

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

**Practice of Providing Sign Language Interpretation at Black Lion
Secondary School in Addis Ababa**

By

Piter Zerihun

July, 02/2018

Addis Ababa Ethiopia

**Practice of Providing Sign Language Interpretation at Black Lion
Secondary School in Addis Ababa**

By

Piter Zerihun

**This thesis is submitted to the Department of Special Need
Education in particular fulfillment of the requirements for MA
degree in Special Needs Education.**

Advisor:- Dr. Alemayehu T/Mariam

July, 02/2018

Addis Ababa Ethiopia

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Practice of Providing Sign language Interpretation at Black Lion

Secondary School in Addis Ababa.

Approval of Board of Examiners:

1. Advisor

Signature

Name

2. Internal examiner

Signature

Name

3. External examiner

Signature

Name

TABLE OF CONTENT

Content	Page
Acknowledgement	i
List of acronyms	ii
Abstract	iii
Chapter One	1
1. Background of the study	1
1.2. Statement of the problem	3
1.3. Research Questions	4
1.4. Objective of the study	4
1.4.1. General objective of the study	4
1.4.2. Specific objective of the study	4
1.5. Significance of the study	5
1.6. Delimitation of the study	5
1.7. Operation definitions	5
Chapter Two	7
2. Review Related of Literature	7
2.1. An overview of Deafness	7
2.2. Communication Method for Deaf Students	8
2.3. Deaf Education in the World	11
2.4. Deaf education in Ethiopia	14

2.5.	The Role and Responsibility of the School for the Deaf.....	15
2.6.	Support Services Provided to Deaf Students by the School	16
2.7.	The History and Development of Sign Language Interpretation	16
2.8.	The Concept of Sign Language Interpreting and Interpreter	18
2.9.	The role of Sign Language Interpreter	18
2.10.	The Need of Interpreters.....	19
2.11.	Educational Sign Language Interpreter	20
2.12.	The Skills of the Educational Sign Language Interpreters	20
2.13.	The Required Qualification to Interpret in Education Setting.....	21
2.14.	Sign Language Interpretation in Ethiopia.....	23
2.15.	The Challenges that Faced by the Sign Language Interpreters during interpreting	25
2.16.	The Code of Ethics for Sign Language Interpreters.....	26
Chapter Three.....		28
3.	Research Methodology	28
3.1.	Research Design.....	28
3.2.	Research Setting.....	28
3.3.	Source of Data	29
3.4.	Population and Sampling Techniques	29
3.5.	Instruments for Data Collection	30
3.5.1.	Interview	30
3.5.2.	Focus Group Discussion (FGD)	30
3.5.3.	Observation.....	30

3.6. Procedures for data collection	31
3.7. Method of Data Analysis.....	31
3.8. Ethical Consideration	31
Chapter Four	32
4. The result of the study	32
4.1. Organizing and providing interpretation in the school.....	34
4.1.1 Lack of interpreters.....	34
4.1.2. Poor time management	34
4.1.3. Lack of Interpreters’ knowledge about sign language vocabularies	35
4.2. Challenge of Sign Language Interpreters during Interpreting	36
4.2.1 The Limitation of Sign Language Training Institute.....	36
4.2.2. Lack of knowing a variety of communication methods	38
4.2.3. Lack of Enough Salaries.....	39
4.2.4. Lack of empowering Sign language Interpreters in Ethiopia	39
4.2.5. lack of classroom management	41
4.3. The qualifications of Sign Language interpreters	42
4.4. The possible solution to improve interpreters’ performance	44
Chapter Five.....	47
5.Conclusion and Recommendation	47
5.1. Conclusion.....	47
5.2.Recommendation.....	48
References.....	50

Appendix-A..... 54

Appendix-B..... 56

Appendix-C..... 57

Appendix-D..... 58

Appendix-E..... 59

Appendix-F..... 60

Appendix-G..... 61

Acknowledgement

First of all, I would like to thank my almighty God, who has helped me for next, my sincere gratitude goes to Dr. Alemayehu T/Mariam my thesis advisor, for his invaluable effort in providing me with the appropriate guidance and constructive suggestions throughout my journey.

I would like to thank the SIDA Non Profile Organization for giving me a scholarship grant that facilitated me to study this Master program in Addis Ababa University to the end.

I indebted to my parents and brother who have supported me in both financial and materials throughout my study years, without it my academic success may not have been realized. They have been great examples what every parent of a Deaf child should.

My special thanks go to Addis Ababa University Disability Center for giving me the support to use photo copy, print and computer services.

In addition, I would like to extend my deep felt gratefulness to thank my close friend Solomon Getachew for his assistance, cooperation, good advice and encouragement throughout my research.

My deepest thanks go to Meheret G/egzabher (My wife) for her everyday assistance.

Finally, I am grateful to all participants of the study from Black lion secondary school's Principal, Teachers, and Interpreters, Special need professional and Deaf students.

List of acronyms

WHO World health organization

ASL American Sign Language

EthSL Ethiopia Sign Language

RID Registry Interpreter for the Deaf

IEP Individual Educational Plan

CWHI Children with hearing impairment

ENAD Ethiopia National Association for the Deaf

WFD World Federation for the Deaf

NAD National Association of the Deaf

Abstract

The purpose of this research was to investigate and assess interpreters' sign language interpreting practice at Black Lion secondary in school, Addis Ababa. The study used qualitative case study research design, using interviews, focus group discussion and observation as data collection tools. Participants of the study includes selected purposefully three sign language interpreters, four teachers, six Deaf students, one special need professional and school principal. The findings of the study indicated that the interpreters were working in the school without any formal training, enough knowledge how to interpret, lack of monthly salary for their interpreting work, poor communication between the teachers and deaf students without having sign language interpreter and the absence of support from the ministry of education and other non government of organization in order to facilitate their interpreting work. All were found to be major problems. Based on the findings of this study, the researcher recommended measures that can ease the problem by providing of sign language training, evaluating of interpreters certificate of interpreting before they employed in the school, improving of enough budget for interpreters annual payment and providing of support from the school management and ministry of education in order to improve their interpreting performance.

Chapter One

1. Background of the study

Teaching and learning process requires adequate communication to transfer the lesson information from a teacher to students. Therefore, implementing successful communication methods in schools enhance students understanding of the learning goal and objectives. In inclusive school, there are different types of communication method still used. The inclusive education, adequate communication and educational support would benefit those who are deaf and hard of hearing students.

According to Tirussew (2000) in Ethiopia, the movement towards inclusive education continues on the assumption that teachers are willing to admit students within the regular classes and be responsible for meeting their needs.

Communication approaches render the issues of inclusion of deaf and hearing student are difficulties. The issue of communication is the key factor in implementing inclusive education for those who are in need. The responsibility placed on an education sign language interpreter is too great that the issue of roles, function and qualification emerge as a concern for the field (Greaves 2005).

As a result some schools in Ethiopia started implementing inclusion approach for deaf students and the school started hiring interpreters to deliver teacher information for those who admitted students, because the education system started to integrate deaf students in inclusive classroom. In inclusive school, sign language used as the main communication method for deaf children. Most deaf students are admitted in inclusive school use sign language to communicate with their teachers and students.

Black Lion Secondary School is one of the inclusive schools which welcome all students and provides education for all with Sign language interpreter. Because Sign language interpreters are able to transfer the information from a hearing teacher who do not know sign language to deaf students but most sign language interpreters in Ethiopia struggled with their signing performance during interpreting at school (Abay 2011).

According to Abay (2011) sign language interpreter should be highly skilled and educated. It is also preferable if he/she is highly skilled in listening to speech and repeats it back to the deaf or hard of hearing person.

Alemayehu (2000) cited in Alem (2011) in Ethiopia sign language interpreters are not well trained in some aspects of sign language interpreting and the service is very recent in Ethiopia. Special School children are learning by non-verbal communication and few deaf teachers in signed Amharic or signing old American sign English.

Eyasu (2013) stated that there is a problem of getting qualified sign language interpreters who are familiar with the ethics and conduct of behavior in Sign language interpreting during the learning and teaching process. The Addis Ababa University will provide in the future establish a training program for Sign Language interpreters, but currently there are no official guidelines or criteria for the program to follow. The department is planning and working towards establishing a new Bachelor of Arts level degree program focusing solely on Sign Language interpreting as soon as the required staff is found.

Therefore we can assume that the interpreters who worked at Black lion Secondary School might perform their assignments with multiply challenges. These reasons motivated researcher for researching the area of Ethiopia sign language interpreting practice to find out the real problems of sign language interpreters.

1.2. Statement of the problem

Quality education for Deaf students depends on quality sign language interpretation. Interpreters working in Schools and higher institutions face some challenges which go unnoticed due to limited knowledge of sign language interpreting practice. In addition there might be limited awareness of sign language interpreting practice in the schools.

Pawlos (2011) stated that the contribution of the government in expanding sign language interpretation in Ethiopia is not much or very limited. As a result, “Education for all”, in Ethiopia, many students who are deaf and hard of hearing may attend regular classrooms without sign language trained teachers or unskilled sign language interpreters.

Alemayehu (2003) also stated that many deaf students in Ethiopia often conflict with their teachers for their lack of communication skills in sign language. They believe that their low academic achievements resulted from their teacher’s poor in sign language skill and lack of commitment in teaching. These might have a cause low participation of deaf students in their learning activities, inhibiting their curiosity in education.

In Ethiopia there is a problem of getting qualified sign language interpreters who are familiar with the ethics and conduct of behavior in Sign language interpreting during the learning and teaching process (Eyasu 2013).

Some effects of sign language interpreters practice challenges are not investigated and attention is not given their profession by Ethiopia educational offices. Since sign language interpretation services have not developed yet and their profession does not get enough attention in deaf education (Abay 2011). This is because of some reason, such as, less recognize for the Ethiopia sign language, less recognize availability of deaf students in hearing school, less number of trained human resources in the field of deaf education and interpreters.

In the secondary school interpreters have a limited awareness about how to interpret in education through ethically and deaf students failed to understand their teachers’ correct information. Therefore, we can assume that sign language interpreters do not have the skill of interpreting and they have the lack of knowledge for the subject matter that they interpret. These above problems

that initiated the researcher in doing a study to find out some of the factors inhibit successful interpreting practice.

1.3. Research Questions

In order to focus on the phenomena to find out and investigate the sign language interpreters practice in Black lion secondary school, the following questions are purposed:

1. How sign language interpretation is organized and provided in the selected school?
2. What challenges do Sign Language Interpreters face during interpreting in the classroom?
3. How is the code of ethics of Sign Language Interpreters practiced at Black Lion Secondary School?
4. How the challenges of Sign Language Interpretation be solved?

1.4. Objective of the study

1.4.1. General objective of the study

- The general objective of this study is to investigate and assess interpreters' sign language interpreting practice in Black Lion Secondary School.

1.4.2. Specific objective of the study

- To investigate how Sign Language interpreter services is offered in the school.
- To find out the challenges of Sign Language interpreters during interpreting in the classroom.
- To investigate how the code of ethics of Sign Language interpreters practiced in the school.
- To investigate how the Challenges of Sign Language Interpretation be solved.

1.5. Significance of the study

This study focuses on assessing the practice of sign language interpreting. Such kind of study can provide an insight on various aspects of students' academic performance and communication. It can also provide valuable information on the roles played by key actors in integrated classes such as students, the subject teacher and the educational interpreter in the teaching learning process. This research highly benefits hearing impaired students in smoothing the communication among the students and their teachers through placing effective sign language interpreting practice in the school. The study also serves as a starting point and reference for further researches on the topic.

1.6. Delimitation of the study

It is known that it is difficult to include all components in the area of the study. The delimitation of this study is limited to sign language interpreters practice provided to grade 9 and 10 deaf students at Black Lion Secondary School. The study was investigated interpreters practice during interpreting in the selected classroom that deaf students admitted.

1.7. Operation definitions

Deaf: refers to a group of people, with varying hearing acuity, whose primary mode of communication is a visual language and have a shared heritage and culture.

Hard of hearing: refers to people with hearing loss ranging from mild to severe. They usually communicate through spoken language and can benefit from hearing aids, captioning and assistive listening devices. People with more significant hearing losses may benefit from cochlear implants.

Communication: is the act of conveying intended meaning to another person through the use of mutually understood signs, speech, writing, pictures, and gestures.

Interpreter: A person who transfer messages from a hearing to Deaf or signer to a non-signer person or vice versa.

Interpreting: is the process or activity involved in transferring a message from one language to another in real time. The message is usually spoken rather than written.

Interpretation: is the product of the process of interpreting or the target text. An interpretation should accurately reproduce the grammatical and lexical features as well as the style and content of the source text.

Sign language: is a natural language that made by body movement, facial expression and hand movement with different hand shape in which Deaf people used to communicate each other.

Ethics: refers to the standardized rules, regulations and codes of interpretation that are made as a guide line for individuals who work in interpretation profession.

Qualification: recognized level of education obtained by formal education such as Certificate, Diploma and Degree from different educational institutions.

Ethiopian sign language (EthSL): It is a language used by the Ethiopian Deaf community.

Educational Sign Language Interpreter:-.... A professional who provides sign language interpreting services at school and different education institutions.

Chapter Two

2. Review of Related of Literature

2.1. An overview of hearing loss and Deafness

The definition of hearing loss is not the same for everybody and the different degrees of hearing loss are divided into categories. The most common categories of hearing loss are mild hearing loss, moderate hearing loss, severe hearing loss and profound hearing loss (WHO 2014).

Mild hearing loss

On average, the quietest sounds that people can hear with their better ear are between 25 and 40 dB. People who suffer from mild hearing loss have some difficulties keeping up with conversations, especially in noisy surroundings.

Moderate hearing loss

On average, the quietest sounds heard by people with their better ear are between 40 and 70 dB. People who suffer from moderate hearing loss have difficulty keeping up with conversations when not using a hearing aid.

Severe hearing loss

On average, the quietest sounds heard by people with their better ear are between 70 and 95 dB. People who suffer from severe hearing loss will benefit from powerful hearing aids, but often they rely heavily on lip-reading even when they are using hearing aids. Some also use sign language.

Profound hearing loss

On average, the most quiet sounds heard by people with their better ear are from 95 dB or more. People who suffer from profound hearing loss are very hard of hearing and rely mostly on lip-reading, and/or sign language.

2.2. Communication Method for Deaf Students

Communication refers to the process of sharing ideas and information. It is a process that is essential, and many say innate, for all human beings. One of the most difficult decisions that a teacher or interpreter with a learner who is Deaf or Hard of Hearing makes is choosing a communication method. Yet, researchers suggest that early communication development is positively related to language learning, and in turn a variety of other important developmental areas (Calderon & Naidu 2008).

Communication is at the heart of everything human beings do; it defines and gives meaning to our emotions, beliefs, hopes, creativity, and life experiences. Without communication, a child is lost. The effective development, understanding, and expression of language are fundamental to any educational experience and are particularly crucial for Deaf and Hard of Hearing children. Communication and educational growth depend on a language rich environment, one with ongoing, direct, and age appropriate language opportunities (California Department of Education 2000).

Students without a hearing loss usually start school with well-developed speech and language. They have acquired language effortlessly since birth through listening to and overhearing those around them. They usually have a well-developed general knowledge base and are able to use questions and discussions to further develop their language and general awareness. This in turn will be used by their interpreter or teacher to develop their learning. Students without a hearing loss usually start school with well developed speech and language. Students with a hearing loss generally find it more difficult to acquire language and general knowledge and may start school delayed in these areas. However this is not a reflection of their potential or ability. They have less opportunity to learn how our language system works and it is more challenging for them to

acquire new vocabulary, concepts and expressions. In addition, they may have limited exposure to incidental learning (Deaf Children & Deaf Foundation 2005).

According to National Deaf Children's Society (2013) Deafness presents a very significant barrier to pupils acquiring language, communicating, making educational progress, developing socially and emotionally and developing independence.

Focus more on content than on grammar when assessing the writing of children who primarily use sign language for communication. Because the grammar of sign languages is very different from written languages, these children are in fact writing in a "second" language (UNESCO 2009).

If a child's hearing loss and communication and language needs are not fully met, this can have a significant impact on their social and education development and emotional well-being (National Deaf Children's Society 2013).

Even as teachers and parents, we often forget that communication includes movement and facial expression, as well as sound. It is therefore important that we as parents, caregivers, and teachers communicate in ways that seem natural for us, using all modes of communication: movement, facial expression, sound and words (UNESCO 2009).

The Deaf Children & Deaf Foundation (2005) defines that, "All deaf students are different and the communication chosen should suit the student's individual needs, which can change over time."

a. Oral communication

- ✓ Speech and listening with lip-reading (Hard of Hearing)
- ✓ Cued speech

b. Manual communication

- ✓ Signed English (uses signs with markers)
- ✓ Ethiopian Sign Language (has its own syntax)

- ✓ Signing in English (uses mostly Ethiopian signs, following English syntax)

C. Combined modes

- ✓ Simultaneous communication (sim-com) Speaking and signing at the same time
- ✓ Total communication, uses all forms of visual and acoustic communication (philosophy)

Sign Language

Ethiopian Sign language, which is made up of an organized system of signs including gestures, mimes and facial movements, is usually used by the Deaf people, or the hearing who can communicate with Deaf people. Just like spoken language, there are many different sign languages in the world. Like any other languages, sign language can be elaborated, codified and standardized (ENAD 2003).

In general Sign language is a manual language used by people who are Deaf and hearing to communicate. It is a true full language with its own grammar. Although children face extraordinary challenges in learning a spoken language, they can easily learn sign language with appropriate exposure. Historically, however, sign language has suffered from several misconceptions, including the belief that it is not a true language. The notion that sign language is simply a primitive, visual representation of oral language that was similar to mime was first challenged by the pioneering work of William Stokoe at Gallaudet University. According to Stokoe (1960) each sign in ASL, analogous to the phonemes of spoken English, consists of three parts: hand shape, location, and movement.

Sign language tends to depend mainly on the visual modality; many people who are Deaf or Hard of Hearing report it to be a natural and easy way to communicate (with preference to American Sign Language). Therefore, the use of sign language with a student with no prior first language should not hinder the child in the future from accessing the English language when the child is ready to learn it. It is a challenge for everyone involved when the child is to learn two languages at the same time, as is the case when the child arrives to school without a language (Christine 2009).

Sign language in general can be viewed as two extreme opposites. On one side we have Ethiopia Sign Language in its most natural form with little to no influence from the local spoken language and on the other end we have a pure codified system of signs, Signed Amharic that match the spoken language exactly. Many of the basic signs are shared by both systems. It is how the signs are combined that makes the language syntax vary. Most Deaf people will function in the middle of the spectrum depending on who the Deaf person is talking with.

2.3. History Development of Deaf Education in the World

Sign language is the primary means of communication of the Deaf. Different sign languages are used in education in different countries depending on their level of economic, social and cultural development of the countries. Sign languages are given a place in educating Deaf children in mainstream classes and many countries the integration of Deaf and hard of hearing children in mainstream classes.

In 1485, Rudolphus Agricola wrote that individuals born deaf can express themselves by writing. His book, "De Inventionem Dialecticam", was published 100 years later. During the 1500's an Italian physician, Girolamo Cardano challenged the Philosopher Aristotle's assertion that people are required to hear to understand ideas. In the 1550's, Spanish Catholic monk Pedro Ponce De Leon taught deaf students to speak and fingerspell. The 1680's was the time when Scottish tutor George Dalgarno taught deaf students to speak, lip-read and fingerspell. He said finger spelling was a better way to communicate. In 1750, French priest and father of Sign Language and Deaf Education, Charles M. De L'Eppe, founded the first school for the deaf in Paris, France. He taught that deaf people could develop communication with themselves and the hearing world through a system of conventional gestures, hand signs, and finger spelling. He created and demonstrated a language of signs whereby each would be a symbol that suggested the concept desired.

In the US, history of Deaf education goes back to 1817. America owes a tremendous debt of gratitude to Thomas Hopkins Gallaudet, an energetic Congregational minister who became interested in helping his neighbor's young deaf daughter, Alice Cogswell. He traveled to Europe in 1815, when he was twenty-seven, to study methods of communicating with deaf people. While in England he met Abbe Roche Ambroise Sicard, who invited him to study at his school

for deaf people in Paris. After several months Gallaudet returned to the United States with Laurent Clerc, a deaf sign language instructor from the Paris school. In 1817 Gallaudet founded the nation's first school for deaf people, in Hartford, Connecticut, and Clerc became the United States' first deaf sign language teacher. Soon schools for deaf people began to appear in several states. Among them was the New York School for the Deaf, which opened its doors in 1818. In 1820 a school was opened in Pennsylvania, and a total of twenty-two schools had been established throughout the United States by the year 1863. After a series of changes in Deaf education and legislation, many improvements have been realized. Many Deaf and Hard of hearing student joined regular classrooms (Easterbrooks, Susan & Baker, Sharon (2002).

The US Public law (page 94-142) that deals with education of the Deaf children, education for all handicapped children Act of 1975, education of the Deaf Act of (1986) etc, were established and Deaf children joined public schools in their neighborhood than being sent off to a school for Deaf children (seal et al 1998). Besides the recognition of the right to education, various organizations have been developed to support and advocate for the Deaf and Hard of hearing people. According to Stewart, Shien & Cartwright (1998), this placement strategy is called mainstreaming, integration or recently inclusion.

Education Interpreters were distributed to different integrated schools, although a serious shortage of qualified interpreters exists (Bounty and Strauss 1992, Johns, Clark & Schultz 1997). To facilitate training, testing and certifying interpreters, National Registry of Professional Interpreters and translators for the Deaf (RID) was established as the first organization in the world (Humphrey & Alcom 1995).

The situation of Deaf education in South East Asian countries is similar in development. Very few public schools and special education centers were providing services for the Deaf.

In Japan, Deaf education is compulsory up to age of 15. Awareness is still being raised to make Japanese sign language as the medium of instruction in schools. "There is a need to develop awareness in self-relevance, study of Deaf identity, communication and competence in Japan" (Garcia 2011).

Deaf education and sign language in Africa, the missionaries and humanitarian organizations started working with adults with special needs to overcome the problems of negligence and marginalization of persons with special needs within their families and communities (Abang 1995).

The early work often focused on religious education and vocational training. Establishment of various schools by NGOs and associations improved Deaf education by introducing phonetics, lip reading and use of American Sign Language (ASL) (Ajavo 2003).

In his study Ajavon (2003) stated that there is no uniformity and consistency in the linguistic information available to Deaf children; systematic failure to distinguish between language acquisition for Deaf students and the acquisition of English; lack of qualified adults in the education of the Deaf; lack of skilled interpreters and low expectation and level of achievements for Deaf children.

The idea of the need of Deaf education in Uganda was considered in 1958. As a result several schools were established by missionaries and NGOs. As the consequence of the Milan congress in 1880, the education system adapted the oralist method. According to the Cambridge language survey, the introduction of the manual method by voluntary service teachers was mainly to reinforce the philosophy of total communication. The education services have been streamlined to address both Deaf and Hard of hearing. (Schick, Williams, & Bolster 1999).

Under the education Act (1970) Deaf students are offered place in regular schools at different levels. Deaf people took the lead by establishing schools and contribute toward the growth of Deaf education until the government took it in 2004. Shortage of qualified teachers and interpreters are major problems in Deaf education.

2.4. Deaf education in Ethiopia

According to Eyasu (2013) in Ethiopia, it is believed that the Sign Language in Ethiopia has got historical connection with that of the American Sign Language (ASL) with some influence from Nordic countries. The first missionaries that opened schools for the deaf in Addis Ababa were from the US. The influences of the graduates of these schools were clearly seen in the development of Ethiopian Sign Language. Deaf Education in Ethiopian is constrained by many factors. Among others is the problem of getting qualified sign language interpreters in relation to an increase in number of Deaf students going to school (Eyasu 2013). Based under the article 90, it is stated as follow; “To the extent the country’s resources permit, policies shall aim to provide all Ethiopians access to public health and education” (FDRE, 1995, p.13). Educational training policy of Ethiopia conformed that “Special education and training will be provided for people with special needs (TGE, 1994, p. 17). Aside from what has been stated in educational policy, the Ethiopian constitution under Article 41, declared that “Every Ethiopian national has the right to the equal access to publicly funded social services” (FDRE, 1995, p. 15). The government recognizes that Deaf children and Deaf students have the right to receive education.

Currently in Ethiopia, some schools started implementing inclusion approach for deaf students and the school started hiring interpreters to deliver teacher information for those who admitted students. Deaf education ranges from primary school to university level including vocational education and training. Sign language interpreting service is provided in some schools of different level and the university.

2.5. Support Services Provided to Deaf Students by the School

According to National Deaf Children's Society (2013) the basic needs and goals of education for deaf students are not different from that of hearing students. The basic difference lays only on the means of achieving the goals and the materials to be provided for students with hearing impairments. The important point to be noted is that if a deaf student is forced to use the educational experiences and equipment which are used by the hearing, he or she cannot be expected to reach the desired goals as effectively as the hearing child (National Deaf Children's Society 2013).

The following are a brief description of the most commonly applied support services by the school (National Deaf Children's Society, 2013)

Integrated services: The school may use an integrated service delivery model for related services. A team of teachers, therapists, and specialist's works with each child and his or her family to create an Individual Educational Program (IEP) specifically for that child.

Speech and Language Therapy: Speech and language pathologist may serve CWHI to improve their speech and other communication skills.

Interpreting Services: Trained interpreter may facilitate communication between deaf students and the teachers, classmates, or other school staff, and provide access to the course material.

Counseling Services: Guidance and counseling is an important aspect of education that can help the learner in his/her problem. It is essential service that can support instructional work to enable student to develop his/her ability.

According to Cowie (1992) guidance and counseling services assist students in general in solving their present problems, in preparing themselves for further tasks, in attending higher standards of efficiency and well-being and developing personal resources for growth.

2.6. Classroom Structure during interpreting

Organize the classroom so that all the Deaf students are sitting in a “U” shape. This allows the students to have visual access to one another, which will make it easier for students that are Deaf or Hard of Hearing to communicate with sign language, lip-reading can also be utilized when visual access is considered, thereby making it possible to participate more actively and fully in the discussions and classroom activities (UNESCO 2009).

Effective classroom structuring requires attention to the following features: (Oliver & Reschly 2007).

- ✚ Creating a physical arrangement that eases communication flow, minimizes distraction and provides teachers with good access to students in order to respond to their questions and better control behavior.
 - ✚ Making efficient use of classroom time, including transitions between various classroom activities.
 - ✚ Ensuring that the nature and quality of student’s interactions is positive.
 - ✚ Clearly communicating appropriate behaviors for particular classroom activities.
- Classroom teachers can also maintain a supportive climate within the classroom; it is possible for some students with hearing loss to become dependent on the teacher for positive and rewarding social interactions (Shilsinger 1985).

2.7. Classroom Management

There is no evidence to support the assumption that new interpreters will just “pick up” classroom management skills given the experience and time. Although surveys indicate that experienced interpreters have fewer concerns regarding classroom management, such surveys may be less an indication that interpreters learn over time how to manage classrooms effectively and more a result of the fact that many interpreters who did not learn classroom management skills simply have left the profession. Thus, improvement classroom management is critical parts of the solution (Oliver& Reschly 2007). The ability of interpreters organize classrooms and

manage the behavior of their students in critical to achieving positive educational outcomes (Emmer & Stough 2001).

Research also attests to the fact that classroom organization and behavior management competences significantly influence the persistence of new interpreters in interpreting careers (Ingersoll & Smith 2003). New interpreters typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browsers & Tomic 2000). Interpreters who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Browsers & Tomic 2000). Disruptive classroom behavior is significant reason why interpreters leave the profession (Ingersoll & Smith 2003).

2.8. The History and Development of Sign Language Interpretation

According to RID (1964) Sign language interpreting for the deaf has been occurring since the language of signs was formally initiated into the educational system. Sign language interpreting taking place simply referred to as signing. Signing or interpreting took place by members of deaf/hard-of-hearing persons' families, teachers in schools for deaf/hard-of-hearing persons, and by church members who interpreted or signed religious services for these individuals. The early year's signers or helpers of the deaf and hard of hearing became known as paternalistic to the deaf/hard-of-hearing individuals for whom they are interpreted. After a little a time increased number of individuals began to request the services of interpreters. Attitudes of professional workers began to change the social connection of some deaf and hard-of-hearing individuals. Vocational rehabilitation services started training to individual sign language interpreters. "Deaf" individuals began to organize into state associations in order to be able to promote their own social communication and case.

Using sign language/communication systems and spoken languages in public school settings, the educational interpreter provides access to the general curriculum, classroom dynamics, extracurricular activities and social interactions (Humphrey et.al 2007).

2.9. The Concept of Sign Language Interpreting and Interpreters

Interpreting and Interpreter are different terms. Interpreting refers to the process of translating one language form or source language to the target language (Pochhacker 2004). The term interpreter refers to the person who facilitates communication through interpreting the source language in to the target language and vice versa between two parties with a different language and culture. Interpreting process is translating source language into target language to produce coherent message appropriately without omission of the language and additions of the original language (RID 2009).

According to RID (2009) interpreting means the process of translating contextual meaning of message in which a listener associates certain kinds of cues within the language. Contextual meaning means the content of the formation and background expectations of social knowledge.

Sign language interpreting is the process which people with different language and culture communicate face to face through the mediator in order to enable the miscommunication of the two parties with different language in the interpreted event.

Interpreting can be either simultaneous or consecutive type.

Simultaneous type of interpreting refers to facilitating communication at the same time with the speakers or signers of source language. When as consecutive type is interpreting after the speaker or signer of the source language has finished then the interpreter translate it later to the target language (Roy 2006).

Simultaneous interpreting method is the most commonly used in schools. Study of different interpreting methods indicates simultaneous method is highly problematic. Lack of skilled sign language interpreters and existence of mechanisms to revise and asses' methodologies in education are the major problems (Russell 2002).

There are different modes of interpretation. These are voice to sign, sign to voice, sign to sign and text to sign. Interpreting types are face to face interpretation and remote interpretation, such as telephone, video and other interpreting (Pochhacker 2004).

An interpreter must understand the signs, facial expression, intents and body movement of the deaf consumer or the deaf communities accurately and simultaneously speak them in appropriate language (RID, in Humphrey 2007). Interpreters are required to comprehend the language, practices and cultures of deaf people in which the place they are interpreting to promote and improve cross cultural communications (Humphrey 2007).

Interpreters are facilitators of communication between two parties with separate culture and language in order to create accessible environment for the deaf and other consumers. As interpreters work in two separate world; misunderstanding and conflicts can arise.

Therefore, interpreter work as a mediator to resolve these conflicts, hence, in order to have interpreters enough capacity to do that the registry of interpreters for the deaf works at promoting and improving the interpreting profession (RID 2009).

Education Interpreters were distributed to different integrated schools, although a serious shortage of qualified interpreters exists (Bountry & Strauts 2003).

2.10. The role of Sign Language Interpreter

Anderson & Bruce (2004) stated that the role of the educational sign language interpreter is to provide access to the curriculum for the student who is deaf or hard of hearing and utilizes sign language, cued speech, or oral communication. In Ethiopia most of sign language interpreters are not trained well and assigned at Deaf schools, hospitals, and courts and recreation places etc.

According to Alemayehu (2000; 2003) at school, learning sign as a subject, as well as learning other subjects through it is limited, due to limited sign language skills of teachers, interpreters and peers in the classroom that hinders deaf children's learning in sign language. The available number of interpreters in Ethiopia is very few so the shortage of interpreter is a big challenge for primary schools to higher institution such as colleges and universities.

2.11. The Need of Interpreters

If Deaf students gain access to education through an interpreter, it is assumed that they will enhance their future quality of life, learning and be better able to realize future economic potential and thus contribute to the society in equal measure (World Federation of the Deaf, 2010).

The demand for interpreters has increased rapidly in order to provide education for Deaf and Hard of hearing students. While most regular classroom teachers are not able to sign, an interpreter seems to be an essential part of the education process (Humphrey and Alcom 2007). Not being a qualified interpreter with a certain level of education and certification, a teacher's aide could not simply perform the task satisfactorily. Deaf children can meet the same requirements as their hearing peers providing that they have a good access to information and communication.

2.12. Educational Sign Language Interpreter

According to Stephenson (2002) an educational sign language interpreter is a professional, who facilitates communication and understanding among deaf and hearing persons in a mainstream environment. The interpreter is a member of the educational team and is present to serve staff as well as students, hearing as well as deaf people, by minimizing linguistic, cultural, and physical barriers. The title, "Educational Interpreter," is recommended by the academics and is intended to imply that a person holding this title is a professional with specialized preparation in deafness, whose primary role is interpreting, but who is also qualified to provide certain other educational services.

Schick, Williams, & Bolster (2005) stated that educational interpreters may carry a generic title and perform conventional interpreting tasks; they have to demonstrate special skills necessary for the demands of educational settings. First all of, they need to posse's excellent knowledge of all languages the work with. The ability to communicate in manual, oral and written form is crucial for all language professionals. Interpreting is immensely challenging and likely to be performed poorly if the interpreter does not understand what is being spoken. The interpreter in a school

setting may work with children and students of different age, different hearing loss, cultural and cognitive levels and different language competency. He or she might also work with teachers with no experience with deaf students.

More than in any other setting, role of educational interpreters remains unclear, although there are some educators and interpreters who believe that the interpreter should just interpret. Many schools assign interpreters multiple responsibilities. (Schein & Wright 2004) inferred that an interpreter can be hired as a “communication aid” or “interpreter” or “teaching assistant” or tutor or a number of other titles which results in a variety of pay scale and raises some significant ethical concerns extracurricular activities, fields. (Humhrey & Alcorn 2007). The interpreter should not impinge on the teachers authority including teaching, student discipline or parent contacts. However, some of them may be performed by an interpreter under the supervision of teacher (Humhrey & Alcorn 2007).

Educational Interpreter provides interpreting and other support services to students with a hearing impairment who are receiving all or part of their education in classrooms with children who hear.

The educational interpreter’s primary function is to facilitate communication among students with hearing impairments, their hearing peers, the classroom teacher, and other personnel in the school system. Other duties that may be performed when not required to provide interpreting include tutoring, note taking, test reading, and participating in meetings with the Trans disciplinary team (Stephenson (2002).

2.13. Sign language interpreter professional skills

According to Shick (2008) stated that the Educational sign language interpreters should have the followings skills:

Fluent in official sign language: As with all languages, acquiring a high level of fluency in official Sign Language requires many years of training and contact with the deaf community. Most sign language interpreters are not native users of official Sign Language. This is a point of

difference with most other language interpreters, who are usually native speakers and part of a language community.

Fluent in English/medium of instruction: Interpreters, including sign language interpreters, need to adjust their language usage according to the context in which they work. This means they need a large (and at times specialist) vocabulary, and need to be able to use different language styles appropriate to the people involved in the meeting or event. They need to be competent in written language as well as since sight translation may be needed.

Use a range of interpreting skills: There is often no word-for-word correspondence between languages. It takes training, practice and experience to instantaneously express the full meaning of a speaker's words in another language. Just being fluent in two or more languages does not mean that a person can interpret between these languages.

Understand both 'deaf' and 'hearing' cultures: Deaf people who are first or natural language have a different cultural background and a different life experience to hearing people. They may also have different expectations of how communication will take place. Since government services are largely staffed by people who are not deaf, a competent interpreter needs to understand both cultures to ensure they can facilitate effective communication.

Understand the setting and have the knowledge to deal with a variety of subject matters and terminology:

Sign language interpreters work in a great variety of settings: from education to courts to health; and from one-to-one meetings to large conferences. A competent sign language interpreter needs a good educational background to deal with this variety and be able to adapt to different settings. It is advisable to check an interpreter's experience in a particular setting before booking them, so you can be sure they are sufficiently familiar with the systems and any specialist language. A booking agency can assist with selecting appropriate interpreters for a particular setting.

Behave in an ethical and professional manner and be committed to a code of ethics:

Like other professionals, interpreters are party to private interactions and information and are ethically bound to protect the privacy of clients. They should also facilitate communication in a manner that is fair to both parties, without unduly intruding in the situation. (www.streetleverage.com) retrieved 2013 -08 -20

2.14. Sign Language Interpretation in Ethiopia

Sign language interpreting makes communication possible between people who are deaf or hard of hearing and people who can hear. Interpreting is a complex process that requires a high degree of linguistic, cognitive and technical skills in both spoken language and sign language. Sign language interpreting unlike spoken language interpreting involves more than simple replacing a word of spoken language with a signed representation of the word in that language. Sign language has its own grammar rules, sentence structure and culture (RID, 2008-2009).

Alemayehu (2000) cited in Alem (2011) in Ethiopia interpreters are not well trained in some aspects of sign language interpreting and the service is very recent in Ethiopia. Special school children are learning by non-verbal communication and few deaf teachers in signed Amharic or signing old American sign English.

Most of the sign language interpreters are certified from ENAD (Ethiopian National Association for the Deaf) that were established in 1971 and member of the WFD (World Federation for the Deaf (WFD 2008 global survey report). ENAD facilitates the sign language interpreters training in their association but the training does not have a good structures.

Eyasu (2013) stated that in Ethiopia, there is no currently formal education for Sign Language interpreters. Practically everyone who knows even a little Sign Language has an unofficial license to work as one. It came to attention that the lack of Sign Language interpreters and the current quality of uneducated interpreters hinder the studying possibilities of the Deaf and hard-of-hearing university students.

The misunderstandings in interpreted communications between Deaf students and for example hearing officials or medical professionals may cause trouble or possibly even life threatening danger to the Deaf using interpreting (ENAD 2008).

Pawlos (2011) showed that the contribution of the government in expanding sign language interpretation in the country is very limited. Despite foreign aid contributes a lot in empowering the deaf and interpreters promotion. The ministry of labor and social service was promised (1999) in order to expand sign language through training instructors and interpreters, but nothing was/is practiced rather it remained in word or paper status.

As pawlos (2011), indicated that there is only educational interpreting service for deaf students' mainstreamed school. However, this is limited to high schools and higher institutions found in Addis Ababa, namely Menilik II preparatory school, Black Lion high school, Entoto Technical and vocational training college and Addis Ababa University. Yet, the students who join beyond different departments such as Economic Business faculty, engineering, medical and others departments could not get access for interpreters (Abay 2011). The Addis Ababa University currently offers a four-year Bachelor of Arts level degree program of Ethiopian Sign Language and Deaf Culture.

The Addis Ababa University will provide in the future establish a training program for Sign Language interpreters, but currently there are no official guidelines or criteria for the program to follow (Eyasu 2013).

According to Eyasu (2013) the department is planning and working towards establishing a new Bachelor of Arts level degree program focusing solely on Sign Language interpreting as soon as the required staff is found. The state of sign language interpretation in Ethiopia is limited to specific interpreting settings.

2.15. The Challenges that Faced by the Sign Language Interpreters during interpreting

According to Humphrey (2007) stated that educational interpreter is in a Deaf students' life, they may have challenges such as:

Limited language role models-Deaf children need a variety of language users in order to learn language,

Some interpreters are not fluent- this results in a language model with numerous grammatical error and simple vocabulary. Major concepts can be distorted /missing.

Interpreters who do not interact with student – experts do not believe that watching interpreters of language during a teacher leads to significant language learning, Interaction is essential for language learning.

The work of interpreters varies not only due to different setting but also different group of children or students. Interpreters face various types of instructions, different linguistic and other demands.

Interpreter at secondary education level is a role model enriching students' language development; hence the need for a qualified interpreters with very strong language skills for the little ones (Humphrey & Alchorn 2007).

Sign language interpreters have had variations in communication skills as result of their educational backgrounds, knowledge, skills themselves were not only regarded a hindrance to effective communication between them and the interpreters but also not allowed interpreters to realize their full potentials in performance their work and belong in such a setting. This reflects the fact that teachers and sign language interpreters seemed to have challenges in delivering interpreted information to deaf students. Little has been done train special needs education teachers and sign language interpreters to support in this course at post primary level. Secondary school interpreters come across information from subjects in which they might have little or no background – biology, geometry, physics, Mathematics, etc putting great emphasis on the interpreter's vocabulary. Interpreters can also face managerial problems, science classes can occur in laboratory and other places than a classroom with fixed setting (Schein & wright 2004).

2.16. The Code of Ethics for Sign Language Interpreters

The Association of Visual of Interpreters of Canada (AVLIC) makes high standards of practice for interpreting profession and improving interpreter's capacity.

Members of the association are required to abide and obey the code of ethics including professionalism, confidentiality, conduct, respect for consumers, respect for colleagues, respect for students with hearing impairment in school and business practices are the common code of ethics and interpreters in the organization follow these codes as a guideline during their interpretation (Denzin and Lincoln 2000).

Interpreters demonstrate respect for colleagues, in terms and students of the profession, maintaining ethical business practices and engaged in professional development, the ethical business practices such as the payment for interpreters shall based on the standard made. Interpreters could not ask over payment. Besides, interpreters must have business cards and license (Hamphry 2007).

The national association of the deaf in America (NAD) and registry of Interpreters for the Deaf (RID) up hold high standards of professionalism and ethical conduct for interpreters. Seven tents of professional conduct are prepared by NAD and RID. These are confidentially, linguistic and professional competence, impartiality growth and development, ethical business practices and rights of participants in interpreted events or situations (Hamphry 2007).

Interpreters adhere to standards of confidential communication, practicing professional skill, and the knowledge required for the specific situation. They conduct themselves in a good manner and demonstrate respect for consumers in the interpreted event. However, some interpreters pass interpreting courses without enough training. Skill and Capacity for interpretation and finally they fail to facilitate communication properly. That is why the code of ethics for interpreters prepared (RID 2009).

Hampherys (2007) stated that interpreters have a common understanding about their roles and the ethical guidelines of interpretation in order to solve conflicts and confusions occurred during

their work. The role of interpreters is facilitating communication between two parties with different language appropriately the message source language to target language and vice versa. So the code of ethics for interpreters is very important to interpret in the teaching and learning process in the selected school.

Chapter Three

3. Research Methodology

This section presents the methods of the study: the research design, the research setting, participants and sampling technique, instruments for data collection, and procedure of the study and data analysis.

3.1. Research Design

The researcher used the descriptive research design. The purpose of this study was to investigate the practice of providing Sign Language interpretation and determine how the challenges of Sign Language Interpretation be solved in educational setting. The researcher designed to use qualitative method as key instrument to collect data for the study and made direct observation on the site where Sign Language is practiced in a classroom setting. In general, the researcher has collected the quality data through the Interview with the Deaf students, school's teachers, school's principal and special need professional and organized observation classroom practices and Focus Group Discussion.

3.2. Research Setting

The study area was at Black lion Secondary School, which was established in 1972 E.C. It is located in the sub-city of Arada in Addis Ababa. Base on school's document, the total numbers of students enrolled in the Black Lion Secondary school were 1247. Of these numbers who engage in grade 9 and 10, the number of male were 516, the others 731 were female. There were 30 grade 9 and 20 grade 10 classes in the school. Of the 30 grade 9 classes 1 is a class where in deaf and hearing students learn together. Of the 20 grade 10 classes 1 is a class where in deaf and hearing students learn together. Three interpreters were assigned in the two integrated classes for deaf students. All of the teachers are permanent staff of school while all the interpreters are contract workers. Three guidance and counselor officers working as coordinators are responsible for administering integrated classes. One of the three coordinators serves as head coordinator. The school is selected because it is the only secondary school in Addis Ababa which has 2 integrated classes for grade 9 and 10 from the total 50 classrooms. In these two integrated classes

a total of 210 students attend their education. In these classes 115 hearing, 95 deaf students, 3 sign language interpreters, and 3 coordinators engage in the education activity. So the researcher believed that adequate information could be easily found out the selected area.

3.3. Source of Data

The data were gathered from both primary sources and secondary sources. Primary data were gathered from Observation in the classroom during teaching and learning process. It was also gathered from interviews and focus group discussion by preparing some questions to participants of the research. The secondary data were gathered from the school's document.

3.4. Population and Sampling Techniques

The total numbers of participants for the study were 15. Out of 15 participants, 6 were Deaf students, 4 were school's teachers, 3 were sign language interpreters, 1 were school's principal and 1 school special need professional participated in the study. The students' age ranged from 17 to 25 years. As explained earlier, 3 sign language interpreters were selected as main participants in the interview and the focus group discussion. 6 deaf students, 4 teachers, 1 school's principal and 1 Special Need professional were included and taken part in the interview.

Purposive sampling techniques were used to select all participants in the study because there is an assumption that they would have full information to give essential information to the researcher. The basic criterions for the sampling were based on the direct and indirect relationship they have with the issue of interpreter's practice of interpreting in the classroom.

3.5. Instruments for Data Collection

Interview guide, Focus Group Discussion guide as well as Observation guide were used as instruments to collect relevant information for the study. Each of them was discussed below.

3.5.1. Interview

Semi-structured interview was used to gather information from participants because it is the most appropriate method of data collection to get in-depth information from the participant respondents. In this regard, 6 Deaf students, 3 Sign Language Interpreters, 4 teachers, 1 School's Principal and School's Special Need Education Professional was selected and interviewed using purposive sampling. The criteria's were manageability, closeness to the data required and the consent of the respondents.

3.5.2. Focus Group Discussion (FGD)

FGD was used as a dialogue between interpreters. All interpreters were taken part for focus group discussion in teacher's staff hall in the selected school. The researcher held FGD with purposefully selected all interpreters. The main reason of focus group discussion was to gather information about interpreters interpreting challenges and obstacles while they interpret in the classroom or school. The criteria's were manageability, closeness to the data required and the consent of the respondents. Note was taken by the researcher himself.

3.5.3. Observation

Observation data collection method was used to obtain information from interpreters and students. All interpreters and Deaf students were taken part in the observation data collection method. The main reason of this method was to reduce bias of reported responses and to see practice that could not be gained through interview and FGD. It was employed to establish and collect information that may not have been captured through the interview or focus group discussions. So the researcher went to the school classroom where the interpreters assigned to interpret and watch the interpreter's practice of interpreting in the specific subject.

In view of this, the researcher prepared observation checklist that are related for the study and made classroom observation for a week. During this period each of the 3 interpreters were observed twice in a week. A total of six periods were observed in the Physics, Mathematics, English, Amharic, Biology and Chemistry classes. This has helped the researcher to get actual information. The criteria's were manageability, closeness to the data required and the consent of the teachers and interpreters.

3.6. Procedures for data collection

The researcher collected the data based on the following procedures. First question for interview, Focus Group Discussion and Observation checklist were prepared and approved by the respected advisor. After the approval, the questions for interview, Focus Group Discussion and Observation checklists, the researcher went to the selected research settings for the study and then aware the information what the researcher needs from them and then arranged date for interview, Focus Group Discussion and observation. Finally, the researcher thanks all participants for their active participation, giving their time and their cooperation.

3.7. Method of Data Analysis

The research is a case study based on an in-depth investigation of sign language interpreters interpreting practice. In order to gather the actual information, it involved the qualitative data analysis method to describe the result of interviews, observation and focus group discussion results.

3.8. Ethical Consideration

In the process of the study, a number of measures employed to observe basic ethical standards. The necessary precautions were employed during the development of data collection instrument with participants. The participants were received the necessary information about the purpose of the study, confidentiality of all information and they had a right to terminate if there is a feeling of discomfort. Before conducting start data collection from participants their voluntariness to participate were obtained from them. Participants were not asked their names during data collection procedure. Their information was kept confidently.

Chapter Four

4. Finding and Discussion

The purpose of this study was to investigate and assess interpreters' sign language interpreting practice in the Black Lion Secondary School in Addis Ababa. This chapter presents the findings of the study based on the data gathered from the selected school. It contains two major parts; the first part presents back ground information about the participants. The second part deals that the data collected through all Instruments were presented and discussed in this section; findings are analyzed in related to the major research questions of the study. During the data collection sign language was a main communication mode.

4.1. General Information

The following table provides some highlight concerning participants in the Black Lion Secondary School.

Table 4.1. Background Information of Deaf Students

Variables			Age of Deaf students	Grade level	
Pseudonym	Sex			9th	10 th
	M	F			
S-1	✓		15	✓	
S-2	✓		16	✓	
S-3		✓	14	✓	
S-4	✓		17		✓
S-5		✓	17		✓
S-6		✓	15		✓

Table 4.2. Background Information of Interpreters and Special Need Professional

Code	Sex	Age	Total number of interpreters and special need professional and their educational background				
			first degree	Diploma	Certificate	Graduating field	Interpreting Experience in terms of year
I-1	M	22			✓	Basic Ethiopia Sign Language Skills	4
I-2	F	31			✓	Basic Ethiopia Sign Language Skills	2
I-3	F	23					2
S	F	26	✓				2

Table 4.3. Background Information of Principal and Teachers

Code	Sex	Age	Total number of Principal and Teachers and their educational background				
			Master of Art (MA)	Bachelor Degree (BA)	Diploma	Graduating field	Interpreting Experience in terms of year
P	M	41	✓				10
T-1	M	33		✓		English	4
T-2	M	43		✓		Civic	5
T-3	M	42		✓		Physics	3
T-4	M	37		✓		Mathematics	4

4.1. Organizing and providing interpretation in the school

4.1.1. Lack of Sign Language Interpreters

World Federation of the Deaf (2010) study found the following: If Deaf students gain access to education through an interpreter, it is assumed that they will enhance their future quality of life, learning and be better able to realize future economic potential and thus contribute to the society in equal measure. The demand for interpreters has increased rapidly in order to provide education for Deaf and Hard of hearing students. While most regular classroom teachers are not able to sign, an interpreter seems to be an essential part of the education process. Not being a qualified interpreter with a certain level of education and certification, a teacher's aide could not simply perform the task satisfactorily. Deaf children can meet the same requirements as their hearing peers providing that they have a good access to information and communication (Humphrey and Alcom 2007).

About interpreters' organization and providing interpretation in the school some of selected school staff members such as special need profession, teachers and school's principal and deaf students stated that there are lack of interpreters in the school hinder the teaching and learning process. As one student responded during interview question regarding organizing and providing interpretation in the school stated that:

“I do not know the reason why our school does not care for us. We do not have enough sign language interpreters since we admitted to this school and during the plasma program we always miss the information because without sign language interpreter we are not able to listen what our plasma teacher speaks. I think the issue is about the school administrator's responsibility for us and lack of attention for deaf students interpreting service organization” In this instance can assume that the school administration do not have enough attention for deaf students and their interpreters as well.

4.1.2. Lack of Interpreters' experience about sign language vocabularies.

Schick, Williams, & Bolster, (2005) stated that educational interpreters may carry a generic title and perform conventional interpreting tasks; they have to demonstrate special skills and experiences necessary for the demands of educational settings. First of all, they need to posse's excellent knowledge of all languages the work with. The ability to communicate in manual, oral and written form is crucial for all language professionals. Interpreting is immensely challenging and likely to be performed poorly if the interpreter does not understand what is being spoken. The interpreter in a school setting may work with children and students of different age, different hearing loss, cultural and cognitive levels and different language competency. He or she might also work with teachers with no experience with deaf students.

Some students on the interview responded a common response that says their interpreters have a good ability with knowing Amharic and English vocabulary words but sometimes they confused them while signing sign language vocabularies. Their interpreter sound is like unfamiliar words for them and it seems like they interpreted the formal sign language words by changing as their own and students could not understand completely what their interpreter said.

More than in any other setting, the role of educational interpreters remains unclear, although there are some educators and interpreters who believe that the interpreter should just interpret. Many schools assign interpreters multiple responsibilities. Schein & Wright (2004) inferred that an interpreter can be hired as a “communication aid” or “interpreter” or “teaching assistant” or tutor or a number of other titles which results in a variety of pay scale and raises some significant ethical concerns. Basically, the interpreter is primary responsible for communication access in the range of instructional activities and counseling sessions, student parliament meetings, extracurricular activities, fields etc. The interpreter should not impinge on the teachers authority including teaching, student discipline or parent contacts. However, some of them may be performed by an interpreter under the supervision of teacher” (Humhrey & Alcorn 2007).

4.2. Challenge of Sign Language Interpreters during Interpreting

4.2.1 The Limitation of Sign Language Training Institute

According to Bountry and Strauts (2000), Johns, Clark and Sloltz (1999) Education interpreters were distributed to different integrated schools, although a serious shortage of qualified interpreters exists. So that the situation of Deaf education in African and south west countries is similar in development.

According to respondents and above discussion sign language interpreters’ education and training center in Ethiopia is very limited and there is no known institution has been developed for interpreters. This situation has been serious challenges for interpreters to develop their knowledge regard to interpreting practice.

Special need profession on the interview stated that: - *“I was trying to give sign language training for all interpreters, teachers and school’s coordinators but no budget prepared by the school to pay for trainees’ tea and transport.”*

Some students on the interview stated that their interpreters do not have formal training about Ethiopia sign language and there is a challenge during interpreting in the classroom because the students could observe their interpreter moving hands with meaningless signs. The state of sign language interpretation in Ethiopia is limited to specific interpreting setting (Eyasu 2013).

According to Eyasu.T (2013) Recently, Ethiopian Sign Language and Deaf Culture Unit in Addis Ababa University, Ethiopia is planning and working towards establishing a new Bachelor of Arts level degree program focusing solely on Sign Language interpreting as soon as the required staff is found. The state of sign language interpretation in Ethiopia is limited to specific interpreting setting.

But all interpreters on the interview responded that they do not take any formal training about interpreting before assigned as an interpreter in the school but they had been interacted with deaf students before employed in the school. Otherwise two of them had short informal training certification issued from non-governmental organization about basic skills in sign language. One interpreter responded that she had been interacting with deaf students since she was primary school. She started interpreting for her deaf friends as a volunteer before employed in Black lion Secondary School. In addition she does not have any acceredinatial interpreting certificate. She also explained how she employed the school by saying *“I got this non-permanent job after passing written and sign language test organized by the school but because of having lack of sign language formal training I had more challenges everyday regarding with direct communication with deaf students in the classroom”*. This interpreter stated that she always face communication problems.

According to Alemayehu (2000) cited in Alem (2011), in Ethiopia interpreters are not well trained in some aspects of sign language interpreting and the service is very recent in Ethiopia. Special school children are learning by non-verbal communication and few deaf teachers in signed Amharic or signing old American sign English.

Most of the sign language interpreters are certified from ENAD (Ethiopian National Association for the Deaf) that were established in 1971 and member of the WFD (World Federation for the Deaf (WFD 2008 global survey report). ENAD facilitates the sign language interpreters training in their association but the training does not have a good structures.

4.2.2. Lack of knowing a variety of communication methods

In this regard Solomon, (2016) stated that communication refers to the process of sharing ideas and information. It is a process that is essential, and many say innate, for all human beings. Yet, researchers suggest that communication development is positively related to language learning, and in turn a variety of other important developmental areas.

In addition Chafin-Seal, Brenda (2002), stated that there are a variety of communication methods available for deaf students.

But the interpreter herself on the interview responded that she doesn't have enough knowledge about this technique and interpreting practice because of lack of training about how to interpret Deaf students in the classroom. These challenges might be big issues to all interpreters who assigned in the area of deaf education. As found from this respondent some interpreters have a good motivation to support deaf students through interpreting but they have a big challenge related with profession in the area because of lack of training and lack of knowing deaf communication methods.

According to RID, (2008-2009) sign language interpreting makes communication possible between people who are deaf or hard of hearing and people who can hear. Interpreting is a complex process that requires a high degree of linguistic, cognitive and technical skills in both spoken language and sign language. Sign language interpreting unlike spoken language interpreting involves more than simple replacing a word of spoken language with a signed representation of the word in that language. Sign language has its own grammar rules, sentence structure and culture.

One interpreter respondent on the interview explained about his sign language communication skills. He said that he has a basic sign language skills could make a challenge during interpreting in the classroom. He also stated that his sign language skills are not fair enough. He does not take any formal training before starting a job at Black lion Secondary School.

He added that:- *“we faced problems while students asking for reputation what their teacher says.”* because he couldn't control students quick signs and continuing his stress during the students asked him for reputation.

4.2.3. Lack of Enough Salaries

Another challenge found out from all interpreters is that having a lack monthly or annually salary for their work. This issue has been a major indicated point that affects them to have a lack of interpreting skills because their salary cannot afford the opportunity of various paid sign language interpreter training. They might try to improve their interpreting skills by taking short interpreting trainings for a week, month or for a year from non-governmental organizations but they cannot afford it in case of limited funds.

As pawlos (2011), indicated that there is only educational interpreting service for deaf students' mainstreamed school but the monthly salary for their interpreting work is not enough.

During the observation season there were no enough interpreters in the classroom and the available of three interpreters were interpreted the different subjects of the lesson. During the interview with the school principal the school director responded that:

“We do not have enough interpreters in the school because we do not have enough budgets to hire permanent professional interpreters in our school because there is a financial problem. I think the issue is from our government.”

The principal indicated in this response that their school does not care about interpreters for the deaf and the school does not have enough budgets to pay for interpreters.

4.2.4. Lack of Sign Language training for Interpreters

According to Pawlos,(2011), the contribution of the government in expanding sign language interpretation in the country is not much or very limited. Despite foreign aid contributes a lot in empowering the deaf and interpreters promotion but the monthly salary payment for their interpreting work is not enough. The ministry of labor and social service was promised in 1999 in order to expand sign language through training instructors and interpreters, but nothing was/is practiced rather it remained in word or paper status.

In this witness the interpreters explained during the FGD that the ministry of educational has lack attention for interpreters who assigned in the school because they did not invited to take a

short training about how to interpret for deaf students but they confirmed that they will not give up and continuing their work until the better day is coming for deaf community and the awareness rising of deafness spread in the country.

Whatever the salary is insufficient they continued their work. At least they strive to improve their skills by taking feedbacks from their students. One interpreter said during the FGD that:-

“The students feedback helped me to improve my daily interpreting skills whatever I do not have a formal sign language interpreters training prepared from ministry of educational or any government organization because sometimes students try to show me by explaining the signs which I wrongly interpreted in case of lack of enough knowledge about sign language. So students’ feedback helped me to improve how to communicate with them as they need”.

In this instance the interpreter showed that haven’t enough knowledge in sign language signs and there are a lot of problems how to interpret in the classroom also. That means the interpreters are trying to follow the students’ feedback and trying to communicate as the students need. This means that the communication between students and interpreters in the classroom might be unknown method and it may affect the development of interpreters practice and sign language. Knowing students preferred communication way have good issues but there should be known specific communication ways as well.

Also these challenges might disqualify the interpreter from professional interpreting practice because the interpreters might have a poor level how to use the preferred signs of sign language and the class learning process might waste by students and interpreters discussing about unknown signs. The use of appropriate signs during interpreting the classroom might be poor and the interpreter remains as lack knowledgeable how to interpret deaf students as well.

In addition the school does not prepare any season to give sign language training for interpreters and staffs. The interpreters have not a chance to take sign language training from their school. One interpreter on interview responded that: - *“I never participate any training about sign language improvement since I employed this school for two years.”* in this response the interpreter indicated that the school did not have any attentions or preparation for interpreters' work improvement. It may be a serious challenge for interpreters’ sign language vocabulary or

grammatical improvement. The interpreter will make a mistake by mentioning numerous grammatical error and simple vocabulary.

As Humphrey, (2007) stated that the interpreters numerous grammatical error and mentioning simple vocabulary can affect students to distorted or missing the major concept of the learning.

Interpreter at secondary education level is a role model enriching students' language development; hence the need for a qualified interpreters with very strong language skills for the little ones (Humphrey & Alchorn, 2007). Otherwise Schein & wright,(1998), stated that secondary school interpreters come across information from subjects in which they might have little or no background biology, geometry or mechanic drawing, putting great emphasis on the interpreter's vocabulary. Interpreters can also face managerial problems, science classes can occur in laboratory, shop or other places than a classroom with fixed setting.

In Black lion secondary school all interpreters do not have across information of the subject which they are assigned to interpret. It is a major issues that all interpreter respondents discussing during the interview.

4.2.5 Lack of Classroom Management

Concerning classroom arrangement, interpreters who participated in FGD said that their classroom arrangement is horizontal seating rows because students can learn efficiently that way. The interpreters can see students directly and assess the students' activity during the class lesson. They tried to arrange students seating in the "U" shape for 2 months but their teaching and learning process had a very low result because students talked with one another and they were unable to interpret them as well and sometimes they quarreled with their classmates. This can be attributed to a lack of language ability on the part of the interpreter, thus leading to bad classroom management skills that are mediated by keeping the students in horizontal rows.

In this regard, UNESCO (2009) revealed that deaf students' classroom arrangement should be organized in such a way that all the children are sitting in a "U" shape. This way of sitting helps the children to see each other which make it easier for children with hearing impairment to use

sign language, read lips and understand mime, thereby making it possible to participate more actively in discussions and classroom activities.

Moreover, during the classroom observation, the interpreter did not pay attention to the deaf students' classroom arrangement and they sat in horizontal classroom seating arrangements. The seating arrangement was completely uncomfortable to deaf students and made it very difficult for them to discuss with one another, it deprived them of the ability to see other students' responses. When students in the front of the room respond or ask questions, the students that are behind them are not able to see what is being signed. It's not until another student or the interpreter repeats what was said back that the other students in the back of the room that they get the information and then can participate. The same is true for the students sitting in the front; they are not able to see the responses of their classmates that are sitting behind them. Many times when a student in the back responds the students in the front will turn around to see, more often than not by that time the response was done and the student was not able to catch what was said. This is a major barrier to the teaching-learning process in the classroom.

4.3. The Code of Ethics of Sign Language Interpreters' practice

According to Humphry, (2007) Interpreters adhere to standards of confidential communication, practicing professional skill and the knowledge required for the specific situation. They should conduct themselves in a good manner and demonstrate respect for consumers in the interpreted event. However, some interpreters pass interpreting courses without enough skill and Capacity for interpretation and finally they fail to facilitate communication properly.

Regarding the interpreters 'code of ethics 'the school principal stated that there are some problems between students and interpreters. He explained that: *“Many time I observed our interpreters time management but I see that all interpreters in our school do not care about their working hours. Sometimes they arrive lately in the classroom. Some deaf students came to my office and informed me that their concern about missing the lesson information because their interpreter delayed from the formal season.”*

In addition he explained that:

“Our interpreters seem do not have enough knowledge in the subject which they assigned to interpret. Our school knows this problem since we hired them as a formal employer but we did not get another person who fulfilled our hiring requirements. Our human resource center contacted Ethiopian National Association for the Deaf and other non-governmental and governmental institution before hiring those interpreters but we did not get any interpreters than we had now. “

Regarding to interpreters performance some of 4 years experienced hearing teachers for the deaf responded a common response that they had a very difficult time while communicate with deaf students. Because they do not know sign language and the deaf students do not have enough interpreters in the school. In addition small numbers of interpreters often do not available in the classroom.

One teacher on interview explained that the problem by saying:-

“Sometimes I worried to understand students’ questions when the interpreter is late. I also tried to explain my messages to students by writing on the blackboard but I always doubt their understanding. When I teach with sign language interpreter the interpreter always asked me to repeat the information that I have said once.”

After explaining above suggestions one teacher on the interview tried to give a recommendation by saying:-

“I could wish to know sign language to communicate with students directly but I do not know where I should start sign language training but there is no sign language training opportunity in the school. I think the benefit is greater if the deaf students have a deaf or hearing teacher who knows their preferred communication method. In addition the interpreters’ knowledge of the subject is limited and sometimes the interpreter asked me some words to explain instead of transferring the message to students directly and sometimes I wasted my time by explaining the meanings of the word. ”

During the researcher classroom observation, the two interpreters did not show a good response for students' questions during teaching and learning process and declined students' interests while interpreting in the classroom. On the other hand, some interpreters did not use their appropriate wearing of uniform and facial expression during interpreting. One interpreter interrupted his work while the teacher teaching.

4.4. The possible solution to improve interpreters' performance

Concerning possible solutions to improve interpreters' performance the following points were raised by the participants of the study:

Some Deaf students in Black lion secondary school believed that having professional interpreter help them succeed academically for their lesson. Though they attributed their desire to study with diverse students, they confirmed that they also wanted to communicate with their teachers directly via their interpreters but the interpreters in the school constitute less percent. The small percentage of interpreters in the school is due the poor quality of education which barred Deaf students from academically. Another factor that contributed to the high failure rate of Deaf learners was interpreters who were less qualified profession. One interpreter confirmed this when she says that she decided to become interpreter because she had a deaf friends in her village.

Some interpreters in this study noted that they preferred to take additional sign language training from University or the school but there is no opportunities and having training institution might help interpreters to be profession in the interpreting practice.

In addition two teachers believe that it would be preferable for interpreters who know sign language to be assigned. They stated that the school must arrange continuous sign language training opportunities to the interpreters, teachers and staff.

The school principal stated that the interpreters who interpret for Deaf students in the classrooms should be trained in sign language before starting to interpret deaf students because that training helps to support deaf students with clear communication. Knowing of sign language and the code of ethics for interpreters must be the first criteria for hiring interpreters.

Special need professional believed that it will be good if the school principal has a good knowledge of sign language and that will help him/her to hire sign language competent interpreters. Supporting school materials should also be available.

The majority of students believe that if their interpreters improved their sign language skills that it would also improve the interpreters' ability to clearly communicate. This will tremendously improve learning in the classroom.

While acknowledging the provision of an interpreter service, from the staff participants teachers, special need profession, school's principal and students felt that the service could be used more effectively. First, the service needs to be available whenever a Deaf student needs it. The small number interpreters were available in the classroom. But interpreters were not readily available for events in the school and individual consultations with teachers outside classrooms.

One student had this to say about the availability of the interpreter's

“...one thing that concerned me was that if I did not understand something and wanted to speak to the teacher after class, I found out that there were no interpreters available ...That is one of the hindrances I had”.

Although overall this student noted that she had a good experience as a hard of hearing student, she was not able to have a sign language interpreter whenever she needed the service. This meant she often did not have an interpreter for consultations with teachers. She communicated with teachers and hearing students by paper and pen. Through this form of communication, she was often unable to understand satisfactorily the task in hand. Secondly, participants felt that the number of sign language interpreters allocated per class was not sufficient for their success in academic. One teacher has this to say about the limited sign language interpreter service: *“...the school must always provide interpreter per class, no one interpreter interprets for some class ...”* This created difficulties because the arrangement meant that Deaf students in one of the classes often did not have access to the interpreters.

The special needs professional who is working in the school believed that, it will be successful if the government of education office and school administrator give sign language training for interpreters, teachers and hearing students. She also believed that it will be successful if the

school administrator gives the special focus for interpreters' needs and improves interpreters' monthly salary payment.

During of researcher's observation, the small numbers of interpreters were available in the classroom. No one interpreter interprets for some class. Sometime some interpreters do not respect their time by arriving lately. So the school administrator should be managed and evaluated the interpreters' arrival and departure time.

Sign language interpreters believed that it will be successful if the government has hired interpreters for the Deaf and implemented Ethiopia Sign language training for long term for skills development to improve the gap in interpreters' sign language abilities.

Interpreters who do not interact with deaf students – experts do not believe that watching interpreters of language during a teacher leads to significant language learning, Interaction is essential for language learning. The work of interprets varies not only due to different setting but also different are group of children or students. Interpreters face various types of instructions, different linguistic and other demands.

Chapter Five

5. Conclusion and Recommendation

5.1. Conclusion

In this research, the data suggested that sign language interpreting practice has not come as a profession because the interpreters training programs is very limited in Ethiopia, pointing to the need for an instruction to deaf students covered a lot of challenges, from such challenges one is that lack of sign language trained human resource availability and another also lack of interpreters who interpret in deaf students classroom or special school for the deaf.

Interpreters who work in Black lion secondary school showed that they have very limited sign language ability. They cannot bridge the gap between spoken languages Amharic or English to sign language, also the limited number of interpreters has a very limited annual income from the school. Despite the challenges the interpreters continued their help to deaf students to satisfy their need to understand what is being said. But the interpreters limited ability of signing Ethiopia sign language and lack of knowing students language make their effort worthless.

Numerous challenges posed in the school by interpreters, teachers, students, special need profession and principal. All of Black lion Secondary school staffs, on the contrary, have no formal training about Ethiopia sign language signing skills in the school.

In other words, during instruction almost impossible for deaf students to follow the lesson without clear communication with their interpreters because all teachers in the school are hearing who do not take sign language training.

One of the most widely used communication method in the classroom is always confused. The exploitation of different meanings of sign language words that sound similar with the teachers' speech always happen in the classroom. Based on a single word with multiple meanings in the source spoken language attempted by interpreters, as the result of their limited knowledge of sign language words.

However the research has shown that the limited training opportunity and limited payments to sign language interpreter has been a challenge on interpreters interpreting practice. The intervention strategies for interpreters are needed to develop to help interpreters do their job right. Therefore, interpreters will improve his or her chances of being able to interpret professionally.

Failure to facilitate the needs of interpreters will affect teaching and learning process in the school and the efforts of deaf education will be worthless. If the school facilitate interpreters need the interpreter will provide a reliable and trustworthy service for deaf students who enrolled in Black lion secondary school.

5.2. Recommendation

Based on the major findings and conclusions drawn, the following recommendations are suggested in order to improve the actual educational sign language interpreters practices in the school the following suggestions could be worthy of consideration.

- The management should organize different trainings to interpreters, hearing classmates and the teachers who engage integrated classes.
- Sign language interpreters institute should be available in university and colleges.
- Hiring professional interpreters need revision and there should be regular supervision and evaluation.
- Black lion Secondary school should evaluate interpreter's certificate of interpreting before employed in the school.
- Ministry of Education and other government or non-government institute should be aware of Sign Language interpreters work and should encourage them by providing benefits for their work and giving a short training to improve their interpreting performance.
- The Ministry of Education and school management should have enough budget for interpreters' monthly payment
- Sign language interpreters' ethic training should be provided from the school management.

- Sign language interpreters should be encouraged to continue their support for deaf students and some benefits should be provided.
- Sign language interpreters should develop professional and pedagogical skill and work together with subject teachers to give appropriate support for deaf or hard of hearing students.
- To reduce the skill problems, the teachers and even the school community should take sign language skill trainings by those interpreters who are already trained and experienced enough.
- For the future, the researcher should examine the effect of specific training elements and different subject interpreter roles on students, and interpreter understanding and satisfaction and students outcomes in sign language.

References

- Abay, T.(2011). "An investigation on sign language interpretation challenges a study made on sign language interpreters in Addis Ababa, high academic institutions."
Thesis(unpublished).
- Alem, Tefera. (2001). "The Competency of Ethiopian sign language Interpreters in Secondary Schools:" The Case of Entoto College, Minilik II Preparatory and Tikur Anbessa Secondary School. AAU B.A Thesis (unpublished).
- Alemayehu Teklemariam (2000) Sign Language: Basic Concepts and its structure. Educational Journal. 4,10,47-70.
- Alemayehu, Tekle Mariam, (1996), "the situation of qualified professionals' personnel in the six schools for hearing impaired in Ethiopia." Finland,University of Joensuu.M.A. Thesis (unpublished)
- Alemayehu T, (2005). Introduction to special needs education a model for BED, teachers training: Addis Ababa University.
- American Sign Language Teachers Association National Association of the Deaf. Retrieved from www.nad.org.
- Anderson, R. Bruce W. (1978) "Interpreter Roles and Interpretation Situations. Cross-Cutting Typologies." In: Gerver, David & Henry W. Sinaiko (eds.) 1978. Language Interpretation and Communication. New York: Plenum Press, pp. 217-229.
- Calderon, R. & Naidu, S. (2000). Further Support for the Benefits of Early Identification and Intervention for Children with Hearing Loss. The Volta Review, 100(5)
- Cokely, Dennis (2000). Exploring ethics: A case for revising the Code of Ethics. Journal of Interpretation (RID), 25-57.
- Colonomos (1997) (book)

Deaf Children & Deafness Foundation. (2005). Information and Teaching Tips for Teachers of Students with a Hearing loss. Victoria, 2008, Australia.

Dean, R.K and Pollard, R.Q (2001). The application of demand control theory to sign language interpreting; implications for stress and interpreter training journal of deaf studies and deaf education.

Dean, R.K and Pollard, R.Q (2005). Consumers and service Effectiveness in Interpreting Work; appractince profession service perspective. New York Oxford university press.

DENZIN AND LINCOLN 1994 (Book)

Easterbrooks, Susan & Baker, Sharon. (2002). *Language Learning in Children Who Are Deaf and Hard of Hearing*. Boston, MA: Allyn and Bacon.

Eyasu T. (2013), "Personal communication. The teacher of the deaf, Addis Ababa University, Addis Ababa." Email 25.11. Recipient Marko Kortosallo.

FDRE,(1995) Federal Negarit Gazeta: Proclamation of the Constitution of the Federal Democratic Republic of Ethiopia.p.15

Frishberg, N. (1990). "Interpreting: An introduction (rev. ed.). Silver Spring, Md.: Registry of Interpreters for the Deaf."

Greaves, S. (2005). "Communication for deaf mainstream classroom."

Gearheart, B. and Weishahn, M.W. (1992). The exceptional students in regular classroom (4th Ed.).Ohio:Merrill Pub

Hampreys, L (2007), the professional Sign Language Interpreters hand Book.

Hansen, B. (1980) Aspects of deafness and total communication in

Denmark. Copenhagen: The Center for Total Communication

Humphreys.L (2005). The professional of sign language interpreters hand book.

LUCAS AND VAIVE 1992 (book)

National Deaf Children's Society.(2015). Supporting the Achievement of Deaf Children in Primary Schools: For Teachers of Children With Hearing Impairment, Published by Paul Street, London.

Pawlos K.(2011). The role of foreign aid in empowering the deaf in Africa, case study in Ethiopia. Retrieved from [www.support](http://www.supportdeafpeople.org) Deaf people.

Pochhacker,F(2004). Introducing Interpreting Studies, Routledge.

RID (2008-2009). Journal of Interpretation Registry of Interpreters for the Deaf press,inc

Roy,C.B (2000). Interpreting as a Discourse Process, oxford university press inc.

D. (2002). Interpreting in legal contexts: Consecutive and simultaneous interpretation. Sign Language Dissertation Series. Burtonsville, MD: Linstok Press.

Schick, B., Williams, K., & Bolster, L. (1999). Skill Levels of Educational Interpreters working in the Public Schools. Journal of Deaf studies and Deaf Education, 4, 144 – 155.

Shick,B. (1999). Skill level of Educational interpreters working in public school. Journal of Deaf studies and Deaf education.

Silver Spring, MD: Registry of Interpreters for the Deaf.

Solomon Getachew. (2016), "Teachers' process of preparing teaching and learning of Deaf students at alpha special school for the deaf, Addis Ababa." Thesis(unpublished).

Stephenson. P. (2002). Inverse Pyramids of Educational Interpreting Discussion. pp. 27 – 30. Kansas Guidelines for Interpreters in the Educational Setting for Student Who are Deaf and Hard-of-Hearing. December 2003.

Tesfay.W (2002) Social Opportunities and Challenges of the Deaf. Department of Educational Psychology: Addis Ababa University.

The Exceptional student in Regular class Room (4th.ed). Ohio, Merrill Publishing Company

Tirussew T. (2005). Inclusion of Children with Disabilities: Challenges and Opportunities, The Ethiopian Journal of Education: Vol. XIX No. 1. P. 29-56.

Transitional Government of Ethiopia (1994) Education and training Policy EMPDA ,MOE, AddisAbaba

UNESCO. (2009). Teaching Children with Disabilities in Inclusive Settings. Bocklet3, Bangkok.

Werner, D. (1994). Disabled village children: a guide for community health and rehabilitation workers, and families. California: The Hesperian Foundation

WFD. (2010). Education Rights of Deaf Children: A policy statement of the World Federation for the Deaf. Finland: World Federation for the Deaf.

WHO. (2012). global estimates on prevalence of hearing loss: Mortality and Burden of Diseases and Prevention of Blindness and Deafness.

Ziada H. (2012). Factors affecting performance of sign language interpretation. In Addis Ababa University unpublished thesis.

Appendix-A

Addis Ababa University Department of Special needs Education

Interview Guide for Deaf students

This interview guide is aimed at gathering information the practices on providing of sign language interpretation at Black Lion high school in the Arada sub-city of Addis Ababa. Thus, your genuine and accurate response has a paramount importance for the quality of the study. Confidentiality is and honest.

Thank you in advance for taking your time to respond my questions!

Sex _____

Age _____

Grade _____

1. What grade are you in?
2. What is the cause of your deafness?
3. Do you sign sign language? if no, why? if yes, When did you start using sign language?
4. Can you rate your sign ability? In which category
Native, Proficient, Advanced or Novice
5. Have you benefited from the sign language interpreter during learning and teaching process in the school?
6. Do you understand what the teachers teach you through sign language interpreters in the class?
If yes, how?

7. Do you think your teachers use sign language and communicate with you by using advanced skills of sign language communication? if no how do you communicate with them? If yes, do you understand their message clearly? Explain.

8. Do you have sign language interpreters in your school? if yes how do you rate their general ability of interpreting sign language as well as understanding your need? Native, Proficient, Advanced or Novice. Can you explain me?

9. Do you have some in formations to explain about your interpreters' situation in the classroom? You can explain general or specific any opinion idea is acceptable. You can list negative or positive opinions. Please feel free to tell me.

10. Do you have any thing you would like to add related to the challenges you faced with your sign language interpreters in the classroom?

Appendix-B

Addis Ababa University Department of Special needs Education

Interview Guide for Interpreters

This interview guide is aimed at gathering information the practices on providing of sign language interpretation at Black Lion high school in the Arada sub-city of Addis Ababa. Thus, your genuine and accurate response has a paramount importance for the quality of the study. Confidentiality is and honest.

Thank you in advance for taking your time to respond my questions!

Sex _____

Age _____

Education level _____

Work experience _____

1. How long have you been a sign language interpreter in the school?
2. What level of education do you have?
3. Which classes do you interpret in the school?
4. Do you have sign language interpreting experience before starting this school?
5. What kinds of challenges do you face during interpreting in the school?
6. What kinds of support do you get from the school administration to facilitate your interpreting work?
7. What additional support do you get from the government Ministry of education to facilitate your work in the school? List and explain me.

8. Can you tell me how you decide to be sign language interpreter?

9. Do you have some in formations would you like to add?

Thank you in advance for taking your time to respond my questions!

Appendix-c

Addis Ababa University Department of Special needs Education

Interview Guide for the school's teachers

This interview guide is aimed at gathering information the practices on providing of sign language interpretation at Black Lion high school in the Arada sub-city of Addis Ababa. Thus, your genuine and accurate response has a paramount importance for the quality of the study. Confidentiality is and honest.

Thank you in advance for taking your time to respond my questions!

Sex _____

Age _____

Education level _____

Work experience _____

1. How long have you taught in this school?

2. What kinds of communication method do you use to communicate with deaf and hard of hearing students in the school?

3. Do you experience any communication challenge during teaching and learning process? How do you handle the challenges? Can you list some steps you already approached?

4. Do you have sign language interpreters during teaching in the classroom?

5. Do you experience any challenges to transfer your information through interpreter? If yes, can you remember and list?

6. Do you think the challenge affect your lesson objectives? If yes, please explain.

7. Do you have some information would you like to add? If yes, please list.

Thank you in advance for taking your time to respond my questions!

Appendix-D

Addis Ababa University Department of Special needs Education

Interview Guide for the school's principal

This interview guide is aimed at gathering information the practices on providing of sign language interpretation at Black Lion high school in the Arada sub-city of Addis Ababa. Thus, your genuine and accurate response has a paramount importance for the quality of the study. Confidentiality is and honest.

Thank you in advance for taking your time to respond my questions!

Sex _____

Age _____

Education level _____

Work experience_____

1. How do you rate your school interpreters working ethic, time management and care for the deaf and hard of hearing students? Why?

2. Does some students try to accuse their interpreter to you? If yes, what was the main reason?

3. Do you think all interpreters have professional interpreting certificate that issued from known institution? If so, can you list their certificate institution name?
4. What kind of support you provide to facilitate the sign language interpreters in the school?
5. What kind of challenges did you face to provide appropriately support?
6. What do you think should be do to improve your interpreters interpreting proficiency?

Thank you in advance for taking your time to respond my questions!

Appendix-E

Addis Ababa University Department of Special needs Education

Interview Guide for the school's Special Need Education Professional

This interview guide is aimed at gathering information the practices on providing of sign language interpretation at Black Lion high school in the Arada sub-city of Addis Ababa. Thus, your genuine and accurate response has a paramount importance for the quality of the study. Confidentiality is and honest.

Thank you in advance for taking your time to respond my questions!

Sex _____

Age _____

Education level _____

Work Experience _____

1. How long have you serviced in this school as a Special Need Professional?
2. Do you have assistant who cooperate your work in the area of interpreters training and management? What kinds of support you get from your assistant?

3. What kinds of support you provide to sign language interpreters in this school?
4. What challenges you face to provide support to interpreters? What methods you undertake to solve above?
5. Have you given sign language training for teachers? If yes, how long have you given this training for these teachers?
6. Do you think sign language training is important? If yes, why?

Thank you in advance for taking your time to respond my questions.

Appendix-F

Addis Ababa University Department of Special needs Education

Focus Group Discussion points for sign language interpreters

The main reason of this focus group discussion is to gather information about sign language interpreters interpreting challenges and obstacles while they interpret in the classroom or school.

Thank you in advance for taking your time to respond my questions!

1. What arrangement do you make before you start to interpret in the classroom?
2. Do you think interpreters are highly skilled? If not, what consequence will occur?
3. Is there any challenges that affect the quality of interpretation?
4. What challenges do deaf students face when you start to interpret in the classroom? What measures did you take to solve the problems you mentioned above?

Thank you in advance for taking your time to respond my questions!

Appendix-G

Addis Ababa University Department of Special needs Education Observation Checklist on the practice of providing sign language interpretation in the selected classroom

The objective of this observation checklist is to obtain the information from the interpreters and deaf students in the classroom where interpreters assigned to interpret and watch the interpreter's practice of interpreting in the specific subject.

NO.	Activities	Excellent	Very good	Good	Poor	Very poor
1.	The sufficient number of interpreters in the school					
2.	The organization of interpreters department in the school					
3.	Showing dishonest while interpreting					
4.	Appropriate placement					
5.	Showing a good response for students questions					
6.	Decline students interests while, interpreting					
7.	Appropriately facial expression					
8.	Ask teachers for repetition or explanation of vague words or idea					
9.	Use of sign language words					
10.	Use of sign language finger spelling					
11.	Advocate deaf students need					
12.	Appropriate wearing					
13.	Interpreters maintain transparency during interpreting in the classroom					
14.	Answer students' question appropriately					
15.	Friendly interpreting					
16.	Seek or ask feedback from students					
17.	Personal care					
18.	Interrupting their work while the teacher speaking					
19.	understanding their challenges during interpreting					