

ADDIS ABABA UNIVERSITY

**College of Education and Behavioral Studies Department of Special
Needs Education**

**PRACTICES AND CHALLENGES OF INCLUSIVE EDUCATION
FOR DEAF STUDENTS: THE CASE OF MINILIK II
PREPARATORY SCHOOL**

BY: FIKIRTE MASRESHA

June, 2019

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**This thesis is submitted to Department of Special Needs Education
in partial fulfillment of requirement for MA degree in Special Needs
Education**

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DEDICATION

THIS THESIS IS DEDICATED TO MY SON ROBEL AND MY FATHER MASRESHA.

ACKNOWLEDGMENT

This thesis would not have been completed without the contributions, guidance and support from advisor and friends. They have walked with me throughout the course of a long journey in the effort to complete this research. It is my pleasure to put into words my sincere gratitude to them here. First, I wish to express my heartfelt thanks to my advisor, Professor TirusewTefera for his guidance, encouragement, support and patience during the course of this work and for his assistance in identifying potential research sites. Second, I am grateful to the participants from Minilik II students, teachers, SLI, and principal who participated in this research. Third I wish to express my sincere thanks to my friends for their support over the years and for their time in reviewing my draft and providing critical feedback and suggestions for revision before I presented this work to my advisor. The encouragement and support I received from each one of you was influential in completing this work. Finally, my sincere and heartfelt thanks goes to my beloved husband, family and my brother Mesfin for their moral support during the preparation of this work.

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Acronym and Abbreviations

FENAPD: Ethiopian Federation of Persons with Disability

ESL: Ethiopian Sign Language

FGD: Focused Group Discussion

MOE: Ministry of education

UNESCO: United Nation Educational, Scientific, and Cultural Organization

UN: United Nation

WFD: World Federation of the Deaf

SLI: Sign Language Interpreters

SNE: Special Needs Education

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Abstract

The purpose of this research is to understand and describe the practice and challenges of inclusive education at Minilik II preparatory school. Interview, FGD and Observation were employed to collect data, the participants of the study selected using purposive sampling. Interviews and FGD were made with 12 deaf students, and with 2 sign language interpreters, 6 teachers, special needs resource room head and school principal in the selected school. Participants (pre lingual and post lingual deaf students) from the school were included to cross-check against the data from the participants of the deaf. Findings are analyzed using content analysis across the participants and discussed in terms of the existing literature. The results absence of modified curriculum, inappropriate instructional methods, lack of trained teachers, lack of motivation, absence of support services and teaching materials, and low expectation were found to be the major challenges contributed to the practice of inclusive education of deaf in the selected school. To incidence of the problem was highest in integrated classes than in special classes of the deaf. The study suggested a set of factors which may need due consideration for the practice and challenges of inclusive education for deaf in Minillik II preparatory school.

CHAPTER ONE

INTRODUCTION

The purpose of this section is to orient the reader about a brief background of the research, the statement of the problem, research questions, and significance of the study. The section concluded with conceptual definitions of key terms that are used in this research.

1.1. Background of the study

Since the UN Universal Declaration on Human Rights was released in 1948, there have been legislations on providing education for all children. Accordingly, inclusive education practices have become more prevalent as a result of recent policy and legislative moves that aimed at the educational integration of children with disabilities. The principle of inclusive education was adopted at the world conference on Special Needs Education: Access and Quality in Spain (UNESCO, 1994). It calls upon member states to guarantee the implementation of inclusive education in order to bring back children who are excluded from the mainstream educational system. According to the Salamanca statement, inclusive education means that: schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. The focus was on making education accessible for students with all kinds of disabilities, including visual sign communication for deaf students. The following statement was included in the Salamanca Statement and Framework for Action, which was accepted by the Conference: Educational policies should take full account of individual differences and situations. The importance of sign language as the medium of communication among the deaf, for example, should be recognized and provision made to ensure that all deaf persons have access to education in their national sign language. Owing to the particular communication needs of deaf and deaf-blind persons, their education may be more suitably provided in special schools or special classes and units in mainstream schools (UNESCO, 1994).

The Salamanca statement of frame work and other International conventions concerning peoples with disabilities have provided both the inspiration and the foundation for the movement towards inclusion for children with disabilities. Inclusion requires the recognition of all children as full members of society and the respect of all of their rights, regardless of age gender ethnicity, language, poverty or impairment. Inclusion involves the removal of barriers that might prevent

the enjoyment of these rights, and requires the creation of appropriate supportive and protective environments.

Accordingly, in movement towards inclusive education the government of Ethiopia has adopted and implemented various International conventions, laws, policies and standards pertaining to people with disabilities. Therefore, issues of children with disability gradually becoming more prominent within the various national policies and legislations. These clearly underline the rights of people with disabilities to have access to education. They also commit the Government and other stakeholders (e.g. Associations of peoples with disability) to provide the necessary protections and provisions required to promote the well-being of peoples with disabilities (Tirussew, 2005).

Currently, the move towards inclusive education is started in some schools for children with hearing disabilities in Ethiopia. As inclusive education is the global trend for children with special needs, there are still a lot of contextual issues to be investigated in the course of its implementation (Tirussew, 2005). Individuals with hearing impairments who oppose deaf inclusion note the difficulty of developing a sign language and a positive identity for these students within a dominant hearing context (American National Association of the Deaf, 2002). Likewise, some schools and programs for deaf students try to justify the segregation of students with special needs as being more beneficial. In marked contrast, however, programs in which deaf students included in classes with other students have demonstrated benefits for deaf students and the most remarkable benefits include linguistic, social, and academic skill development (Thomas 2002).

The available literature on inclusion of deaf people tends to focus heavily on academic and social outcomes. However, the success of inclusive education can be influenced by how teachers, SLI and school community perceive inclusions deaf students.

In our country inclusive education is a very specific concept and a newly growing idea when we compared it to other developed nations. The main purpose of the research is exploring practice and challenges of deaf students in inclusive setting with reference to Minilik II preparatory school. The main reasons for conducting this study is that the researcher had a chance to visit different schools, by then the researcher observed lack of attention given to the deaf students in inclusive classroom.

As far as the researcher's reading is concerned, the researcher could not find local researches conducted exactly in this topic of area but there is a finding done by BonaTola (2011) regarding perspective of Ethiopian National Association of the Deaf and Rehabilitation service for the deaf association. The other findings identified on how the deaf associations can contribute for the inclusion of the deaf. And also tried to compare and contrast similarities between the deaf associations from schools on the importance of inclusive education for the deaf and concluded that most of their differences related to on how to implement inclusive education for the deaf

In addition, the researcher found two foreign researches done in this area. Adoyo(2007) conducted a research regarding educating deaf children in an inclusive setting in Kenya. The major findings in the research show that there is shortage of sign language interpreters and a deaf child in an inclusive class and may lack attention from the teacher as the number of pupils in the regular classes are normally high due to free primary education.

The other study is done by Kigotho (2016) it explores barriers faced by students with hearing impairment. The findings reveal that, level of education of the sign language interpreters and inadequate classroom furniture are the two main barriers.

This research is different from the above studies since it explores the practices and challenges of deaf students in inclusive settings. Therefore, this study is believed to add its own value in this area of inclusive education with primary target to fill the gap.

This research tries to investigate on practices and challenges of inclusive Education for the deaf with reference to MinilikII preparatory school. Therefore, it is a good initiative to conduct research in the area so that the move towards inclusive education for deaf students is facilitated and improved.

1.2. Statement of the problem

Inclusive education is being implemented in many countries. According to the World Federation of the Deaf (WFD), many policymakers strongly support full inclusion in education. For these policymakers, inclusion means "full- scale mainstreaming of all disabled students with all students in regular schools near their homes" (World Federation of the Deaf, 2007). Deaf students in particular are provided with support services like sign language interpreters, tape

recorders and academic support. However, the social and academic experiences of the consumers of support services, Deaf students are not explored in order to determine the effectiveness of these services in terms of equal epistemological access to education.

Accordingly, policy and legislation pertaining to special needs education in Ethiopia has been focusing on the inclusion of people with disability. And the government is moving towards the inclusion of children with hearing disability in regular school. In relation to this, Tirussew (2005) states that the need to make a shift to inclusive education in Ethiopia is a logical choice to overcome practical problems faced in educating children with disabilities including those with hearing impairment. Nevertheless, the current trend which promotes the philosophy of inclusive education as opposed to segregated education has stimulated public debate and discourse among the stakeholders, policy makers, professionals, special school teachers, community-based rehabilitation workers and non-governmental organizations.

The purpose of this qualitative phenomenological research is to understand and describe practice and challenges of inclusive education for the deaf at Minilik II preparatory school with basic guiding research questions.

1.3. Basic Research Questions

1. How is the practice of inclusive education in the selected school?
2. What are the challenges faced by deaf students in the practice of inclusive education?
3. How to improve the quality of the inclusive education for deaf students in the selected school?

1.4. Objective of the study

1.4.1 General objectives of the study

The major purpose of the research was to explore practices and challenges of deaf students in inclusive classroom and suggest solutions with reference to Minilik II Preparatory School.

1.4.2 Specific Objectives of the study

This study was specifically conducted:

1. To examine the practice and challenges of inclusive education in the selected school;
2. To find out major factors influencing the practice and challenges of inclusive education in the selected school; and
3. To suggest practical ways of handling the problems of deaf students in the selected school settings of the deaf.

1.5 Significance of the study

If hearing-impaired children are educated and trained, they are able to be productive members of society. According to UNESCO (2000), there are deaf professors in some countries, for example, in the United States of America. There are university departments for deaf students where many of the lecturers are deaf, for example, in England. In some countries deaf students go to regular universities and colleges and have sign language interpreters, note takers and other help, for example, in Norway.

The study conducted at Addis Ababa University to assess the participation of persons with disabilities of higher education level however reveals that only persons with motor and visual disabilities were identified to take part at higher education level (Tirussew, 1998). The dropout rate and the low educational achievement of hearing impaired children in the Ethiopian school system could be an indicator that there is a lot to be done in this area (Tirussew, 1999). Though it is a serious problem, little attention has been given by local researchers to investigate the schooling situation of hearing-impaired children in the country. Moreover, even though teachers and SLI complain about it, this particular investigation has not been done before in Ethiopia in the selected school in general. It was, therefore, of paramount importance to investigate the practice and challenges of deaf in Minilik II preparatory school.

Specifically, the importance of the study lies on the following reasons:

1. Identify challenges for the inclusion of the deaf students and provide recommendations for the school.
2. Facilitate and improve educational services for the deaf in the selected school.
3. Lie-down frame work for further investigations in the area.

1.6 Scope of the study

The current study is delimited geographically to Minilik II preparatory school, and conceptually it is limited to deaf students in the inclusive classroom.

1.7 Limitation of the study

The research helps to understand the practices and challenges of inclusive education for pre and post lingual deaf. However, the present research is not without limitation; there are limitations to the study that should be taken into consideration. There were the following limitations of concern in this study.

Although students were included in the FGD process the collected data is not seem to be satisfactory to get rich data as expected. Methodologically since the research was phenomenological, the researcher should stay with the participants for a long time but I did not stay for a long period of time to collect data and to add more understanding. The other major limitation to this study was the teachers were not willing to come on time they already scheduled. They came late and they post pond the interview for some other time

Finally, due to the small sample of the participants generalization to the member of the deaf associations, selected schools and to other programs is limited.

1.8 Conceptual Definition of Terms

Inclusion: The process of adjusting an institution so that all the Deaf individuals are fully accommodated.

Inclusive Education: The educational practice of educating Deaf students in classroom together with students with hearing.

Deaf- refers to individuals who are unable to hear spoken language and use sign language.

Post lingual deaf: a deafness which develops after the acquisition of speech and language, usually after the age of six.

Pre lingual deaf: Pre lingual deafness is when children develop hearing impairment before they develop language, when they develop the impairment before the age of six due to different known and unknown reasons.

Practice: The application or use of an idea, belief, or method, as opposed to inclusive education principles relating to it.

Challenge: Difficult situations that limit Deaf students' ability and potential to participate fully in inclusive education program.

1.9 Organization of the study

This thesis is organized into five chapters. The first chapter deals with introduction. It contains background of the study, statements of the problem, research questions, research objectives, significance, scopes, and limitations of the study & operational definition of terms. The second chapter deals about review of related literature. The third chapter deals about methodology of the study. It contains research design, population & sampling, data source, data gathering tools, data collection procedures, and methods of data analysis. The fourth chapter deals with results and discussion. The fifth chapter deals with summary of the finding, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Over view of the chapter review

2.1.1 The general background of the education of deaf

Hearing-Impaired persons have long been a source of fascination and interest. The end of the dark ages for the deaf may be marked by the writings of Girolamo Cardano (1501-1576), an Italian Mathematician and Physician, who accepted Agricola's report of a deaf-mute who had learned to write (Moore, 1987 & 1996). Cardano argued for the teaching of the deaf to read and write, believing that many abstract ideas could be explained to them through signs. Apparently, he was the first to realize that written words could represent ideas directly without recourse to speech.

One of the earliest educational programs for exceptional children of any kind was a school for the deaf children of noble families that was established in Spain around 1578 by Pedro Ponce de Leon (Heward & Orlansky, 1988). In order for children to be recognized as persons under the law and be eligible to inherit their families' titles and fortunes, it was necessary for them to be able to speak and read. Ponce de Leon hence reportedly achieved success in teaching speech, writing, reading, arithmetic, and foreign languages to some hearing-impaired students (Sacks, et al., 1986 cited in Heward & Orlansky, 1988). During the 18th century, schools for deaf children were set up in England, France, Germany, Holland, and Scotland. Both oral and manual methods of instruction were used (Heward & Orlansky, 1988; Moore, 1987 & 1996). Deaf children were among the first groups of handicapped individuals to receive special education in the United States also. The American Asylum for the Education of the Deaf and Dumb was opened in Hartford in 1817 (Heward & Orlansky, 1988).

In fact, oral approaches to education of hearing-impaired students came to dominate professional thought to such a great degree that the use of sign language in schools was officially prohibited at an international conference held in 1988. A particularly influential figure during this era was

Alexander Graham Bell, the inventor of the telephone, who had a lifelong interest in deafness. Although, several day schools for deaf students were established, before the end of the 19th century in general, the late 19th century brought about an increasing isolation of deaf children from their families and from society at large (Moore&Kluwin, 1986 cited in Heward&Orlansky, 1988; Kirk, et al., 1993; Moore, 1996). And it was not until many years later that most schools relaxed their restrictions against the use of sign language. Educational opportunities for hearing-impaired children in regular public schools have become widespread only in recent years (Gearheart, et al., 1988; Hallahan& Kauffman, 1991).

Although increasing attention is given to the needs of hearing-impaired children, the present state of special education for hearing-impaired children is not a happy one. Many deaf students leave school unable to read and write their mother tongue proficiently. "The average deaf student completing a secondary education program is still performing at a level similar to the average 9 or 10 year old hearing students". (Heward& Orlansky,1988).

Although many questions remain unanswered, and many challenges remain to be faced in the education of children with hearing impairments, if they receive a good and suitable education, they are every bit as capable as hearing people. There is the same range of ability. They can be responsible citizens. But these things only happen if they are given opportunities (UNESCO, 2000).

In conclusion, it can be said that the education of hearing-impaired students has a long history. Efforts to teach deaf children in Europe as early as the 16th century can be a case in point. Although most deaf children were educated in residential schools, today, many of them attend classes in regular school settings. This reflects the desirable shift of thinking from segregated special schools to an integrated approach.

2.2. An overview of the education of deaf students in Ethiopia

The traditional services for exceptional children in Ethiopia used to be carried out exclusively by the individual families and religious organizations (MOE report, 1987 cited in Tibebe). However, the trend of development of the education of exceptional children in general and the hearing-impaired in particular is similar to that of developing countries.

In Ethiopia, for many people, special needs education is only for children with disabilities. Some are aware of the diverse needs of all children, with or without obvious disabilities. Still others think that the education of children with disabilities is humanitarian activity. It all depends on the level of awareness. With these perspectives, the existing provisions in Ethiopia include boarding special schools, day special schools, special units or special classes in regular schools and preparatory programs in the form of community based rehabilitation. These arrangements are all for children with disabilities, primarily for those who have visual, auditory, physical and mental impairments (Mamo; EFPD, 2001).

The establishment of such diverse patterns is associated with the origin of special schools and how and by whom they were established. To be more specific, the schools for the hearing impaired were established by missionaries. The first schools for the deaf in Ethiopia were established in the 1960s. The schools taught either in sign language or oral language. In addition, the schools were not established with the idea of making the hearing impaired children literate citizens who can participate as equal citizen in the work life of the society.

According to Abeba (1996) the first method of communication of the deaf in Ethiopia was the American manual system, which was used for ten years from 1975 to 1986, was a combined method of Amharic signs and speech. The second, oral method of communication was introduced by British Sister Barbara from 1986 to 1989. This was “deaf children can talk” method. Although currently there are no reliable statistical data on the number of schools and hearing children in Ethiopia, according to the MOE (1999) report there are 3 boarding special schools, 5 day special schools, and 33 special classes in regular schools for the deaf with the total of 1675 students (940 males; 735 females) in the country. Out of the total boarding and day special schools, 60% are run by non-governmental organizations. All the special classes in regular schools (100%) are however in public government schools. The number of special schools has remained the same or to some extent decreased while the number of special classes in regular schools has been increasing (MOE, 1999; Mamo).

It is generally recognized throughout the world that children need and have a right to education. The importance of sign language as a medium of communication among the deaf, for example,

should be recognized and provision should be made to ensure that all hearing-impaired persons have access to education in their sign language.

In this regard the Ethiopian Education and Training Policy (TGE, 1994) outlines the principles of special needs education by stating that all children, including the disabled and the gifted children, learn in accordance with their full potentials and needs. The Policy (Article. 3.3.1), recognizing the need in identifying potentials and limitations of students at all levels, has indicated that "continuous assessment in academic and practical subjects, including aptitude tests will be conducted".

Although empirical study and literature on the situation of persons with disabilities in general and on hearing-impaired persons in particular in Ethiopia are scarce, the existing few studies indicated that a stereotype attitude of the majority of the people and their orientation towards the inabilities rather than the potential of persons with disabilities is very prevalent (Mikre, 2000). Moreover, in Ethiopia according to the base line survey conducted by the Institute of Educational Research at Addis Ababa University, the general public has miss understandings and misconceptions about the potential and contribution of persons with disabilities, and negative attitudes tend to be more dominant in rural areas, among people with no education and among people who are engaged in agriculture (Tirussew, et. al, 1995).

Generally, as it can be understood from the discussions so far on the education of the hearing impaired, many of the practical arguments about the educational needs of hearing impaired children, such as the kind of syllabus they should follow, the methods of communication they should receive and by the kinds of teachers they should have, are really based on answers to, or attitudes towards, certain key theoretical issues.

A child who is hearing-impaired from birth or who loses his hearing before the acquisition of speech and language is at a greater disadvantage than a child with a post lingual hearing impairment. Similarly, the greater the hearing loss, the more likely the child is to experience difficulty in learning language and academic skills. However, it is not also easy for persons who become deaf after many years of listening and talking to learn sign language. This is mainly

because they have relied for so long on auditory perception that to change to visual perception is not easy (Heward&Orlansky, 1988; Reed, 1987; Kirk, et al., 1993; UNESCO, 2000).

In a landmark study, (Webster & Wood, 1989) it was found that how soon the problem is recognized, how well the child is accepted and how early he/she is helped to learn different ways to communicate are important factors which affect the schooling situation of hearing impaired child. It has also been indicated that a child with additional defects such as mental retardation or a cerebral palsy will have a harder time in learning to communicate than a child who is deaf only (Reed, 1987).

However, it is difficult to determine whether any special learning problems created by deafness occur only with a specific degree of deafness or whether deaf and partially hearing children suffer similar problems with differing degrees of severity.

2.3. Teaching and communication approaches regarding deaf students

Educational programs and techniques for hearing-impaired students are special primarily because of the many challenges involved in teaching communication to children who cannot hear normally. Educators, scientists, philosophers, and parents- both hearing and deaf-have for many years debated about the most appropriate instructional methods for hearing-impaired children. Today, this controversy is as lively as ever. The fundamental disagreement concerns the extent to which hearing-impaired children express themselves through speech and perceive the communication of others through speech reading and residual hearing. These orals often discourage the use of sign languages and gestures. Other educators believe that sign language, gestures, cues, and other manual means are a more natural way of communicating and enabling hearing-impaired children to express themselves and to understand other people. Methods of communication receive so much publicity that this is often interpreted as the sum total of methods of teaching. For children who have a considerable hearing loss, thus, three methods have been advocated: the oral method, the manual (sign language) method, and total communication.

2.3.1. The oral method

The oral method requires the student with a hearing impairment to use a combination of residual hearing, a hearing aid, and speech reading. It encourages the use of the residual hearing while the presentation of the material emphasizes the student's visual and auditory attention. This method emphasizes speech-reading and oral speech as the primary means of communication (Gearheart, et al., 1988; Schulz, et al., 1991; Moores, 1987& 1996).

The proponents of the 'oral only' method suggest that the use of manual communication will interfere with the child's motivation for developing oral skills. Secondly, they maintain that the integration of the deaf child into the dominant hearing community will be hampered. Thirdly, they suggest that manual languages do not have the capacity for expressing abstract ideas and that people using manual languages will be limited to concrete thinking (Reed, 1987; Sinkonnen, 1994).

However, the biggest problem with teaching only oral communication is that it slows down a child's language development at the age when children learn language fastest (age 1 to 7 years). For instance, a deaf child usually learns to lip read and speak only 5 to 10 words by age 5 or 6. By that age, the same child can learn over 2,000 signs as many words as a hearing child speaks. But, oral communication usually works well for children who can hear the differences between many words or for children who became deaf after they learned to speak (Werner, 1994).

2.3.2 The manual method

In the light of recent scientific findings, the manual method seems to have more advantages to the intellectual and emotional development of the deaf child than the oral only approach (Sinkonnen, 1994; UNESCO, 2000).

The manual method usually includes sign language and finger spelling. However, since all sign languages include a way of spelling the letters of spoken language (UNESCO, 2000) and the manual communication systems range from simple homemade gestures to finger spelling, the term 'Sign languages' is used for the purpose of this paper. Although very little is known about the origins, history and possible relationship of sign languages, compared to the point when

modern linguistic research into signed languages started, an understanding of these visual-gestural languages has increased dramatically. Hearing children learn by listening to the language spoken around them. Hearing impaired children, however, need to see sign languages used around them in order to learn.

They also need to learn to read and write the language that is spoken in the community, just as hearing children learn to read and write. They can learn all other school subjects too, with the help of sign languages. However, they will need special help to do this.

The sign language that families develop with their deaf children is usually not very complete. Using the signs of the sign language with talking is helpful until sign language has been learned by the child and the family and community. This is not sign language but it is signed language—the natural language of deaf people when they communicate with one another. (Ahlgren&Hyltenstam, 1994; Werner,1994). However, people have joined together to create sign languages which are much more complete. There are hundreds of different sign languages, but there are 3 main types (Werner, 1994; UNESCO, 2000):

- **National and regional sign languages:** In nearly all countries, hearing-impaired people create their own sign languages, in which they can learn to communicate as well and nearly as fast as hearing children. Different hand signs represent different things, actions, and ideas. The structure (grammar) of these languages is different from the spoken language, and therefore is difficult for hearing people to learn. These languages are preferred by people who were born deaf. Examples are American Sign Language (ASC), which is used in the USA and Canada, and Mexican Sign Language.
- **Sign languages based on spoken languages:** These languages have the same organization and grammar as the local spoken language. They are easier for hearing persons to learn and for persons who became deaf after they learned to speak. Sometimes they use the first letter (finger spelling) of a word as part of the sign. This is harder for children to learn who cannot read, but can make learning to read easier and more fun. Examples are English Sign Language and Spanish Sign Language.
- **Finger spelling:** Each word is spelled out with hand signs that represent the letters of the local alphabet. This method of 'writing in the air' is slow but exact. It is easier for persons

to learn who can already read and write. For English, the British use a 2-handed system and the Americans use a one-handed system (Schulz, et al., 1991; Ahlgren&Hyltenstam, 1994; David, 1993; Werner, 1994; UNESCO, 2000).

Generally, it is understood that hearing-impaired children's brains are not affected by their impairments, they can learn about the world around them and all the school lessons through sign languages. They use their eyes to see the language, and their hands, faces and bodies to produce the language.

2.3.3 Total communication

Total communication is an approach that encourages a child to learn and use all the different methods that work well for that child in his or her particular community (Werner, 1994). This might include any (or all) of these: the child's own gestures; sign language; drawing, reading, and writing, finger spelling; and whatever hearing the child has, to develop lip-reading and speech.

Total communication' does not mean that all the above methods are used for every child. It means that we try all the methods that might work for a child. Then we work with whatever methods will help the child communicate as easily, quickly, and fully as possible with his or her family and community (Werner, 1994; Moores, 1996).

Moreover, research does indicate that no one method or collection of methods can meet the individual needs of all children. Depending on the particular child and situation, the teacher uses a combination of such techniques as auditory training, speech-reading, sign language, and finger spelling (Hallahan& Kauffman, 1988; Schulz, et al., 1991). We must adapt our methods to the needs of the particular child and to the realities of the community where he or she lives. To shed more light on this point, it is helpful to see individual differences among hearing-impaired children themselves in some detail. If a child is only partly deaf, sometimes we can help him or her to hear more clearly, to understand more speech, and perhaps learn to speak. A child who has no hearing ability at all usually cannot be helped to hear. But if they became deaf after beginning to speak, perhaps he/she can be helped to 'read' people's lips and to improve speech. However, it is difficult for even the best lip readers to get the full content of a lesson or conversation from lip-reading by itself since many sounds that are used in talking are not visible so words may look

alike but be different. It is not also easy for persons who became deaf after many years of listening and talking to learn sign language. This is mainly because they have relied for so long an auditory perception that to change to visual perception is not easy (Werner, 1994; UNESCO, 2000).

If the child was born deaf and has never heard speech, learning to lip read and speak is always very slow and difficult and is usually not very successful. It is better to help the child first with her face, body, arms and hands, then possibly adding pictures, reading and writing, finger spelling, and as much lip-reading and speech as she is able to learn (Schulz, et al., 1991; Werner, 1994).

If the child comes from an area where there are many deaf people who communicate with each other in a national sign language, it is probably best to have people in the deaf community help teach the child and her family their language. But if the child lives in a small village where there are few deaf people, none of whom know the national sign language, learning that language may not help the child much. Probably it makes more sense for her to learn ways to communicate as best she can with those who can hear. Again, this probably means a combination of methods, based on the signs and gestures people already use in the village. With these, the child can also use pictures, and later perhaps, reading and writing (Cruickshank & Johnson, 1962, Hallahan & Kauffman, 1988 & 1991; Werner, 1994).

It should be remembered that most children with hearing loss can learn quickly. But some may have brain damage or disabilities that affect their ability to learn or to control their hands, lips, or voices. However, with sets of pictures, head movements, or eye movements, they can be helped (Werner, 1994).

Many specialists seem to follow the pattern of intensively stimulating oral communication with hearing-impaired children during pre-school and early elementary years (Kirk, et al., 1993). However, if the child has not developed adequate language by the age of 9 or 10, consideration is then given to teaching the manual communication (Schulz, et al., 1991). Werner (1994) also indicated that learning sign language and other forms of communication first actually makes it easier for a child to learn to speak and read lips. For all these reasons, therefore, more and more

experts and organizations of hearing-impaired people recommended teaching most hearing-impaired children a combination of methods. Finally, following is a list of instructor activities that will enhance the hearing impaired students learning environment (Hallahan & Kauffman, 1991; Schulz, et al., 1991; Werner, 1994; Heward & Orlansky, 1988):

- The learning place should be well lighted, so that the child can see the teacher's hands, face, and lips.
- Facing the child when speaking to her/her, and being sure that the child is watching the teacher.
- Talking to the child a lot: even if she/he does not understand. Talking with hands, face and lips, and encouraging the child to watch them all.
- Speaking clear and loud without shouting or exaggerating the movement of the mouth and lips: This will help the child learn to recognize normal speech.
- Being patient and repeating things often.
- Providing immediate and enthusiastic acceptance of the child, because this relationship can be observed by other students.
- Making learning to communicate fun: Including other children in games that help children use their eyes, ears, and bodies, and copy each other.
- Making a list of the words that other children of the child's age use by starting with a short list and gradually making it longer: The child will learn about language by playing, watching, listening (as much as he/she can), and finally by copying the way most children learn language.
- As the child gets a little older, helping him/her become familiar with letters and written words by making pictures of things with their names in big, clear letters, or making pairs of 'flash cards' so the child can match pictures with words. This will help the child understand hand signs that are based on letters. It will prepare him/her for learning the alphabet in writing and signs, and for learning to read and write.

Generally, as it is clear from the foregoing discussions, many special techniques are used in the education of hearing impaired pupils. Although there is no clear indication that any one method is best for all hearing-impaired children, total communication is now the predominant method of instruction in schools for the deaf. The school for deaf children must consider the fact that within

that school there will be a wide range of abilities and range of handicaps and therefore each group of children must be catered for in a different way accordingly.

2.4. Educational facilities for the deaf

Surveys indicate that classroom teachers have limited knowledge about hearing disorders, and that teacher's initially express anxiety about working with a student who is hearing impaired in a regular school setting (Schulz, et al., 1991). It is suggested that teachers should be aware of the kinds of adaptations required to accommodate students who are hearing-impaired. Findings in achievement may at times be more attributable to such variables as the qualifications of teachers, class sizes, clinical services, and instructional facilities than to some special factor under consideration (Dunn, 1964). Thus, in the following paragraphs, some of the highlights of the variables related to teachers of deaf and instructional facilities for the deaf are presented.

2.4.1. Quality and training of teachers

Teachers of the deaf have to be trained as teachers of hearing children, but have to have an additional qualification to hearing-impaired children. Most frequently, these are separate courses, general training first and then the special training either immediately after the initial training or after some years teaching experience (Reed, 1987; Kirk, et al., 1993)

There is a need for specialization in speech-reading, in the development of speech, in anatomy and physiology of the ear and of the organs of speech, as well as mastery of the fields of subject matter (Baker, 1968; Heward&Orlansky, 1988).

Based on recent reports, it has also emphasized that teachers of deaf children need to learn sign language and know how to use it very well in teaching (UNESCO, 2000). But if they have deaf children to teach before they have opportunity to learn sign language well, they can help the children by learning some signs and using them when they talk. This is not sign language and should be replaced by sign language as soon as possible. Moreover, deaf adults are often overlooked as the most obvious human resource available for the education of deaf children. The over-professionalization of 'special education' has made it difficult for deaf people to obtain the necessary qualifications to become teachers.

In addition to knowledge of subject matter and skill in communicating with hearing impaired children, the following instructional variables enhance the teaching/learning process (Moore, 1987 & 1996; Schulz, et al., 1991).

1. **Reinforcement.** The teacher should provide appropriate reinforcement and positive feedback.
2. **Mastery learning.** The addition of teaching and feedback procedures to conventional instruction enhances learning.
3. **Graded homework.** Meaningful homework that is assigned, graded, and responded to will result in increased learning.
4. **Time on task.** There is a positive correlation between the time spent on a subject and the amount learned. Many teachers-particularly teachers of the deaf in academic content areas-spend little time on task.
5. **Class Morale.** The teacher should strive to maintain cohesiveness, satisfaction, and goal direction in the classroom.

2.4.2 Equipment and supplies

The problems of instruction for the hearing-impaired are such that the best of facilities should be available. The rooms and general atmosphere must be cheerful and have plenty of illumination so that the speech-reading and other visual needs shall be well provided (Baker, 1968).

Physical equipment such as audiometers of all kinds, hearing aids, and similar material should be at hand. Visual aids are of great significance in instruction for hearing impaired children. Visual demonstrations, blackboard work, films and slides are important instructional aides for the hearing-impaired. An overhead projector allows teacher to maintain eye contact with students while writing on the projector. When using slides or films, the teacher should be certain that there is sufficient light to enable the hearing impaired student to see faces clearly as the teacher makes comments. To get the attention of the hearing impaired child, waving the hands or turning off and on lights has proven effective in some instances. In general, supplementary diagrams and pictures should be used as often as possible (Gearheart, et al., 1988; David, 1993).

Moreover, opportunities for motor expression should be liberally supplied, with gymnasiums and opportunities for such physical activities as dancing and games (Baker, 1968). However, naturally the costs of such education are much greater than for the normally hearing pupils.

Generally, the use of visual aids of all kinds supplements the program in many helpful ways. Additional costs include the auxiliary staffs of nurses, medical specialists, psychologists, and audiologists.

2.5. Attitude of the community towards hearing impairment

Many problems that hearing-impaired persons face are secondary consequences of their impairment. Hearing-impaired children, throughout their development are likely to evidence an increasing gap between what they know, think and feel on the one hand, and what they can express, negotiate and communicate about on the other. This growing gap between knowledge and communication often dislocates processes of social interaction, teaching and learning (Wood, & Wood., 1989).

Hearing-impaired students have the same social needs as other students. They need interaction with peers in academic and extracurricular activities. They need to share sports, games, drama, clubs, and competitions; they need to stand in the halls between classes to discuss a test or to gossip and also to have the usual experiences in dating (depending on the culture) and in selecting a friend from a large group (Schulz, et al., 1991).

However, low expectations from society disable hearing-impaired children. In the history of the deaf there are countless examples of authoritarian and paternalistic attitudes of hearing people towards the deaf (Lane & Sacks, 1989; Veron& Andrews, 1990 cited in Sinkonnon, 1994). The deaf have been treated like people from developing countries, the "civilized", i.e. hearing persons have known better the needs of the deaf than the deaf themselves.

There are also indications that the social interactions between hearing and hearing-impaired students are much less than that among hearing students. Part of the poor interaction may be attributed to the lack of communication skills of the hearing impaired student or to insufficient social skills, such as the ability to initiate and continue conversations or discusses playground or

after-school activities. Other factors may include the teachers, the environment and the hearing students (Gearheart, et al., 1988). Comparing the public attitude toward the blind and the deaf many writers have also found more favorable reaction to the blind than the deaf. The blind receive a mildly favorable judgment while a more unfavorable attitude is expressed toward deaf “mutes” (Barker, et al., cited in Tirussew, et. al., 1995). There are figurative sayings and the pejorative implication of disability terms when used as metaphors in commonly accepted languages in Ethiopia (Tirussew, et. al., 1995).

The stereotyped picture of the unique deaf personality is one of passive dependency on others, unquestioning styles of learning, and, self-centered and naive assumptions about the world. However, typical behaviors and learning styles in the severely hearing impaired may be a product of early home experiences and of schooling, rather than inherent in a 'deaf personality'. Less nurturing styles of interaction will lead to slower generation of speech and language, but will also have effects on the child's take-up of more mature ways of problem-solving and self-organization (Webster and Wood, 1989). Ives (cited in Tirussew, et al., 1995) has also examined the adjustment problems of the deaf and partially-hearing children. Ives stated that some patterns of behavior in the hearing –impaired do not necessarily indicate any more than a somewhat different personality structure consequent on deafness. However, when the deaf and partially-hearing children are compared with each other, the latter seem to have markedly more adjustment difficulties than the former.

According to Ives, sometimes these problems are caused by adverse home management, but in some instances they appear to be the outcome of complex communication difficulties. Ester & Blood (as cited in Sinkonnen, 1994) also found that the hearing children apply mainly negative attitudes to the hard of- hearing than the deaf children.

A hard- of hearing child more often has to perceive frustrating words as they are spoken with high intensity. Defective speech and hearing loss frequently lead to so many frustrations in conversation that the child may become withdrawn or isolated or, in some cases, overly aggressive. Sometimes the child defends him or herself from embarrassment and humiliation by talking uninterruptedly in order to avoid difficult questions, or that keeps smiling and nodding (Sinkonnen, 1994).

Some investigators have, on the other hand, studied the behavior and attitudes of the hearing toward the deaf as seen by persons with impaired hearing. The investigators have pointed out that the deaf may exaggerate or misinterpreted the behavior of persons with normal hearing, that innocuous and situation – demanding behavior on the part the latter may be misinterpreted by the deaf according to their stereotype of the non deaf (Barker, et al., 1946 cited in Tirussew, et al., 1995). In two separate studies in the same article it also appeared that the deaf had more negative attitudes towards deafness than the hearing. The deaf seem to themselves as lacking in comparison with the hearing. This results in relatively negative self-concepts (Cates, 1991 cited in Sinkonnen, 1994).

There is also evidence that deaf children of hearing parents have lower self-esteem than deaf children of deaf parents. The hearing parents face a huge task in adjusting themselves in a new situation a new communicational mode. Poor communication leaves both partners frustrated; the child feels isolated and a failure (Kirk and Gallagher, 1986; Powell, et al., 1985; Sinkonnen, 1994).

From such results, the investigators concluded that hearing-impaired persons feel themselves, in general to be in the position of a minority group which is discriminated against and held in low social regard by the majority. As strong and Shaver (as cited in Sinkonnen, 1994) thus suggested that the best method to change any adverse attitude of the deaf is to create the possibilities of structured contacts between the hearing and the deaf. Teachers need to plan for the social integration of their hearing-impaired students and encourage them to initiate contacts with their hearing peers (Schulz, et al., 1991). It is also suggested by UNESCO (2000) that it is always necessary to inform the society that hearing-impaired persons can do everything except hear. But it is certainly not easy to change old beliefs and views of man deeply rooted in society. It takes great effort, struggle and the development of new knowledge and attitudes-it demands a change in awareness.

2.6. National Policy Framework for Inclusive Education

Accordingly, in movement towards inclusive education the government of Ethiopia adopted and implemented various International conventions, laws, policies and standards pertaining to people

with disabilities. The Constitution of the Federal Democratic Republic of Ethiopia (FDRE, 1994), article 9(4) states that all international agreements ratified by Ethiopia (Such as Universal Declaration of Human Rights 1948, The UN Convention on the Rights of the Child 1989, The World Declaration on Education for All Jomtien, Thailand 1990, UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993, Salamanca Statement & Framework for Action on Special Need Education 1994, World Education Forum Framework for Action, Dakar 2000, and Convention on the Rights of Persons with Disabilities, 2006) are an integral part of the law of the land. Article 13 further elaborates that all legislative, executive, and judicial organs have the responsibility to respect and enforce what is embedded in the constitution, and such enforcement should be done in conformity with human rights consideration. This Constitution clearly states those rights of citizens to equal access to publically funded services and the support that shall be given to accommodate the needs of people with disabilities (FDRE 1994, article 41 sub article no.5).

Therefore, issues of children with disability gradually becoming more prominent within national policies and legislation. The following are some of the main policy frameworks that directly address the education of People with disabilities in Ethiopia. Constitution of the Federal Democratic Republic of Ethiopia adopted in 1995. Article 41 (5) of the Constitution sets out the State's responsibilities for the provisions of necessary rehabilitations and support services for peoples with disabilities. Accordingly, in 1994 the Ministry of Education (MOE) defined a new Education and Training policy. The Policy emphasized that special attention must be given to disadvantaged groups, such as girls, pastoralists, and children with disabilities (TGE, 1994). It focuses on the importance of early childhood education, stating that "kindergarten will focus on the all-round development of the child in preparation for formal schooling.

Further, in appreciation of the need of special children the policy states, special education and training will be provided for people with special needs" (education structure 2.2.3). In order to implement the Education and Training Policy, Education Sector Development Programs (ESDP III for the period 2005-2010 and ESDP-IV for the period of 2011-2015) in which the issues of educating children with disabilities included were prepared. In both ESDP III and IV the special needs education was defined as one of the crosscutting issues to be mainstreamed in general school education as well as Technical Vocational Education and Training. It indicates that

mainstreaming should start from early childhood education and go through Primary, Secondary and Tertiary levels. ESDP III and IV gave due consideration to the expansion of educational opportunities for children with special educational needs in order to achieve the EF A goals and further stresses the need for MOE to strengthen cooperation between education offices and development partners in order to address the increasing demand for the expansion of inclusive education in the country. MOE in ESDP IV stated special needs education is mainstreamed across all teacher education and training institutions in the country. Currently five Teacher Education Institutes and four Higher Education Institutions opened Special Needs Education departments and are training Special Needs Education professionals at different levels (Diploma, BA, MA and PhD). In addition, sign language training has been given as a subject in BA level in one Higher Education Institution. In addition, core curricula have been modified for children with disabilities and manuals are being prepared on disability specific curriculum at the federal level (ESDP-IV).

In 2006 the MOE has developed federal Special Needs Education Strategy which is to ensure access and quality education for marginalized children and students with special educational needs and it also focuses on the promotion of inclusive education to meet the Millennium Development and Education for All IEF goals (MOE, 2006). According to this document the government's strategy for improving the provision of educational services for children with special educational need is based on the principle of inclusion. The special needs education strategy aims to make the education system inclusive by educating teachers and establishing support system in regional education bureaus, Woreda education bureaus, and in schools.

Educational programs for hearing impaired children are available in residential schools, special day schools, and regular public schools. The educational programs for these children in local public schools have expanded in recent years, in response to legislation, improvements in hearing aids and other technology, and an increased demand by parents and deaf citizens for services at the local level. Hearing impaired children in regular schools may attend special classes or may be integrated with hearing children for all part of the school day.

According to many researches, the most important ingredients for the hearing impaired child's success in the regular classroom are good oral communication skills, strong parental support,

self-confidence and other personal qualities, and adequate support services, such as tutoring, audio logical consultation, and speech therapy. The specialized needs of children with severe hearing impairments make special services necessary in virtually all cases. Moreover, teachers of hearing-impaired students must complete specialized training programs for the deaf.

However, it may be difficult for regular schools in countries like Ethiopia to provide all of these services. Although the lack of systematically recorder and documented data has made it difficult to elaborate on the educational services that are available to persons with disabilities in general and hearing impaired individuals in particular by non-governmental organizations in Ethiopia. Thus, the purpose of this study was to investigate the practice and challenges of inclusive education in Ethiopia.

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

This research which sets out to understand the practice and challenges of inclusive education for deaf students employed a qualitative phenomenological research. This approach is important to understand the problem or phenomenon that is under investigation.

3.2. Population and Sampling

3.2.1. Target population

The target population of the study was grade 12 natural science Deaf students of Minilik II preparatory school. In addition to the Deaf students, teachers of the Deaf students, interpreters, SNE resource room head and school principals were involved as source of the study.

3.2.2. Sampling Techniques

Two different sampling methods were used in this study. Purposive sampling was used to select Deaf informants. The criteria used to select Deaf students were Deaf students from Grade 12, who enrolled grade 11 in the specific school, considering both pre-lingual and post-lingual Deaf students, and gender. If more than one Deaf student fulfills the criteria, lottery method was used.

Availability sampling was used to select teachers of the Deaf students, interpreters, SNE resource head and school principals.

Therefore, six pre-lingual and six post-lingual Deaf students, six teachers of the Deaf, two interpreters, one resource room head and a principal were used. A total of twenty two participants were used in the study.

3.3. Sources of Data

This research is intended to investigate the practice and challenges of pre and post-lingual deaf students at Minillik II preparatory school. Thus, its sources of data were twelve grade 12th natural science deaf students, 6 teachers teaching Grade 12 Deaf students, 1 sign language interpreter and 1 school principal.

3.4. Data gathering Instruments

In consultation with the advisor and all the way through review of literature, the researcher has developed the instruments used in the study. The following sequences of activities were maintained during stages of tools or instruments development.

1. The tools were prepared by the researcher and given to the academic advisor for approval.
2. The instruments were also commented by colleagues and professionals in the area, and improvement was made based on the comments.
3. The instruments were prepared in English and translated into Amharic. The Amharic version is necessary for collecting data with the help of sign language interpreter.

After administration, the Amharic version and ESL were translated back into English in collaboration with language experts. Relevant data for the study was collected through semi-structured and open-ended interviews, focus group discussion, and document review.

3.4.1. Observation

There was a structured observation using checklists to observe the practice and classroom challenges of the pre lingual and post lingual deaf student's face for two weeks in the class room and in the school compound. And also the practice of inclusive education in the class room, ways of SLI translation and teachers of the inclusive class room was included in the observation. The targeted participants were grade 12 section 4 natural science deaf students. This data gathering instrument helped the researcher to identify practices and classroom obstacles of deaf students.

3.4.2. Interview

Semi-structured interview is used as data collection tool. This type of interview was used to exhaustively gather information about practice challenges of inclusive education for the deaf from students', teachers', sign language interpreters' and principal of the school.

Twenty two participants were included. These were conducted from 12 deaf students, 6 teachers, two SLI, one resource room head and one school principal. The interviews were semi structured to allow for further probing on the basis of information provided by the informants. The informants provided information based on their experiences at the Minillik II preparatory school.

3.4.3. Focus Group Discussion

According to (Yalew, 2009) FGD enables to gather information from 5- 12 persons. The researcher is a moderator and guides discussion. In the research, a guideline (eleven questions) was prepared that helps to keep the discussion focused on the subject at hand (Appendix C). The participants of FGD were homogeneous (12th grade deaf students), six students from pre and post lingual deaf students were the participants of FGD. The participants were encouraged to be independent and free to express their views. The discussions held in sign language using experienced sign language interpreter- for it needed to be analyzed in detail with the help of sign language interpreter.

3.5. Data Collection Procedures and Analysis

3.5.1. Procedures

To obtain information for answering the research questions set forth in this study, the following steps were taken:

1. In consultation with the advisor, the researcher developed a set of interview questions, which were then pretested in the pilot study at Minillik II preparatory school an inspection of the responses resulted in the alteration and elimination of various items

which were not sufficiently discriminating. However, a systematic and rigorous item analysis was not feasible due to time constraints.

2. Relatively experienced sign language interpreters were selected to be interpreters. In making the students respond to the questions freely, SLI were not assigned to their respective students. Interpreters were given the necessary orientation on how to interview deaf students.
3. An explanation was given to all participants about the purpose of the study. They were assured of the confidentiality of the information they would give.
4. The researcher and assistant researchers contacted the participants and set up interview times. A series of meetings was held on weekends with the agreement with the parents. The interviews with teachers and students were conducted during their free period's shifts at their respective schools.
5. Interviews were generally conducted in three segments, taking a total of two to four hours
6. The method of interviewing was no standardized. The usual procedure was to allow for discussion, and then to go systematically and fairly rapidly through the interview questions.

3.5.2 .Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Marshall and Rossman, 1990). Data analysis attempts to make sense of the collected data. The data collected from semi-structured interviews and key informant interviews was translated, transcribed and coded for analysis. Translation and transcribing was done alongside data collection to ensure information collected was significant to the study as well as allow for adjustment of the interview guides to obtain more information from the students. The transcripts were coded to ensure confidentiality of the information provided. Thematic analysis was done in line with the study objectives. The themes emanated from the research questions and were pre-set before data collection began. Other themes emerged while the study was being conducted. To ensure validity, the themes were thereafter sub divided into thematic groups to enable analysis of the themes in connection with the study research questions.

CHAPTER FOUR

Finding

This chapter presents findings of the study to establish the practice and challenges of deaf students in inclusive education at Minilik II preparatory school. Presentation of the finding will be carried out along the following sub-thematic areas. These themes are practice of inclusive education for the Deaf, challenges faced by the Deaf students in inclusive setting, and solution for the challenges faced by the Deaf students in inclusive setting.

4.1. Data presentation

4.1.1. Demographic Characteristics of the respondents

A total of twelve Deaf students participated in the study. All of them are Grade 12 students and enrolled Grade 11 in Minilik II Preparatory School.

From the twelve Deaf participants, six of them were pre-lingual Deaf students and the remaining six were post-lingual Deaf students. The criteria to identify deaf respondent was those students become deaf before the acquisition of language are categorized as pre lingual deaf students and the those deaf students became deaf after they develop language and can read lip are categorized as post lingual deaf students.

From the six pre-lingual Deaf students three of them were male and the remaining three were female. And from the six post-lingual Deaf students three of them were male and the remaining three were female.

The participants' age varies, six of them have age ranges between 18 and 21, four of them have age above 21, and only one participant has age range between 15 and 18 as summarized in figure 4.1.

Table 4. 1: Demographic characteristics of Deaf Students

	Pre-lingual	Post-lingual
Sex		
• Male	3	3
• Female	3	3
• Total	6	6
Age		
• 15-18	2	-
• 18-21	3	3
• > 21	1	3
• Total	6	6

A total of ten other participants were used. Teachers of the Deaf, interpreters working in Grade 12, resource room head and the principal. From the ten participants, nine of them were female and one is male.

Their age range varies from participant to participant. Four of them have age greater than 40, three of them have age between 30 and 40; and the remaining three of them have age between 25 and 30.

All of the participants have qualification with first degree in teaching. Only resource room head is qualified in special needs education.

Their experience in teaching also varies from participant to participant. Five of them have experience between 5 to 10 years, four of them have experience greater than 10, and only one participant has experience between 1 to 5 years as summarized in figure 4.2.

Table 4. 2: Demographic characteristics of teachers, SLI, resource room and principal informants

	Teacher	Interpreter	Dep't Head	Principal
Sex				
• Male	1	-	-	-
• Female	5	2	1	1
• Total	6	2	1	1
Age				
• 25-30	1	2	-	-
• 30-40	3	-	-	-
• > 40	2	-	1	1
• Total	6	2	1	1
Qualification				
• Diploma	-	-	-	-
• BA/BSC	6	2	1	1
• MA/MSc	-	-	-	-
• Total	6	2	1	1
Work experience				
• 1-5	1	-	-	-
• 5-10	3	2	-	-
• >10	2	-	1	1
• Total	6	2	1	1

The data gathered through interview, observation and focus group discussion was presented here. For the sake of convenience and simplicity, the gathered data is presented by three thematic issues. The three themes are practice of inclusive education for the Deaf, challenges faced by the Deaf students in inclusive setting, and solution for the challenges faced by the Deaf students in inclusive setting.

I. Practice of inclusive education for the Deaf

A. Inclusive Education and its practice

Most of the participants from school conceptualize inclusive education as it is teaching children with disabilities and without disabilities together in the same school without any segregation. They reported that the idea of inclusive education was originated from western countries to oppose the practice of segregating people with disabilities in special institutions like asylums. They said inclusive education is important in promoting social integration and better social services of people with disabilities particularly for individual with physical disability. They also believe that inclusive education saves resources of the country than boarding or special schools.

One of the respondents said that inclusive education is good and helpful for the deaf; however, he said:

“... We have to be careful on its application ... the application of inclusive education should not be equal for all deaf children because there are variations among the deaf; for example, there are pre lingual and post lingual deaf .. it could be more applicable for post lingual deaf .. but the pre lingual deaf children should learn in their first language (sign language) alone in a special primary school before they are included with hearing students.”

In relation to this the resource room head narrated:

“... Inclusive education is seen in other ways for the deaf. The problem of the deaf is not the problem of physical environment like footing up the building and inaccessibility of the classroom. Nevertheless, their problem is language difference ... they have the problem of communication with others due to language barriers.”

In addition most of the informants recommend that deaf students should learn both in inclusive schools and special schools/ classes of regular school. They are on out that the deaf can learn

either at special school or in inclusive school if each school is least restrictive environment for the deaf. Some of the informants said that chances should be given to the deaf children themselves and their families to choose the school in which they want to learn. They also recommend that to realize the implementation of inclusive education for the deaf in Ethiopia all the school community must be trained in special need education.

And also the informant was asked about how they get the about deaf students in their class room. The entire respondent said:

“...the school doesn’t give us the detail information about deaf students. They give us how many deaf students are going to be included in that class,”

The regular teachers simply enter to the class and start teaching. They didn’t even recognize the special needs of deaf students. And also the sign language interpreters keep on translating what the teacher said.

When we see the class room settings, deaf students sat in one corner of the classroom with sign language interpreter and hearing students sat in the other corner of the classroom even if it is an inclusive class room. The teacher stands in front of hearing students. There is no physical contact with hearing students and deaf students. Between the lessons the teacher uses some words that needs finger spelling. The moment the sign language interpreters tried to interpret the finger spelling, the teacher continued without stopping so that sign language interpreter did not go parallel to the teacher at that time deaf students miss part of the lesson as well.

Similarly, sign language interpreters’ attitude towards inclusive education is not positive, the reason they raised is:

“...all teachers are ignorant of deaf students, they don’t treat all students equally, and they do not consider the special needs of deaf students. And also we have to translate according to their speech so that deaf students might miss the contents of the lesson. In addition to that teachers didn’t revise if the lesson is missed.”

Participant post lingual deaf students were responded regarding the sign language interpreters and teachers is that

“...All the teachers who taught in the specific classroom did not know the sign language and they only focus on hearing students we can read lip and communicate easily with hearing peers, compared to pre lingual deaf students but the SLI focuses on SL only, in addition SLI lack attention to us and they didn’t even interpret the subject matter well. Whenever there was unclear lesson the sign language interpreter didn’t forward to the teachers for clearance.”

The researcher confirmed this in the observation. Teachers mainly focused on hearing students whenever the teacher has something to ask only hearing students are participated. The teachers didn’t have eye contact to the deaf students even. Deaf students copy from their hearing peers. The teacher doesn’t check whether the deaf students did homework or not.

B. Academic Achievement in Inclusive Class rooms

Participants indicate that educational achievement of the deaf cannot be improved in regular schools (inclusive school) in the current context of Ethiopia. Most of them gave reasons that they consider result in the poor participation of the deaf and their academic achievement if they learn in regular school. One reason is, in regular schools most of the teachers are hearing teachers, so they have negative attitude towards deaf (they consider deaf children as he/she cannot learn abstract and complex concepts). The other is hearing teachers may not understand the problem of the deaf children. The third reason is that deaf children, unlike hearing children, come to school without any language, and this influence their competition with the hearing students who come to school with good background of their language. One more reason they gave is that the instruction for the deaf in inclusive class is not a direct instruction given by their natural language, yet it is the indirect instruction through sign language interpreters, which makes the situation very difficult for deaf children to understand what they learn equally with the hearing.

In line with the identified theme the interviewed SLI said:

“... When the teachers come to teach in the class, the motivation and interest of deaf students to learn may decrease and even they may hate learning the subject given by hearing teacher who doesn’t know sign language and due to the negative attitude the teachers have on the deaf , I believe deaf education is more improved in special schools than in inclusive schools”.

During FGD with pre lingual and post lingual Deaf student participants, two different ideas were raised. Pre lingual deaf students said that it is better if they learn special school but there is lack of instructional materials like text books and reference materials.

Post lingual participant deaf students said it is better to learn with hearing students so that they can get reference books in regular schools and they may be helped by hearing students. They added learning in inclusive schools improve the educational achievement of deaf children. They said inclusive school can improve the academic achievement of the deaf children if there are trained, qualified, experienced, who have work commitment and can cooperate with special teachers of the deaf.

The researcher during observation confirmed that sign language interpreters were facing some problems. While they were interpreting chemistry and biology there are some words they didn't even know what it means. They simply try to spell it with fingers and they just leaved it. Deaf students didn't questioned and also sign language interpreter didn't ask the regular teacher for further explanation. On the other hand the researcher tried to know the educational qualification of sign language interpreters during interview. They all are degree holders but not in educational area. They are interpreting the sign language because they took different training related with deaf culture and sign languages.

In addition the researcher tried to see the academic record of pre lingual and post lingual deaf students. The last two semesters the researcher confirmed that the academic result of deaf student's is lower than their hearing peers. And also the academic result of post lingual deaf student is better than pre lingual deaf students. It indicates that post lingual deaf students are somehow benefited from the inclusive classroom.

II. Challenges faced by the Deaf students in inclusive setting

Inclusive education for the deaf in Ethiopia is said to be ideal and there are a lots of challenges to put it in to practices. According to participant from the school, the followings are some of the main factors which challenge the implementation of inclusion for the deaf in MInillik II preparatory school.

Lack of teachers who know sign language, and lack of sign language interpreters:

The informants reported that regarding deaf education in the selected school the main challenge is teaching the deaf is without permanent employee of the sign language interpreters or the regular teacher being not trained in ESL. Lack of resources, facilities, materials and teaching aids for the deaf inclusion specifically, according to one of the resource room head

"...inclusion of the deaf without any facility means wasting the time of deaf children without any education and Knowledge."

Lack of content knowledge of sign language interpreters and poor quality of their interpretation:

This was the issue raised from resource room head and deaf students. They complained that interpreters are not well trained and educated. Sign language interpreters were only working there because they knew the sign language not the contents of the subject matter. To provide sign language interpretation services, the interpreters should be advanced in their education level. They should exceed the level or class they are serving by the knowledge of the subject matter, skills of sign language and experiences. However, the informants reported that the ESL interpreters lack these; they are unable to interpret appropriately.

As the data from informants show there are lots of challenges that could hinder the implementation of inclusive education for the deaf. Some of the major challenges are lack of qualified man powers (trained teachers and sign language interpreter), lack of resources and materials, less development of ESL negative attitudes of school community, deaf students with additional disabilities were overlooked inflexible curriculum, and lack of guidelines to teach deaf students (tubbs , 2008). In similar way, it was reported that a limited understanding of the concept of disability and a hardened resistance to change are the major barriers impeding inclusive education (Tirussew, 2005). In the inclusion of the deaf considering and planning to overcome the challenges are important than overlooking the challenges. With all these challenges trying to place deaf children in regular school make deaf students just to be present physically in the school without any function or gain. Thus deaf may develop negative attitude and even demoralized. The study suggested that with less development of ESL, it is difficult to practice deaf inclusion. However the Salamanca Statement clearly states: Education policies should take into account of individual differences and situations. The importance of sign

language as the medium of communication among the Deaf, for example, should be recognized and provision made to ensure that all Deaf persons have access to education in their national signed language (UNESCO 1994, p.18).

In addition, Convention on the Rights of Persons with Disabilities (2006) article 24 states that: Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community, Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

Even though, the international conventions address the importance of sign language as medium of instruction, the result of the study indicates that due attention is not given for the development of ESL which in turn challenges, the move towards the inclusion of the deaf. ESL is less resourced and documented, and it needs more studies to develop and use it as a medium of instruction.

III. Suggestion to improve the quality of the inclusive setting for Deaf students

The participant teacher's of the deaf were asked about the solution. They suggest the following

"...deaf students must learn in separate class with trained teachers or with deaf teachers. If both teachers and students were deaf, they can communicate because they are from the same culture so that they could easily understand each other". They said.

Similarly, the participant pre lingual deaf students suggest the solution for the challenges mentioned before.

"...All the teachers and the school communities must learn sign language, and also if teachers were well trained in sign language; it helped them to enhance their learning experience," they said.

In addition, participant pre lingual and post lingual deaf students put some solutions for the challenges mentioned before.

"...If the school allowed us, we want to be taught by deaf teacher; the second one was sign language interpreters must have adequate knowledge for each subject matter. The other one is

the sign language interpreters must work there at least for the whole academic year. And the last one we suggest is the hearing teachers must know sign language very well. Because whenever sign language interpreters are absent due to different reasons, if the teachers can also know sign language, didn't simply sit in the class room, At least we can be participant."

The principals suggested some solution for the raised problems related with sign language interpreters:

"...We are trying to discuss with governments to have permanent employees of SLI to solve the problem. Solving the problem of having permanent SLI employee solve the problem of deaf students, in addition to that the school administrators are working with Ethiopian deaf association to give some trainings for teachers to be effective in the inclusive class room ." In addition the principal added the following solutions for the raised problems: *"sign language interpreters are not interested to translate for deaf students in inclusive class room, they complain about teachers so that we are discussing with teachers."*

Generally, the respondent's deaf students, teachers, SLI, special needs Resource room head and the principal of the school raised different challenges and solutions for their inclusive school as mentioned above.

CHAPTER FIVE

Conclusion and Recommendations

5.1 Conclusion

The absence of special curriculum for the deaf and the acute shortage of special teaching personnel appeared to be the major obstacles in adopting sound teaching techniques and classroom activities. The deaf students were found to attend one and the same section and the same teaching techniques were made available for them.

Classroom lessons were not supplemented with activities and experiences that develop language and general knowledge of hearing impaired students.

The teachers at integrated settings were lacking even a preliminary orientation for teaching the deaf. The inclusive education problems seem also to be the result of lack of training of teachers and instructional facilities.

The teachers also preferred not to teach such children. One may conclude that the effectiveness of such teachers, especially those at integrated classes, is less than ideal.

The lack of expectation that a hearing impaired person can participate and contribute meaningfully in many aspects of life was also found to be the major inclusive education problem of hearing impaired students. The belief seems that one must hear and speak in order to function.

Generally, the study indicates that the challenges of deaf students in inclusive class room at the selected schools was a function of a multitude of factors which emanated from both what the students experienced in schools and in their socio economic environment. Thus, it can be seen the series of problems arising from the different aspects of educational systems are in the study, the most important factors in the school learning of Deaf students. It is unlikely that such education will be satisfactory unless it is based upon the needs of deaf students and unless it potentially leads them to join the same world as their hearing peers school as well as in work.

5.2.Recommendation

Since communication is the most salient area in deaf education, a focus on the same should provide a good platform from which to build inclusive teaching practices with the deaf. Because deaf children may have poor spoken language skills, clear communication in a language they understand with ease and comfort is of paramount importance for the comprehension of the curriculum content. Because total communication or combined method of teaching rather than oral only or one method is preferable

Although inclusive education for the deaf is being advocated for in Ethiopia to enable them feel as members of the same class and school community, there is still a need to be conscious of providing quality Special Needs Education. This means that the school must ensure that all students no matter their difficulty or disability, or severity of disability are given the kind of education that is relevant for them. Such an education must be adjusted to their potentials and needs and must be given through a relevant system.

Curriculum is one of the obstacles or tools that need to be carefully designed and adapted in order to facilitate the development and implementation of a proper inclusive system. It facilitates the development of more inclusive settings when it leaves room for the center of learning or when the individual teacher makes adaptations to enhance sense in the local context for the individual learner. And educational experts in special education should be engaged in the design and development of special modified curriculum for the hearing impaired.

Teachers need to be trained in order to translate and implement the curriculum into practice and Preparing an in-service training program for teachers with short, intensive courses of the subject matter is an important and urgent for improving the schooling situation of the hearing impaired children, and deaf teachers also should be available.

In addition, teachers of the deaf, sign language interpreters, SNE resource room teachers, and principals must acquire adequate information to change the school system and Inclusive Education Resource Center (IERC) should be well equipped with the necessary facilities environment in order to accommodate the needs of the deaf learners.

Finally, lack of social and academic interactions due to language barrier may lead to isolation and loneliness on the part of the deaf so Social integration should be made practical for hearing-impaired child through such means as games, social clubs, and plays of both the hearing and the hearing-impaired within the schools' compound.

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Appendix A
Addis Ababa University
College of Education and Behavioral Science
School of Graduate Studies
Department of Special Needs Education

Semi- structured Interview Guide for teachers

1. How do you describe accessibility of resources to enable students with hearing impairment to participate fully in school activities?
2. Does the school have any mechanisms to share information among teachers about students with hearing impairment?
3. Do you feel any challenges to manage students with hearing impairment in the class?
4. Do you apply differentiated lesson plan in order to recognize the learning requirements of students with hearing impairment?
5. How do you make your classroom culture to encourage positive effort and promote the performance of students with hearing impairment?
6. Do you think students with hearing impairment can benefit from being included in the general classroom?
7. How do peer group treat with the hearing impaired student? Did you give them any lesson? If yes, what is that? Please provide an example.
8. Describe the challenges of inclusive education for the deaf that you face in your school?
10. And what strategies do you suggest to be used?

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

School of Graduate

Department of Special Needs Education

Semi- structured Interview Guide for sign language interpreters

1. What is your understanding about the concept of inclusive class room?
2. How do you explain inclusive class room in your school as a sign language interpreter?
3. How do you see inclusive education for the deaf?
4. Is inclusion really appropriate for the deaf? Why? Is inclusion really practical for the deaf in Minilik the II preparatory school?
5. What are your view, feeling and experiences about teaching the deaf students in the school you are working?
6. How the Sign Language does contribute for the inclusion of the deaf?
7. Do you think inclusion develop sign language abilities of the deaf? How?
8. Do you think inclusive education increases academic achievement of the deaf?
9. What are the opportunities and challenges of inclusive education for the deaf in your school as a sign language interpreter?
10. How can we overcome the challenges of inclusive education for the deaf?

Appendix C

Addis Ababa University

College of Education and Behavioral Science

School of Graduate Studies

Department of Special Needs Education

Guiding questions to facilitate students' focus group discussion

1. Do you think your teachers have adequate knowledge, skills and background to teach the students with hearing impairment?
2. Do you get an access of the resource room, library, laboratory and other supportive materials like visualized and tactile aids to get your needs met?
3. Do you actively participate in the classroom activities with your classmates?
4. Do you think students with hearing impairment benefit from being included in the general education classroom?
5. Is there a collaborative effort between the school and the teachers to get rid of physical barriers and obstacles from the school?
6. What do you think are the challenges of inclusive education in Minilik II preparatory School?
7. What do you think are the possible causes for the challenges of inclusion?
10. What has been your experience with your sign language interpreter?
11. What do you suggest to overcome the challenges of inclusion for you?

Appendix D

Addis Ababa University

College of Education and Behavioral Studies

School of Graduate

Department of Special Needs Education

Semi-structured Interview Guide for Students with hearing impairment (pre lingual deaf)

1. What has been your experience in how teaching is done at your school?
2. Are you able to take part in class discussions? How has it been for you?
3. How do you relate with your lecturers?
4. What has been your experience with your sign language interpreter? Do you feel they relay the content being taught as it should be?
5. Other than interpreters, what other assistance would you require to enhance your learning experience?
6. What has been your experience been like interacting with other students within school?
7. Which social activities do you take part in school?
8. How do administration, staff and others treat/relate with you when you go seeking services?

Appendix E

Addis Ababa University

College of Education and Behavioral Studies

School of Graduate

Department of Special Needs Education

Semi-structured Interview Guide for Students with hearing impairment (post lingual deaf)

1. When do you become deaf?
2. What kind of treatment did you get?
3. What has been your experience in how teaching is done at your school?
4. Have you ever been challenged by your peers, teachers or other staffs in your school because that you can speak?
5. Can you learn in the class room using lip reading while the teacher's lecture?
6. Are you able to take part in class discussions? How has it been for you?
7. How do you relate with your lecturers?
8. What has been your experience with your sign language interpreter? Do you feel they relay the content being taught as it should be?
9. Other than interpreters, what other assistance would you require to enhance your learning experience?
10. What has been your experience been like interacting with other students within school?
11. Which social activities do you take part in school?
12. How do administration, staff and others treat/relate with you when you go seeking services?

Appendix F

Addis Ababa University

College of Education and Behavioral Science

School of Graduate Studies

Department of Special Needs Education

Semi-structured Interview Guide for school principals

1. How are the learning needs for students with hearing impairment catered by the school policies?
2. In which ways is the school integrating/upgrading its infrastructure to cater for the needs of students with hearing impairment?
3. In your opinion, what are the challenges experienced by staff in working with hearing impaired students?
4. Which recommendations would you give to reduce and/ or eliminate the barriers experienced by hearing impaired students?
5. What would you recommend that the school do in order to reduce and/or eliminate the barriers experienced by hearing impaired students?

Appendix G

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Observation Guide

s/n	Observation Points	Yes	No	Remark
1	Teachers practice of different method of teaching and evaluation method recognizing the needs of students with diversified needs			
2	Teachers differentiated lesson plan considering the diversified needs of students			
3	The presence of different teaching & supportive materials in the library and the resource room			
4	The presence of different documents & guide lines in the school administration which facilitate inclusion in the school			
5	The presence of organized data by the school administration about students with hearing impairment			
6	The presence of organized data by the teacher about students with hearing impairment			
7	The practice of learner- centered approach in the classroom			
8	The Peer support for students with hearing impairment			
9	The access of teaching material for students with hearing impairment			

s/n	Observation Points	Yes	No	Remark
10	The class room size and the seating arrangement			
11	The special needs activities in the resource room			
12	The adequate Provision of teaching materials for students			
13	The activity modified to meet a variety of children's needs			
14	Allow and encourage students to express themselves to ask or answer questions			
15	Treat all students with respect			
16	Having willingness to listen students hearing impairment			