

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

**Practices and Challenges of “Using Sign Language” as a
Medium of Instruction: The case of Dagmawi Minelik and
Yekatit 23 Primary Schools in Addis Ababa**

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**PRACTICES AND CHALLENGES OF USING “SIGN
LANGUAGE” AS A MEDIUM OF INSTRUCTION THE
CASE OF DAGMAWI MINELIK AND YEKATIT 23
PRIMARY SCHOOLS IN ADDIS ABABA**

BY

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Abstract

The purpose of this study was to investigate the practices and challenges of using sign language as a medium of instruction in two primary schools of Deaf students' classes in Addis Ababa.

To achieve this end, the research employed descriptive survey research methodology. A total of 133 respondents participated as the source of data. 90 students with hearing impairment, 31 teachers, 4 principals and 8 parents were involved in the study. Questionnaires, classroom observation and interview were used as data gathering tools. The collected data were analyzed using both quantitatively and qualitatively using frequency counts, percentages and descriptive phrases. The finding of the study indicated that students, teachers, principals and parents were supportive of using sign language as the medium of instruction. It was also found that sign language textbooks are not prepared based on the grade level of students with hearing impairment. The findings of the study also revealed that lack of sufficient training of teachers in the language, shortage of involvement by parents in schools in the activities were the major problems identified during the study.

Based on the finding and conclusions, the study makes recommendations which include teachers' sufficient training, supply of necessary curricular materials, professionals support, mobilizing the community and education offices. The study also recommended some better ways and means for further implementation of sign language as a medium of instruction facilities are almost absent. Moreover, lack of commitment and interest by some teachers to teach in the language, a mismatch between the trained program and the knowledge gained when put in actual practice, shortage of involvement by parents in school activities were the major problems identified during the study. Thus, to solve the above problems recommendations were forwarded. Providing training, supply of necessary curricular materials, professionals support, mobilizing the community and education offices. The study also recommended some better ways and means for further implementation of sign language as a medium of instruction.

Chapter one

1. Introduction

1.1 Background of the Study

In Ethiopia since the introduction of modern education around the turn of 20th century, language policy regarding education has been changed many times due to external influences and political interests of the leaders of the time (MacNab 1989:112). As mentioned by McNab, although there was apparently no educational policy governing the use of language, foreign languages (particularly French) were used as medium of instruction in modern Ethiopia schools until the Italian occupation.

About six local languages were used for teaching purpose during the Italian period, but only Amharic language continued to be a language of instruction in primary grades of formal education in Ethiopia until 1990 (McNab1989:78). While Hailesellasié's government had been concerned with the development of an Amharic speaking educated life. The Derg attempted to introduce literacy with 15 nationality languages though its contribution to the improvement of the local languages was insignificant.

When the EPRDF (Ethiopian People's Revolutionary Democratic Front) government replaced Derg in 1991, the new government recognized the rights of nationalities to speak, to write and to develop their own languages. Besides, a new education and training policy has been established with provision for choice of nationality languages of instruction in the primary education system. The current education system, especially in the choice of educational medium, follows the logic of decentralized policy. As result, over twenty nationality languages have been used as the language of learning in primary schools in different regions of the country, (McNab 1989:78). As observed in the last few years, due to the decentralized policy, some nations and nationalities of Ethiopia have entered in to "automatic" use of their language as a medium of instruction, that is to say necessary preliminary jobs, such as text preparation, provision of adequate and relevant trainings of teachers were not sufficiently carried out enough time prior to implementation of their respective programme.

In the case of education for the hearing impaired in Ethiopia, special schools for the hearing impaired were first opened by the non-governmental organization, in 1963E.C (in Addis Ababa- Mekanisa) and 1967E.C (in Addis Ababa around Bole) by the church of Christ mission and by the American missionaries respectively (Berta, 2000).

Evidence as mentioned by Tilahun (1991E.C), shows that residential schools, special day schools, special classes, and regular classes are forms of educational provision available for students with hearing impaired in Ethiopia. Currently, it appears that the opening of special classes and some inclusive classes for students with hearing impaired is at a growing rate bringing students in to closer physical proximity for a possibly better social interaction.

Indeed, the use of mother tongue as a medium of instruction is an important step in the provision of primary education. Regarding this Wastson (1982:190) states as follows:

Language is an essential means of communication and when a language in question is also the mother tongue, it is one of the most important formative influences in molding the intellect as well as the character of the children. Indeed, it is a powerful instrument by which not only individuals may express their personality but groups may also identify their collective consciousness.

Moreover, as Webb (1998:452) states “Language is what gives us our identity and express our unique world view. Language is the ultimate symbol of belonging; it is through language that culture is shared and transmitted.” Therefore, the first language education enables students to secure their identity within their own groups as well as their ability to participate in the wider society. A good knowledge of first language gives one the dignity and sense of self-esteem in one’s own society.

One of the known sociologists, Okombo (1998:591) says that “If children learn in a language with which they are not familiar at the very beginning of their school time, they will be in a state of emotional frustration and tension and will develop a feeling of incompetence.

Thus, the use of first language as medium of instruction makes students to have confidence. They also realize that their language is not condemned as unfit for school and they are not inferior to others because of their language. Concerning self confidence, Annamali “(2003) concludes that “such self confidence and pride are great motivating factors in learning. “ All these imply that individuals will be in a position to learn better if they are educated in their first language.

However, for a language to play an important role as a medium of instruction there should be proficiency in communication between the teacher and the students. According to Emenanjo (1990:62) affecting communication (medium of instruction) is used. It is clear that appropriate language for children in primary grades is their mother tongue.

The teachers are required to have a good command of both sign and written language they are supposed to teach. They need to have appropriate training in the language (sign language) they are going to teach. And the Deaf children are to receive their education in the most appropriate modes of communication from their teachers who are fluent in sign language.

1 .2 statement of the problem

Due to pedagogical, psychological, sociological and political opportunities, mother tongue education is accepted among many scholars. According to the FDRE constitution, all nations, nationalities and peoples of Ethiopia are entitled to enjoy constitutionally guaranteed rights to free development of their cultures including the use of their languages. As the result, the ministry of education in the New Education and Training Policy of Ethiopia (1994) ensured to use mother tongue as a medium of instruction.

Thus, the main intention of the researcher is to investigate the practices and challenges of using sign language as a medium of instruction in the Deaf students’ class by teachers and students. In this study, therefore, the researcher attempted to seek answers for the following basic questions.

- What are practices, which have induced implementation of sign language as a medium of instruction in two primary schools of Addis Ababa?

- What are the reaction of students, teachers, parents and school principals towards the use of sign language as a medium of instruction?
- What are the major challenges encountered in the use of sign language as a medium of instruction?
- Are there adequate material resources such as textbooks, teacher's guides and syllabus and reference materials for effective use of sign language as a medium of instruction?

1.3 Objective of the study

General objective

The main objective of this study is to identify and analyzing challenges or problems faced by the Deaf children in using sign language as a medium of instruction in two selected primary schools. Attempts will be exerted also to recommend possible solutions for the problems identified in the process of the investigation.

Specific objectives

The researcher has prepared the following specific objectives to be accomplished in the actual work. Fulfillment of this thesis will be enabling the researcher

- To investigate practices, which have induced the implementation of educational language (sign language) as a medium of instruction?
- To investigate teachers, students, parents and school principals' attitude towards the use of sign language for instructional purpose.
- To find out major challenges encountered in the use of sign language as a medium of instruction.
- To investigate whether or not instructional materials were prepared and distributed adequately and timely.

1.4 Significance of the study

This study is expected to come up with same findings and recommendations regarding practices and challenges of using sign language as a medium of instruction. To this end, the result of the study will be used to alleviate Communication problem encountered between the teacher and the students and as the result, effective communication between the teacher and students will be held. Moreover, teachers and students will be motivated to teach and learn in sign language respectively.

1.5 Delimitation of the study

Ethiopia being a multilingual country, a study that tries to investigate the challenges facing the effective implementation of mother tongue education should be conducted at country wide level. But due to factors of time and expense, it will be practically difficult to obtain measures from all linguistic groups of primary schools that currently operate nationwide. This study is therefore, limited in to two elementary schools, Deaf students' classes, in which sign language used as a medium of instruction.

1.6. Contextual definition of key terms

Sign language: A language that uses a system of manual, facial and other body movement as the means of communication, especially among Deaf people

Pre-lingual Deaf: refersto the condition of children whose Deafness occurred following the spontaneous acquisition of language (Moore, 1990).

Post-lingual Deaf: refers to the condition of children whose Deafness occurred following the spontaneous acquisition of language (Moore, 1990)

Bilingualism: Refers to the use of minority language in the multinational countries for Instructional purpose or using more than one language for learning Activity (ibid)

Attitude: A predisposition of tendency to respond positively or negatively towards a certain idea, object, person or situation.

Mother tongue: The language which a person acquires in early years and which Normally becomes his natural instrument of thought and communication.
(Fishman, 1968).

Challenges: Refers to conditions that would confront during the implementation Process of medium of instruction.

Medium of instruction: Language used by teachers and students in school Communication. (ibid).

Chapter Two

Review literature

2.1 Language in Education

There is no clear and concise definition of language. Different scholars define language in different but functionally related ways. Lyons (1981:31) states that language is purely human and non instinctive method of communicating idea, emotions and desires by means of voluntarily produce symbols. The symbols are spoken and written, the latter representing the former. A written form is purely human and is used to pass on information from generation to generation, from one part of the world to the other.

Spoken language basically involves the use of sounds; its employment of sounds for communication likens it to some animal communication form. That is to say some animals produce different from animal communicating in that the speech sounds which are seriously combined to form words and words which are combined to form sentences and combined following a commonly established rules. Hughes (1962:4) states spoken language as “The use of sounds and combination of sounds in commonly established pattern (word) analyzed in commonly understood sequences (word order, sentences) to communicate to express a thought).”Written language is a sort of codified communication which is purely human. Merging spoken and written language together. Getu (2006:11), citing Wales (1972), states that language is a system of phonic and graphic symbols used by the members of a society to exchange information and the system is passed on from one generation to the next. According to Kembo (2001), if the people want to give themselves a realist opportunity to develop to their full potential educationally, economically and politically, and to contribute to the resolution of their many problems the issue of the language in education must be addressed. Texts and other reference materials need to be prepared in a manner that the learners can easily grasp the contents.

Ghermai (1998:62) citing Baker (1993), states that the relationship between language and education in curriculum is not immutable. So texts to be studied or as a medium of

instruction have to be appropriate to the age level of the learner. Similarly, education as one of the dominant means to development cannot be successfully attained without incorporating in to education system the vehicle of culture, civilization, and human tool of communication i.e. language. The education system devoid of culture and civilization is alien to the learner. The learner will not easily internalize the tended message; nor will he appreciate it because it is out of his domain. As language plays a pivotal role in expressing culture and civilization, language issue should be duly addressed in educational system.

In educational curriculum where mother tongue is a medium, the teaching of other languages as a subject broadens the student's awareness regarding cultural values. Concerning this Getu (2006:11), citing Eleazu (1986) states that apart from the medium of instruction we ought to consider the teaching of specific language as a subject in the curriculum and the effect they have in the cultural awareness and psychological sense of the studies.

2.2 Language and its significance

Language is everything for a human being. It enables human beings to exchange and interpret ideas in complex social world, and every activity for the future. According to Webb and Sure (2001:5-6), cognitive skills such as:

- The ability to understand the central purpose of a text or to summarize its main line of argument;
- The ability to discover and formulate generalization;
- The ability to select the information and organize it in to a new coherent whole;
- The ability to understand abstract concepts and to manipulate them in arguments and
- The ability to recognize relationship between events (for example, cause and effect) can develop only in and through a familiar language.

What we understand from Webb and Sure's statement is that one has to have a thorough understanding and native command of language to effectively attain the above mentioned

purposes. Especially, formal education requires training of teachers in a language that serves as a medium. Such training not only enhances the trainee's ability in language skills but also enables them to teach the subject matter in accordance with the children's level of understanding the language as well as their cultural background.

With regard to this, Corson (1994:115), stated the following points:

Children's experience of language is socially oriented from the outset and the social environment plays a significant role in the acquisition of language and other dimensions of cognitive development. Language, culture and environment are interdependent.

Thus, curriculum designing and text preparation should be carried out in tune with the learners' cognitive development, environment and culture. Texts prepared in this manner further motivate the child because they are within the child's domain of appreciation power. Furthermore, the language of texts plays a cohesive role. Regarding this Gray (1950:2) states as "since language as base of any culture and because a common culture tends to hold people together, language is a strong force in welding in to group. This implies that a teacher who interprets and teaches the text ought to have a thorough understanding of the learners' social and intellectual level.

2.3 Sign Language

Accessing language enables Deaf people to communicate. They also point out that studies show that when and where sign language freely available, people with hearing loss are not disable in any social sense. Supporters of the use of sign language believe that Deaf learners can be best educated by educators who are themselves also Deaf. They also maintain that Deaf learners who are prevented from using sign language become isolated from the Deaf community Priestley(2006).

According to Alemayehu(2000), sign language is perfect suited for those who can see but not hear. It takes full advantages of existing resources rather than obsessing on what is missing. Through vision, a person can receive a message and through hand and parts of the body send the message.

2.4 Training of teachers in the Language serving as a Medium of instruction

Successful implementation of universal primary education requires availability of teachers in the right quantity and quality. Besides, mother tongue school teachers should have proper language skills, contextual information about the cultural milieu of the target language and appropriate attitudinal orientation as well as professional skills that enable them to bring about the desired behavioral change in the learner Ghermi (1998). However, this is not successfully attained in most of mother tongue schools. World educational Encyclopedia (1988:473) puts the reason for the problems as follows

- The standard of proficiency of the teachers themselves in native language is generally low
- Many of the native languages themselves are moribund as the result of long neglect.
- Sufficient text books are not prepared in native languages.

The situation in Ethiopia is not different from what is stated above. Amare and others (2005). Point out that most teachers were ill-equipped to teach and were not ready for new curriculum because they did not take sufficient orientation, and had little understanding of the underlying concepts and methods of teaching. Due to this, they were unprepared and what we understand from this is that the situation with regard to the introduction of new curriculum has become worse because the teachers have not grasped new concepts well enough to apply in their teaching. Even though they have not yet grasped the underlying concepts behind the new curriculum, the objectives the teaching methodology and the expected achievement of the children; they still continued to teach with all the problems. It is clear that a child better learns in his/her mother tongue. Regarding this, Gefiller, (1998:193), Underlines the importance of mother tongue educations as follows:

If the language of instruction is different from the mother tongue or the home/ community language, the level of the cognitive development and the level of language

proficiency do not match. Subject content may be neglected for the sake of language acquisition. If the language of instruction and mother tongue are identical, the student's ability to identify, specify, talk about new abstract concepts and detailed subject information grows together with their mother tongue and development.

For this to take place, prior activities ought to be carried out before drifting in to introducing mother tongue education without necessary preparatory activities results in meshes of problems. Farrant (1997:29) states as follows:

Over eager implementation of mother tongue policies for teaching in primary schools without the necessary preparation has posed serious problems in education. On the one hand, such policies have sometimes been launched without ensuring that there are sufficient teachers, fluent in the required language to make the policy succeed. On the other hand, they have often been introduced, with any teaching materials in the chosen language available.

Osler(1994) states, languages by their nature are supported to broaden minds. Yet they can also be used to shut the doors of the children's academic performance when they should open.

Osler's view supports Farrant's view in that necessary preliminary activities to enable a language to be a medium of instruction should be carried out prior to using it as a medium of instruction.

To effectively implement teaching- learning process in primary schools, it is imperative that effective communication should be attained between the teacher and the children. Language use in the class room should be interactive. Therefore, a good teaching of a language should be a capable "practitioner" of that language that is he must understand easily and speak fluently the accepted form of the language. Regarding communication facilitation, Shumba and Manyati (2000:45) citing Mangwende (1996) states as following:

The advancement of the nation depends on effective communication. It has been proved that the mother tongue is the true basic for effective communication. Indeed, it is within

the language that values, beliefs and ideology of the people are amended. This is why the National policy states that other national languages must be developed to the point where they can be used in science and technology.

It is clear that mother tongue facilitates communication and thinking. However this cannot be will attain if mother tongue teachers are not trained in the language serving as a medium.

Margaret (1978) stated that there can be no effective conversation or communication between the children and a teacher unless the teacher has native like command of the medium language. the implication of this statement is that the primary school teacher not only should speak the same language but also should share values and beliefs so as to create a conducive atmosphere for every child to express his/her thoughts clearly and enthusiastically. Therefore, any one teaching a language, particularly the mother tongue should be able to understand and appreciate the achievements and aspirations of the native users of that language.

Freire (1968) also supports this view in that through dialogue a new emerges. There is reciprocity from teacher to students while being taught also teaches. They become jointly responsible for a process in which all grow. The teacher need to acquire necessary language skill and be prepared enough to effectively handle the classroom situation; teaching-learning process.

The preparation of the mother tongue teaching according to Abiri (1976) may be classified in to:

1. Developing the prospective teacher's mastery of the various skills of the language.
2. Developing suitable pedagogical skills and
3. Promoting suitable attitudinal orientation to the language.

Therefore, the teacher has to be quite resourceful in lesson presentation so as to ensure both class involvement and the constant provision of feed-back and reinforcement. He also requires to be helped to develop appropriate skills in the preparation and use of

suitable language texts which should serve to guide the teacher and the students alike in the teaching learning process. This is possible only when a teacher sets appropriate training in the language in which he is going to teach.

Hence, if there is no effective communication between the teacher and the students in the classroom, teaching learning process will be very difficult. Therefore, language and education issue is a serious matter.

2.5 Language Attitudes as a medium of instruction

Language use is fundamentally such a personal affair that real change is only possible with the consent of language users (Fasold, 1984: 225). The effectiveness of language used for instruction highly depends on people's attitude towards the language used rather than the demographic fact of language distribution (Tsehay, 1997:3). This is to say that a language of instruction which has good acceptance by the society speed up the implementation of the educational programs and thus helps to achieve the intended educational objectives easily. Therefore, an assessment of the attitude instruction is an essential component to be considered before any decision is made in any educational language policy making.

If attitudinal assessment is not conducted to make decision on the language of instruction, failure of the decision may reveal itself at a later stage, by the rejection of individual, or in the poor achievement of their students who learned under the pressure of political forces (Fasold, 1984:225). Generally, the most important factor, according to Nyawaranda(2000:26),which determine how quickly a child learn is not the language he uses, but the attitude of his parents, peer groups and teachers towards the language used.

2.6 The attitude of pupils

The main objective of using mother tongue as a medium of instruction is to make the teaching learning process more effective pupils attitude towards the language play a facilitating role for the success of mother tongue as a medium of instruction. Perhaps one of the most critical areas to be considered when making decision about which language to offer and use in schools is pupils' attitude (Philips, 1989:65). Unless students have

positive attitude towards the medium of instruction, the interests and activity of students may hinder the successful learning achievement (Makanla, 2000:80). Therefore, the teaching learning process can take place effectively and the learners can successfully learn when they have positive attitude towards the language of instruction.

In support of Lambert and Tucker (1972:180) states, “The learner’s ethnocentric tendencies and his attitude towards other groups determine his success in learning this motivation to learn is thought to be determined by his attitudes and by orientation towards the language used for instruction.” Generally, teaching–learning activities can be more effective and students develop positive attitude towards learning when the learners understand and have positive attitudes towards the medium of instruction

2.7 The attitude of teachers

Robbines (1997:30) defines attitude as “attitudes are evaluative statements either favorable or unfavorable concerning objects people or events they reflect how one feels about something”.

Ajzen (1980) also defines attitude as a state of readiness, a tendency to respond in a certain manner when confronted with ascertain stimuli.

What we understand from the two literary definitions above is that attitude is a determining factor to scale up or slacken ones performance on a certain activity.

Effective implementation of a change in curriculum, therefore, highly depends on positive attitude of teachers towards what they teach. Teacher’s desire is to teach students who are motivated to learn because such students participate in learning activities, stay engaged in learning tasks, show enthusiasm and commitment for learning.

Teacher is the most important component of educational system. We can say that without him/her any educational activity cannot be carried out. Increased funding, better physical facilities, new curricula, improved syllabi and learning materials, effective planning and administration as well as the political will to change and popular support for what is done, all might have their own part to pay, the end success of failure of any educational

system depends up on the teacher in the class room (Fentahun, 2001:28). In relation to this Ayalew (1985:27) cited in Fentahun (2001:29) states:

We may build beautiful schools, publish excellent text books and provided luxurious laboratories and other materials. These are useful as well as essential for an educational endeavor; the determinant factor is the teacher. However, well weapon and program, educational objectives cannot be attained without teacher

Since teachers are the most influential factors in any education system, the success or failure of any innovation in the system ultimately depends on the attitudes, values, skills and ability of classroom teachers. That is why Beeby (1986:37) states that teachers are the front line troops of change and progress depends on their own education, motivation, attitude and freedom to innovation. Moreover, Richard (1971:3) notes that time and money invested in new syllabus and curriculum may be wasted if teachers are not convinced of the need for change or prepared for the different expectation made of them by a new method or curriculum policy. This shows essential among many factors that influence of instruction is the attitudes, values, skills and ability of classroom teachers.

Teachers have much access to the students. So the attitude of teachers towards the student and the language of instruction have effects on the child's attitude towards this language. The student may either like or hate the language depending on the teachers' inclination and agitation to the language (Conso, 1990:83; Yelma, 2001:80 in Fessha, 2003:23). In this regard studies by Kegan (1992), Pajares (1992) and Gutierrez (1994) all cited in Nyawaranda, (2000:26) indicated that teachers' attitudes play a crucial role in determining mother tongue as a medium of instruction to the academic and social understanding of students' attitudes positively.

Negative attitude of teachers towards what they teach, on the other hand, badly hampers the teaching learning process.

According to Million (2006) it is obvious that teachers with negative attitude are not only potential drop outs, but they are likely to be transmitters of negative values and attitudes

about teaching to the pupils they teach. Therefore, attitude of teachers towards the language of instruction is indispensable factor for those who are engaged in implementing the language policy. Regarding this, the World Bank report (1996:4) states as follows:

The role of teachers was posed as a fundamental success factor in
Terms of What happens at school and in class room. Indeed, teachers
Determine the behavior, attitudes and performance of the students. They also
Influence the relationship between the teacher and the family.

To bring positive attitude in teachers towards the language policy, the training program should be designed in a way that help the trainees to develop not only a sense of self esteem, self confidence and pride over their own cultural and ethnic identities but also positive attitudes towards the languages and cultures of other ethnic groups. Because teachers can have an influential power over the community living in the school catchments areas they have the opportunity, to bring their opinions and references before the public and help the society to rise over all awareness. The attitude of teachers, therefore, plays a pivotal role in promoting literacy. Any sign of negative attitude in teacher should be dealt with carefully and resolved. That is why, Corson (1990:83) stated as “Among the basic attitudinal problems of stakeholders in the introduction of mother tongue for educational instruction, teachers attitudinal problems are worth dealing. “According to Alemayehu (1998), the shaping of teacher attitudes and beliefs is not, however, as such a simple task that can easily be materialized. The prospective teachers should be trained in an environment where societal or cultural diversities are to be appreciated and properly taken in to consideration. Teachers trained in no cultural environment face discomfort and inconveniences. Thus, a medium of instruction which has good acceptance by the teacher enhance up the implementation of educational program and helps to achieve the intended educational objectives easily.

Generally, successful implementation of a curriculum depends up on the will and preparation of teachers (Mbamba, 1982:41). Therefore, teachers’ resourcefulness and involvement must be ensured right at the beginning of curriculum planning and

development so as to minimize the likely burdens of incompetence, of the program. That is, teachers' preparation and active participation in the overall curriculum undertaking should be encouraged so that the discrepancy between the intended curriculum and the achieved curriculum will be reduced.

2.8 The attitude of parents and the community

Parents and community members' attitudes and actions as well as the learners' study are twin foundations for any educational program to achieve its objectives (Olsen, 1954:33 in Fantahun 1999:27). From this we can understand of the attitudes of both parents and the community at large towards the language of instruction is an essential factor in education language policy making.

Attitude is part of one's personality. One's home is the basic for the formation of his personality. Therefore, the child likes or dislikes are most likely determined by his parents (Anderson, 1967:124). By the same token, the attitude of the learners towards the language used for instruction most likely depends on his parent's attitude towards the language in question. Supporting this Taylor (1973:41) cited by Selomon (1995:28) indicated that the most important environmental influence which affects learners' attitude to words the language used for instruction is believed to be the support and sympathy he was given at home.

If the attitude of parents towards the language of instruction is positive, then the attitude of the learners is most likely to be positive. On the other hand, if the attitude of parents is negative, it is more likely that learners will develop negative attitudes towards the whole education system in general and the language of instruction in particular. Generally speaking, the importance of both parental and community members' attitude in education system has serious psychological effect on pupils' learning and their performance.

2.9 Teaching Materials

Primary education provides a fundamental base for all further schooling. Training or self education. It provides the basis for developing the capacity of their skills Instructional Materials can be defined in different ways depending on the purpose of the scholars. For

example, Amare (1999:29) instructional materials are instrument with which a teacher teaches and from which students learn.

From this view, we understand that instructional materials are the base for quality of education.

Mbamba (1992:154) defines instructional materials as “Any object or unit area of space so designed and organized deliberately to support and use teaching and learning operations”. He goes on explaining that they are designed, modified and prepared to assist teaching and learning operations. According to Mbamba (1992:155) educational materials commonly used in educational system are:

- Learning and teaching materials which act as source and or channel from which a learner draws knowledge and acquires skills.
- Laboratories

These may include equipment for science. Production technology books, manuals programmed instruction educational media like radio, television sets etc.

These materials are essential for the orderly and efficient operation of school and to make education worthwhile .They play a vital role in importing and receiving the necessary information in the teaching learning process. They have a great value in conveying vivid and realistic information which is impossible to be obtained by a verbal approach.

However, different scholars based on research, have confirmed that most teachers are not effective preparation and utilization of instructional materials. For example, Nacino-Brown, etal(1982:196) explained that instructional materials by themselves cannot do much to improve learning and thus their value lies in the professional skill of the teacher in using or handling them. In addition to this, Sampth, etal (1990:95) have also added that instructional materials will result in waste of money and time without competent teacher. Thus, as teachers are pivotal elements in implementing any educational medium. The teachers should posses the desired knowledge and skills which enable them to prepare instructional materials effectively. They must get an appropriate training how to prepare and use instructional materials. Teachers training should be like closely with the actual

classroom situation. Amare (1999:54) states that most instructional materials need to be prepared at the school level using local materials by teachers, student and media experts, we observe from this view that, effective preparation and utilization of instructional materials partly depends on the adequacy of teachers training.

Bershne (1999:28) citing Haney and Ullmer (1989) stated that local production of instructional materials has great importance from different angles. He has enumerated the following merits of local production of instructional materials:

- They are cost effective
- The materials can be produced in a way they can fit to particular educational needs, the content of the lesson teaching methods and the interest of the student.
- The materials can be made current.
- The teachers can get the materials exactly what they want in terms of type quantity and quality.
- The teachers can obtain the materials quickly

Hence, the local production of instructional materials requires due attention in order to make the teaching learning process more fruitful.

Attitude of teachers is another factor that effects preparation and utilization of instructional materials Nishimoto (1969:61) has noted that there is strong tie between teachers attitude to words any instructional innovation and their effort in implementing it. These means teachers who had positive attitude towards instructional materials should a better effort in using them.

Therefore, teachers' attitude towards instructional materials can have a decisive impact on preparing and using them. A great effort should be made to enable the teachers to have positive attitude towards instructional materials.

2.10 Communication and language Development of Deaf children

The acquisition of language requires fluent communicative interaction between children and a mature language user. To carry out such communicative interaction, there is a need for intact sensory mechanisms to transmit linguistic information to the brain. In most children, this linguistic intake is transmitted through the auditory Channel, and is processed by a central mechanism, the auditory cortex (McAnally et al.1994). cited in Alemayehu(2003), But for pre-lingual Deaf children, those who lost their hearing at birth or before the acquisition of verbal language (spoken language, sign language and written language), the linguistic intake cannot be through the auditory channel, but through the visual channel instead. Despite the use of implication, the linguistics intake of Deaf children remains impoverished and incomplete (Grewel, 1963; Liberman, 1974, McAnally, et. al..1994). this is because children learn the language they hear or see around them. The presence of a hearing loss means that the child's intake of spoken language may not reach the minimum level required for the child to acquire the spoken language comfortably .Particularly, as indicated by Nolan and Tucker(1983), for Deaf children with a sever to profound hearing loss, experiencing enough language acquisition can be a problem if parents are hearing.

Deaf children of Deaf parents, who are born in to signing families, find themselves in less problematic situation with respect to the natural processes of language acquisition than those where there is a mismatch hearing status. However, the greater majority of Deaf infants are born in to a hearing family (90% in the USA), and the input is insufficient to allow for the acquisition of either a sign or a spoken language (Johnson et. Al. 1989; Strong, 1995). This means, for a Deaf child born into a hearing family, effective communication may not be present in the child's home environment, except the exposure to inaccessible speech. If the hearing families continue to use only speech as their primary means of communication, Deaf children may lack opportunities for spontaneous language development (Gunilla, 1983). By the time the hearing problems are identified and intervention occurs, it is often too late to optimize their early language acquisition. As indicated by Denshman (1995), the sooner early intervention is available, the sooner the Deaf child can begin to develop the concepts and skills of signing signals.

There is substantial evidence that the capacity to learn a first language including sign language is most readily available during the first few years of a child's life (Linneberg, 1967). Cited in Alemayehu(2003) Sign language, as defined by the World Federation of the Deaf (WFD,), is a visual gestural language, involving the use of hands, eyes mouth, head and body, which is a language in its own right, with its own grammar and vocabulary (WFD, 1993). It is linguistically accepted as a fully developed first language of the Deaf and can be acquired naturally through exposure to the language and through instructions provided in the school setting (Alemayehu, 2000).

But as indicated above, many Deaf children fail to acquire sign or speech language. Due to this, the communication between Deaf children and the hearing family is often limited (Densham, 1995). This deprivation of language can aggravate some secondary disabilities such as poor cognitive, social and emotional developments. Many researchers have revealed that the conceptual ability of Deaf individuals is deficient because of their deficient language. For example, Moors (1996) pointed out that language either determines though or greatly influences the manner in which an individual perceives and organizes his or her environment. Unless Deaf children have access to early and extensive exposure to appropriate language models (e.g. sign language) linguistic deficiency and cognitive deficiencies can occur. According to Vygotsky (1982), the early speech of a child becomes internalized as inner speech, and inner speech is the equivalent of cognitive thought. A cognitive deficiency in Deaf children is, therefore, due to the learning and linguistic environment. In contrast, some research finding indicate that those who acquired sign language during early childhood showed much more consistent grammar and a richer command of the complex structure of the language than did those who acquired it later. Thus, the sooner that contact between Deaf children and competent adult signers begins, the more complete and competent those children's ultimate command of the language will be (Johnson, et. al. 1989).

2.11 Historical Development of Education of the Deaf

Education is a basic necessity for all people. It is recognized as a primary means for gaining independence, citizenship right, appropriate employment economic power and self employment (UNESCO, 1999). All people, regardless of origin, gender, age,

disability and creed, have the right to a meaningful education. The United Nations and the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocate education as a human right for all people. However, the hearing impaired children's severe communication problem and the negative attitude of the society dictate early initiation of education for the hearing impaired. In early times, Greek philosophers, like Aristotle, considered the ear as an 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 had been denied of their education rights for many years (Moore, 1996).

Initially, the major concerns were centered on defining the legal and religious right of the hearing impaired and education for the deaf was not a consideration in societies in which the majority of the population was illiterate.

In the long run, educators and other professionals 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 education even the profoundly deaf children. As a result, most Deaf children began to attend their education separately "either in residential or in day school for the Deaf (Moore, 1996).

The first teacher of the Deaf recorded in history was Pedro Ponce de Leon (1520 to 1584), a Benedictine monk who established a school at a monastery in Valladolid where he tutored Deaf children of Spanish nobility. Numerous individuals in other nations also contributed to improving the conditions of the deaf and major advances in the education of the deaf were achieved in many countries.

Around the beginning of 1968, there came a reaction against increasingly segregated educational provision for hearing impaired children. In fact referring to its historical background for more than hundred years, the primary emphasis among education of the deaf has been communication by giving secondary attention to academic achievement.

In addition to this, in spite of the achieved progress, the field of Deaf education has been full of “bitter controversy and conflict” and the educational achievement is said to be far below what it should be (Moore, 1996). Furthermore, Smith and Luckasson (1995:478) stated that “the best education methods for students who are hearing impaired are still matters for debate by those who are Deaf and by professional educators. It is believed that hearing impaired children deserve to be placed in an environment where they can communicate with peers and meet their academic, social, emotional and cultural needs. They deserve to be in an environment where they are truly included in every aspect of the school (Smith and Luckasson, 1995:482-483). Currently legislation, technological advances, improved educational services, and the growing public awareness have brought a remarkable progress in the area of Deaf education (Moore, 1996).

However, at the end of the 19th century a new phenomenon appeared on the international level. The European teachers of the Deaf convened in Milan, Italy in 1880 and banned sign language as a medium of instruction in the school for the Deaf. Up to the 1960's almost most western countries followed the oral method in the education of the Deaf and the Deaf was forced to accept this situation. The Deaf fiercely fully opposed and struggled the oppression imposed on sign language. One of the core aims of the World Federation of the Deaf (WFD) was to unite and struggle against sanctions put on sign language. As studies made in the 1960's in America and Europe revealed, the oral method made the Deaf students lag behind in their education. In addition research made on sign language revealed that it is a natural language with its own grammatical rules and structure. This finding weakened the focus on the oral method. These days instruction using sign language as a medium of instruction has attracted greater support from the World Federation of the Deaf and the advanced countries. This approach is usually called the Bi-lingual method, sign language being the first language. However, some countries still use the oral method on a limited scale in the Education of the Deaf.

In this era accepting or rejecting sign language means honoring a community's human rights or dishonoring them. If a certain community which is the identity and expression of its culture is rejected that means the human rights of that group are violated. The Deaf face great hardship in understanding the oral language of the community that surrounded

them or it takes them longer time to understand. Therefore, society is expected to recognize the language of the Deaf world as a medium of instruction in schools and as a means of communication in social life.

Struggle waged by the members of the World Federation of the Deaf (WFD) and the WFD itself sign language is being recognized on the international level. The World Federation of the Deaf has won prestigious status at the United Nation social and human rights councils. In 1994 a gathering of nations was made at Salamanca, Spain to discuss about special Needs Education which resulted in the famous statement in which the Salamanca statement in which the WFD played important roles concerning education of the Deaf. The core point of the statement was equal educational opportunities for all without exclusion and discrimination including all the disabled children.

According to this idea disabled children should get all the possible supportive service in order to learn in mainstream schools with other non- disabled children. This statement clearly said that Deaf and Deaf blind children owing to their special school or special units in mainstream schools using sign language. As such the use of sign language was emphasized in the Salamanca statement.

2.12 Approaches to Communication in the Education of Deaf children

There are continuous debates among scholars and practitioners who follow the three different approaches Oralism, Total Communication and bilingualism. Oralists believe that speech is accessible to Deaf children and that language is best acquired through the spoken word; advocates of total Communication judge that a significant number of Deaf children need the support of signs if they are to develop verbal language; bilingualist assert the right of Deaf children to have sign language as a first language and as a means of acquiring social identity. Each of the three approaches will be discussed below.

2.12.1 The Auditory- Oral Approach

The ideological basis of the oral approach is that verbal communication, particularly spoken communication, is the predominant means of social exchange and therefore constitutes the target.

For the Oralist, the goal of speech for Deaf people is morally justified on the ground of individual freedom, independence and equality of opportunity. Evidence from the past, however, suggests that out of the group generally described as profoundly Deaf, few or non were able to achieve the goal of verbal language and fluent spoken communication. Deaf young people typically left school with poor educational qualifications, poor command of the structure of verbal language with a very restricted vocabulary and with speech that was unintelligible (Babbidge, 1965; Conard, 1979).

Oralist attribute what they believe to be evidence of the success of the auditory-oral approach, as currently practiced, to developments in technology; in knowledge and in service for hearing-impaired children and their families. These developments, earlier diagnosis fitting of hearing aids, it can be argued, have enabled severely and profoundly Deaf children to make better use of their residual hearing since the 1980s (Moors, 1996). Attempts in the special schools for the Deaf, in the past, to teach Deaf children vocabulary and structure of language have been observed to lead to stilted, artificial and restricted language input, thus effectively denying the children exposure to their language potential (Van Uden, 1977; Ivimey, 1981; Bishop and Mogfod, 1988; Gallaway and Woll, 1994).

It is generally believed that Deaf children in the past, unable to use oral language for ‘real’ communication, typically would use sign amongst themselves and therefore were not reinforcing and developing verbal language (Clark, 1989). Nowadays, Oralists themselves argue that providing a conducive environment for the successful development of spoken language in a profoundly Deaf child is difficult, but not more difficult than providing the conditions necessary for language development using any of the available alternative approaches. As suggested by Lynas, (1994), at present, Oralism, in its own terms, still has failures, albeit a few, and Oralists cannot, as yet, offer a satisfactory solution to this problem.

2.12.2 Total Communication

The claims made on behalf of Total communication suggest that the total communication approach does offer a solution to the problem of “Oral failure.” The aim of total

communication is to make use of the Deaf child's residual hearing through hearing aids but also to reinforce speech through the visual medium of signs and any other communication methods that work (Tamerat, 2002). According to the author, this can include sign, writing, mime, speech, picture, and many borrowing techniques from a variety of communication method. Signs are totally accessible to the Deaf child but speech is always heard imperfectly, even with the help of a hearing aid. So, sign should play a part in the education of the deaf. Following on from Conard's belief that most profoundly Deaf children cannot perceive adequately many of the features of speech through their hearing (1997), those advocating total communication argue that Deaf children should have the supplement of sign and any non-verbal communication to accompany speech. With signs representing the symbols of verbal language, they maintain Deaf children can have access to "total" linguistic information, in contrast to speech, which gives only "partial" linguistic information (Denton, 1976). Total communication is thus believed to avoid failure experienced by some Deaf children in acquiring verbal language and also to accelerate verbal language acquisition in all Deaf children.

Large scale surveys of educational attainments in the USA, involving thousands of Deaf children and young people, indicate that educated young people are leaving school with poor reading skills, very poor speech and poor command of the structures and vocabulary of verbal language (Allen, 1986). Total communication, at least as currently practiced, can therefore be said to have failed in its own terms: it has been unsuccessful in delivering verbal language to Deaf children. Practices of total communication, including the impossibility, in practice, of speaking oral language at the normal rate and signing at the same time, oral speech in sign form taking about twice as long to articulate as it does in the spoken form (Baker, 1979); the distortions to both the signed and spoken components of simultaneous communication, speech is slowed down and signs are deleted (Johnson et al, 1989).

Furthermore, the task for a hearing person attempting to speak and sign simultaneously appears to be psychologically and physically overwhelming. Under such difficult conditions, one or both parts of the signal will deteriorate. A hearing person will typically

begin to audit the speech portion of the signal and will allow the sign signal to deteriorate either by omitting signs randomly or by deleting those signs that do not fit the rhythmic pattern of oral speech. At the same time, the spoken signal is typically slowed down and altered phonologically and is often characterized by excessive halting, hesitation, repetition or other delaying tactics. In general, the less the speech signal is altered, the more the signed signal will be unintelligible (Jonson, et al, 1989), whilst total communication is supposed to make use of all modalities, and offer “total” linguistic information, it would seem that up to now it falls very short of that goal.

2.12.3 Bilingualism

Bilingualism challenges the terms of reference of both Oralism and total communication. Bilingualism believes it is morally wrong to offer Deaf children oral language as a first language. It is argued that natural sign languages have been analyzed by linguists and judged to be “proper” languages with the same capacity as any verbal language for the expression of ideas (Sacks, 1989). Bilingualists say Deaf children have the right to “their own language,” i.e. sign language used by Deaf people within their own community. Bilingualists believe that access to “the natural language of the Deaf is the birthright of all Deaf children. According to bilingualists, sign language users are free from disability. With sign language children can develop a distinct Deaf identity of which they can be proud. Educators have sought to impose their hearing-speaking culture on Deaf children and have disabled them (Merill, 1981}. The Deaf individual, even if orally competent, can never be equal in situations where speech is the medium of exchange: he or she is always at a disadvantage when struggling to understand and produce speech.

With sign language, however, the Deaf individual can communicate as effectively as anyone else. Sign language, it is argued, is uniquely suited to the abilities of the Deaf individual and it is only by offering sign language as a first language without delay (Bouvet, 1990). To try to make Deaf children speak, as the primary mode of communication, is a violation of their rights to their own language and culture. No longer, say bilingualists, should a socially oppressive hearing society impose its norms on the Deaf as a minority group (Mottez, 1990). Bilingualists support the goal of oral language, at least in the written form, but they believe that oral language should be taught

as a second language and only when sign language as a first language has been acquired. It is claimed that sign language is established when the child's "common underlying proficiency" can be used as a means of acquiring verbal language (Cummins, 1984; Pickersgill, 1990). Since sign language is to be the Deaf child's "mother tongue" bilingualists emphasize that information and education should be offered primarily through sign language rather than oral language (Johnson et al, 1989).

2.13 Education of Children with Hearing Impairment in Ethiopia

Education of hearing impaired in Ethiopia, special schools for hearing impaired were first opened by the non-governmental organization, in 1956 E.C. (in Addis Ababa-Mekanisa) and 1959 E.C. (in Addis Ababa-around Bole) by the Church of Christ Mission and by the American Mission respectively (Tilahun, 1991, E.C. p.7). There are no Deaf people trained as teachers of the Deaf at government teachers training institutes (TTIs). Even then, these TTIs are only qualified to train teachers for the regular schools.

Recent evidence (as mentioned by Tilahun, 1991 E.C. p.15), shows that residential schools, special schools and regular classes are forms of educational provision available for hearing-impaired students in Ethiopia. Currently, it appears that the opening of special classes for students with hearing impaired is at a growing rate bringing students in to closer physical proximity for a possibly better social interaction. But, there are no Deaf people trained as teachers of the Deaf at government teachers training institutes (TTIs). Even then, these TTIs are only qualified to train teachers for the regular schools. Their products might be able to teach the physically disabled, but they may not be qualified to teach the sensory disabled like the Deaf, the blind and intellectually disabled. There are few Deaf people employed at the Deaf schools in Addis Ababa without any training in the teaching profession. Only hearing people were trained as teachers of children with disabilities. These hearing teachers lack proficiency in sign language and tend to promote Oralism of their spoken languages. The Ethiopian Deaf students lacked strong role models at their schools. The Deaf students were subjected to the wishes of the hearing teachers and professionals ever since schools for the Deaf opened in Ethiopia more than 30 years ago. The available schools for the Deaf were concentrated in Addis Ababa for many years and the Deaf in the regions were virtually forgotten and no one cared or knew

whether they could be educated at all. Recently, however, the government and some churches have opened schools for Deaf and units in regular classes in the regions. This has given rise to the appearance of new Deaf Communities in the regions. The schools for the Deaf in Ethiopia are limited to only grade eight till the present day. The former military government resisted the establishment of secondary schools for the Deaf. As a result, the Deaf students were compelled to join high schools for the hearing without any assistance from sign language interpreters

Currently, the Ministry of Education plans to revise Deaf education that will be disseminated shortly. The International Deaf community represented by the world federation of the Deaf /WFD/ believes that Deaf people are linguistic minorities having their own unique culture and language. This means that for those culturally Deaf people their national spoken language is a foreign or a second language to them. The first and naturally developed language of the Deaf is their own indigenous Sign language, which has its own grammatical rules and structure distinct from the oral language of that nation.

This line of thought brings us to the fact that the Language of Deaf people deserves national recognition and should be used as a medium of instruction in the schools and units for deaf.

However, as Stainback and Stainback, (1990, p.19) indicated it, “care must be exercised to ensure that any organized grouping of people does not violate their interests, needs, and basic rights”. Hence, to ensure better educational provision it will be highly pertinent to examine the attitude of teachers and students in order to make fair educational placement.

Chapter Three

3.1 Method of the study

The objective of this study was to investigate practices and challenges of using sign language as a medium of instruction in the primary schools which were randomly selected in Addis Ababa. The study was intended to forward possible solutions to the problems identified while implementing sign language as a medium of instruction in to practice. To achieve this end, mixed method was employed.

3.2 Sources of Data

The sources of the data of this study were, 31 teachers 90students who were sampled from two primary schools of Deaf students' classes, 8parents of the sampled students and 4principals from the two sampled schools.

3.3 Sample size and Sampling Technique

Addis Ababa consists of greater homogeneous social group. Being homogeneous in many respects and particularly with regard to language in education at primary school level, selection of a few representative samples is believed to throw light up on the whole population.

In this study, the researcher used simple random and purposive sampling techniques were employed. Hence, out of 10 primary schools deaf students' classes and 5 deaf schools, two primary schools of the deaf students' classes were selected by applying simple random selection technique. Eventually, student respondents were selected by employing simple random sampling method which accounts 90 (75%) the total students' population. 31(48%) of the teacher respondents and 8 parents from two schools were participants of this study. More over 4principals of these two schools who have long experience in educational activities were purposefully selected because they were expected to give reliable information to interview. In sum, 133respondents were subjects of this study.

Concerning the grade level of the students, the focus was given to grade 4-8 students. Because, the researcher believes that they would be better in maturity and understanding than those in the lower grade levels. At the same time learners at this grade level were thought to have relatively long schooling experience than their juniors. Besides, the researcher was engaged in closer assistance in interpreting ambiguous issues when they raise questions.

3.4 Data collecting Instrument

Data collection instruments that serve both qualitative and quantitative approaches were used because, the instruments help the researcher to combine their strengths and amend some of the inadequacies of any of the sources of data. Thus, questionnaires, interviews and observation were used in the study.

3.5 Piloting Instruments

Data collecting instruments were piloted to check whether they can generate the expected information and to consider their internal consistency. In this respect the instruments were given to the advisor and special need experts at school level to judge the content validity. Besides, the questionnaires were distributed to 5 teachers and 20 students of Alfa primary school of children with hearing impairment. Moreover, analysis of the pilot data was made to examine the pertinence of each item to answer the research questions. Finally, the instruments were improved based on suggestions and recommendations gathered.

Accordingly, from questionnaire items two were added and one was canceled. After, making the necessary modification the instruments were retyped and utilized.

3.4.1 Questionnaire

One of the data collecting methods used in this study was questionnaire. Thus, two different structured and semi structured questionnaire were prepared for both teachers and students first in English subsequently; they were translated in Amharic and then in sign language (for Deaf students). To prepare questionnaire, some sample questionnaires

were reviewed from the previous related research and some of them were used by modifying according to the research context in a way that would satisfy this research's goal. Teachers' questionnaire contains ground of the respondents and their language (mother tongue). The second section tries to find out teachers perception towards the use of sign language and the attempts done to develop it. The third section raises questions related with training. The fourth section raises questions about Attitude in using sign language as a medium of instruction. Final section of the questionnaire raises questions about preparation and supply of instructional materials.

Students' questionnaire consist the ground of the students and two sections that raise questions to know the development of sign language and the status of sign language for instruction purpose beyond.

3.4.2 Interview

Interview was one of the tools used to collect data in this study. Interview was employed in need to secure in-depth information about the problems related to the research. According to Benny and Hugher (1956) in Norman K Denzin and Yvonna S. Lin Colin (1994:361), interview is one of the most powerful and most common ways that researchers use to understand their participants views. Denzin again argues that interview becomes both tool and the subject in that the researcher is considered as the instrument of data gathering for that he or she is in close participation to gain and generate detailed information. Therefore, un structured interview guide was employed to the school principals and parents (see appendix C&D).

3.4.3 Observation

One of the tools used in this study to gather data was observation. In connection with this, Denzin (1994), states as long as people have been interested in studying social and natural world around them, observation has served as the bed rock source of human knowledge. Morris(1973) as cited in Denzin (1994:378), again in this contention offers a broad explanation of observation and defines it as "the act of nothing phenomenon often with instrument and recording it for scientific or other purposes". Hence, in this study,

observation was employed as one of the data gathering instruments for its ability to produce great rigor when combined with other methods. Therefore, three points observation check list was used to rate classroom interaction situation and students' language competence (see appendix E). Observation was done for three subjects: Sign language, Amharic and Chemistry while lesson were being carried out for 20 to 25 minutes.

In order to triangulate and as certain existing interaction conditions between the teachers and students as well as among students themselves.

3.5 Procedure and Administration of questionnaire

During this study, the following research procedures were followed. Questionnaires, classroom observation check list and the interview guides were produced and submitted to the advisor to comment on. The pilot test of the questionnaires was carried out in Alfa school for the deaf students found in Addis Ababa town respectively five teachers and twenty students from pilot school were participate in the pilot study process. The total, number of the participants of pilot test were 25 Out of total, 23 of the distributed questionnaires for pilot purpose among the teachers and students were properly responded, commented and returned back to the researcher. Two of the missed was those distributed among the teacher respondents.

The entire questionnaire distributed among the students for pilot test were properly completed and commented by the respondents. And its administration was done by the closer supervision of the researcher himself because he believed that Deaf children would require some assistance in case of interpreting the questions.

Finally, it was collected back by the researcher himself. On the basis of analysis of the result, some ambiguous questions were improved.

After all these processes have been accomplished, communication was done with the school principals to facilitate the process and set schedules in order to minimize the interruption of their regular work programs. According to the given program, sampled schools were visited by the researcher and respondents were identified from each

school's registration lists and teachers' attendance list. From then on, systematic random sampling technique was employed to discriminate student respondents and simple random method was employed to get teacher and student respondents. After the sampling process was over student respondents were gathered in one pre-arranged class and orientation was given by the researcher using sign language. Both teachers and students were oriented and administration of questionnaire was conducted separately in different times. Therefore, administration of questionnaire took place in the presence of the researcher. Because, all most all of Deaf student respondents needs interpretation of questions and assistance in the case of ambiguity. Hence, all questionnaires were properly completed in both cases and collected back by the researcher himself.

Observation was also conducted according to the program arranged by the principals, teachers and the researcher. It was done for three subjects (sign language, Amharic and chemistry) for 20 to 25 minutes while lesson were being carried on almost for one round. These subjects were selected because the researcher assumes that they might contain some new scientific and vocal terms that the vernacular language could not get their equivalent. So that he would be able to judge the degree of code-switch or cod-mixing during the class room interaction. Therefore, classroom observation was accompanied by observation checklist (see appendix E).

Interview was carried on the school principals and parents. Before interview was commenced, principles and procedures of the researcher from the point of view of the researcher ethics were read to the research participants.

Transcription of interview was done side by side to the interview both in Amharic in parents' case and in English in school principals' case.

Finally, often the data collection was completed; data were categorized, tabulated and changed in to frequencies and percentages. Analysis, interpretation and discussions were done by integrating data gathering through both quantitative and qualitative methods. Thus, concurrent nested technique (Cress Well, 2003) was predominantly employed during the data collection and analysis. In the final part of the thesis, Summary and Conclusion were drowned and recommendations were stated.

3.6 Data Analysis

Data gathered through questionnaire, observation and interview were edited, categorized, tabulated, transformed in to frequency and percentages and transcribed. While data secured through interview were translated from vernacular language transcribed in to English language. Analysis and discussion of data obtained in both quantitative and qualitative methods were carried out and integrated. The analysis and discussion were focused on data of major issues.

Chapter Four

4. Analysis and Discussion of Data

This chapter deals with analysis, interpretation and discussion of the data findings related to practices and challenges of using sign language for instructional purpose.

Moreover, the chapter is grouped in to four parts to satisfy coherently presentation of the data. Therefore, the first part of this chapter deals with analysis of respondents' background. Next, it deals with analysis and discussion of data relation to the teachers' perception towards the usage of sign language. In the third part of this chapter, analysis and discussion of data secured in relation to challenges were done. Finally, data collected in relation to preparation of instructional materials were analyzed and discussed.

4.1. Back ground of Respondents

The following table depicts sex, age, service years and mother tongue distribution of the research participants.

Table 1: Analysis of variables related to sex, age service year and mother tongue of the respondents

	Categories		Respondents							
			Teachers		Students		Principles		Parents	
			F	%	F	%	F	%	F	%
	Sex	M	15	48.3	40	44.4	4	100	2	25
		F	16	51.6	50	55.5	-	-	6	75
		Total	31	100	90	100	4	100	8	100
2	Age	10-20	-	-	70	77.7	-	-	-	-
		21-30	14	45.16	20	22.2	1	25	-	-
		31-40	10	32.2	-	-	2	50	2	25
		41-50	7	22.5	-	-	1	25	6	75
		Total	31	100	90	100	4	100	8	100
3	Service year	<10	23	74.1	-	-	2	50	-	-
		>10	8	25.8	-	-	2	50	-	-
		Total	31	100	90	100	4	100	8	100
4	Mother tongue	Amharic	21	87.7	21	23.3	4	100	5	62.5
		Oromifa	4	12.9	1	1.1	-	-	3	37.5
		Sign language	6	19.3	68	75.5	-	-	-	-
		Other	-	-	-	-	-	-	-	-
		Total	31	100	90	100	4	100	8	100

As one can see from table 1, 51% of respondent teachers were female. This indicates that more female teachers have participated in these research activities than their counter parts. When one sees this from the point of view of age category, the same table shows that 74.4% of teachers' respondents found in age group between 20 and 40 while 22.5% of them lie in age category between 41 and 50. From this data analysis one can understand that majority of teachers were relatively young age that would enable them to give longer service. As indicated from the table, in mother tongue category, 87.5% of respondents mother tongue (first language) was Amharic and 12.9.9% of teacher's mother tongue was Oromifa and the other 19.35% of the respondents mother tongue (first language) was sign language.

4.2. Teachers perception to the variables related to using sign language as language of wider communication

In this part, the study tries to reveal the degree to which sign language was used by teachers and students inside and outside the classroom as well as professional support done by the educationalists.

Table 2: Teachers perception to the variables related to using sign language of wider communication.

- Note: VH= very high H= high M= medium L= low VL= very low F= frequency

No	Categories	N= 31 Teachers' responses											
		V H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The degree of teachers' interpersonal interaction to develop skills of instructional language	3	9.6	10	32.2	15	49.3	3	9.6	-	-	31	100
2	The degree of using sign language inside the classroom	16	56.6	11	35.4	4	12.9	-	-	-	-	31	100
3	Professional support on instructional language issues from weredas or kefeleketema educational professionals	1	3.2	1	3.2	2	12.4	13	41.9	14	45.1	31	100
4	The relationship between the neighboring schools to help each other on the issue of instructional language	-	-	7	22.5	5	16.1	11	35.4	8	25.8	31	100
5	Students ability to communicate with their parents according to their instruction in the class	-	-	2	6.4	7	22.5	20	64.5	2	6.4	31	100

Table 2: describes teachers' perception in using sign language as a language of communication (interaction) and attempts made to develop the language. In relation to this, one of the questions raised was to identify the degree of teachers' interpersonal interaction to develop skill of the instructional language and trained teacher support to untrained teachers.

This question was raised in order to know whether teachers were able to share their experience since it is commonly true that different people have different level of know-how and skills, it was assumed that such interaction might contribute in developing language competence thus, 3 (9.6 %) and 10 (32.2%) in sum, 13 (41.8%) of respondents have rated "very high" and "high" respectively. In general terms, making relation between the professionals who own different experiences is in valuable asset from which one can again and give ideas and knowledge. Hence, interpersonal relation would have a great value mainly in the educational sphere. It helps teachers to cope up themselves with recent information and technologies. Therefore, the above research result implies that the relation between the teacher in one or another way to develop their skills of instructional language in the research was not that much high and promising.

Teachers were also asked how often they use instructional language (sign language) inside the classroom. This question was supported by 16 (56.6%) and 11 (35.4%) in sum 27(92.0%) of teacher respondents by rating "very high" and "high" respectively. Where as in significant amount, that is 4(12.9%) of the respondents have judged that it was "very low". Therefore, it shows that sing language was highly used inside the class room by the majority of teachers.

In connection with this question, the researcher also has tried to observe the situation inside and outside the classroom.

Classroom observation was done in both schools for 3 periods in each subject. That is 9 periods. During observation usage of sign language in the class room was better than outside. With in the classroom teachers interact with their students using sign language but outside the classroom no more communication. Because, the hearing teachers communicate with vocal language but Deaf teachers cannot communicate using their

language. Because, the school community were not trained in sign language, in case of this sign language was highly used inside the class room.

In the primary school of the researcher area, during the observation, the researcher perceived that some scientific terms (especially in chemistry class observation time) which do not have equivalent sign for that term, were found being used finger spelling by mixing with instructional language (sign language) at negligible frequency. Vocal language was also found being used rarely during instruction in the classroom. Therefore, as one can see from table 2 survey result, sign language was used relatively higher by the teacher and students inside the classroom.

Teachers were also questioned to identify the degree of professional support on the issue of instructional language (sign language) to teachers. The question was supported by 1 (3.2%) and (%) in sum, 1 (3.2%) of the respondents by rating “very high” and “high” respectively. While remaining 13 (41.9%) and 14 (45.1%) in sum, (93.5%) of respondents rejected it by rating “low” and very “low” respectively. 2 (6.4%) of them have decided that professional support offered was “medium”. This research result indicates that professional support given to teachers was insufficient.

Another question that teacher respondents were asked was the relationship between the neighboring schools to help each other on the issue of instructional language (sign language). This question was raised in order to know whether teachers were able to share their experience with neighboring schools since it is commonly true that different people have different level of know- how and skills. It was assumed that such relationship might contribute in developing language competence. Thus, 7 (22.5%) and 5 (16.1%) in sum 12(38.6%) of respondents have rated “very high” and “high” respectively. In general terms, making relation between neighboring schools who own different experience is invaluable asset from which one can gain and give ideas and knowledge. Hence, relationship between neighboring schools would have a great value mainly in the educational sphere. It helps teachers to cope up themselves with recent information and sharing experience which would assist them for instructional activities. Therefore, the above research result implies that the relationship between neighboring schools in one or

another way to develop their skills of instructional language in the research area was very low or not supportable.

4.2.1. Teachers Attitude toward training and Awareness creation

This part deals with teachers' attitude in connection with training and Awareness creation done how to use instructional language in the research area.

Table 3. Analysis of teachers' responses to the questions related to training and Awareness creation in using sign language for instruction

No	Alternatives	N= 31= Responses					
		Yes		No		Total	
		No	%	No	%	No	%
1	Do you think there was training about how to use sign language as a medium of instruction?	23	77.4	8	22.6	31	100
2	Did you participate in any training regarding the use of sign language in teaching and learning?	26	83.9	5	16.1	31	100

Table 3 indicates reaction of teacher respondents to the questions raised in relation to preparation and organizations of training and awareness creation for teachers about the use of instructional language. This question was based by presuming that training of teachers in instructional language would be one of the challenging factors since it could not be overlooked in educational activities.

In this connection, teacher respondents were questioned to make sure whether training was organized about how to use sign language as a medium of instruction and their participation condition. As one can see from the above table, Questions were supported by 28 (77.4%) of responders by remarking "yes" while negligible number 8 (22.6%) rejected It. therefore, this indicates that almost all teachers were trained have to teach in sign language.

4.2.2. Variables related to duration of training

This part deals with time span that teachers were participated in training how to use instructional language (sing language).

Table 4: Respondents Distribution by Training order

No	Time Span of Training	F	%
1	Short term in service (one week- one month) training	14	45.2
2	Long term (one year- 3 years) training	9	29.0
3	None trained	8	25.8
	Total	31	100

Table 4 depicts that the majority 14 (45.2%) of teachers have reported that they had one week to one month training and one year 3 years training as compared that to almost 9 (29.0%) of teachers have one to 3year training. Therefore, the response implies that there is scarcity of long term training of sign language.

4.2.3 Teaches perception towards the training process on how to use instructional language (sing language)

This part evaluates the training process through which teachers have passed.

Table 5: Teachers responses to the questions related to sign language training process

No	Categories	N= 31 Responses corresponding to the scales											
		V H		H		M		L		V.L		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Your interest in sign language training	10	32.2	17	54.8	4	12.9	-	-	-	-	31	100
2	The need in independent activity	16	51.6	6	19.3	9	29.0	-	-	-	-	31	100
3	Your participation in team work	15	48.3	9	29.0	-	-	7	22.5	-	-	31	100
4	Your opportunities in sign language training	10	32.2	2	6.4	7	22.5	12	38.7	-	-	31	100
5	Your trainers skill in using sign language	8	25.8	7	22.5	16	51.6	-	-	-	-	31	100
6	The chance for continuous professional development	4	12.9	9	29.0	10	32.3	4	12.9	4	12.9	31	100

Table 5 shows teachers' perception towards the training process on how to use sign language for instructional purposes.

The responses performed on this table were only for those who participate in training. Therefore, it excludes 9 respondents who have responded that they did not participate in any form of the training in sign language.

As has been indicated on table 5 question 1-5 were supported by 87% 70.9% 77.3% 38.6% and 48.3% respectively by rating "very high" and "high" nonetheless, questions number 6 was supported by only 41.9% of teachers respondents. Therefore, from these research findings, one can imagine that continuous professional development in connection with sign language was neglected.

The interviewed school directors did not hide the shortage of training for the level understudy and the inadequacy of training to run such a huge program.

4.2.4. Teachers Attitude in using sign language as a medium of instruction

This part again deals with analysis of teaches' responses given to the negatively stated questions that were speculated as challenges in instructional language.

Table 6: Teachers responses to the question related to using instructional language

SA= strongly agree A= agree M= medium D= disagree SD= strongly disagree F= frequency

No	Categories	No= 31 Responses corresponding to the scale											
		S. A		A		M		D		S.D		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	If there were schools teaching in vocal language, I prefer to be transfer and teach there	3	9.6	6	19.3	4	12.9	10	32.2	8	25.8	31	100
2	Teaching in sign language was full of difficulty, hence it is of no use to learn in sign language	-	-	-	-	5	16.1	4	12.9	22	70.9	31	100
3	This is no time to use sign language as a medium of instruction	-	-	2	6.4	6	19.3	13	41.9	10	32.2	31	100
4	It is wastage of time and power to use sign language in the school for instructional purpose	-	-	-	-	7	22.5	16	51.6	8	25.8	31	100
5	Using sign language in the class, the teacher cannot cover his portion	6	19.3	-	-	4	12.9	11	35.4	10	32.2	31	100
6	Teaching in sign language does not help to pupils in a way they can understand	-	-	-	-	-	-	18	58.0	13	41.9	31	100

Table 6: deals with judging teachers' attitude related to challenges in using sign language as a medium of instruction. In connection with this, 6 negative questions were raised to the teachers respondents in order to be able to judge teachers' attitudes regarding negative trends of mother tongue education that might be exhibited by the teachers of research area.

The first question that table 6 treats was posed to judge teachers position whether they were interested to change their work place with change in instructional language. It was work place with change in instructional language. It was stated as "if there were schools teaching in Amharic, prefer to be transferred and teach there" this question was supported by only 9 (23.9%) of respondents by rating "strongly agree" and "agree". However, it

was rejected by 18 (58%) of respondents. This indicates that majority (58%) of respondents were interested in teaching through sign language.

Again teachers were questioned that “teaching in sign language was full of difficulty, therefore, it is of no use to learn in sign language”. This question was favored by none of the respondents’ judge it negatively by rating “strongly disagree” and “disagree” respectively. This research finding implies that teaching in sign language does not cause problem which would result in its negligence.

Another question still raised to the teacher respondent was stated as “this is not time to use sign language as a medium of instruction”. Pertaining to this question, 13(41.9%) and 10 (32.2%) of the teacher respondents have judged negatively by rating “strongly disagree” and “disagree” respectively. In sum, 23 (74.1%) of respondents unflavored this question. Hence, this indicates that the time when sign language was started as a medium of instruction was appropriate.

Teacher respondents were also questioned to judge the following question “it is wastage of time and power to use sign language in schools for instructional purpose”. As one can observe from the same table 18 (58%) and 13 (41.9%) of the respondents have negatively related to this question by rating “strongly disagree” and “disagree” respectively. In sum, 31 (100%) of respondents agree with that the use of sign language for instructional purpose is not wastage of time. However, some scholars who stood against the mother tongue education contend that no need for school to teach mother tongue to a child because he/she already knows his/her mother language before he/she comes to school (Fishman 1968). Nevertheless, the field result shows direct opposite to these views in that mother tongue instruction was outstandingly supported by respondents of the research area for its pedagogical and political advantages.

In relation to this, UNESCOs experts in Fasold (1984) contended two important points: The first one is that, children already know their mother tongue well enough to serve a child’s purposes, but their facility in it needs to be increased; and the second one is, the point is not so much that the school would be teaching the mother tongue as teaching other subjects in the mother tongue.

Meaning, though the child is able to know his mother tongue through the interaction of his natural settings (interaction with his home environment first), it does not mean he/she might acquire all the facilities that a complete language enquires. He/she needs some more additional facilities which would empower him/her more in this context. In the final sayings the research result was found to be positively correlated with the UNESCOs stand to the mother tongue education on this question.

Another question raised to teacher respondents was stated as “using sign language in the class, the teacher cannot cover his portion: Table 6 scores that 11 (35.4%) and 10 (32.2%) in sum, 21 (67.6%) of respondents agreed with strengthening effect of sign language on students and teachers view towards the development of sign language in the respondents support this question positively. However, the researcher result shows that instruction in sign language would promote positively individuals feeling towards the right of learning by building self confidence and self esteem.

Another question that the teacher respondents were asked was “teaching in sign language does not help to pupils in a way they can understand” in regard with this, 18 (58%) and 13 (41.9%) in sum, 31(100%) of respondents judged this question negatively by rating “strongly disagree” and “disagree” respectively. That is sign language would help to covey lesson easily.

Teachers responses in using sign language as a medium of instruction , in connection with these question, the researcher also involved classroom observation for further understanding while lesson were running on three subjects (sign language and Amharic) at most for one round in each sampled schools in the randomly sampled sections from grade six for 15- 20 minutes. That is 2 periods in each school were observed. During this time, researcher has observed different points by using observation cheek list that was produced for this purpose.

The researcher focus was on the learners’ ability how to ask and answer questions in the instructional language and teachers’ command of the instructional language and his ability to simplify the subject matter in a way that children can understand the lesson. Here the researcher was convinced to say that learners and teachers were able to

communicate at ease in instructional language. Students were found asking questions and answering to the questions that they were asked. Though the time used for observation was short, the researcher has noticed some important things being done in the classroom. That is most of the teachers were found encouraging their students to perform group works, independent activities and checking class works and home work. Mean while some deficiencies were also observed. For instance, there is shortage of text books, teachers Guide and syllabus for sign language subject. Teachers used dictionary of sign language to teach the subject sign language. Even these dictionaries of sign language do not available to all students sufficiently.

In general, the classroom was relatively active and interaction between teachers and students were found to be high when students with hearing impairment learning in sign language.

Parents were also interviewed whether they have been oriented or not. Majority of said that the issue had been raised during meetings and conferences designed for sign language training purpose. The parents support the use of sign language as a medium of instruction

The other question proposed was the type of language that the parents encourage as a medium of instruction in the Deaf students' class? Majority of the participants appreciated the use of sign language while small portions showed their preference to the use of Amharic and English simultaneously, they were asked to indicate the reasons why they prefer the language. They express their views as follows:

- It opens the way how to express the Deaf child his feelings and create opportunity to cooperation among learners and their teachers due to the common language they use.
- It eases Deaf students self reliance and confidence in their life.
- It has a major role in reserving and maintaining culture, value and norms within the hearing community.

4.2.5. Teachers Attitudes towards the variables Related to Preparation and provision of instructional materials

Under this topic, teacher's attitudes towards the degree of preparation and supply of instructional materials will be analyzed.

Table 7: Teachers reaction to the questions related to challenges of preparation and provision of instructional materials

Note: SA= strongly agree A= agree M= medium D= disagree SD= strongly disagree F= frequency

N o	Categories	Teachers' Responses corresponding to the scale											
		S. A		A		M		D		S.D		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Teaching materials were prepared and made ready for use on time	4	12.9	6	19.3	-	-	9	29	12	25.8	31	100
2	Teaching materials Prepared were not relevant to the age and psychological level of the child	8	25.8	15	48.3	5	16.1	2	6.4	1	3.2	31	100
3	The standard of the language used to prepare teaching material was fit to the level and easy to understand	5	16.1	-	-	5	16.1	11	35.4	10	32.2	31	100
4	The supply of the supplementary teaching materials prepared in sign language was very low	15	48.3	10	32.2	-	-	1	3.2	5	16.1	31	100
5	Teaching materials were supplied adequately	8	25.8	2	6.4	-	-	9	29	12	38.7	31	100

Table 7 deals with the teachers' reaction towards the preparation and provision of instructional materials.

In connection with this, Fasold, (1884), Fishmen, (1968), contended that the lack of text books and education materials and the lack of the general reading materials to be serious problems during the implementation of mother tongue education. Again Lepage (1964) argue that “a child learns more quickly through mother tongue than unfamiliar linguistic media is meaningless. Because there is no satisfactory teaching materials and supplementary reading materials available in so many vernaculars”.

On top of this, five interrelated questions were raised to teachers to judge the actual conditions that prevail in schools. The first questionnaire was “Teaching materials are prepared and made ready for use on time”. This question was supported by only 4 (12.9%) and 6 (19.3%) in sum, 10 (32.2%). However, it was rejected by almost 21(67.7%) of respondents.

This survey result shows that preparation and supply of teaching materials in the instructional language were not performed timely. However, it is known that late preparation and supply of teaching materials severely harm teaching learning processes.

During the observation, the researcher has seen that teachers were facing difficulties in class work, homework and other individual and group work. Because, there is no text book, teacher’s Guide and syllabus to teach sign language as a language like Amharic and English. Teachers used dictionaries of sign language (“U” and Ethiopian sign language dictionary) to teach sign language as a subject. Even these dictionaries of sign language does not available to all students sufficiently.

Concerning grade 3, 5 and 8 have no text books of sign language the teacher simply teach the subject (sign language) by using sign language the dictionary which prepared by the Ethiopian national Association of the Deaf, is not text book of the subject (Sign language) but it is supplementary material. The students simply copy the dictionary and sign within the class by the help of their teacher. Generally, there is no text book for the subject sign language to teach. When the researcher asks to the teachers about the text book, teacher’s guide, and syllabus of sign language, the teachers said that, we asked the responsible office but no response at all. However, this problem is not the only problem of Minilek and Yekatit 23 schools but also the other schools. Nonetheless, their situation

also might not be different from other conditions as the researcher was informed informally.

Another question raised to teacher respondents was stated as “teaching materials prepared were not relevant to the age and psychological level of the child”. This question was supported by 8 (25.8%) and 15 (48.3%) in sum, (74.1%) of respondents by rating “strongly agree” and “agree” respectively. Whereas only 2(6.4%) and 1 (3.2%) in sum, 9.6% of respondents rejected it.

From this analysis one understand that more than half of the respondents agreed that instructional materials prepared were not relevant to the age and psychological level of the children.

This result seems true because almost all instructional materials were prepared for children with hearing (without hearing impairment). Therefore, so many alien words and difficult concepts might have not been simplified during interpreting in sign language.

Again teacher respondents, on the same table were questioned about the standard of language used to prepare teaching materials. It was stated as “the standard of the language used to prepare teaching materials was fit to the level and easy to understand” regarding this question, table 7 illuminates 5 (16.1%) and 5 (16.1%) in sum 32.2% of respondents have favored it by rating “strongly agrees and “agree” respectively. And it was rejected by 21 (67.6%) of respondents. However, more than half of the respondents have judged that the standard of language used to prepare teaching material was not fit to the level and easy to understand.

Teachers were also questioned about the supply conditions of supplementary teaching materials. This question was stated as “the supply of the supplementary teaching materials prepared in sign language was very low.

This question was supported negligible number 15 (48.3 %) and 10 (32.2%) in sum 25 (80.5%) of teacher respondents judged that the supply condition of supplementary teaching materials was very low.

In conclusion, as one can observed from the Directors interview results, teachers' participation in preparation and evaluation of teaching materials prepared for sign language was not sufficient. The researcher believes that the participation of teachers in preparation, translation and evaluation activities of the instructional materials is important. Because, it is a teacher who is the closest person to the instructional materials and knows existing problems in the textbooks and other related instructional issues. Therefore, teachers' suggestions and comments are more reliable and viable than teachers' participation in the preparation and evaluation of instructional materials was insufficient.

Another question raised in connection with this to teachers was “teaching materials were supplied adequately”. This question was supported by 8 (25.8%) and 2 (6.4%) in sum 32.2% of teacher respondents. From this discussion, one can understand that the supply of teaching materials prepared for sign language was scarce or in sufficient.

On the other hand, however, principals interview have responded that instructional materials (Text books, teachers, guides and syllabus) of sign language were not prepared and distributed, even the dictionaries of sign language which the teachers used as text book to teach the subject are not adequate. According to principals, the curriculum development office should allocate budget for this purpose and encourage professionals to prepare instructional materials for the subject sign language like the other Amharic and English subjects as soon as possible. According to the observation findings, libraries and resource rooms also insufficient instructional materials.

To sum up this part, as one can understand from the survey results, educational officials have not trying to work in the way of preparing instructional materials for the subject sign language. However, teachers and students were tried to disprove what has been said by the school principals. This implies that both text books and other supplementary teaching materials were not prepared and distributed sufficiently.

Moreover, it seems that the question of equity, adequacy and timely supply were undermined though educational activities were time bounded.

4.2.6. Students Attitude in using sign language at different educational levels

In this part, students' were questioned to give their opinions whether sign language should or should not be offered at different levels of education other than primary level. It also tries to analyze the impact of instructional language on learners' academic abilities and proficiencies level on their second language.

Table 8: Students' attitude related to using sign language for instructional purpose at different levels.

No	Categories												
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Sign language should continue as a medium of instruction up to all levels of education (from primary up to Higher education)	85	94.4	4	4.4	1	1.1	-	-	-	-	90	100
2	Sign language should remain as a medium of instruction only at the primary first cycle (1-4) level.	-	-	-	-	2	2.2	6	6.6	82	91.1	90	100
3	Instruction should not be given in sign language because it is difficult to understand	5	5.5	-	-			5	5.5	80	88.8	90	100
4	Learning in sign language makes me happy to go to school because it is easy to understand	90	100	-	-			-	-	-	-	90	100

Student's respondents were questioned that "sign language should continue as a medium of instruction up to all educational levels". In regard with this question 85 (94.4%) and 4 (4.4%) in sum, 89 (98.8%) of the student respondents supported it by rating "strongly agree" and "agree: respectively. That is 89 (98.8%) of the respondents favored sign language to continue as a medium of instruction at all educational levels that is from primary up to higher education. But it was rejected by 1 (1.1%) of the students.

In general, lack of continuous professional development for teachers training in sign language failure to use sign language in higher education level as language of wider communication, insufficient and untimely distribution of instructional materials, loose relation between educational officials and teacher, less teachers participation in preparation and evaluation of instructional materials were some of the major challenges identified during this study.

Student respondents were also questioned that “sign language should remain as a medium of instruction only at primary first cycle (1-4) level. Thus 2(2.2%) the respondents have rated it positively by underlining medium respectively. Whereas 6 (6.6%) and 82 (91.1%) in sum, they agree with its inverse situation. That means (97.7%) of the respondents agreed with that sign language should continue beyond the primary level as a medium of instruction.

Students were also questioned to judge the degree of their academic strength when learning in sign language.

The question raised in this respect was “Instruction shouldn’t be given in sign language because it is difficult to understand.” thus, 5 (5.5%) and 80 (88.8%) in sum, (94.3%) of respondents rated “strongly disagree and “disagrees” respectively. Whereas negligible figure 5 (5.5%) and (%) in sum, (5.75%) of respondents rated “strongly agree respectively. However, literatures prove that a child can understand and perform well academically when he/she learn in his/her first language. For instance, Joshua Fishman in Zaghloul Morsy (1984:52) says that “However, on the whole, it would definitely seem to be best to rely up on a learner’s strongest language as a medium of instruction in whatever subject until the weaker language is fully strong enough to carry additional freight”

Students were also questioned on the same table to judge learning in sign language made them happy to go to school. Thus 90 (100%) all of student respondents have favored this statement positively by rating “strongly agree” respectively. Therefore, on the basis of above analysis, it is relatively easily to understand the lesson.

4.2.7. Students Attitude towards the variable related to the degree of supply of instructional materials

This part of study would analyze students' responses in relation to supply of educational materials in their schools.

Table 9: Attitude of learners towards the degree of supply of educational materials prepared.

No	Categories	No= 90 Responses corresponding scale											
		SA		A		M		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Supply of teaching materials in our school are very low	80	88.8	5	5.6	-	-	5	5.5	-	-	90	100
2	There are sufficient reference materials in our school	6	6.6	-	-	3	3.3	-	-	81	90	90	100

The above table shows students' responses to the questions posed in relation to preparation and supply of instructional materials to the beneficiaries are very low. Thus, question item 1 on table 9, was supported by 80 (88.48%) and 5 (5.5%) in sum (94.3%) by rating "strongly agree" and "agree" respectively. While 5(5.5%) of the respondents rejected it by rating "disagree" . This shows that the supply of instructional materials was done insufficiently.

Again students were questioned to judge conditions of the sufficient of reference materials in school. This question was raised in order to know whether students have access of getting reference materials which would widen their horizons. Thus, this question was supported by 6 (6.6%) by rating "strongly agree" respectively. While 81 (90%) of the respondents rejected it by rating "strongly disagree". Therefore, from this one can understand there are shortages of reference materials in the sample schools.

The major challenges that mentioned by Directors interviewed are the following:

- Poor communication between Deaf students and school Directors, lack of sign language skill of the Directors.
- Lack of provision of educational materials and supply of student textbooks in proper time, before the beginning of academic year.
- Lack of information about the students with hearing impairment, the onset of the hearing problem and the students' degree of hearing loss.
- Poor supply of seats, benches, desks and tables

As stated above, there are additional constraints that halt the gradual progress of sign language in education, noted by participants. In line with this, unless these constraints are alleviated the successful implementation of sign language in education of students with hearing impairment is unthinkable.

To this end, the following suggestions have been given by subject respondents as a solution.

- Acquainting experts as well as professional teachers with knowledge and skills of sign language to identifying problems as well as solving through studies.
- Wereda and subsidy education offices better establish good communications with schools who teach students with hearing impairment to get timely information about teaching and learning of students with hearing impairment specifically and with special needs in general.
- As far as possible, at every level the distribution of materials ought to be early before the beginning of new academic year.
- Inviting parents, governmental and non- governmental organizations, religious institutions and Associations etc. for visit the school and Deaf students classes to show them the problems objectively.

In conclusion, we can see from the research findings that most of the teachers, principals and parents participants confirmed that the use of sign language as a medium of instruction has improved students enrollment conditions, improved retention and decreased dropouts and repetitions in the research area because it is a language that children can understand easily. This implies that the rate of increased enrollment and improved retention in the research area was the function of mother tongue (sign language) education though there were many things that would contribute to it.

Chapter Five

5. Summary, Conclusions and Recommendation

This chapter is dedicated to summarize major findings of the study and to make conclusion on the basis of these findings. Finally, viable recommendation will be made.

5.1 summaries

The main purpose of this study was to investigate practices and challenges that have induced the implementation of sign language as a medium of instruction and examining successes that have been gained as result of the implication of sign language.

Thus this study in its preceding parts, dealt with internal and external support of the language. These include the decision to being planning and development, material preparation, teachers' selection and training, research and evaluation and external support such as the role of the local government, community and parents involvement. Moreover, in order to achieve these objectives five research questions were also formulated on the basis of the general them of the study. These are:

- What were practices, which have induced implementation of sign language as a medium of instruction in two primary schools of Addis Ababa?
- What were the reaction of students, teachers, parents and school principals towards the use of sign language as a medium of instruction?
- What were the major challenges encountered in the use of sign language as a medium of instruction?
- Are there adequate material resources such as textbooks, teacher's guides, syllabus, and reference materials for effective use of sign language as a medium of instruction?

Hence, the study was carried out in two primary schools of Deaf students' classes in Addis Ababa.

The research method used in this study was mixed(both qualitative and quantitative) method. Hence, concurrent nested technique in collecting and analyzing data was

employed. The sources of data were teachers, students, principals and parents of the respective sampled two schools. In order to treat aforementioned research questions, data securing instrument were identified. These include questionnaires, interview and observation check list. Thus, the data gathered through these instruments were analyzed through frequencies, percentages and narration.

Therefore, on the grounds of analysis made on the data, the following major findings have been identified.

The first finding was related with appropriately and sufficiently professional support of trained teachers to un trained teachers for the development of instructional language (sign language).

- According to the research results, the chance for continuous professional development in instructional language was low in the research area. That is only 45.8% of the respondents acknowledge that the chance for professional development was high. However, majority 55.1% of respondents proved that opportunities to develop teachers' language and professional skill were insufficient. This implies that either the long term or the short term professional training programs to develop language skills were not done in the research area effectively.
- The research findings also showed that the rate of feedback on the issue of instructional language (sign language) activities was insufficient.
- Regarding the preparation and timely supplied of instructional materials, research result showed that it was supported by insignificant number 12.9% of respondents. Nevertheless, 70.9% of the respondents have proved that this activity was done insignificantly. Therefore, timely supply of instructional materials to the schools was disputable. Though, school principals claimed that it was done on time and adequately. However teacher respondents' reaction, students responses and researchers observation result showed that instructional materials (textbooks, syllabus, teachers guides and other supplementary materials) were not prepared by the concerned bodies. Because of the deficiency

of instructional materials, teachers were found while teaching by dictionary of the language (sign language dictionary). Therefore, it was difficult to assign students in any class room interaction (group work, class work, home work, etc) both in group and individual under such condition.

- Regarding teaching materials adequacy, 60% of the respondents' reaction that it was in adequate.
- Concerning the relevance of the instructional materials prepared to the children's age and psychological level, 58% of the respondents have judge that it was not relevant. Hence, this result indicates that preparation and translation of teaching materials have inherent difficulties as has been discussed elsewhere in this study.
- The survey result also indicates that limitation of the instructional language only at the primary school level has created questions why sign language is not used for higher education level.

The second findings of the researcher were related the successes achieved as a result of the use of sign language as a medium of instruction in the research area.

These were summarized as follows:

- According to the survey result, though the supply was found to be scarce in the schools, in order to remedy language variants and vocabulary confusions, preparation of dictionary glossaries, local stories, folk tales and standardation of the language (sign language).
- The research result also showed some remarkable gains a hived because of implementation of sign language as a medium of instruction in the primary schools of the research area.

For instance, increased school enrollment in both sex cased, minimized dropout, and self confidence, self esteem that was created among children and improved retention of students were some of the success mentioned by research participants.

- Research result also indicated that class room interaction was facilitated and effective because teachers and students were communicating in their language without any barrier.

Therefore, the research result indicates both favorable and un favorable results identified during survey. Thus, attempts were made in order to assess attitudes of change affected people and implemented before using sign language as a medium of instruction. Community members, parents, elder, teachers and other people's opinions were gathered by organizing awareness creation meetings. People were allowed to discuss on the issues of instructional language (sign language).

5.2 Conclusion

The finding of the research led to the researcher to draw the following conclusions.

There are some practices that have fostered the use of sign language for instructional purposes on one hand and the advantage of students to easily understand and express themselves and building self confidence were identified during the study. The majority of the students in the sample schools support and approved the use of sign language as a medium of instruction. They also confirmed that their learning in their language (sign language) has helped them to follow their lesson without differently and to actively participate in teaching and learning in the class room through asking and answering questions.

The research results also showed some problems which happened in due course that would draw attention of the educationists. The research result clearly shown that professional development of teachers to build the instructional language and content capacity either through long-term or short-term training seems already has been abandoned because of the shortage of skilled man power. The fact that both the sub city and woreda education officials were failed to supply educational materials on time and maintain adequacy as well as proportionality on the basis of the existing numbers of the students and teachers in the respective schools.

Again the survey result indicated that inherent deficiency retained in instructional materials. Thus 70% of teacher respondents have reported that instructional materials were not adequate to the age and psychological level of the children, in sufficient participation of teachers in preparation and evaluation of instructional materials were also some of the challenges identified by the study. The majority of the students in the sample schools support and approved the use of sign language as a medium of instruction. They also confirmed that their learning in their language (sign language) has helped them to follow their lesson without difficulty and to actively participate in teaching and learning in the class room through asking and answering questions. In spite of all these, some parents

wish to teach their children in Amharic or English because, the attitude towards disability (Deafness) in one way and scarcity of text books, and other reading materials in other way play great role on the attitude of the parents of the learners.

In general, the study underscores that using sign language as a medium of instruction demands appropriate planning and proper inputs for implementation and continuous monitoring and evaluation at all levels and stages in the process, to achieve the desired educational objectives.

5.3 Recommendation

Based on the major findings and conclusions drawn, the following recommendations are suggested with the hope that they could be helpful to improve some challenges that have confronted during the implementation of sign language in the primary schools of the research area.

- There are teachers who lack necessary qualifications but who teach in the instructional language that is sign language. Hence, it is recommended that those teachers who are teaching with only basic training of one week to one month duration need to participate in some in service programs to be effective in teaching the language in the primary schools of Deaf students' classes in the sample schools, to achieve its goal, recruiting of trainers for teaching in the language (sign language) should be raised from 10+3 completion to 12+4 completion.
- The efforts made by education offices to develop appropriate instructional materials were very low. Thus, the researcher recommends that Schools and education offices should work hand in hand to develop appropriate instructional materials.
- Increasing the number of text books alone cannot be a solution for impediments in implementation, effective mechanism of distribution has to be designed and additionally fair allocation of budget for the textbooks distribution, have to be adopted by sub cities education office.
- To improve communication and exchange of information, consecutive discussion programs/schedules need to be arranged and importance of reporting, exchange of information has to be thought by schools and wereda education office.
- Teachers and experts at sub city and woreda level are require to conduct further evaluation on teaching materials of sign language to supply feedback on different aspects of the materials for curriculum department at the regional level.
- Since the implementation of sign language in education has contribution as a means of social advancement, a key to social mobility, it has to proceed with

enthusiasm by investing the required human and financial resources towards its progress at different educational administrative levels.

- The outcome of the study revealed that the involvement of parents to assist the teaching and learning of sign language was very low. The researcher recommends that teachers of students with hearing impairment and the school authorities give training on parental role to parents so that they could play their part.

Finally, the researcher recommends on other researchers to carry out more study on wider population by including other factors which affect the use of sign language as a medium of instruction.

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Appendix A
Addis Ababa University
College of Education and behavioral studies
Questionnaire for teacher

General Direction

The purpose of this questionnaire is to collect data in order to investigate practices and challenges encountered in the course of using sign language as a medium of instruction in Minelik and Yekatit 23 schools of Addis Ababa. This research result will contribute in revealing actual conditions faced during implementation process of the instructional language. It would assist teachers, education officials and other professionals working in line with education in taking corrective measure for discovered problems and strengthening strong sides. Therefore, you are required to provide genuine and honest responses. There is no **correct or wrong** response. The **confidentiality** of your responses will be held at most strictly. Therefore, you are kindly requested to complete all kinds of questions in this questionnaire.

Specific direction

Please read the following questions and respond all of them. You should not write your name on the questionnaires. To the question which have boxes provided in front of them, please put “ “ mark inside the box and for the questions which have choices, please encircle the letter of your choice.

I. Respondents Background: please respond to the following questions by filling in the space provided against each question.

1. Name of the school you teach_____
2. Age_____
3. Sex_____
4. Service year in teaching_____
5. Subject you teach_____
6. Nationality_____
7. Mother tongue_____

II. Teachers Perception towards the usage of sign language of wider communication and attempts made for language development

Instruction: place indicate degree of your agreement by putting “√” make in the box provided

1. the interaction between teachers to develop skill of the instructional language(sign language) was
A) Very high ☐ C) Medium ☐ E) very low ☐
B) High ☐ D) Low ☐
2. The relation between the neighboring schools of children with hearing impairment to help each other on the issues of instructional language(sign language)
A) Very high ☐ C) Medium ☐ E) very low ☐
B) High ☐ D) Low ☐
3. The opportunities of training about how to use sign language as a medium of instruction was
A) Very high ☐ C) Medium ☐ E) Every low ☐
B) High ☐ D) Low ☐
4. Participation in any form of training regarding the use of mother tongue education
A) Very high ☐ C) Medium ☐ E) Every low ☐
B) High ☐ D) Low ☐
5. Students ability to communication through sing language with their parents according to their instruction in the class was
A) Very high ☐ C) Medium ☐ E) very low ☐
B) High ☐ D) Low ☐
6. The degree of using sing language inside the class room by both teachers and students
A) Very high ☐ C) Medium ☐ E)very low ☐
B) High ☐ D) Low ☐

7. Professional support on language (sign language) instruction issues from woredas or kefle ketema educational professionals
- A) Very high ☐ C) Medium ☐ E) very low ☐
 B) High ☐ D) Low ☐
8. Cooperation of teachers using sign language as a medium of instruction
- A) Very high ☐ C) Medium ☐ E) very low ☐
 B) High ☐ D) Low ☐
9. Supporting of teaching and learning process by additional reading materials
- A) Very high ☐ C) Medium ☐ E) very low ☐
 B) High ☐ D) Low ☐
10. Contribution made by concerned bodies (education officials, teachers and other) for the development of sing language outside the classroom (in literatures, among community by using if for discussions on the meeting with the Deaf persons, by arranging debates etc..)
- A) Very high ☐ C) Medium ☐ E) very low ☐
 B) High ☐ D) Low ☐

III. Regarding training and Awareness creation

1. Do you think there was training about how to use sign language as a medium of instruction?
- A) Yes ☐ B) No ☐
2. Did you participate in any form of training regarding the use of sign language in teaching and learning?
- A) Yes ☐ B) No ☐
3. If your answer is yes for question number 2, please decide your choice
- A) short term in-service (one week, one month) training ☐
 B) Long term pre-service or TTI, Diploma (one year, 3 years) training ☐
 C) None trained ☐

4. If you have taken training please indicate your agreement by putting “√” mark in the box under the rating scales ‘very high’, ‘high’ ,medium, ‘low’ , or ‘very low’.

No	Categories	Very high	High	Medium	Low	Very low
1	Your interest in training					
2	The need for independent activity					
3	Your participation in team work					
4	Your training opportunity in sign language					
5	Your trainers motive to train teachers in sign language					
6	Your trainers skill in sign language					
7	The change for continuous professional development					
8	The contribution of the trainers for development of the language					

IV. Teachers, Attitude in using sign language as a medium of

instruction Instruction : please indicate degree of your agreement by putting “” mark in the box provided under the ‘SA’, ‘A’, ‘M’, ‘D’, ‘SD’ thus SA= strongly agree , A= agree, M= medium , D= Disagree , SD= strongly disagree.

No	Categories	SA	A	M	D	SD
1	Teaching in sign language was what I was dreaming for long					
2	Learning in sign language is a good pedagogical and psychological opportunity for a child					
3	If there were schools teaching in vocal language, I prefer to be transferred and teach there					
4	Teaching in sign language was full of difficulty, hence it is of no use to learn in sign language					
5	This is no time to use sign language as a medium of instruction					
6	It is individuals and groups natural right to use mother tongue as a medium of instruction					
7	It is wastage of time and power to use sin language in the school for instructional purpose					
8	Class room interaction is warm and active when learners are taught in sign language					
9	Using sign language in the class, the teacher cannot cover his portion					
10	Teaching in sign language does not help to pupils in a way they can understand					

V. Regarding preparation and provision of instructional materials instruction put ‘’, mark in the box of your choice.

1. Teaching materials were prepared and made ready for use on time
A) Strongly agree ☐ C) Medium ☐ E) Strongly disagree ☐
B) Agree ☐ D) Disagree ☐
2. Teaching materials prepared were not relevant to the age and psychological level of the child
A) Strongly agree ☐ C) Medium ☐ E) Strongly disagree ☐
B) Agree ☐ D) Disagree ☐
3. The standard of the language used to prepare teaching in sign language was fit to the level and easy to understand
A) Strongly agree ☐ C) Medium ☐ E) Strongly disagree ☐
B) Agree ☐ D) Disagree ☐
4. The supply of the supplementary teaching materials (local news, children’s literature, folktales, dictionaries etc) prepared in sign language was very low.
A) Strongly agree ☐ C) Medium ☐ E) Strongly disagree ☐
B) Agree ☐ D) Disagree ☐
5. Teaching materials (text books, teacher’s guides’ syllabus etc) were supplied adequately
A) Strongly agree ☐ C) Medium ☐ E) Strongly disagree ☐
B) Agree ☐ D) Disagree ☐

Appendix B

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ባህርይ ጥናት ኮሌጅ

የልዩ ፍላጎት ት/ክፍል

ይዚህ መጠይቅ ዋና ዓላማ፡- ምልክት ቋንቋን እንደ ትምህርት ቋንቋ ስንጠቀም የሚታዩ ትግበራዎችና ተግዳሮቶችን መረጃ ለመስብሰብ ነው። የሚሰበሰበው መረጃ ሚስጢራዊና ለዚሁ ጥናት አገልግሎት ብቻ የሚውል ነው። በመሆኑም የምትሰጠው/ጭው እውነተኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ እንደሚኖረው ለመግለፅ እወዳለሁ።

ለትብብርህ/ሽ ክልብ አመሰግናለሁ።

አጠቃላይ መመሪያ፡-

ይህ መጠይቅ ሁለት ዋና ዋና አብይ ክፍሎች አሉት።

የመጀመሪያው ክፍል ግላዊ መረጃን ይመለከታል። ሁለተኛው ክፍል ምልክት ቋንቋን እንደ ትምህርት ቋንቋ ስንጠቀም ያሉ ተግበራዎችና ተግዳሮቶችን ለመለካት የተዘጋጁ ጥያቄዎችን የያዘ ነው። ስለዚህ በመመሪያው መሠረት ትክክለኛውን መልስ በመስጠት ትብብርህን/ሽን እንድታደርግ/ጊ በትህትና እጠይቃለሁ።

ክፍል አንድ፡- ከታች በተሰጡት ክፍት ቦታዎች ወይም በሳጥኖቹ ውስጥ (✓) ምልክት በማድረግ መግለጫህን/ሽን መረጃ ሙሉ/ይ። ስም መፃፍ አያስፈልግም

1. ግላዊ መረጃ

1.1. የት/ቤቱ ሥም _____

1.2. የክፍል ደረጃ _____

1.3. የታ ወንድ ☐ ሴት ☐

1.4. እድሜ _____

ክፍል ሁለት፡- ከታች በተሰጡት ክፍት ቦታዎች ወይም በሳጥኖቹ ውስጥ (✓) ምልክት በማድረግ ምርጫህን/ሽን መላ/ይ፡፡

• ተማሪዎች በምልክት ቋንቋ ትምህርት ዕድገት ላይ ያላቸው ዝንባሌ፡-

1. የምልክት ቋንቋ እስከ ከፍተኛ ትምህርት ደረጃ በትምህርት ቋንቋነት መቀጠል አለበት፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

2. የምልክት ቋንቋ በትምህርት ቋንቋነት በመጀመሪያ ደረጃ ትምህርት /1-4ኛ/ መወሰን አለበት፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

3. ትምህርት በምልክት ቋንቋ መሰጠት የለበትም፡፡ ምክንያቱም ለመረዳት አስቸጋሪ ነው፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

4. በምልክት ቋንቋ መማር ደስተኛ አድርጎብኛል፡፡ ምክንያቱም በምልክት ቋንቋ በምማርበት ጊዜ ትምህርቴን ለመረዳት ቀላል ነው፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

5. በምልክት ቋንቋ በምማርበት ጊዜ ወላጆቹ በቤት ውስጥ የቤት ሥራም ሆነ በጥናት ጊዜ አይረዱኝም፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

6. በምልክት ቋንቋ በመማሪያ በትምህርቴ ድካሜ እንድሆን አድርጎብኛል፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

7. በምልክት ቋንቋ በመማሪ በራሴ እንድተማመን አድርጎኛል።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

8. በምልክት ቋንቋ በምማርበት ጊዜ የበታችነት ይሰማኛል።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

9. በአፍ መፍቻ ቋንቋ መማር የሁለተኛ ቋንቋ ችሎታዬን አዳከመው።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

• የተማሪዎች ዝንባሌ በምልክት ቋንቋ የክፍል ውስጥ መስተጋብር

10. በምልክት ቋንቋ በምማርበት ጊዜ የመረዳት ችሎታዬ ዝቅተኛ ነው።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

11. በክፍል ውስጥም ሆነ በክፍል ውጪ ከአኩሮቼ ጋር በምልክት ቋንቋ ያለኝ ግንኙነት በጣም ከፍተኛ ነው።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

12. ትምህርቱ በምልክት ቋንቋ ካልሆነ ከመምህራ ጋር ያለኝ ግንኙነት በጣም ዝቅተኛ ነው መማር ግን እፈልጋለሁ።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

13. በትምህርት ቤታችን ያለው የትምህርት መሣሪያዎች አቅርቦት በጣም ዝቅተኛ ነው።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

14. በክፍል ውጪ የምልክት ቋንቋ አጠቃቀም በጣም ከፍተኛ ነው።

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

15. የምልክት ቋንቋ ትምህርት መጻሕፍቶች በቂ አይደሉም

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

16. ለምልክት ቋንቋ ትምህርት የተዘጋጁ መጻሕፍቶች የተማሪዎቹን ዕድሜና ችሎታ ያገናዘቡ አይደሉም፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

17. እንደ የምልክት ቋንቋ መዝገበ ቃላት የመሳሰሉ በቂ የማጣቀሻ መጻሕፍቶች አሉ፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

18. የምልክት ቋንቋ ማጣቀሻ መጻሕፍቶች እጥረት አለ፡፡

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

19. ለምልክት ቋንቋ ትምህርት የተዘጋጁ መጻሕፍቶች ምሳሌዎችን፣ ሀገራዊ

ቅርሶችን፣ ባህልን፣ ሥነፅሁፍንና የመስማት የተሳናቸውን ማህበረሰብ ቋንቋ ያካተቱ ናቸው

ሀ. በጣም እስማማለሁ ☐ ሐ. አልወሰንኩም ☐ ሠ. በጣም አልስማማም ☐
ለ. እስማማለሁ ☐ መ. አልስማማም ☐

Appendix C

Addis Ababa University

College of Education and Behavioral studies

Department of Special Needs Education

Interview Guide Questions for parents

1. Have you been oriented on the purpose and benefit of using sign language as a medium of instruction?
2. What language do you encourage as a medium of instruction in the Deaf students class? Why?
3. If you encourage the 1st language of a child as a medium of instruction, please state your reason?
4. What do you suggest about the supply of teaching materials in relation to the school's demand?
5. Is there adequate number of qualified teachers in the school? If no what would be the reasons?
6. Do you supply your child with additional materials? If no what would be the reason?
7. Have you seen additional efforts that school teachers perform in order to enhance sign language implementation and reduce/minimize the problems encountered in the process of implementation?
8. What are the advantages children's in particular and society at large gained of the employing sign language? In Deaf students class?
9. Is there any professional support (training, orientation etc) given to parents to develop sign language within the society?
10. Can you say anything about the repetition and dropout conditions of the Deaf students?

Appendix D
Addis Ababa University
College of Special National Needs Education
Interview Guide Questions for Directors

1. Have you participated in any training program on how to manage and direct teachers in the 1st cycle primary school level? If not how do you come to be a director?
2. How much are you satisfied with the position you have now?
3. Have all teachers who teach in sign language received training in special needs education?
4. Was there, any attempt made by woreda education office special needs experts or teacher to provide supplementary teaching materials to develop language proficiency and concept of subject matters of pupil?
5. Is there any professional support (training, orientation etc) given to teachers to develop both sign language and subject knowledge and skill?
6. Do you think woreda and school do support professionally learners to develop their language skill?
7. Did you create awareness about the use of sign language as medium of instruction to the community?
8. What were the reasons that have forced the sub city to limit sign language as a medium of instruction at primary (1-8) level?
9. Do you think students enrollment was increased as a result of the use of sign language for instruction?
10. Do teachers report problems to the teaching and learning in sign language?
If “yes” what were their problems and how did you solve them?

Appendix E

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education
E- Observation Check list

Introduction: this observation checklist is prepared to record data pertinent to investigating correct classroom practice in using sign language as a medium of instruction in the primary schools of deaf students classes in Addis Ababa. The checklist consist of major parts that all together makes a total of 16: items the used for the purpose of triangulation.

1.1 Back ground of the teacher to be observe

- a) Name of school _____
- b) Grade and section observed _____
- c) Data of observation _____
- d) Time observation begin at _____ to _____
- e) Unit of teaching _____
- f) Lesson topic _____
- g) Round of observation _____

Put "√" mark in box under observation scale

No	Categories of the classroom observation	High	Average	Low
1	Teacher's ability to present lesson in instructional language			
1.1	Teacher's ability to present lesson in instructional language			
1.2	Clarity and simplicity of language used to teach			
1.3	Reading and signing skill of teachers			
1.4	Reading and signing skill of teachers Reading and signing skill of pupils			
1.5	Pupils participation in the classroom activity			
1.6	Teachers ability to use modern method of teaching through the instructional language			
1.7	Classroom is active and motivated			
1.8	Code-switching			
1.9	Learners use text books prepared instructional language			

