS during FGD session, a father in Mazoria explained that "I always send my deaf son to the school. He misses the school only when we are in need of his help". This indicates that he could only attend the school regularly, if and only if there is no work at home which requires his help. Another father in the same school said that "I don't expect so much changes whether I regularly send my HI child to school or not. Because after he completes the existing grade level (4th grade), he does not have any school in his locality to continue his further study. Due to this reason it does not give any sense for me whether he regularly attends the class or not". He added that if there is inconvenience at home he misses the school until the condition is settled.

Another father in the same school said that "my deaf son regularly attend the school. I don't support his irregular attendance of the school as the one reported by the other panelist here. He added that let them attend up to the existing grade level and try our best". This panelist appears to have a positive attitude towards the education of hearing impaired children. However, the majority of the participants do not witness the regular attendance of the school due to various reasons mentioned above.

Similarly a father in Durame reported that "እንኳን "መስማት የተሳነው" ጤነኛውም 12ኛ ክፍል ጨርሶ ያለሥራ ቁጭ ብሏል። እሱ ቢማር የትም ሊደርስ አይችልም። ይማር ብላችሁ

ሰላስቸገራችሁ ብቻ ነው ት/ቤት የምልከው” "Let alone the " hearing impaired ", I have also a hearing son who has completed 12th grade 5 years ago and yet he is unemployed. I don't expect any thing from the education of my hearing impaired son. I am sending him to the school simply because his teachers pushed me to do so.

Another participant in the same school also said that "my son sometimes misses the school owing to various reasons. These are sometimes he lacks food to eat and cloth to wear, due to long journey to school, he sometimes lacks interest due to work load at home. All of the panelists in Durame have reported similar ideas, views and feelings as the former two panelists.

In general, as reported by most of the panelists in both schools, the hearing-impaired students do not get the chance of attending the school at regular bases due to the reasons mentioned earlier

Table 9: Conditions of the Class room and the availability of teaching learning materials

Item	Response		Mazoria	Durame	Total
Is the classroom comfortable for the teaching learning process ?	Yes	No			
		%			
	No	No	26	18	44
		%	59	41	100
If the classroom is not comfortable what is missing?	No sufficient light	No	20	16	36
		No	45	36	82
	The classroom is not acoustic	No	-	-	-
		%	-	-	-
	The class is noisy	No	6	2	8
		%	14	5	18
	other	No	-	-	-
		%	-	-	-
	Total	No	26	18	44
		%	59	41	100
Do you have enough books in all subjects?	Yes	No	2	3	5
		%	5	7	11
	No	No	24	15	39
		%	55	34	89
If you don't have enough books in all subjects what was the reason?	Due to shortage of books in the school	No	21	14	35
		%	48	82	80
	Due to shortage of money to buy books	No	16	12	28
		%	36	27	84
	Due to problem of administration	No	-	-	-
		%	-	-	-

As it was indicated in table 9, in both research sites, all the respondents have reported that the classrooms were not comfortable for the teaching learning process. As to the reason, 36 (82%) of the respondents in both research sites have responded the reason to be insufficient light due to improper position and narrowness of the windows. On the other hand, 8 (18%) of the hearing-impaired students in both sites attributed the reason to be disruptive sounds. Since as it was indicated in table1, 18% of the respondents were moderately hearing-impaired, they can hear some of the disruptive sounds. Because one of the research site found near by the Addis Ababa-Arbaminch main road which has high traffic load through out the whole day.

According to the information obtained from the teachers, T₂ is a teacher in Mazoria school for the deaf, reported that the classroom is not comfortable. Because the windows are too narrow to get sufficient light and consequently the class becomes dark during the rainy season and creates problems in the teaching-learning process, for vision is the primary means of receiving information for HI students. According to this participant, the desks are too short and too narrow. It does not allow free movement after the student sat down.

Since the highest grade level in the school is grade 4, it was assumed to have students whose age ranges from 7-11 years and the desks are designed for the students of this age group. However, because of the objective condition of the hearing-impaired students, the actual age of the students in the school ranges from 14 to 18 years. Therefore, due to this reason the desks are not suitable for this age group. In addition to the above reply, T₃ commented that the best sitting arrangement for students with hearing impairment is semi-circle because some pupils benefit from seeing both the teacher and their classmates at the same time. They can learn from seeing other classmates responding to the teacher. But the classrooms and the design of the desks were not suitable for this purpose. According to T₄, another challenge in teaching the hearing-impaired students in the school was proximity /nearness/ of the school to the main road which has high traffic load through out the day. It disturbs the teacher and some hearing-impaired students who have residual hearing. The same problem was reported by the hearing-impaired students in table 4.

On the other hand, T₆ in Durame has reported that, as it was mentioned in the earlier parts, due to awareness problems of the school directors, every priority is given only for normally hearing

students. According to T₆, unlike the hearing students the hearing-impaired students are assigned in the old and dusty classes. The windows are very narrow to receive sufficient light. Due to this reason, the classroom remains dim through out the whole day. As T₈ reported, dimness of the class, problem of sanitation of the class (presence of dust) diminished size of the black boards because every thing is expected to be written on the black board, diminished size and unwanted design of the desks were some of the challenges that hinder the healthy teaching-learning process. The same was reported by the rest of the participants in both sites.

On the other hand, as indicated in table 9, 39 (89%) of the respondents in both sites have confirmed that the hearing-impaired students could not have the opportunity of getting enough books in all subject areas. This was due to shortage of books in the school and lack of money on the part of hearing-impaired student to procure .These two main reasons were shared by most of the participants in both schools

Similarly, teachers were asked about the availability of text books and teachers guide in all subjects. T₅ is a teacher in Matoria school for the deaf. He replied that “really HI students are disadvantaged group in our community. The school has few books in its store. The HI students will be provided with this few books for a while and then it will be collected to be kept in the shelf after a period is over. According to T₅, since the majority of HI students in their school were from poor family, they could not be able to buy even a single book. T₄ is another teacher in the same school reported that shortage/lack of text books was one of the major challenges in teaching children with hearing-impairment. Due to this problem they can not work their home work properly and effectively. It has also a negative impact on their academic-performance.

All of the respondents in Matoria school for the deaf share the same idea as T₄ and T₅. The same question was raised to T₇, who is female teacher in Durame special unit which is government sponsored school. She has reported that “the hearing impaired students could get text books only if there are extra books after the normally hearing students received. Otherwise they remain with out having books and confined themselves to what the teacher writes on the black board. According to her report, every priority is given for normally hearing students only.

T₈ is a teacher in Durame, reported that “if the HI students get the chance of obtaining text books, they could get only old and worn out text book. T₉ is another teacher in the same school, replied that” the school principals have no positive attitude towards the hearing-impaired students and their teachers. They do not consider the HI students as students who have the right to get proper education. And they have the same attitude for their teachers also. According to this participant, every activity in the school was full of biases and discrimination. Due to this problem the HI students in the school were not lucky to get text books and other materials properly as those of normally hearing students.

As teachers in Durame have reported, lack of awareness and attitude problem on the part of school principals towards the education of hearing-impaired students was one of the major challenges in teaching the HI students.

Therefore, due consideration and emphasis should be given to awareness creation orientation program for these individuals.

When asked about the uniformity of text books for hearing and hearing-impaired and its implication on learning, all of the participants in both sites replied that HI students were disadvantaged in using the same text books. Because it was not adjusted according to the needs and abilities of HI students. T₃ is a teacher in Mazoria school for the deaf reported that, inadequacy of text books and lack of adapted curriculum to the level of hearing-impaired based on their special needs were some of the other challenges that hinder the hearing-impaired students’ academic success. T₇, was a female participant in Durame special unit, replied that, hearing-impaired students confront substantial challenges in every item of curricular contents considered and the way it is delivered to the students.

T₂ is a teacher in Mazoria has explained that, it is advisable to adjust the curriculum according to the needs and abilities of hearing-impaired students. According to this respondent, since knowledge of sign language is not well developed, the HI students need repetition and revision in order to grasp the central idea of the given concepts.

This means unlike the normally hearing students hearing-impaired students need prolonged time and more devotion of teachers. That is why they are claiming the curriculum adjustment.

All the remaining participants in both sites had similar idea as the above ones. They highly recommend the curriculum adaptation and adjustment according to the needs and abilities of the HI students.

Table 10 : Sign Language development and Teaching Strategies

Items	Responses	Mazoria		Durame		Total	
		No	%	No	%	No	%
Have you ever got the opportunity of developing sign language outside the school?	Yes	-	-	-	-	-	-
	No	26	59	18	41	44	100
	Total	26	59	18	41	44	100
Do teachers talk without facing you?	Yes	26	59	18	41	44	100
	No	-	-	-	-	-	-
If teachers talk without facing you, how frequently do they talk?	Total	26	59	18	41	44	100
	Always	-	-	-	-	-	-
	Sometimes	26	59	18	41	44	100
	Rarely	-	-	-	-	-	-
	Total	26	59	18	41	44	100

The information in table 10, suggests that no hearing-impaired students have the opportunity of developing sign language outside the school. Even as some teachers of hearing-impaired explained, children with hearing-impairment undergo experiencing a conflict of using two languages-the formal (school) sign language and home-bound sign languages. It is difficult for them to communicate messages to parents or other family members with the formal sign language they studied in school. They will be forced to use home-bound sign language abandoning the formal sign language when they go home.

Had the family and other community members got the opportunities to be trained or the exposure of formal sign language, there would have been a chance for hearing-impaired to develop their formal sign language. No attempts have been made to alleviate the problem. This could be due to different reasons, for instance responsible governmental and non-governmental bodies and school management being reluctant about the education of hearing-impaired and parents' lack of awareness about the problem.

As indicated in table 10, all respondents in both sites have reported that teachers sometimes talk without facing the learners. Even though teachers have not done this deliberately, care should be taken while teaching children with hearing-impairment because vision is the only means of receiving information for students with HI. As study indicates, when communicating always face the student with hearing-impairment. If not facing the students with hearing-impairment, gently touch a student on the shoulder or on the arm to indicate that you want to talk to him/her.

When teachers asked about the strategies, they are using to maintain the opportunities of learning, T₁ in Mazoria explained, writing the important points on the black board, facing the students while talking, checking and guiding their work by moving across the desks, appreciating their work are some of the strategies he followed.

T₂ and T₄ in the same school reported that hearing impaired student needs brief, repeated, revised and elaborated explanation each time for they are unable to understand a new concept easily as that of the hearing student. T₃ and T₅ in Mazoria special school for the deaf explained that they show facial expressions, gestures, and other body languages that will help to convey the message. They also use visual aids which are the most helpful strategy in teaching the HI students, for it is the student's primary means of receiving information.

T₆, in Durame special class replied that "I write all home works, assignments and class instructions on the chalk board. I move across each desk by touching a student on the shoulder to indicate I am talking to him/her". T₆, added that he speaks slowly, naturally and clearly by facing them. T₇ in the same school said that I appreciate those who try to answer a given question. Always "I show smiling face which is combined with gastrulas and body movements. I write everything on the chalk board"

T₈, said that "I always face the student when I was speaking and communicating. I speak in well-lighted area by facing them. I write every thing on the chalk board."

This teacher also added that to provoke the internal motive of the education of the HI students, sometimes he gives pens and pencils as a reward for those who give the correct answer. T₉, in the same school explained that in teaching the hearing-impaired students teachers are expected to use appropriate teaching strategies. Since they have difficulty in hearing, every thing should be written on the chalkboard. He also added that repetition, revision and elaborated explanations are the most important things that the HI students need. According to him breaking up long sentences and reducing difficult vocabulary load are some of the essential teaching strategies that the teacher of HI students should adhere.

The above mentioned points are some of the teaching strategies that teachers have adhered while teaching children with hearing impairments. However, due to the objective conditions of

the sample schools, there are other useful teaching strategies that are failed to be used by the teachers. These are: Circle Seating arrangement, avoiding vibrations and excessive noise, avoiding seating students in heavy traffic areas etc.

Table-11: The use of hearing aids and other opportunities

		Mazoria		Durame		Total	
		No	%	No	%	No	%
Have you ever got the opportunities of using hearing aids?	Yes	-	-	-	-	-	-
	No	26	59	18	41	44	100
	Total	26	59	18	41	44	100
What is your possible means to enhance the opportunities of reading and writing?	By depending on the classroom instruction	26	59	18	41	44	100
	By reading different text books	2	5	1	2	3	7
	By being assisted by tutorial program	-	-	-	-	-	-
	By being assisted by family members	1	2	-	-	1	2
	Other (please specify)						
	Total						
To what extent do you expect job opportunities after you finish your studies	I expect in confidence	1	2	-	-	1	2
	I expect partially	8	18	7	16	15	34
	I expect rarely	17	39	11	25	28	64
	I never expect	-		-			
	Total	26	51	18	41	44	100
If your job expectation is rarely or if you never expect, what could be the reasons?	Absence of schools around you to continue further education	17	39	11	25		
	Due to economic problems	17	39	11	25		
	Due to parent's lack of awareness	9	20	7	16		
	Other						
	Total						

The information on table 11, disclosed that no hearing-impaired students in both research sites had the opportunities of using hearing-aids. As it was reported by teachers and principals during interview session, the hearing aid which is available in Mazoria school for the deaf is not functional. This was because of absence of batteries and some of them need to be repaired. Mazoria school for the deaf is sponsored by the Church of Christ. But according to the teachers and principal report, the Church was reluctant to buy the batteries and maintain those need maintenance. Students with hearing-impairment whose level of difficulty of hearing ranges

from mild to moderate need to use hearing aids because it amplifies the sound to be heard. As research reveals, students with severe to profound hearing problems can use hearing-aids to hear some loud sounds. However, they do not rely on it as the primary learning channel.

With regard to the means to enhance the opportunities of reading and writing, 100% of the participants in both sites depend on the classroom instruction. However, in addition to the classroom instruction, 2 (5%) of participants in Mazoria school for the deaf and 1 (2%) of participants in Durame special class get the opportunities of reading and writing different text books. with regard to assistance only 1(2%) of the participant in Mazorial school for the deaf get the opportunities of being assisted by family members in addition to classroom instruction.

Concerning the extent of expectation of job opportunities, according to table 11, 1 (2%) of the participants in Mazoria school for the deaf, expect job opportunities in full confidence. But 8 (18%) and 7 (16%) of the participants in Mazoria and in Durame respectively reported that their expectation of job opportunity is only partial. However, the majority of students with hearing-impairment in both sites do not have the expectation of job opportunities. Accordingly, 17 (39%) of the participants in Mazoria and 11 (25%) of the participants in Durame, in general 28 (64%) of the participants in both sites have rare expectation of job opportunity.

According to table 11, the reasons for the partial or rare expectation of job opportunity was due to absence of schools to continue further education, due to economic problem and due to lack of parents' awareness about the education of their hearing-impaired children.

With regard to different opportunities for HIS, teachers reported as follows: T₁ explained that "I expect a prize from my heavenly father, not from any one else. What we work and what we are paid do no match. He added that these people are equally human beings and citizens; they should get equal educational opportunities as the hearing students. To attain this opportunities it needs commitment and devotion of parents, community members, teachers, administrators, governmental and non governmental organizations." He said in my part, "I always explain slowly and naturally". Since they have difficulty in hearing, repetition and revision are usual for my work. He further reported that "I give a counseling service as the need arises. I usually explain them the effect of learning in their future life prospective. Except the external barriers, I

always try to adjust my lesson according to their needs and abilities. All of the other teachers in this school have similar idea as that of T₁.

T₆, in Durame special class explained that hearing-impaired people are citizens; they have to have equal educational opportunities as the hearing people. He said that “these students in our community in general and in our school in particular are disadvantaged group. Because no special attention is given from the school administrators and from other governmental and non-governmental organizations. Despite all these problems, according to his report, he was always empathetic to their problems. He discusses with their parents about their children’s education. He gives pens and pencils as a gift to arouse their interest in education. He adjusts the instruction according to their needs and abilities. He always show smiling face in order to maintain smooth relationships among themselves. According to this participant, teachers should not be disappointed by the negligent position of the school directors and other concerned bodies. Rather, they should show unreserved efforts and commitment that is useful to attract the attention of the HI students themselves and their parents towards education. He also added that, repetition, revision and elaborated explanation are some of the important strategies of teaching which should not be forgotten. The remaining three teachers also have reported similar ideas.

In general, all participants in both sites are empathetic to the problem of HI students. As most of the participant in both research sites indicated, adjusting the lesson according to the needs and abilities of the HI students, writing everything on the chalk board, repeating, revising and elaborated explanation, showing smiling face, giving counseling service, speaking slowly and naturally, offering pens and pencils as a gift to arouse their interest in education (as teachers in Durame did) are some of the assistance offered to the HI students.

A question was asked about the opportunity of using hearing-aids.

T₁, in Mazoria school for the deaf reported that, the hearing-impaired with residual hearing needs a hearing aid to understand conversation speech. According to this participant, the school has some hearing aid devises which are at present non-functional because of absence of battery. He added that there are some hearing impaired students in the school who will be benefited if they have the opportunities of using the hearing-aid. However, due to the above mentioned reason they did not get the chance of using it. All the teachers in Mazoria school for the deaf have given the same report.

Similarly all the teachers in Durame reported that there are some hearing impaired students in their school who will be benefited if they get the chance of using hearing aid. However, due to lack of attention on the part of school directors, Woreda, Zonal and regional office officials, they do not get the opportunities of using it.

When asked about future job opportunities of HIS, T₁ in Mazoria reported that hearing impaired students can attain any level of education and can work any types work as hearing students do. The only difference is, the hearing-impaired students require skilled and devoted teachers with appropriate methods of teaching and adjusted curriculum. In fact, the existing attitude of the society to wards the education of the HI students should also be changed. T₂ in the same school reported that the problem of HIS is their hearing difficulty nothing else. The remedy for this problem is nothing but a teacher who is adequately trained in sign language. According to this participant the positive attitude of the society, the involvement of governmental and non-governmental organizations in the education of the HI students also plays a vital role to maximize job opportunities. T₃, in the same school reported that given conducive conditions for the education of the HI students, they equally join any types of work. The other teachers in both research sites reported the same idea as that of T₁, T₂, T₃.

Table 12: Counseling Service

Item	Response	Mazoria		Durame		Total	
		No	%	No	%	No	%
Do teachers give you counseling service in addition to teaching service?	yes	26	51	18	41	44	100
	No	-	-	-	-	-	-
	Total	26	51	18	41	44	100
If teachers give counseling service, how often do they give the service?	Regularly once a weak						
	Regularly once a month						
	Regularly twice in a semester						
	They give sometimes	26	51	18	41	44	100
	Other						
	Total	26	51	18	41	44	100

As to how far teachers give counseling service for students with hearing-impairment, 100% of the participants students in both research sites have confirmed that teachers give counseling

service. But with regard to the extent of counseling, all of the participants said that they give counseling service if they get conducive condition or if they thought it is important. The same was reported by the teachers during interview session.

4.4. PARENTS SCHOOL COLLABORATION

This part of the study attempts to present data obtained from hearing impaired students teachers and parents. Data obtained from HI students were tabulated and described quantitatively and the rest were explained qualitatively.

Table 13 : Parents Educational Involvement

Items	Responses	Mazoria		Durame		Total	
		No	%	No	%	No	%
How often do parents visit the school to follow up your educational progress?	Always						
	Sometimes	3	7	2	5	5	11
	Rarely	23	52	16	36	39	89
	They never visit	-	-	-	-	-	-
	Total	26	59	18	41	44	100
If your answer is 'rarely' or "never" what was the reason?	The school does not allow them to visit						
	Due to awareness problems on the part of parents to visit the school	13	30	9	20	22	50
	Due to shortage of time on the part of parents to visit the school	10	23	7	16	17	39
	Other	-	-	-	-	-	-
	Total	23	53	16	36	39	89

As to parents' involvement in the education of their children table13, shows only 5 (11%) of the participants have reported that, sometimes their parents visit the school to follow up the education of their children. But 39 (89%) of the respondents in both sites have indicated that their parents rarely visit the school. The main reason as indicated in table 13, was lack of awareness about the education of the hearing-impaired children and due to shortage of time on the part of parents. Parents' awareness about the education of hearing-impaired is the most important thing; otherwise the effort to be exerted in educating or teaching these individuals with special needs will be value less.

As most of the teachers reported during their interview session, except the opening and closing dates of the school on which a few parents visit the school, most of the parents of the hearing-impaired students do not have awareness about the education of their HIC. Even some of the parents send their HIC to school only if they don't have work to be done at their home.

Concerning parents school joint work, T₁ in Mazoria reported that, participation of parents is very important for raising the rate of enrollment which is at risk presently. It also strengthens the relationship between the school/teacher and the parents, which have the affirmative influence in the educational performance of the HI students. However, except very few parents, most of the parents of the hearing impaired students do not visit the school. A question was raised to this participant about the effort he made to visit the HI students' family. He reported that, "except very few hearing-impaired students' family whose residence is around the school, I couldn't get the chance of visiting the majority of hearing-impaired students' family, for they are coming from distant area". T₂, in the same school explained that, even though most of the parents do not visit the school, He tried to visit to those hearing-impaired students' home who miss the school. T₅, also has similar idea as that of T₁. T₄, reported that "except some occasions, parents of the HI students do not visit the school. According to his report, he also could not get the chance of visiting the HI students' home, for he has been occupied the whole day by teaching both the HI students and hearing students in the morning and after noon shift respectively.

T₅, has similar idea as that of T₁ and T₃ he replied, except very few parents, most of the parents of the HI students do not visit the school. He has got the chance of visiting to very few HI students' families, whose residence is around the school. T₆, in Durame special class said that parents involvement in the educational affairs of their children is very crucial. However except two parents of the HI students whose residence is around the school, most of the parents of the HI student do not like to visit the school. According to this participant, they don't expect any useful outcomes from the education of their HI children. Even in sending their HI children to school, they expect some kinds of aids, be it in terms of cash or kind. He added that to minimize such kinds of views (thoughts) he visits every HI students' home. According to this interviewee, to arouse their interest in education, he offers some kinds of stationary materials such as pens, pencils and exercise books.

T₇, in Durame has some what similar idea as that of T₆. He reported that, leave alone the parents of the HI students, the school principal himself do not have positive attitude towards the education of HI students. Due to this reason parents' non-involvement in the educational affairs of their children is not surprising. T₈, in the same school shares the idea in T₆ and T₇. He

reported that, most of the parents of the HI students do not know the benefit of the education of their HI children. They send their HI children to the school simply by anticipating some aids from the school. He added that, “even though the school or any concerned bodies do not give due consideration for our work, I was always exerting, maximum effort in teaching these students and in visiting their home in order to bring positive attitude to wards the education of their HI children.” T⁹ in the same school viewed that, “I don’t mind whether parents visit the school or not, for they are uneducated. But what irritates me is that the negligence of the school principals to wards the education of the hearing-impaired students”. He reported that, he visits the HI students’ home if they miss the school for more than a week. All most all of the teachers in Durame special class have similar idea about parents school joint work.

When asked about those students who quiet their study due to lack of family problem or due to other cases? T₁, in Mazoria school replied that, drop out is one of the peculiar problem of the HI students. He added that, at the beginning of the year a total of 45 students were registered in grade 3 and 4. But now the number of the students in both grades is 26. More than one third of the student have quiet their education after half of the year. This was attributed to a list of factors. Some of which are, due to distance from school to home, economic problem of the parents, lack of awareness on the part of parents about the education of their HI children, laziness of the hearing impaired themselves, lack of school around their locality in order to continue farther education. Including the school principal all the rest of the teachers in the Mazoria special school for the deaf have similar idea as that of T₁.

T₆ in Durame special class replied that, one fourth of the HI students in both grades left the school after the second month of their registration. According to this participant, to avoid this problem he usually planes to visit their home and discuss over the issues with the parents of the HI students. According to T₆, the reason for this problem was, distance between home and school, economic problems; for most of them are from poor family, lack of school around their locality to continue further education. T₇, in the same school reported that, “when ever a student miss the class for more than 5 days, I visit to his home and ask why he was absent for the last 5 days.” According to him, in doing so the drop out rate becomes reduced compared to the previous years.

T₈, in Durame said that, there are different challenges that hinder the educational success of the HI students. Among these challenges dropout is the serious one. According to T₈, he visits the HI students' home and discuss with their parents not to miss the school. As regards, the reason why they miss the school, he replied that, long distance from their home to the school, shortage of food and cloth and lack of parents awareness about the education of their HI children were some of the major problems which need to be solved. T₉ in Durame special class reported that, in addition to the points raised by T₆, lack of understanding or negligence on the part of principals specially in durame and other agencies about the education of the HIS were some of the factors that aggravate the increment of drop out rate. Accordingly, a principal in Mazoria replied "parents school/teachers joint work has a great value in over all activities of the school. However except two parents of the HI students whose residence is around the school, majority of the parents of the hearing-impaired students do not visit the school. Perhaps they might visit only at the opening and closing times of the school. If the school invites them to visit the school, they visit if they don't have work load".

According to this participant, they do not value the education of their hearing-impaired children. Principal in Durame special class replied that "it is good enough if parents are involved in the schools program, for it promotes the smooth teaching learning process and they have to render the necessary materials and financial assistance/or have to support for the organization of physical facilities. However, most of the parents of the hearing impaired students do not have the tradition of visiting the school owing to various reasons such as distance factor, low level of awareness about the education of HI children, economic problem and etc".

Therefore, this report in general agrees with the report of the teachers in both research sites. Due to lack of awareness and other related problems parents do not get the chance of visiting the school. Obviously this creates the negative impact on the education of their HI students.

With regard to the understanding the difficulty of hearing-impaired students and offering pertinent services, a principal in Mazoria reported that "I have a tradition of reporting every specific problem of the HI students to the office of the Church of Christ, however, the response remains unsatisfactory". He added that "since some of the HI students are aggressive in their

behavior, I give them counseling service until the desired changes are observed. As a teacher, I always try to get their attention before speaking and communicating. I speak slowly and naturally which help them to grasp the core idea. I always try to get naturally available teaching aids because vision is the primary means of obtaining information for them". He also reported similar idea as teacher participants, that is; always writing on the chalk board, repeating and revising what has been said, were some of the indicators of understanding the problem of the HI students.

However, the school principal in Durame does not have such orientation, for he lacks knowledge in sign language. Concerning the opportunities of using hearing aid, according to the principal in Mazoria, there are some hearing impaired students in their school, who will be benefited if they get the opportunities of using hearing aids. However, the hearing aids which are found in the school are non-functional due to two reasons: 1. Some of them need to be repaired; 2. Some of them lack battery. According to his report, the school does not afford these devices for it lacks its own budget. According to him, it was reported several times to the office of the Church of the Christ; however they did not give positive response. Therefore, according to the teachers and principals report, those HI students who have residual hearing do not get the opportunity of using hearing aids. About the HI students' future job opportunities, both principals revealed that, given conducive conditions both at school and at their home, they can equally compute and perform any types of work as the hearing people.

As to the information obtained from parents, one of the panelists in Mazoria said that "I don't want to hide the reality; I visit the school during the opening time and at the end of the year in closing ceremony". The other panelist in the same school explained that, "I visit the school not only two times as the one reported by the former panelists. I visit the school if there is an invitation or a call from the school and sometimes in causal occasions also".

The other panelist in the same school reported that "I visit the school during the registration time (at the beginning of the year) only because the school is far away from my home". A Question was posed whether they know the teachers of their HI children. He reported that he knows only the director. The other question posed to those participants is, whether the school invites them to visit the school or not. One of the panelists in the same school reported that in

some occasions the school invites us to visit the school. But due to various reasons we could not respond positively for every call of the school. The other panelist in the same school explained that they do not totally ignore visiting the school as reported by the other panelist. According to him, in addition to opening and closing time they visit the school if they don't have work load at their home. These ideas were supplemented by the rest of the panelists in both research sites.

In general, this indicates that majority of the parents visit the school if and only if they don't have work load at their home. With regard to the teacher's visit to their home, one of the participants in Matoria reported that they visit our home only in rare occasions. The other participant in the same school reported that since my home is near to some teacher's residence, they sometimes visit my home and discuss about the education of the hearing impaired child. However, this was not the case for the majority of the teachers in Matoria special school for the deaf.

One of the panelist in the same school reported that "teachers in this school do not have time to visit our home except Saturday and Sunday because they were occupied the whole day in teaching the hearing impaired and the hearing students in the morning and in the afternoon shifts respectively".

On the other hand all of the panelists in Durame special class confirmed that all the teachers in the school visit the HI students' home. They explained that when ever their HI children miss the school, they go to their home and ask why they were absent for the last three or four days and discuss about what to be done for the future.

The results of the focus-group discussion in both schools were consistent with the results of the interview of the teachers and school principals. That is, due to work load, most of the teachers in Matoria school for the deaf visit the home of the HI students only in rare occasions. However, teachers in Durame have got the chance of visiting the HI students' home. On the other hand, majority of the parents of the HI students do not visit the school and as a result they do not know what is going on there.

Finally, with regard to the measures to be taken to improve the education of the hearing-impaired children, several issues have been raised by all participants in both sample schools:

- ★ Just like school for normally hearing students they claim that there has to be school for hearing-impaired students in their locality.
- ★ According to the report of the participants of both research sites, since there is no school in their surrounding to continue further education after they complete the existing grade level, there has to be school in the accessible place. Other wise it creates lack of interest towards education both on hearing impaired themselves and their respective parents.
- ★ They also have stressed that, the curriculum need to be modified according to their needs and abilities
- ★ Most of the hearing-impaired students in Mazoria school for the deaf have raised the importance of training the formal sign language for family members and the community too, other wise it is hardly possible to improve sign language.
- ★ All of the teachers of the HI students should have to have adequate training in sign language.
- ★ All of the hearing-impaired students should get adequate text books and other reference books both at home and in the school.
- ★ Teachers of the HI students should get upgrading and refreshment courses in every short period of time.
- ★ Teachers of HI students should be paid attractive salary and get incentives to create conducive teaching atmosphere.
- ★ It is advisable to train every teacher in every school in sign language so that the HI students get the chance of attending study in their locality.
- ★ It is advisable to give awareness creation orientation for the parents, the community members, teachers, school directors, governmental and non-governmental organization.
- ★ It is advisable to make classroom convenient to teach the hearing-impaired students.
- ★ Provide economic assistance/support to parents of hearing impaired children so that they will be able educate their HI children.
- ★ All stake holders should take part in the process of educating the hearing impaired.

- ★ School directors also should have awareness about the education of the HI students and should have knowledge in sign language.

In sum, according to the report, majority of the hearing impaired students are found in the age range of 16-18 years. As to the cause of HI, 77% hearing-impairment was due to disease. Most of the HI students in both school lack their hearing capacity at their critical age.

According to the participants report, knowledge of the sign language of the HI students in both schools was not well developed due to various reasons; such as inadequacy of teacher's training, shortage of books, due to absence of curriculum modification, lack of awareness on the part of parents about the education of HI students and etc.

As indicated in the discussion, majority of the HI students do not attend the school regularly owing to various reasons such as work load in their home, farness of the school from their home, lack of parental awareness about their education, economic problem of their parents etc.

As most of the participant teachers explained, home sign was one of the challenges that interfere with the formal sign language and consequently creates communication barriers among the teachers and the HIS.

With regard to parents visit to school, except the opening and closing times of the school, most of the parents rarely visit the school. On the other hand when one comes to teachers visit to HI student's home, all the teachers in Durame have got the chance of visiting the HI student's home. However, except few teachers most of the teachers in Matoria do not get the chance of visiting the HI student's home, for they were occupied the whole day in teaching both the hearing impaired students and normally hearing students in the morning and in the after noon shifts respectively

Chapter Five

Discussion of the Finding

In this section the data obtained from diverse informants of the study are discussed by relating them. The secondary data obtained from literature review are also included to enrich the discussions. The data collected through questionnaire and interview serve as a baseline data against which the discussion are made. The data secured through focuses group discussion and through the review of related literate are administered to backup ideas reflected in questionnaire and interview. Thus, the data presented in each important parts of the questionnaire and interview is followed by discussions and some related inferences reflecting the researcher's insight of the ideas. The discussion attempts to address the basic research questions stated in the introductory part of this research paper.

5.1 : Challenges in teaching the hearing impaired

To commence with the problem, as indicated in table 4, knowledge of sign language of the HI students in both schools was not well developed owing to various factors such as inadequacy of teachers training, shortage of books, due to absences of curriculum modification, lack of awareness on the part of parents about the education of the HI children etc. As it was reported during interview session from the teachers of the hearing impaired students, teachers do not explain each and every new concepts using sign language. They also underlined absence of refreshment trainings to enrich the existing knowledge of sign language. Underlining the importance of training, Akach and Mweri (1990) find out that schools have the responsibilities of arranging seminars, talks staff development days, which will give a chance for staff members to share their experience, develop partnership and enhance mutual support among themselves. The effect of this problem directly affects the hearing-impaired students' knowledge of sign language.

Mittler et.al. (1993) also explained that with out adequate professional training and continuous updating of knowledge, we are in danger of building tomorrow's children to yesterday's ideas and methods.

The problems of the teachers are not only lack of refreshment training on sign language. According to their report, their effort and devotion was not valued by the school directors (e.g Durame) and the governmental bodies and the community members. A teacher participant in Matoria said that “I am serving here simply because of lack of alternative job, because I was paid low salary compared to other teachers of equal service in government institutions. My work is not valued by the concerned bodies and others” Similarly other participant reported that, “even though our work was not valued by people since we are serving disabled and disadvantaged group, we expect a great prize from our heavenly father (God) not from else where”.

Ensuring teachers' morale, Feeney et al (1987) reported that lack of incentives and low salary result in lack of interest and devotion on the part of teachers which directly affect the educational performance of disabled children. Moreover, exhaustion, tension, and anxiety, cause teachers to withdraw from the intense interpersonal demands of their job. Eventually, this affects all of their activities and relationships including their effectiveness in working with children.

As reported by teachers of hearing-impaired students, the problem of perception and lack of awareness about the education of hearing-impaired was not peculiar to only illiterate people but also literate people share similar views. Unless the work of teachers of hearing impaired is valued and respected, it is totally unbelievable to materialize the effective teaching-learning situation.

Therefore, this issue should be the concern of the governmental, the non-governmental, the charity organizations and any concerned groups or individuals in the society. Stressing teachers' role the other educator Moores (1996) forwarded that, the quality of education to a great extent depends on the quality of teachers. This is to mean that teachers are the corner stone of any educational activities. In addition to lack of refreshment training on the part of teachers, home bound signs also contributed to less development of HI students' sign language. Because as indicated in table7, due to conflicts of home bound signs and formal/ school sign language they do not communicate clearly with their family members. Similarly Alemayehu

(2003) indicated in his study that the use of home sign was the only communication experience the deaf students brought to the school.

The irregular attendance of the school was also the other challenge that hinders the educational performance of the HI students. As it was confirmed by all participants most of the HI students do not get the chance of attending the school regularly. According to them, long distance from home to school, work load at home, parents level of awareness about the education of the HI students and economic problem of the parents were some of the contributing factors. The findings of this study agree with Graham's (1991:5) says "due to lack of awareness and economic problems some mothers of the hearing impaired children in developing countries respond for the question asked about their hearing impaired children education like this; The community based rehabilitation worker asks a mother of 10 years old child with hearing impairment "Why don't you send your child to the school, it is very near your houses:, the mother replied "my son has a lot to do. I need him to take the goats out to graze. I can only send him when he has no work to do at home" This appears to indicate that how much parents are influential in the education of their children in general and their hearing impaired in particular.

The researcher's rough observation during data collection also gives a clue about their economic problems. Most of the HI students seem to have cloth and food problem. Because most of them are coming to school on bare feet and with worn out clothes. Their faces and total physical appearance show that they seemed to be malnourished. This researcher's view agrees with Corlson and Corcoran, 2001 findings that is low income families may not be able to provide the child with nutrition, housing or materials goods needed for a positive, healthy social and cognitive development. Therefore, according to this finding, due to the above mentioned contributing factors, irregular attendance of the school seems to be one of the challenges that hinder the educational performance of the HI students.

As indicated by the hearing impaired students and teachers participants the classroom lacks sufficient light due to narrowness and wrong position of the window. As it was reported by teachers, during foggy and rainy days, the hearing-impaired students do not clearly understand what the teacher says and this has become hindrance for the teaching learning process. Keller

et.al. (2001) has indicated that the teacher should speak from a well-lighted areas of the room and provide the audience with a clear and direct view of his mouth and face. This is because vision is the only means of receiving information for the hearing-impaired students. It seems that the school administration and the concerned agencies did not give due consideration to solve such problems. Specially as it was roughly observed by the researcher and as clearly indicated by all of the participant teachers, the school administrator in Durame appears to have awkward perception toward the education of the hearing impaired students.

On the other hand as it was reported by the hearing impaired students and teachers, shortage of books and long journey to school were some of the challenges that the hearing-impaired students face. As teachers in Mazoria have reported, the hearing impaired students will be given the text books until they go home. According to their report, because of the governing rule and regulation of the Church of Christ, the students do not have the right to take it home. Since as it was indicated in the earlier parts, due to economic problems of the parents, most of the hearing-impaired students cannot procure even a single book. This seems to imply creating additional problems on their existing difficulty and it also appears to contradict the objectives of the special needs education.

Long journey to school was also one of the burning issues which were raised by all participants of the study including parents. As indicated in the previous parts, long journey to school was one of the contributing factor for the irregular attendance of the school and high drop out rate. It seems risky to travel long distance for such disabled people. Specially, for female students. Since about half of them are girls, due to long journey, they might have been encountered various problems such as rape and unwanted marriage. As the finding shows, most of the educational needs of the hearing-impaired students are not met. Just like the schools for normally hearing students, the school for hearing-impaired should be available in the accessible areas.

According to the international convention of the child right, the notion which says "education for all" encompasses all children including the disabled. Therefore, this might be realized, if all members of the society and any concerned agencies are aware of the importance of educating the hearing impaired.

Hearing-impaired students were disadvantaged in using the same text books as regular students. Because it was not adapted according to the needs and abilities of the hearing-impaired students. The concern about the education of the HIS should begin (start) here. As all the teachers and the hearing-impaired students in the sample schools reported, curriculum adaptation is very essential for HI students. They need prolonged time, skilled teaching and attractive approach. Indicating content difference Taylor (1995) stated that the academic content for students who are deaf, however, is not always the same as that of the general education students because many of these students have problems in understanding the syntactic and morphological structure of language that result in academic performance deficits. Therefore, to address their problem (difficulty) the curriculum should be adapted in accordance with their needs and abilities. Otherwise, it may remain as one of the other challenge that hinders the teaching learning process.

As indicated in the findings of this study the hearing-impaired students have performed poorly in home works and class works. As it was observed above, most of them come from long distance and as a result of this they likely miss the school and this in turn results in poor performance of the educational activities. Similarly communication problems among the family members were also the other reason that contributes for their poor performance of home works and assignments. The academic problems of the hearing impaired students are more or less related with home and school environment. In support of this idea, Kirk et al (1993), stated, the hearing impaired child is the center of influence, with the family being the first and often the most influential.

A deaf child who can not hear and speak is expected to miss various opportunities in their families and the community at large. Had all family members trained in sign language, this would have not been the case. Shortage/absence of text books was also the other peculiar problem that contributes for their poor performance on home works and assignments. With out having text books, it is hardly possible to expect a good result. As reported by all participant teachers, absence of adopted curriculum has also imposed additional difficulty to them. As far as special needs education is concerned, everything should possibly be target to this group of students, otherwise it is totally impossible to attain its objectives.

Due to all the above mentioned reasons, the hearing impaired students may be disadvantaged in getting good and quality education. Thus, lack of confidence on the part of teacher to teach the HIS as clearly as possible using sign language, distance from home to school, communication problems among the family members and the HI, shortage of text books lack of adopted curriculum and the like appears to create poor performance on home works and assignments.

5.1.1: Challenges in the family and neighbor hood

According to table 4, most of the family members face lack of knowledge in sign language to communicate with the hearing-impaired. Most of the family members communicate with home signs. This appears to be a challenge for the hearing-impaired and for his respective teachers, for it creates conflict not to understand the messages conveyed from the teachers. Family members cannot understand what the HI child really tries to tell them or what feeling he/she exhibits or what he/she needs most. In connection to these ideas, Ying, (1990) states that communication problems can affect the ability of hearing-impaired children not to interact to convey messages as effectively as possible. Moreover, Hakkarainen (1989) indicated that the major challenges of hearing-impaired children in the teaching learning process or else where were inability to speak and communicate effectively. This seems to indicate that since children with hearing-impairment are vulnerable to communication and language problems than any other groups of people, there has to be a conducive learning environment that suit the needs and abilities of the children both at home and school, so that they can attain communication and language acquisition.

As indicated in table 4, most of the parents of the HIS do not give equal educational chance for hearing impaired and hearing children. The priority will be given to hearing children. However, this idea contradicts the finding of Brigg's, (1995) which says parents are much or less concerned for their HI child than for the hearing siblings. The major reasons are that they lose or give up hope about the access of the child in life generally. The culture stigma also played a considerable adverse role for the absence of positive attitude towards the education of HI child. They never value the effect of his/her child's stay at school.

As it has been shown during the focus-group discussion, most of the parents of the HIS do not have a positive attitude towards the education of their HIC. A parent in Durame said that “let alone the “hearing impaired”, I have a hearing son who has completed 12th grade 5 years ago and yet he is still unemployed. I don’t expect anything from the education of my “hearing impaired” son. I am sending him to the school simply because his teachers pushed me to do so.”

As teachers in Durame explained, majority of the parents send their HI students not by understanding its importance but by anticipating some aids from the government or from any other agencies. In stressing HI students’ potential to learn, Anderson, (1992) stated that deafness it self does not affect a person’s intellect or ability to learn, they generally require some form of special support.

The age range in table 1 might be one of the indicator of parents lack of awareness about their HI child’s education. It seems, most of the HI students join the school in their late age. This may show that most of the parents do not have positive attitude towards their HI children education. In explaining parents acceptance Bodner Johnson (1985) also stated that parental acceptance and family adaptation to the child’s deafness correlate with achievement in reading and mathematics.

5.1.2: Challenges in the Community

The interaction of the hearing impaired within the community may be poor and that may result in loss of opportunities for them. He/She misses significant experiences in social and emotional aspects, since he/she lacks so many pieces of information. Most of the community members do not know sign language and as a result they do not consider it as a language. The roots of these problems are poor social awareness on hearing-impairment. This leads the HI students to face problem in social interaction such as lack of opportunities of playing with hearing peers and lack of interaction with any valuable social sectors. This agrees with the finding of Odom’s et al (1992) that indicates absence of specific skills in children with disability will affect interaction with peers and other.

Similarly Gottman and Kinnish (1995) find out that children with disability are less successful in social bids to peers. Thus, lack of all these opportunities put the HIS in the disadvantageous position both in social and in academic affairs. This in turn may also create psychological and social instability on the part of HIS. Therefore, as the findings of these study reveals children with hearing-impairment are undermined and forgotten citizens of the country. Parents have wrong perception towards hearing-impairment. As a result of this, irrespective of their children's' ages they have become biased to their hearing children in giving priority to join school. This wrong perception about the hearing-impairment creates interaction problem with all family and community members and results in lack of interest in their future educational carriers.

Generally, most of the family and community members do not have a right perception towards hearing impairment. A parent, during focus-group discussion session said that "I have two "hearing impaired" children who cannot express their feelings and ideas clearly. If "I want to be trained in sign language, as the "hearing impaired do" I am claiming or praying to God to give the third "hearing impaired" child." This was really awkward perception towards hearing-impairment and it aggravates the problem both at the school and in the community.

The HI children are the member of the community who need special attention and support from every family and community members so that they will be equally productive citizens of the country. Therefore, the HI students seem to lack proper attention of the community which results in missing every opportunity required for them. In fact, it seems nothing has been done to minimize parents' wrong perception. No attempt made to train the whole family or at least the parents.

5.1.3 Teaching Strategies

Even though there was no encouraging and motivating conditions for teachers of HI students they are empathized to the HI students' differently and adjust their teaching strategies according to their needs and abilities. A teacher in Mazoria said that "by teaching this group of students I expect a prize from my heavenly father not from elsewhere" In connection to this idea BATOD (2001) stated that teaching the HI children provides stimulating and rewarding experience and can satisfy a sense of social service. This is because they are paid low salary

compared to other teachers in governmental institution of equal service. They have reported that by tolerating those all challenges, they were trying their best. By understanding his/her difficulties, they write every important point on the chalkboard. According to their report, they never face to other place while they are explaining. They always face the hearing-impaired students because vision is their primary means of receiving information.

In line with these reports Keller et al (2001) explained that facing the students with HI, touching a student on the shoulder, or on the arm to indicate that you are talking to him/her, speaking from a well-lighted area of the room, speaking slowly and naturally, repeating and revising, and writing on the chalk board are some of the teaching strategies employed by teachers. Since they have visible difficulty, teachers speak slowly and naturally, repeat, revise and elaborate what has been already said. They move across the desks and check their activities by touching their shoulders to indicate that he/she is talking to them. According to the teachers' report, what ever answer the HIS give, they appreciate for their effort and guide them to give the correct answer. They always try to show smiling faces, gestures and facial expression to arouse their interest in learning. Teachers try to prepare locally available teaching aids that are expected to facilitate the HI students' understanding.

As teachers in Durame reported, they were not disappointed with the school directors' negligent position to wards them and their HI students. Rather, they were showing unreserved effort and commitment to attract their students' and parents' attention towards education. All of the participant teachers and director in Mazoria have a program to give a counseling service for the HI students. Because it was believed to adjust their future career in education.

In line with this idea, Moores (1992) explained that although a teacher will not be a trained counselor or psychologist he/she should be a sensitive observer of human behavior. They can provide students with career counseling or help them in routine skills.

However, there are other opportunities that are absent due to the objective conditions of both schools. These are technological equipments such as, video, Televisions, hearing aids etc. Because they are very important to facilitate the educational performance of the HI students. As reported by the participants and observed by the researcher, both schools are poorly furnished.

It seems that they lack attention of concerned agencies. In fact, teacher's efforts are appreciable and good. As it was observed and reported, they were doing their best. However, these all efforts and devotions were not encouraged and promoted by any concerned agencies.

5.1.4 Future job Expectation for the hearing-impaired Students

Due to wrong perception towards hearing impairment most of the parents do not believe that the HI children can join work. In fact, not only due to their wrong perception, but also lack of school in their locality to continue further education, economic problem and farness of the school from their home to complete the existing grade level are some of the other factors that aggravate the problem.

Similarly, except one hearing impaired respondent, majority of the HI students do not anticipate future job opportunities. Because, in addition to societies stigma towards hearing impairment, they ascribed the problems to the above mentioned factors (lack of school around their locality to continue further studies after they complete the existing grade level, economic problems of parents and farness of the school from their home to complete the existing grade and the like).

However, all the teachers in both research sites believe that the hearing impaired student's can join any types of work provided that they are given conducive condition. They reported that to realize the HI student's future job opportunities, it requires the commitment of not only the teachers who are involved in the process but also it requires the commitment of the parents, community members, the governmental and non-governmental agencies. Prior to all problems, changing society's perception towards hearing-impairment is the key issue. Because it is one of the major and deep rooted "disease" spread within the society's mind.

Of course, the HI children are equally human beings, except their single difficulty (hearing difficulty). If every thing is adjusted according to their needs and abilities, they can equally compute with the normally hearing individuals. Indicating the hearing impaired competence Gragg (1992) find out that the hearing-impaired can be successful and will get the chance of being doctors, lowers, teachers, carpenters, dress makers etc.

5.2. Parent-School Collaboration

It was believed that parents' visit to school/teachers allows them to enjoy the actual performance of their respective children in the learning process. Such practices encourage parents to promote the rate of attendance and will minimize the chance of attrition. Moreover, it enhances parent's involvement in the education of their child both at home and in school.

However, according to the response of HI student's, teachers and parents themselves, majority of parents of HI students do not visit the school in regular basis. They come to school only at the opening and closing occasions. Even most of them seemed to be astonished for the question which says "Have you the tradition of visiting the class to obtain information about your HI children" seeing it as having no relevance to their order as parents of hearing-impaired children"?

It is important to create strong relationship between school/teachers and parents in regular basis. Emphasizing parent's involvement in school matters, Hagarty and Lucas (1981) stated that the full involvement of parents in education of their children with special needs dictates the children's achievement and the school success.

Some parents were discouraged about the future of their HIC. Most parents prefer silence to saying any thing about matters of their children schooling to the extent supposing the education demanded fee. According to the reports of teachers and school principles, unless there is awareness creation orientation for parents of hearing impaired children, parent school/teacher joint work is unthinkable. They always ascribed the problem to the long distance, work intensity and other inconvenience.

They were asked whether they know their all HI children's teachers or not, most of them replied as they know the school directors more than the teachers. However, as regards "how do they know the director" their answer eventually nothing more than "because he is a director" Since my child is student here" we belong to the same village etc.

On the other hand all the teachers in Durame special class have the tradition of visiting the HI students' home. According to their report and as parents of the HI students witnessed, they visit the HI student's home when ever the students miss the class for more than a week. They

discuss about the reason why they miss the class and get parents' confirmation to send them school. This tradition has of great value to minimize drop out rate and to arouse their interest in education. However, except few teachers most of the teachers in Mazoria did not get the chance of visiting the HI students' home, for they are occupied the whole day in teaching the hearing impaired students and the normally hearing students in morning and after noon shift respectively.

Effective teaching-learning situation for HI students requires the cooperative effort of teachers, directors, parents, community members, governmental and non-governmental agencies. Teachers play mediating role between school and parents. Their unreserved effort is crucial for successful results in the educational process.

However, as reported by teachers, the school principal in Durame was not cooperative for the successful education of the HI students. He was always in the safe side of the hearing students than the hearing impaired students. He does not value any work and efforts of the HI students' teachers. Perhaps this wrong act was not done in his right mind. Therefore, intensive awareness creation training on the education of HI students is highly recommended to avoid such awkward prejudice of school principal and parents and community members too.

In general, lack of refreshment and up grading training on sign language for the teachers of HI students, shortage of text books, uniform curriculum, awkward prejudice of the school principals, parents' wrong perception to wards their HIC and their lack of awareness about their education, irregular attendance of the school on the part of HI students, lack of parent school/teachers joint work on the part of most of the parents of the HIS were appear to be some of the challenges that hinder the effective teaching learning process of the HI students.

Chapter Six

Summary, Conclusion and Recommendations

6.1 Summary

This research has been aimed at investigating educational challenges in teaching children with hearing-impairment. It was planned to collect information from the HI students, teachers and principals and parents of the hearing-impaired students.

Sample of the study consisted a total of 71 participants i.e -47 males and 24 females. The sample schools were Mazoria special school and Durame special class for the deaf in Hadiya and Kembata Tembaro zones respectively and both are found in the SNNPR.

All hearing-impaired students in both schools were found in the age range of 13-18. This implies that they joined school at their late age.

According to this finding, all of the hearing-impaired students had poor knowledge in sign language. They couldn't communicate with their teachers as effectively as possible. This could be attributed to various problems such as inadequacy of teachers' trainings; shortage of books, absence of adapted curriculum, lack of awareness on the part of parents about the education of their HI children, long journey to school, economic problem etc.

As it was reported by teachers themselves they could not be able to explain each and every concept as clearly as possible using sign language because they couldn't get the chance of upgrading and refreshing their existing knowledge of sing language. This in turn has affected the educational performance of the hearing-impaired students.

Most of the HI students do not attend the school regularly because they were forced by their parents to miss the school and help them. Long journey to school, economic problem, and students own laziness were also the other contributing factors for their irregular attendance of the school.

According to the finding of this study, the hearing-impaired students had faced communication problem with their family members and the community. The family members do not

understand what he is trying to tell them. He experienced a conflict of home signs and formal sign language in the school. Lack of training in sign language for family members and the community, aggravates the problem of the HI students both in the family and in the school.

According to the participants report most of the classrooms were not convenient to teach the hearing-impaired students, because they lack sufficient light due to narrowness and wrong position of the windows.

Unlike teachers of normally hearing students, teachers of hearing-impaired students lack some privileges, for instance being invigilator or supervisor of the 8th grade national examination. According to their report, most of the people including the schools principals like in Durame do not value the HI students' teachers work. They were undermined and underestimated. Teachers in Mazoria are paid low salary compared to those teachers of equal service in governmental schools. This in turn affects the whole teaching learning process. Despite all these problems, by tolerating these all challenges, teachers in both schools were trying their best to help the hearing-impaired students. For instance, teachers in Durame had the tradition of visiting the HI students' home to discuss with their parents about their children's education.

By understanding the difficulty of the HI students, teachers employ appropriate teaching strategies. For instance, they write every important point on the chalk board; they repeat, revise and elaborate what has been said. Speak slowly and naturally, appreciate their trial. However, due to the objective conditions of the sample schools, there are other useful teaching strategies that are failed to be used by the teachers of the hearing impaired students.

Teachers also give counseling service for those hearing-impaired students who do not come to school regularly and for those who deviate in their behavior from the other HI students until the desired behavioral changes are observed.

Concerning parents school/teachers joint work, as indicated in the finding, most of the parents of the hearing-impaired students were not aware of the importance of visiting the school.

Since majority of the parents of the HI students are illiterate and have wrong perception about hearing-impairment, they do not value their hearing impaired children's education. According

to teachers' report, even, some of the parents send their HI child to school by anticipating some aids from governmental or non-governmental agencies.

With regard to teachers visit to the HI students' home, all teachers in Durame had the tradition of visiting the HI students' home. They discuss with their parents about the education of their HI students and this in turn helped to reduce drop out rate of the HI students. However, most of the teachers in Mazoria could not visit the HI students' home because they were occupied the whole day in teaching the hearing impaired students and normally hearing students in the morning and in the after noon shift respectively.

In both schools the HI students seem to face the absence/ shortage of text books. The curriculum was not also adapted in accordance with the needs and abilities of the HI students.

6.2 Conclusion

Education is a fundamental human right and one of the main factors that reduces poverty and improve socio economic conditions. Without education these improvements are unthinkable. To ensure these improvements, all citizens including the disabled have to get proper education. It is important to make educational provisions universal as the need for equity in educational services, the need for cultural changes or enrichment etc. is highly significant to support all disabled children in general and hearing-impaired in particular. Hearing loss limits a person's ability to enjoy many forms of entertainment, discussions and dialogues. It also limits access to classroom information that is normally available through personal communication. To address the problems of disabled children in general and the hearing-impaired in particular, it requires the commitments of the parents, community, teachers, administrators, governmental and non-governmental agencies

Therefore, the main focus of this research was to identify major educational challenges in teaching children with hearing-impairment. From the finding of this research, it could be concluded as follows. The major challenges for hearing-impaired students, for teachers and community members were inability to communicate effectively using the sign language. Due to lack of upgrading and refreshment training in sign language, teachers faced problems in expressing some new concepts, in using sign language. This also had its impact on HI students'

understanding of the subject. It also seems to contribute to poor social interaction among the family and community members.

Parents' wrong perception to hearing-impairment and their lack of awareness towards education of their HI children was the other challenge in teaching the hearing-impaired. Because most of parents do not value the education of their HI children. Even they send their children to school, only if they have no work load at home. Concerning parents school/teachers joint work, most of the parents of the HI students have no the tradition of visiting the school for they are unaware of the importance of parent school/teachers joint work. Low salary, moral decadence and absence of incentives were also the challenges that teachers encountered in teaching the HI students. As it could be seen from the finding of this study, teachers in Mazoria were paid low salary compared to those teachers of equal service in governmental schools.

Some people do not consider them as real teachers; rather they undermine and underestimate them. They don't value their work. Shortage or absence of text books for HI students was the other challenge that hinders their performance in education. As it was indicated in the finding of this study, the HI students in Mazoria did not get the opportunities of taking text books to their home. Similarly the HI students in Durame could get text books only if there are extra books after the normally hearing students have received their share. According to the teachers report, priority was given for normally hearing students.

From the finding it appears that, the hearing-impaired students require more time and simplified instructional materials than the normally hearing students. Therefore, this seems to demand curriculum adaptation according to their needs and abilities.

Due to lack of schools to continue further education after they complete the existing grade level, most of the HI students seem to be discouraged to attend the existing grade level.

From the finding it appears that, governmental, non-governmental and other concerned bodies were reluctant about the education of the hearing-impaired children. As it was reported by participant teachers and as it was roughly observed by the researcher the floor, the windows and the desks were not convenient to teach the HI students. Windows were very narrow and some of them found in the wrong position. According to the teachers report, the class rooms

become dark during rainy and foggy days and that was difficult for the teaching learning process.

Even though teachers of the HI students were not encouraged and motivated by concerned agencies, they have attempted to give counseling service for those hearing-impaired students who do not come to school regularly and for those who deviate in their behavior from the other HI students until the desired behavioral changes are observed. This indicates that teachers in both schools were empathized to the difficulty of HI students more than the other group of people.

6.3: Recommendations

Research has repeatedly found that the quality and quantity of what students hear has a major impact on what they learn. Deafness could have enormous effects on the individual's holistic development. Children may have slow language development in all linguistic experiences, less success educationally, problems of adjustment socially and other environmental restrictions (UNESCO, 1984). Such delayed and slow developments can influence a deaf child's ability to develop communication skills, such as reading, writing and speaking/signing. The extent of these difficulties in language arts depends on the child's degree of HI, and age of loss (Gearheart et.al 1992).

According to education and training policy (1994) disadvantaged groups will receive special support in education. In order to address special needs education programs, including educational program for the hearing impaired, it requires the cooperative efforts of parents, community members, teachers, school principals, governmental agencies, non-governmental agencies and charity organization. With this background, the following recommendations are forwarded.

- ★ To address those disadvantaged groups needs in education, there should be awareness creation program for parents and community members.
- ★ To ensure effective communication means among family and community members, it is advisable to arrange sign language regular training program for them.

- ★ In order to ensure the hearing-impaired students successful performance in education, teachers need to get appropriate and progressive and up-to-date trainings in sign language.
- ★ As it was found in the finding of this study, some school principals, Woreda, zonal and regional office officials were reluctant about the education of the HI students. Therefore, it needs to create intensive orientation and awareness creation forum for them in special needs education in general and the education of HI students in particular.
- ★ As it was reported by the participants of the study, due to various reasons such as work load at home, parents lack of awareness, long journey to school etc majority of the HI students do not attend the class regularly. Therefore to minimize this problem, there should be awareness creation orientations for parents on the importance of education of the HI students.
- ★ According to the finding of this study, long journey to school for HI students was one of the factors that contribute to high droup out rate and irregular attendance of the school. However, according to the Ethiopian Education and Training policy (1994), expansion of quality primary education to all citizens is not only a right but also a guarantee for development. Thus, it is recommended that the HI students need to get the school in the accessible area.
- ★ Lack of school to continue further education was the other factor that discourages the parents of the HI students, teachers and the HI students themselves. Therefore, the governmental, the non-governmental, the charity organizations and community need to give due attention to find the solution.
- ★ Lack/shortage of text books was one of the other challenges that hinder the HI students' educational performance. To alleviate this problem all the concerned bodies should give due attention.
- ★ The curriculum did not consider the difficulty of HI students. Therefore, Special consideration would have to be given by curricula designers to make the curriculum compatible with special needs of the hearing impaired.
- ★ As indicated in the finding of this study, the classroom, the windows, the desks the blackboards and the floor were not convenient to teach the HI students. Therefore,

the governmental, the non-governmental, the charity organizations and the community agencies must play a significant role in improving, organizing and adjusting the learning environment conducive to teach the HI students.

- ★ Teachers in general and teachers of the HI students in particular are the key and the most important elements in successful educational outcomes for the students. Therefore, they have to be respected, encouraged and their work should be valued.
- ★ Parents school/teachers joint work is one of the important means to promote the smooth teaching learning process in the school. Therefore, it is advisable to give awareness creation orientations for parents on the importance of parents' school/teachers joint work.
- ★ Teachers need to use locally available teaching materials in order to raise the HI students' performance in education.
- ★ If possible, the concerned agencies need to arrange some technological equipment such as Hearing aids, Videos, Television etc. Because these equipments are expected to raise the HI students' interest in education and also they have a positive effect on the teaching learning process.

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Appendix A
Addis Ababa University
School of Graduate Studies
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Questionnaire for Hearing-impaired Students

This questionnaire is designed to be completed by hearing-impaired children. The main objective of this questionnaire is to investigate the educational challenges in teaching children with hearing impairment. It is believed that your participation in giving full information on this questionnaire is highly crucial and the bases for good outcomes in this study.

Thank you for your cooperation.

Direction: Read the following questions and fill with the appropriate information in the blank spaces provided and select the correct response for those questions, which have alternative responses by underlining to the corresponding number of response.

Notice: you can respond to more than one alternative if you think it is appropriate.

A. Background information

1. School _____ Sex _____ Age _____ Grade _____
2. Zone _____ Woreda _____ Region _____

B. Information about your hearing loss

1. Cause of your hearing loss
1. Hereditary 2. Disease 3. Accident 4. Not known
2. Age of onset of your hearing loss
1. Before birth 2. At birth 3. 1_3 years 4. 4_6 years 5. 7_9 years
6. Not known
3. The present status of your hearing loss
1. Mild 2. Moderate 3. Severe 4. profound
4. What were the effort made to treat your hearing difficulties in the early period

1. Local treatment
2. Medical treatment
3. Spiritual treatment
4. No effort made

C . Family Background

1. Fathers educational status
 1. Cannot read and write
 2. Can read and write
 3. Grade I_4
 4. Grade 5 to 8
 5. Grade 9 to 11
 6. Grade 12 and above
2. Mothers educational status
 1. Cannot read and write
 2. Can read and write
 3. Grade I_4
 4. Grade 5 to 8
 5. Grade 9 to 11
 6. Grade 12 and above
3. With whom are you living at present ?
 1. With both parents
 2. With mother only
 3. With father only
 4. With guardians
 5. Others (please specify) _____
4. Your family size
 1. Two
 2. Three
 3. Four and above
5. Do you have sisters and brothers?
 1. Yes
 2. No
6. If you have sisters and brothers,

number of sisters _____, number of brothers _____
7. Are you the first born in your family?
 1. Yes
 2. No
8. If your answer for question 7 is "No", you are the _____ child
 1. 2nd
 2. Third
 3. Fourth
 4. Any other _____
9. Are you the only hearing-impaired child in your family ?
 1. Yes
 2. No
10. If your answer is "No" for question 9, who is the other HI child?
 1. Brother
 2. Sister
 3. Mother
 4. Father
 5. Any other (specify) _____

D. Parents occupation , Income and Living condition

11. Father's occupation
1. A farmer 2. A merchant 3. A teacher 4. Any other _____
12. Mother's occupation
1. A farmer 2. A merchant 3. A teacher 4. A house wife
5. other (please specify) _____
13. If your parents are farmers, the average yearly crop production in quintal is ---?
1. Less than 5 quintal 2. 5-10 quintal 3. 11-14 quintal
4. 15 and above
14. If your parents are civil servants (e.g. teachers, merchants or other) the average monthly income in birr?
1. Less than 200 2. 200-499 3. 500-999 4. 1000 and above
15. Parents living condition
1. Both are living together 2. Divorced 3. Father died
4. Mother died 5. Both are died

E.Challenges in the Teaching Learning Process

1. Do you know sign language?
1. Yes 1.2. No
2. If your answer for question 1 is "Yes", how was your degree of mastery ?
1. Excellent 2. Very good 3. Good 4. Faire 5. Poor
3. If your answer is "No" for question 1, with which methods of communication do you communicate?
1. Lip reading 2. Oral method 3. Total communication
4. Other (please specify) _____
4. How often do you attend the class?
1. Regularly 2. Sometimes 3. Rarely
5. In question 4, if you attend the class sometimes or rarely , why don't you attend regularly ?
1. due to long journey 2. To help parents
3. Due to shortage of food and cloth 4. Other (specify) _____
6. Is the classroom comfortable for the teaching learning process?

1. Yes 2. No
7. If your answer is "No" for question 6; what is missing ?
1. No sufficient light 2. The class is not acoustic
3. The class is noisy 4. other (please specify) _____
8. Do you have books in all subjects?
1. Yes 2. No
9. If your answer is "No" for question 8, what is the reason?
1. Due to shortage of books in the school
2. Due to shortage of money to buy books
3. Due to problems of administration of the school
4. Other (specify)-----
10. Which methods of communication do teachers often employ during the teaching learning process?
1. Sign language 2. Oral method 3. Lip reading
4. Total communication 5. Any other (please specify) _____
11. Do teachers express each and every concept in the text books?
as clearly as possible using sign language
1. Yes 2. No
12. If your answer for question 11 is "No" what could be the possible reason?
1. Due to limited knowledge on sign language
2. Due to limited interest to teach HIC 3. Other (please specify) _____
13. Do teachers employ different methods of communication to meet the needs and abilities of deaf and hard of hearing?
1. Yes 2. No
14. If your answer is "No" for question 13, which method do they frequently use?
1. Sign language 2. Lip reading 3. Oral method
4. Other (specify) _____
15. How often do teachers use visual aids such as films, videos and etc.?
1. Always 2. Sometimes 3. They never use
16. Which one of the subjects do you like most ?
1. Amharic 2. English 3. Maths 4. Social studies
5. Science 6. all subjects 7. Other (specify) _____

17. What was the most common academic challenges in your school?
1. Lack of skilled and trained teachers in sign language
 2. General incompetence of teachers
 3. Shortage of textbooks
 4. Inconvenience of school setting (distance between home and school)
 5. Other (specify) _____
18. Do teachers give home works and class works regularly?
1. Yes
 2. No
19. If your answer is "Yes" for question 18, how often do they correct home works and class works?
1. Always
 2. Sometimes
 3. They never correct
20. How often does traffic load disturb your attention during the teaching learning process ?
1. Always
 2. Sometimes
 3. Rarely
 4. It never disturbs you
21. Do you ask questions when things are not clear to you?
1. Yes
 2. No
22. If your answer is "No" for questions 21, why not?
1. Due to communication problems
 2. Due to lack of experience to ask question
 3. Due to lack of teachers willingness
 4. Other (please specify) _____
- F. Challenges in the Family and Neighborhood**
23. How do you communicate with your family members, neighbors, friends etc?
1. Using sign language
 2. Using home sign
 3. Using oral method
 4. Other (please specify) _____
24. Who helps you in doing your home works and class works or in your study?
1. Father
 2. Mother
 3. Brothers or sisters
 4. Nobody helps me
 5. Other (please specify) _____
25. Do your parents give equal educational chance for you and the other siblings?
1. Yes
 2. No
26. If your answer for question 25 is "No" what was the reason?
1. Due to wrong perception to HI
 2. They love the other siblings more than you
 3. Other (please specify) _____
27. Do hearing peers in your neighborhood play equally with you and the other hearing peers?

1. Yes 2. No

28. If your answer for question 27 is "No" why not?

1. Since you don't want to play
2. Due to attitudinal problems on the part of hearing peers 3. Other (specify) --

29. How often do your parents visit the school to follow up your educational progress?

1. Always 2. Some times 3. Rarely 4. They never visit

30. If your answer for question 29 is "Rarely" or "Never" what was the reason?

1. The school does not allow them to visit.
2. Due to awareness problem on the part of parents
3. Lack of interest on the part parents
4. Due to shortage of time on the part of parents to visit the school
5. Other (please specify) _____

31. Have you ever got the opportunity of developing sign language out side the class?

1. Yes 2. No

32. If your answer for question 31 is "yes" by what means do you develop?

1. Panel discussion 2. Seminars 3. Training 4. Other (specify) ____

33. Do teachers talk with out facing you?

1. Yes 2. No

34. If your answer for question 34 is "Yes" how frequently do they talk?

1. Always 2. Some times 3. Rarely

35. Have you got the opportunities of using hearing aids?

1. Yes 2. No

36. If your answer is "yes" for question 35, where and when do you use it?

1. At any place and any time 2. In the classroom only 3.
Other (specify) ____

37. If you say "yes" for question 35, who has provided you with hearing aid?

1. The school 2. NGO's 3. The parent 4. Other (specify) _____

38. What is your possible means to enhance the opportunities of reading and writing?

1. By depending on the classroom instruction
 2. By reading different text books
 3. By being assisted by tutorial program
 4. By being assisted by family members
 5. Other (please specify) _____
39. To what extent do you expect job opportunities after you finish your studies?
1. I expect in confidence
 2. I expect partially
 3. I expect rarely
 4. I never expect
40. If your answer for question 39 is rarely or never, what could be the reasons?
1. Absence of schools around your area to continue further education.
 2. Due to economic problems
 3. Due to parent's lack of awareness
 4. Other (please specify) _____
41. Do teachers give you counseling service in addition to teaching service?
1. Yes
 2. No
42. If you say "yes" for question 41, how often do they give the service?
1. Regularly once a week
 2. Regularly once a month
 3. Regularly twice in a semester
 4. Other (please specify) _____
43. What measures do you think need to be taken to improve the education of HIC?

Appendix B
Addis Ababa University
School of Graduate Studies
Department of Educational Psychology
Interview for Teachers

This interview is designed to be conducted to teachers of hearing-impaired children. The main objective of this interview is to investigate the educational challenges in teaching children with hearing-impairment.

It is believed that your participation in giving full information on this interview guide is highly crucial and the base for good outcome in this study. Any information given will be kept confidential.

Thank you for your cooperation

Direction: Listen to the following questions and provide with the possible information's, reactions, opinions and feelings orally to the person reading the questions to you.

A. Background Information

School _____ Sex _____ Age _____

Zone _____ Woreda _____ Ethnic group _____

Mother tongue _____

B. Teachers' Educational qualification

- a) Grade 9-11 b) Grade 12 complete
c) Grade 12 and 6 months training d) Grade 10 and
1 year training e) Grade 12 and 1 year teachers training
f) College diploma g) 1st degree h) Any other (please specify) _____

C. Challenges in Teaching Hearing-impaired Children

1. Do you know sign language ? If you know how was it effective to teach children with hearing impairment?
2. Which methods of communication you often use in the teaching learning process ? Why?
3. What do you comment on the availability of text books and teachers guides in all subject areas?
4. Are the text books the same for hearing and HI students?
if so, what is your comment in using the same text books ?
5. How was the conditions of the classrooms and furniture's ?
6. Do the hearing impaired children attend the class regularly ? If no, what was the problem ?
7. How often you use teaching aids ?
while teaching the hearing impaired children ?
8. Do you give home works and class works for HIC ? If so ,
how do they perform ?
9. How often do parents of the HIC visit the school to follow up the educational progress of their HIC?
10. Do teachers visit the HI students' family ?
11. Is there any student who quit his/her education due to lack of family care or due to other reasons? If you say yes, what was your contribution to help them readmitted?
12. What do you comment on the most common challenges in teaching the HIC ? Example: on the misbehavior of the HIC, on their academic performance, on teachers' attitude to teach the HIC , and other related problems ?

13. What are your common teaching strategies in teaching the HIC?
14. How often do you understand the problems of the HIC and help them in different activities such as , giving counseling services, offering additional educational support?
15. What do you comment on HI children's opportunities of using hearing aids ?
16. What do you comment on the future job opportunities of HIC ?
17. What measures do you think need to be taken to improve the education of HIC?

Appendix C
Addis Ababa University
School of Graduate Studies
Department of Psychology

Interview for School Principals

This interview is designed to be conducted to school principals of the HIC. The main objective of this interview is to investigate the educational challenges in teaching children with hearing-impairment. It is expected that your participation in giving full information on this interview is highly crucial and the base for good outcome in this study. Any information given will be kept confidential. Than you for your cooperation.

Direction: Listen to the following questions and give the most appropriate and relevant information, opinions and feelings orally to the person reading the question to you.

A. Background Information

School _____ Sex _____ Age _____
Region _____ Zone _____ Woreda _____
Religion _____ Ethnic group _____
Mother tongue _____

B. Educational qualification

- a) Grade 9-11
- b) Grade 12 complete
- c) Grade 12 and 6 months training
- d) Grade 10 and 1 year training
- e) Grade 12 and 1 year teachers training
- f) College diploma
- g) 1st degree
- h) Any other (please specify) _____

D. Challenges in the teaching learning process

1. Do you know sign language? if you don't know, how do you communicate with HIC?
2. What do you comment on the availability's of text books and other reference materials in all subject areas?
3. In teaching the hearing-impaired children teachers often use the same textbooks to HIC and hearing children. What do you comment on this?
4. How was the conditions of the classrooms and the furniture's
5. Is there any student who quiet his/her study due to lack of family care or due to other reason? If you say Yes, What was your contribution to help them readmitted?
6. How often do parents visit the school to follow up their HI childrens' educational progress? If they never visit why not? If they visit, how was the extent of their involvement?
7. What do you comment on HI children's opportunities of using hearing aids ?
8. What do you comment on the future job opportunities of HIS?
9. Have you got the opportunities of understanding the problems of HIC and helping them to succeed in their education?
10. What measures do you suggest to improve education of HIC?

Appendix D
Addis Ababa University
School of Graduate Studies
Department of educational Psychology
Focus-group Discussion for Parents

This focus-group discussion is designed to be conducted to parents of hearing-impaired children. The main objective of this focus-group discussion is to investigate the educational challenges in teaching children with hearing-impairment.

It is believed that your participation in giving full information, opinions feelings and reactions on this focus-group discussion is highly crucial and the base for good outcome in this study. Any information given will be kept confidential.

Focus group discussion Questions guides

A. Challenges

1. How do you communicate with your HI impaired children_?
2. How often do your HI child attend the school?
3. How far you understand the problems of your HI child and give pertinent support for him?
4. How much the governmental and non-governmental agencies or any other charity organizations support your HIC?

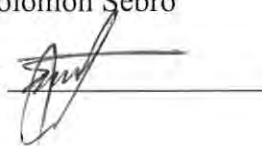
B. Parent school/teachers joint work

1. How often do you visit the school?
2. How often do teachers visit your home?
- ❖ What do you suggest to improve the education of the HIS?

Declaration

I, the undersigned, declare that this thesis is my original work and that all sources of materials used for the thesis have been dully acknowledged.

Name: Solomon Sebro

Signature: 

June, 2005