

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

**Perception of School Community towards Inclusive Education of Deaf Students: The
Case of Afeteysa Primary and Secondary School in Dire-Dawa**

By:
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**This thesis is submitted to the Department of Special needs education in Partial Fulfillment of the
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Abbreviations

CWHI	Children with hearing impairment
CDE	California Department of Education
E ESL	Ethiopian Sign Language
NAD	Ethiopian National Association for the Deaf
HI	Hearing Impairment
HL	Hearing Loss
IE	Inclusive Education
MOE	Ministry of Education
PWDs	Persons with disabilities
RSDA	Rehabilitation Services for the Deaf Association
SL	Sign Language
SWHI	Students with Hearing Impairment
SWDS	Students with disabilities
SNE	Special Needs Education
UN	United Nations
UNESCO	United National Educational, Scientific and Cultural Organization
WFD	World Federation for the Deaf

Abstract

The aim of the study was to describe and analyze the perception of school community and deaf students towards inclusive education in Afeteysa primary and secondary school of Dire Dawa. In order to achieve the purpose of the study, basic research questions were raised. Qualitative research design was employed so as to understand the situation in the setting. Purposive sampling procedures were also used. To get the required information from the participants about the research the participants of the study were comprised of six deaf students from grade seven to ten (7-10), and there were five males and one female. Four of them were profoundly pre-lingual deaf, and two were profoundly post-lingual deaf. Moreover, key- informants such as 7 SNE Teachers, 2 principals as well as the School counselor were also involved. The data obtained were analyzed through descriptive method. The method that the researcher was used was also interview, observation and FGD. The following major findings were obtained. Those are 1) all of the participants of teachers, principals and students with hearing impairments perceive inclusive education positively. 2) Inclusive education has both academic and social benefits for all students and has an opportunity to develop communication and social interaction. 3) There was limited understanding, lack of commitment and willingness on the side of the school director. 4) The Deaf children have developed their confidence in their participation, social interaction with their hearing peers, they can also be active participants in their academics. The study concludes that there was a need to foster more positive attitudes among the school community the inclusive education is to be implemented.

CHAPTER ONE

1. Introduction

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, IE practice 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 SNE (UNESCO, 1994). It calls up on 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 student .The following statements was included in the Salamanca statement and frame work 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’ (UNESCO, 1994, P.18).

The Salamanca statement or framework and other International Conventions concerning persons with disabilities have provided both the inspiration and the foundation for the movement towards inclusion of 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 enjoyment of these rights, and requires the creation of appropriate supportive and protective environments.

Regarding inclusive education, the government of Ethiopia has adapted and implemented various international conventions, laws, policies and standards pertaining to persons with

disabilities accordingly. Here, issues of children with disabilities gradually become more prominent within the various national policies and legislations. These clearly underlined the rights of persons with disabilities to have access to education. They also needed the commitment of the government and other stakeholders (Tirussew, 2005).

Currently, the move towards inclusive education is started in some schools of our country Ethiopia for children with hearing impairment and different researches have been conducted on inclusive education as well as attitudes of the society towards persons with hearing impairment such as (Abate , 2001 , Abebe 2000 & Tesfaye 2004). Here, the initiation to investigate different issues in the area and the attempt is appreciable indeed. However, the view of school community and the view of Deaf students towards their inclusion is not well touched and also the inclusion of students with hearing impairment in general education classrooms with hearing peers continues to be a controversial issue (Tirussew, 2005).

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 positive identity for their 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 are 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).

According to WFD (2005), much of the research on disability has ignored the views and experiences of persons with disability themselves. Persons without disability and professionals have researched disability issues and given their perspectives and documented such things as changing numbers and types of schools and official rationales for changing policies. Furthermore, research in to disability has focused primarily on medical and psychological issues rather than on the disabling environment.

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

representatives, stakeholders, and members of the deaf associations perceive inclusion of children with hearing impairment (CWHI). For example, according to the American National Association of the Deaf (2002) full inclusion for the deaf and hard of hearing creates language and communication barriers that are potentially harmful and consequently deny these children and their education by placing them in a least restrictive environment. This association does not support full inclusion and considers it as the elimination of alternative placements like special classes/schools. Thus, there is a need to understand the views of deaf individuals towards the inclusion of the deaf because successful inclusion requires a shift in attitudes and beliefs of all stakeholders (UNESCO, 2001). In addition, organizations of PWDs in which people with disability themselves have the decisive role and have to be invited to take an active part in identifying needs, and get chance in expressing views on service provision for themselves (UNESCO, 1994).

1.2 Statement of the problem

Several scholars believe that inclusion of students with disabilities in general education settings cannot work for students who are Deaf or have hard of hearing. They refer to problems associated with language and communication, socialization, and cultural identity (Hang & Paul, 2006). Likewise, there is the belief that Deaf are reluctant to inclusive education by arguing that the need of Deaf learners are entirely different from the learners with other type of disabilities and the opposition to inclusion has come from Deaf community (Hung, 2005, UNESCO, 2001) indicates that specific disabilities organization effort is required to address the educational needs of people with disabilities and to promote inclusive education. To this end, the ministry of education established a committee by including representatives from association of people with hearing impairment to follow up the implementation of special education and/or inclusive education. The committee has been assigned to the responsibility of the following up the development of inclusive education and its implementations from the point of view of the beneficiaries'/children with disabilities (MOE, 2006). Currently, both Ethiopian National Association of the Deaf (ENAD) and Rehabilitation Services for the Deaf Association (RSDA) are working on the education of children with hearing impairment by establishing special school for deaf children and providing support in some regular schools respectively. Although, the government considers the role of the deaf association in implementing inclusive education,

their contribution to the inclusion of the deaf have not been investigated. According to the American National Association of the Deaf (2002) the success of inclusive education can be influenced by how people with hearing disability and their associations perceive inclusion of children with hearing impairment.

Regarding the attitude of the society towards the inclusion of the deaf, research conducted in Ethiopia has been limited due to relative infancy the use of the inclusion as an educational principle. The studies were particularly conducted focusing on teaching the deaf. Learners from the educator's perspectives and aiming to design practices and strategies that will assist them in the classroom. As to the researcher of this paper formal and informal observation, the studies have limitations to address the difficulties encountered by persons with hearing impairments from the attitudes of their teachers and themselves. Bearing this in mind this research aimed to investigate the perspectives of teachers and deaf students towards the new practice of inclusive education so that the gap will hopefully be filled by addressing the consequences of perspectives of both concerned bodies by recommending expected solution that will be investigated following the leading questions of the research. 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 /or improved and to do this, the basic research questions which will be answered in the findings of the study are prepared.

1.3. Research Questions

The research is expected to answer the following research questions.

1. What are the major challenges of the inclusion of the deaf in the regular classrooms?
2. What are the major opportunities of the inclusion of the deaf?
3. How the school community and deaf students perceive inclusive education?
4. How do deaf students perceive their inclusion in the regular school?
5. Why such perceptions are emerged and how it could be solved?

1.4. Objective of the Study

1.4.1. General objective of the study

The main purpose of this study is to examine the perception of the school community and SWHI towards inclusive education in Dire Dawa administrative counsel at Afteysa primary and secondary school.

1.4.2. Specific Objectives of the Study

1. To know the perception of teachers towards inclusive education
2. To know the perception of deaf students towards inclusive education
3. To identify the major challenges of inclusive education in the school
4. To identify the major challenges of teachers, in process of implementing inclusive education at the school
5. To identify the major opportunity of inclusion of the deaf

1.5. Significance of the Study

The development of an inclusive educational policy, curriculum and teacher training programs are frontiers of challenges encountered in the course of implementing inclusive education. Generally, the challenge towards inclusive education could emanate from different directions such as attitudinal factors, rigid school system, resistance to change, lack of clear educational guide lines, inadequate resources and fear of losing one's job on the part of special school teachers (Tirussew T, 2005).

Therefore, the result of the study may...

1. To know the perception of teachers and deaf students and to work on them
2. Understand the role of the school play in inclusion of the deaf students
3. Identify the main challenges of the inclusion of deaf students; provide a conducive environment and provide recommendations to the concerned body.
4. Contribute to researchers who are interested in conducting research on related issues.
5. Facilitate and improve educational services for SWHI by giving possible recommendation for the school.

1.6. Operational Definitions

The following are operational definitions of important terms in the study. According to this Study:

Hearing - Impaired /Deaf : refers to grades 7-10 students whose hearing loss was assumed to be from 41 dB to 91 +dB, enrolled in the school (Afteysa primary and secondary school of Dire Dawa).

Perception: refers to the school community and SWHI ‘response /reaction in favoring or disfavoring the inclusion of students with hearing impairments into regular classes of afeteysa primary and secondary school.

Inclusive School: are ordinary (regular) schools open to all SWHI in Afeteesa primary and secondary school

Challenges: refers to the situations that are difficult and non-stimulating to the deaf child’s participation within the environment

Deaf: refers to the deaf students who were attending in the selected school for the study and were taken for the case study.

Opportunity: refers to the access or possibilities that are appropriate and suitable to the deaf child to fully participate in social life.

Post-lingual deaf: refers to a deaf child that the impairment occurred after speech and language skills have been acquired ‘ *adventitious*’ through the sense of hearing.

Pre-lingual deaf: refers to a deaf child that the impairment was present at birth ‘congenital’ or occurred before the development of speech and language.

Special Needs Education Teachers: refers to the inclusive class teachers assigned to teach in the selected governmental primary and secondary school.

Regular Classes: are classes where students with hearing impairments are included to attend their education in the selected governmental school.

1.7. The scope of the study

The scope of the study is limited to Afeteysa primary and secondary school of Dire Dawa town.

1.8. Limitation of the Study

Inclusive education, it self, is a relatively new phenomenon in Ethiopia. Hence, locally written literature particularly on views /perception towards inclusion of SWHI is not available. The researcher therefore, feels that sufficient (additional) evidences were not presented to supplement the study in the Ethiopian context.

CHAPTER- TWO

2. Review of Related Literature

2.1 Definition and Conceptual Framework

According to Kirk & Gallagher, (1989), there are several factors involved in describing hearing impairment: the age at which the loss occurs (pre-lingual or post-lingual), the type of hearing loss (conductive, sensor neural, or mixed) and the degree of hearing loss (from mild to profound) Many terms are used to the population of individuals who have difficulty hearing. However, the definitions given to hearing impairment may be used to convey different meaning to different people for various purposes. The word “*deaf*” and the term ‘*hard of hearing*’ are given the following definitions.

Deaf’ signifies that a hearing loss which adversely affects educational performance and which is so severe that the child is impaired in processing (communication) information through hearing, with or without amplification (hearing aids). ‘Hard of hearing’ refers to a hearing loss, whether permanent or fluctuating, that adversely affects a child’s educational performance but which allows the child access to some degree of communication with or without amplifications (Schulz et al. 1991; Sikkonen, 1994).

The term “*hearing impaired*” is used inconsistently, in which some use it to mean all degrees of hearing loss. While others use it to refer to the hard-of-hearing population. The terms ‘*deaf mute*’ and “*deaf and dumb*” are antiquated. Not only are they seen as outdated, they are also viewed as offensive (Easterbrooks & Baker - Hawkins, 1994).

Classification of the Hearing Loss

Hearing loss has been organized traditionally in to five categories, which consider the range of sounds usual in speech; it may be helpful for the regular teacher to know which category best describes his particular students (Moore, 1996).

Normal hearing

Students can detect all speech sounds even at a soft conversations level. The student’s hearing would be plotted in the 10 to 15 decibel range on a diagram.

Minimal loss

Students may have difficulty hearing faint or distant speech. Peer conversation and teacher instructions presented too rapidly, particularly in noisy classroom are likely to result in missed information. Loss is between 16 to 25 dB.

Mild

Students may miss up to 50% of class discussions especially if voices are soft or the environment is noisy. Students will require the use of a hearing aid or personal FM system loss is between 26 to 40 dB

Moderate

Classroom conversation from 3 to 5 feet away can be understood if the structure and vocabulary is controlled. Hearing and/or personal FM system are essential. Specific attention will need to be directed to language development reading and written language. Loss is between 41 to 55 dB.

Moderate to severe

Without amplification student with this degree of loss can miss up to 100% of speech information. Full time use of amplification is essential. They will probably require additional help in Language based academic subjects. Loss is between 56 to 70 decibels.

Severe

Students can only hear loud noises at close distances. They require individual hearing aids intensive auditory training and specialized instructional techniques in reading, language and speech development. Loss is between 71 to 90 dB.

Profound

For all practical purposes these students rely on vision rather than hearing for processing information. If you have a student in this category, he or she is usually a candidate for signing systems and specialized instructional techniques in reading, speech, and language development. A loss of 91 dB or more is described as profound.

2.2. Types and Causes of Hearing Loss

There are three major types of hearing losses. The first is called a conductive hearing loss, this occurs when something goes wrong with the outer or middle ear, impeding sound waves from being conducted or carried to the inner ear. The second type of loss is called sensor neural hearing loss and occurs when damage to the inner ear or the auditory nerve impedes the second message from being sent to the brain. The third type is referred to as a central auditory processing disorder because, even though there is no specific damage to the ear itself, the neural system involved in understanding what is heard is impaired. Children with central auditory processing disorder may have normal hearing or measured by an audiometer, but they often have difficulty in understanding what they hear. A child may also have a combination of these forms of hearing loss (Easterbrooks & Baker- Hawkins, 1994). And, also the prevalent causes of hearing impairment in children are: maternal rubella, hereditary causes, complication during pregnancy and birth, and childhood diseases infections, and injuries warrant special attention (Kirk & Gallagher, 1989)

2.4. The Signs of Hearing Loss

When a child has a hearing loss during the developmental years, all areas of development can be affected significantly. A hearing loss limits ease of acquisition of interaction with others, the ability to make sense out of the environment, and also acquiring academic skills.

The early identification of a hearing loss is critical to a child's academic and emotional adjustment. According to Davis (1989), in very young children the signs of a hearing loss are lack of attention or inconsistent attention, lack of vocal interactions or reduced vocal interactions and lack of or reduction in language development. In school-aged children, the signs of a hearing loss are a high degree of frustration with school and with others, low grades or a noticeable drop in grades, or a change in patterns of paying attention.

2.5. Definition of Inclusive Education

Inclusive education is providing quality education for all despite of age, disability, gender, etc .It is based on the right of all learners to quality education that accommodates their learning needs .It enhances educational opportunities for all children and not just students with special needs.

2.6. Concepts of Inclusion and Integration

Placement of students with hearing impairment in elementary general education classes may be linked with either integration or inclusion, depending on factors such as level of support (Myers & Bagree, 2011). They added that of all the levels of schooling, elementary school has the best chance of erasing the quality gap that exists for many children in terms of readiness to begin school. Therefore, in fundamental nature, elementary schools hold the primary ticket to a better life for millions of children.

The advocates of inclusion argued that inclusion is a phrase that is interpreted in various ways and has different meanings for different people. According to (Sage 1993 as cited In Idol ,1997) inclusive education means the existence of only one unified education system that encompasses all members equitably. Rose and Howley (2007) also stated that inclusive education is mainstreaming of all students with disability in regular schools near their homes.

The Wisconsin Educational Association Council, (WEAC, 2007) reported that:

Inclusion is a term that expresses commitment to educate each child to the maximum extent appropriate in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class rather than having to keep up with the other students. (p.1)

In relation to this, Other Advocates of inclusive classrooms particularly for SWHI argue that inclusion is not just the placement of SWHI into regular classrooms, but rather a philosophy that is advantageous for all students (Rallis & Anderson, 1994)

In a similar manner, Rose and Howle (2007) explained that Inclusion is not simply about placing SWHI in mainstream classrooms. Once located within this environment, pupils must be offered opportunities to learn at an appropriate pace, level, and be enabled to socialize with their peers. Furthermore, Limaye (1999) argued that inclusion requires deaf learners be supported and enable them to master new skills, encouraged to strive for greater achievements, and assisted to develop healthy and positive self-concepts. Still He further stated that SWHI educated in regular schools usually find new ways of coping in a normal situation very early, which results in a greater ability to cope in a hearing world.

In relation to this, Barton (2003) mentioned that Inclusion is a process that wishes to extend to the maximum the opportunity of deaf and hard of hearing children to attend regular classrooms. It involves providing necessary Special Education services under the responsibility of the general classroom teacher. He further stated that education is not about assimilation or accommodation and dumping of individuals into an essentially unchanged system of educational provision and practice. However, inclusive education is about why, how, when, where educating all learners.

The advocates of integration argued that the central concept of integration is placement of students with disabilities in the general education classroom who have an ability to manage the expectations of that classroom (Friend and Bursuck, 1999). They further stated that Integration places greater emphasis on the child being able to adapt to the general education classroom. Therefore, to integrate a child successfully, it is first necessary to evaluate the child's readiness to function within the classroom.

In the position of Pijl et al. (1997), integration is an effort to place pupils with special needs in the mainstream in regular education. Other advocator of segregated classrooms argued that "integrated classroom is the selective placement of a deaf or hard of hearing student in a regular classroom, requiring that this student has the ability to participate in the school programme" (Stubbs, 2008 p.5). He further showed the difference from inclusive education as follows:

The focus is still on the individual child, not on the system. The child is seen as the problem, and must be made 'ready' for integration rather than the school being made ready. It often refers to a geographical process – moving a child physically into a mainstream school. It ignores issues such as whether the child is really learning, or really being accepted and included.

The majority of resources and methods are focused on the individual child, not on the teacher's skills or the system. Classroom assistants/itinerant teachers/ personal assistants focus their attention on an individual child rather than on the whole classroom environment – this can be over-protective for the child, can increase stigmatization, and ignores another child who may need support.

If the child drops out, he repeats many years, or he is excluded. Then, this is perceived to be the child's fault: (pp .43-44) Snyder et al. (2001) explained that "integration removes students who are not functioning well in general education classes and returns them when they are able to function academically and socially" (p.199). when problems arise, blame attaches to the child not to the teachers or education system (Myers and Bagree, 2011).

2.7 Inclusive Classroom Teachers

2.7.1 Regular Teachers

Education of students with hearing impairment in regular classes requires skilled and thoughtful planning and support for effective inclusion to develop students' language and communication skills; otherwise, it may contribute to lowered achievement, lack of individual attention or personal difficulties (Lloyd et al., 2005 cited in Sari, 2007).

Therefore, teachers of students with hearing impairment should have appropriate skills and knowledge of inclusive curriculum processes and be concerned to the principles of inclusion (Sari, 2007).

In support to this idea, Lindsay (2007) explains that at the heart of all education is the

Practice of teachers; therefore, the role of teachers in developing inclusion is central to its success. Pijl et al. (1997) acknowledged that inclusive education depends on what teachers do in classrooms, on the way in which schools organize their education and on a number of factors outside schools. They further decided that teachers in regular schools should themselves be aware that teaching within inclusive education generally will need to provide individual education, in particular for children with hearing impairment.

In this regard, as stated by Glazzard et al. (2010), every teacher must have a detailed knowledge and understanding of special educational needs in order to provide inclusive education for the children they teach. In line with this, Rose and Holwey (2007) stated that teachers in inclusive classrooms must address communication within their classrooms in order to promote effective teaching and learning. This may involve thinking about using sign language to enhance and support the need of students with hearing impairment.

UNESCO (2009) stated that teachers of inclusive classroom must be familiarized with new curricula and trained in addressing student performances .In this regard, Stewart & Kluwin

(2001 in Marschark& Spencer, 2003) showed that there is ample evidence that Students with Hearing Impairment have specific needs as learners that require some adaptation of both objectives and the learning experiences designed to achieve standardized outcomes by teachers. Therefore, the curriculum must be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs, abilities and learning styles of each and every pupil (Meijer, 1999 cited in UNESCO, 2009).

Rose and Howley (2007) also state that teachers in inclusive classrooms should have to evaluate the effectiveness of their classroom environments both in relation to the needs of all pupils and through making adaptations and adjustments for individuals where needed.

Teachers, who are able to adapt their teaching approaches in order to address the learning difficulties of one pupil, often benefit others in the class and that flexibility is a critical feature of inclusive classrooms (Ainscow, 1999 cited in Rose & Howley 2007).

In relation to this, Good practice in differentiating teaching and learning requires a detailed understanding of the needs of all pupils in the class (Rose &Howley, 2007) and particular emphases in the curriculum (Marschark& Spencer, 2003). O'Brien and Guiney (2001) cited in Rose and Howley (2007) mentioned that planning to address a wide range of needs within a single class requires that teachers be able to provide work at different levels, deliver this at a variable pace and use a diversity of resources according to the needs of individuals. In supporting this, Rose & Howle (2007) discussed that Planning to address the needs of students with hearing impairment is an invent approaches that are not only successful for the targeted individual, but also have a positive impact upon other learners in the class .

In the same way, Wearmouth (2009) suggests that Inclusive Teaching means:

Adjusting learning objectives to suit individual students 'needs. This includes considerations of not every student is expected to be working on the same learning objectives as every other student in the class; teaching using variety of approaches or matched (open and closed tasks, short and long tasks, visual, auditory or kinesthetic learning) to achieve the needs of individuals; Understanding that the learning context. (Pp.36-37).

Jakson ,(2005) also mentioned that teaching students with hearing impairment effectively in general education settings needs consideration of the school community on the issues listed below.

Classroom teachers have to time to learn about their student and deafness.

School must provide support that promotes positive outcomes, such as providing adequate professional staff and an adequate budget for the purchasing of materials and equipment. Professional staff must provide information about the needs of students who are deaf/hard-of-hearing and identify appropriate instructional strategies. Teachers have a responsibility to develop an understanding of how individual pupils learn.

As Rose and Howley (2007) suggest,

If we accept that all pupils will learn in different ways and that teachers have a responsibility to provide opportunities for pupils to develop their strengths and to address individual learning needs through the whole range of learning styles and intelligences, it becomes clear that this approach is equally relevant to all pupils, including those who have SEN.(p. 38)

Smith (1996) cited in Rose and Howley (2007) also suggests that learning is most effective when experiences are presented through preferred learning ‘modalities’, naming the three key learning styles as visual, auditory and kinesthetic. Concerning the responsibility of classroom teacher, Warmouth (2009) stated that classroom teachers are responsible for finding ways to support learners to make connections with what they already know. One basic way to do this is to talk with learners of any age about what they do or do not know and encourage them not to be ashamed to discuss difficulties they might be experiencing. In support, all pupils must be challenged to facilitate progress and not remain static in their current learning regardless of need or ability.

According to California department of Education (CDE) (2000), typical responsibilities of the general education teacher are recognized as follows:

Providing instruction with appropriate modifications or accommodation; Evaluating the student’s progress; participating in in-service training regarding the unique needs of students with hearing loss; collaborating with support staff (e.g., itinerant deaf and hard of hearing teacher, speech and language specialist, interpreter); demonstrating willingness to make necessary modifications and accommodations for the student.(pp .52-53)

In support to this, Jenkins et al. (1990) cited in Antia (1999) stated that one of the major theoretical premises of inclusion is that the classroom teacher. They added that rather than the special educator, the classroom teacher has the primary responsibility for educating all children in the classroom and that classroom teacher and special educators will work in partnership to make adaptations in the curriculum and to structure the classroom in a manner that will promote social and academic integration of all children.

Idol (2006) also added that a special education teacher in the inclusive setting functioning as an educational consultant for the regular education classroom teacher and this indirect approach allowed the regular education teacher to be the only provider of instruction.

In this regard, Carrington (1999:20) believed that teachers should have an instructional effectiveness for educational change and school improvement. Teachers' instructional effectiveness plays a significant role in knowledge, and has strong relationship with student achievement (Henson, 2001). Further, he discussed that teacher instructional effectiveness can assist a teacher in many meaningful educational outcomes. When teachers have high instructional efficacy, they can directly influence student achievement.

Similarly, research studied by Muiji and Reynolds (2002) suggested that students who have teachers with high efficiency achieve better than students who are thought by teachers with low efficiency. Further, they discussed that low teacher efficiency has also linked to low expectations of student achievement. Therefore, Labaree (1984) summarizes that teachers have to bring the classroom instruction to the needs and interests of students rather than taking the students to the instruction.

2.7.2. Teaching Methods in Inclusive Classrooms

The way teachers teach is of critical importance in any reform designed to improve inclusion (UNESCO, 2009). In support to this, Carrington and Robinson (2006) stated that if the method of instruction in the classes for a large group is teacher directed, so many of the students are not actively engaged in the learning process. This passive style of learning allows some students to get through the school day with some and with little accountability and respect for their learning difficulty (Broze, 1990 cited in Carrington & Robinson, 2006).

On the other hand, how we view the style that affects students strongly? How do we treat them? Teachers' views about the root of the difficulties experienced by a student are highly influential on the kind of provision made for him/her (Wearmouth, 2009). He further explains that there can be challenges, but also huge personal rewards, for teachers in knowing that they can be influential in opening up children's life chances and changing their future prediction for the better. Similarly, Rose & Howley (2007) mentioned that recognizing individuality in learners is important, but must be managed in a way that puts neither the individual nor the class at a disadvantage. Marschark and Spencer (2003) explained, "Every child is an individual with his/her own strength and limitations. Therefore, it is important not to have a definite view on students with hearing impairment ability to function based on the degree of his/her hearing loss. Rather, regardless of the type of the hearing loss, a teacher should greatly improve the ability of students with hearing impairment to function in the classroom by making minor changes and arrangements based on his/her teaching style".(p.125).

Effective teaching begins from a positive attitude and a desire to achieve what is best for all the SWHI in a class. According to Pijl et al. (1997), the way in which teachers realize inclusion in the classroom largely depends on their attitude towards pupils with special needs and on the method available to them. Barnes (1999) cited in Rose and Howley (2007) has emphasized the impact of positive thinking and attitudes upon the management of successful classrooms. As he suggests, when confronted by challenges in the classroom, teachers need to develop powers of objectivity to enable them to recognize the difficulties that they face and take logical steps to addressing them.

Ainscow et al. (2007) comments that teachers need to see what inclusive teaching actually looks like and explore ideas with someone who can help them understand the difference between what they are doing and what they aspire to do. Department Of Education and Science (DES) (2007) clarified that students with hearing impairment may have a wide range of personal characteristics, behavior, interests and learning aptitudes as any other group of students. Therefore, instruction for students with hearing impairment needs to be planned, managed and evaluated strategically and continuously (DES, 2007). UNESCO (2009) also acknowledged that teachers must make sure that each pupil in the class understands the instructions.

Making actual the above idea, Flem et al., (2004) remarked that to be responsive to all learners in inclusive classroom, teaching strategies are required. This can depend on the ability of teachers to facilitate a good learning environment and ensuring that their teaching provides for everyone. .

In relation to this, the Royal National Institute for the Deaf (RNID) (2004) cited in Wearmouth (2009) mentioned the teaching strategies as follows:

Teachers should use natural speech patterns and not exaggerate lip movements or shout, highlight key terms and key concepts and place themselves in a position appropriate for students to lip-read, place a maximum range of 2 meters for those benefit from a hearing aid. Encourage to see the faces of peers who are speaking, use visual and written forms of language, as well as lip-reading or multi-sensory clue. (p.15).

Regardless of program location, all students with hearing impairment require optimal visual and acoustic conditions to obtain maximum benefits from the language teaching/learning situation in class (Erber, 1974). This may be facilitated by a collaborative approach with a regular teacher to develop resources and curriculum strategies for the entire class, but taking account of the needs students with hearing impairment (Marschark& Spencer, 2003). Rose and Howley (2007) also mentioned that the use of objects, pictures, signs, symbols and written words should be integral to classroom practice and matched to individual needs.

2.7.3 Sign-Language Interpreter

Students with Hearing Impairment have the same ability to learn, as do hearing children.

However, those children to learn, they need, like all children, to be in a linguistically rich environment in which sign language is fully accessible (CDE, 2000).

A sign language interpreter is a unique input to the inclusive classroom model for serving deaf students to facilitate communication, but does not serve as an educator or present instructional material on his/her own (Cawthon, 2001). He further point out that the sign language interpreter is an important element in creating a communicative environment in an inclusive classroom. He/she can be used to supplement teacher speech and facilitate student participation in classroom discourse. The role of the Interpreter is to facilitate communication, and he/she can significantly improve access to information for a student who is deaf or hard of hearing (Roy, 2009).

Martins (2006) points out that the interpreter of sign language should be capable of perceiving the difficulties of deaf students and of discovering ways and methods for justifying them. He/she should be a bridge between students, teachers and knowledge that will help overcome the linguistic difference in communicative interaction. Therefore, the author adds, “the way the interpreter acts requires a depth of theoretical knowledge of the different fields of study, familiarity with the language used in each situation and educational experience” (p.52).

Deaf and hard of hearing children who are receiving education in the general education classroom may require the services of a sign language interpreter or an oral, sign, or Cued Speech translator to have access to and understand the instructional material presented by the teacher and class discussion involving other students (California department of education ,2000). In support, Knuckey (2005) suggests that the provision of adequate and quality interpreting support is critical. Students need most of each day to be interpreted to allow access to communications in school. he further discusses that the provision of interpreting support makes SWHI independent as they are able to participate in the classroom, get on with learning and be responsible for themselves.

In relation to this, the CDE (2000) also explained that if the student who is deaf or hard of hearing knows sign language, he or she might have an interpreter. If not, Eye contact expressions and any other interaction should be equally shared between the teacher and the student as with any of the students.

Westwood (2009) summarizes the sign language interpreter issues in assisting students with hearing impairment to participate in inclusive classroom as follows:

1. Interpreter should be in the students Line of Vision. Because, all communication are comes through the eyes of deaf people.
2. In order for deaf people to follow the action of the event, it is necessary for the interpreter to sit or stand near the focus of attention. Speakers, media, and interpreter should be positioned along one sight line.
3. If the deaf student communicates through sign language, the interpreter has to voice what the student has said.

4. One person should speak at a time. During class if the teacher is speaking too fast, if someone speaks inaudibly, or if several students are speaking at once, the interpreter will not be able to provide a clear interpretation to the student. (p. 84)

2.8. Challenges of Teachers in Inclusive Classroom

Teaching pupils with special needs in regular classroom with no doubt deviates from the regular programs (Pijl et al. 1997). In a similar way, Wearmouth (2009) explained that for teachers and school governors as well, being faced with students labeled as ‘having special educational needs’ can be a frightening view.

Dockrell and Lindsay (2001) cited in Lindsay (2007) pointed out that lack of competence, resources or additional training and support for teachers to develop their own skills, and lack of awareness may challenge teachers’ development of inclusive education. In a similar manner, The National Mathematics Advisory Panel reports (2008) cited in William (2009) stated that Because of the knowledge and skill issues, elementary teachers face difficult challenges to meet the needs of every student to master the content of all core subject areas.

Further UNESCO (2009) suggested that teacher efficiency, the availability of support within the classroom, class size and overall workloads are some of the challenges that teachers faced in inclusive classroom. In this case, Merryfield (2000) cited in Donnelly (2010) also mentioned that one of the reasons why teachers are under-prepared for diversity is the lack of knowledge, experience, commitment and understanding of faculty members who teach teachers.

Accordingly, Florian (1998) cited in Rose and Howley (2007) acknowledged an important factor that, for many teachers, pupils with significant special educational needs can be a challenge in requiring careful planning and in some cases adopting of teaching approaches specifically aimed at meeting their individual needs. In support to this, UNESCO (1994) Explained that Teacher in Inclusive class confronting a challenge in developing child-centered pedagogy that able educating all children successfully.

In this regard, Pijl et al. (1997) also recognized that “teachers are faced with the question of how to instruct students with special needs” (p.9). Rose & Howley (2007) also stated that teachers throughout his/her career may face with new challenges presented by students who

have needs or require approaches and strategies with which unfamiliar for him/her. One of the most interesting aspects of being a teacher is that new challenges appear all the time and that this requires determination and professionalism in order to be successful (Rose &Howley, 2007). In supporting this idea, Doyle and Dye (2002) explained that Regardless of the statistics, most teachers have had little or no exposure to educating children with any degree of hearing loss and may believe poorly prepared to meet the needs of a child with hearing impairment.

2.9. Students with Hearing Impairment and Their Challenge in Inclusive Classroom

Every learner is an individual, and the possibility is that in most classes all pupils will have strengths and weaknesses, preferences and dislikes that they find them uninteresting (Rose &Howley, 2007). The case of inclusive classroom, Rose and Howley (2007) identified that It is the one in which the teacher recognizes and addresses the needs of all learners; the most efficient means of providing access to the developmental and learning opportunities of SWHI (Kluwin& Stinson, 1993 cited in Marschark& Spencer, 2003).

In this regard, Wearmouth (2009) recognized that as in other areas of special educational needs, the key to successful inclusion is the philosophy of the school in which placing students with hearing impairment in inclusive classroom.

In a similar, World federation for deaf (WFD) explained that,

Inclusion for Students with Hearing Impairment means a supportive, signing and student-centered environment. This permits the learner to develop to his/her full educational, social and emotional potential. Otherwise, inclusion as a simple placement in a regular school without meaningful interaction with classmates and professionals at all times is equivalent to exclusion of the Students with Hearing Impairment from education and society. In such environments, the Deaf child is physically present but may be mentally and socially absent. (p. iii).

Westwood (2009) believed that Students with Hearing Impairment increases their needs and motivation for communicate in regular class; similarly, hearing students would develop improved understanding and tolerance for individuals who are slightly different from others in the peer group. Further Knuckey (2005) also stated that the attitudes and expectations that are held regarding the learning and behavior of deaf students should be the same as those

seized for any student in the school. “When deaf students are given the right support and provided with positive learning experiences, their potential is unlimited” (p, 25)

2.9.1 Challenges of SWHI in Inclusive Classroom

Most students with disabilities can benefit from placement within regular classrooms when they received the additional assistance that they need. Inclusion helps eliminate the segregation and stereotyping that often happens to people with disabilities (Humphries & Nielsen, 2002). Furthermore, they discuss a successful experience in a regular classroom can help any student feel more confident in their ability to compete with their peers in academic and extracurricular activities; and this is especially important for students with disabilities who need extra social support

On the other hand, when support services are not provided for students with disabilities, inclusion can be harmful to their education. Many times students with hearing impairment lack the basic concept knowledge that they need because of limited exposure to the daily experiences that many non-impaired students get for arranged (Humphries & Nielsen, 2002). In a similar, Knuckey (2005) realize that Some SWHI may feel different and think they are the only ones who are hearing impaired and may have difficulty in accepting their own hearing loss. This situation further challenges the student not to start a lesson at the same point as their non-disabled peers (Humphries & Nielsen, 2002)

In relation to the above idea, Teacher expectations are without doubt biased by their previous experiences of teaching pupils they are also subject to the influences of stereotyping and the myths. As a result, Pupils with SEN are generally regarded as presenting a challenge to the management and pedagogical skills of the teacher (Rose, 2001 cited in Rose & Howle 2007). As Rose and Howle (2007) stated that in some schools, pupils who have been labeled as having SEN are regarded as a threat to the ability of teachers to maintain high academic standards and achieve the desired learning outcomes.

In the classroom, there may reasons that students with hearing impairment experience difficulties in learning (Wearmouth, 2009). Doyle and Dye (2002) explained that in inclusive classroom for students with hearing impairment, language is largely visual inclusive classroom for students with hearing impairment, language is largely visual.

However, for the hearing students, language is predominantly auditory. As a result, when two languages contact each other in the same environment, the results can be confusing.

In this regard, Knuckey (2005) stated that, SWHI may feel left out or may not understand what is happening in many situations at school. This can be potentially damaging to their self-esteem and self-image. In support this, Wood (2002) acknowledged that, because of communication problem, in a classroom setting students with hearing impairments may have difficulty following simple directions; may use unclear speech; may have unusual reactions to loud, may seem shy and withdrawn from other children. Roy (2009) also added that because of communication isolation, students in the classroom experiences Trauma, daydreaming and doodling (Oliva, 2004).

Many students who are deaf or hard of hearing arrive to school without a full language (Roy, 2009). Moreover, he explains that they may have difficulty with understanding written and spoken language if they are not fluent in their local language and face challenges when primarily uses sign language. In support, Hauland and Allen (2009) mentioned that, For SWHI, challenges to access are rarely about physical obstacles.

More often, the challenges are lack of accessible information comes through direct interaction with other people who do not know or use sign language.

Similarly to this idea, Matthews and Reich (1993) cited in Marschark and Spencer (2003) Suggested that Students with hearing impairment who use sign language and those who communicate orally in regular school share a range of communication difficulties in classrooms. Among these are problems in switching attention to and from speakers to see signs or lip patterns, switching attention from speakers to visual displays such as overhead projection or interpreters.

In a situation like this, SWHI usually has lagged behind that of hearing children and a number of special interest have impeded progress in both theory and practice (Marschark & Spencer, 2006). In addition, they have significant Problems in literacy (Traxler, 2000).

As a result, these challenges affect students' ability to master content subject material, learn independently, and use technology (Traxler, 2000).

Similarly, Hardman et al. (2005) cited in Westwood (2009) explained that Students with hearing impairment as they progress through primary school they fall three to four years behind the peer group in terms of reading ability. This lag in reading has a very detrimental impact on their performance in all subjects across the curriculum.

2.9.2 Relationship with Teachers and Peers

Hearing Impairment creates many problems for learning and for socialization (Westwood, 2009). As a result, not being able to hear the teacher's words and the words of their peers in school can cause tremendous frustration in social relationship and learning for a student with hearing impairment (MacFadden & Pittman, 2008 cited in Westwood, 2009). Peer interaction allows children to develop friendships that are important for the growth of the child's social self (Fine, 1981). As Garvey (1984) cited in Marschark and Spencer (2003) suggestion, interaction with peers leads to the development of the social skills necessary to initiate and maintain friendships. Through interaction with peers, children learn to take multiple perspectives in social situations, learn negotiation, conflict management, tact, and other social communication skills important for socialization in the adult world (Marschark & Spencer, 2003). Roy (2009) noted that one of the most unobserved aspects of the needs of the student who is deaf or hard of hearing is whether or not the student is able to effectively socialize with his other peers. He further discusses that without others, SWHI are isolated and chances for socialization are not successful. At the end, the student who is deaf or hard of hearing is vulnerable to discrimination. A Children with hearing impairment interact more with hearing impaired peers than with hearing ones, and hearing children interact more with hearing peers than with hearing impaired ones (Antia et al., 1997). In support, Marschark (2007) explained that "in inclusive setting hearing impaired student generally are not accepted by their hearing peers and as a result they may report feeling lonely, reject, irritation, and socially isolated" (p.58). This discrimination toward individuals with disabilities in general, and individuals who are deaf or hard of hearing in particular, are deeply rooted and difficult to change (Foster, 1987). However, these concerns may improve after time with the support of teachers (Marschark & Spencer, 2003). Stinson et al. (1999) recognized that participation with hearing peers is relatively greater for deaf students who are primarily in general education classes than for deaf students who are primarily in separate classes.

In this regard, Roy (2009) advised that Teachers should set a good example and encourage the social acceptance of students who are deaf or hard of hearing. The way the teacher approaches matters how other students, teachers, and administrators perceive on student who is deaf or hard of hearing. In this case, Students with positive social interactions in school have a tendency to have higher academic achievement, better mental health, and are more likely to succeed in their careers (Roy, 2009).

Similarly, Rose and Holwey (2007) explained that teacher and pupil relationship is clearly critical in establishing routes to effective teaching. Further, they discuss teachers authority in the classroom is central to the maintenance of order, and the tone implemented by the teacher will influence the ways in which students respond and the climate for teaching (Rose & Holwey, 2007).

2.10. Opportunities of Inclusive Education

The general education classroom provides students with disabilities with access to students without disabilities ;access to curricula and text books to which most other students are exposed; access to subject matter content taught by subject matter specialists; access to instruction from a general education teacher whose training and expertise are quite different from those of special education teacher ; access to all of the stresses and strains associated with the preparation for taking of , and passing and/ or failing of the statewide assessments (Zigmond,2003).As compared to segregated settings, on inclusive settings students with disabilities are provided with the opportunity to be exposed to and reciprocate a broad range of social interaction behavior as well as have their social behavior reacted to these beneficial interactions can be characterized as proximal interactions (sensory contact), helping interactions (nondisabled students voluntarily providing direct assistance promoting social and affective relationships),and reciprocal interaction.

CHAPTER THREE

3. Research Methods

3.1. Research Design

As mentioned earlier, the researcher had chosen to use qualitative research design. This is because qualitative research can be done for multitude purpose to understand the qualities or essential nature of phenomena within a particular context. It is answering questions about what is happening and why or how it is happening. It can provide descriptive information that leads to an understanding of individuals with disability, their families and those who work with them (Creswell, 2009). The term qualitative implies an emphasis on the qualitative of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount interest or frequency (Denizen and Lincoln, as cited in Amare 2004, Dooley, 1995). According to Sally and Mohammad (2003) there were several reasons for the needs of using qualitative approach in disability research, people perception, which are complex and dynamic, can be investigated more qualitatively.

The other is there is a need to use qualitative method to collect information which is culture specific and for researches to action the knowledge that the complexities of human behavior, and the dynamic and cultural nature of such behavior, may be beyond the scope of quantitative methods.

Since qualitative inquiry typically focuses in depth on relatively small samples, even single case (N=1), selected purposefully (Michael Quinn Patton 2002).

At this juncture, it needs to be mentioned that, the study follows a phenomenological research traditions as described by Gall, et al (1996). This is because; phenomenology is primarily oriented towards the immediate phenomena of human experience, such as thinking and feelings (Odman, 1998). In addition to this phenomenological research is used to understand the meaning people make of their live experience This research which sets out to understand the perception and experience of teachers and deaf students towards the inclusion of students with hearing impairment has mainly employed a qualitative phenomenological research ; It also tries to understand what meanings participants construct

about the practice of inclusive education and how this affects the overall practice in the implementation of inclusion of students with hearing impairment in the regular school.

For the justification of the belief is that, unless the newly practices of inclusion of the deaf are not acknowledged as such by the participants; there is no way that things will change. In other words' it is to mean that, unless the participants get well understood with issue under consideration, they will not be in a better position to change the situation. In this case the researcher believed that they know how to understand the issues in question, they have to explore and find out themselves, and not least, they have to come up with the solutions on the bases of being motivated to do so. Therefore, act as a facilitator to the change which is ought to come later.

3.2. Research Area

The researcher has been carried in Dire Dawa ,the choice of venue is based on the fact that the school 'Afeteysa primary and secondary school " was the first school in providing education for the Deaf as well as pave the way towards the newly practiced inclusive education in Dire Dawa Administrative council / town.

3.3. Participants of the study

The population of the study included seven (7) teachers; six (6) Students with hearing impairment particularly students from grade (7, 8, 9 and 10); two School principals and SNE expert of the school (school counselor) are key participants from Afeteysa primary and secondary school.

3.3.1 Sampling technique

It is known that sampling in qualitative research is conceptually different from that in quantitative research. Thus the samples cannot be inferred and cannot be used for generalization on the basis of probabilistic procedure. Rather sampling was purposeful. According to Michael [2002], case for study(e.g. people , organizations, communities, cultures, events, critical incidences) are purposefully selected because they are , information rich and illuminative, that is, offer useful manifestations of the phenomenon of interest, sampling, then, is aimed at insight about the phenomenon not empirical generalization from a sample to a population. By purposeful sampling we choose particular subject to include

because they are believed to facilitate the expansion of the developing theory (Bogdan, and Biklen 2003). Due to this fact, sampling in this study was a process of actively seeking those highly informed person and those that provide fresh perspective ideas.

3.3.2. Sampling procedure

Purposeful sampling technique was employed based on the assumption that the researcher desired to understand and obtain insights and, therefore, first determined the selection criteria that were more relevant in selecting the cases for the study; and for key-informants independently.

Thus, the selection criteria for students with hearing impairment is essential to the study were those,

1. Level of hearing loss
2. Age of onset (both pre-lingual and post-lingual)
3. Age maturity / ability to express their idea

Further, selection criteria for key- informants,

1. Who have special knowledge (experience) in teaching students with hearing impairments?
2. Status in the school
3. Willing to share their knowledge and experience with the researcher.

Hence, the characteristics of the participants is indicated accordingly,

The main selection criteria were being easily available, deafness, have an experience in the field of SNE, officials, and have a potential to express their idea because of age maturity. In addition to the above criteria educational background and experiences were considered.

Four of the interviewees are profoundly pre- lingual deaf who are not used to spoken language and not express their feeling, idea in the spoken language except two deaf students who are post-lingual deaf. All SWHI were interviewed and responded using Ethiopian sign language interpreters. In addition to sign language interpreter all of the participants and the researcher are working in teaching students with hearing impairments and have sign language skill.

3.4 Data gathering instruments

3.4.1. Semi structure interview

As Cohen Manion (2000) point out, the interview can serve a number of distinct purposes. First, it can be used as the means of gathering information about a person's knowledge, values, preferences and attitudes. Gray and David (2010).

It was used to collect information from the total participants of the study in the school (sixteen). Participants (seven SNE teachers, six Deaf students, two principals and one school experts / counselor) were interviewed regarding their perspectives/ view about the inclusion of Deaf students in the regular school. Interview made with the targeted people to express their experiences, opinions, feelings and knowledge.

Then, the main research was conducted in the natural setting of the participants and the selected school for the deaf.

The informant interview was phrased closely to the participants' language. (*Amharic* – noted as the national language of the region)

Hence, the researcher put the data collection strategies in to the following research stages:

First, planning on how the researcher gains access to the field i.e. permission to use the site, acceptance by participants,

Second, establishing rapport, trust, and harmonious relationship with the research participants, and informants; hence, since this stage was the beginning of data collection, the researcher interviewed some of the respondents so as to make necessary adjustment to the establishing rapport and trust, along with the order of the questions during the interviews.

3.4.2. Focused group discussion

The use of focused groups allows for a sample of respondents to be interviewed and then re-interviewed so that attitudes and behaviors can be studied over a period of time .An advantage of focused groups is that they allow variety views to emerge, while group dynamics can often allow or the stimulation of new perspectives (Davide.E, Gray, 2011).

To confirm the qualitative result obtained through the interview and observation, focused group discussion was used as an instrument for confirmation purpose. Hence, two focused group

discussions were held with students with hearing impairments and SNE teachers. To generate more idea, some items related to issues in their perception about the inclusion of the deaf, opportunities and challenges of inclusion and the like were prepared as main points of discussion.

3.4.3. Observation

The data from observation consist of detailed description of people's activities, behaviors, actions and the full range of interpersonal interactions and organizational process that are part of observable human experience. The qualitative researcher discuss with people about their experiences and perceptions (Michael Quinn Patton, 2002).

The Observations Some key issues for observation had been developed prior to fieldwork. Before data gathering, the observation guide was partly based on some theoretical assumptions and partly initiated by the researcher.

The observation, as primary source of data collection in the study took place in the natural field setting: within the classroom i.e. during the teaching-learning processes, and out of the classroom within the school compound during their break time and sport class. The passive participant observation took place along with the interview. The researcher while conducting the observation guide was arranged and presented so as to record the situation of the setting. In sum, the researcher used combination of these strategies, description from field-notes.

3.5. Instrument development

Hence, unstructured questions that allows the interviewer greater latitude in asking broad questions were constructed. Tape recorder was also used so as to collect qualitatively significant data during the interview session. 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 repaired by the researcher and given to the academic advisor for approval.
2. The instruments were also commented by colleagues and SNE teachers and improvements were made based on the comments.

3. The instruments were prepared in English and translated to Amharic and the translation was made for the clarity and to minimize biased. It also necessary for collecting data with the help of sign language interpreter.

Therefore, it is expected that relevant data for the study was collected through semi structured and open ended interviews, focused group discussion and observation.

3.6. Data collection procedures.

Interviewing Procedure

The necessary arrangements were made with the administration of school so as to interview the respondent (the deaf children and the key - informants) in the director's office and to audiotape all interviews. Every respondent was interviewed separately. The researcher invited two interpreters who were competent to communicate with and to use Sign Language for the deaf students to help the researcher. The interpreter accompanied the deaf respondent during the interview sessions in the interviewing room. The School Head Teacher also accompanied the key- informants, particularly the teachers. The interviewer maintained a welcoming demeanor and the interviewer briefly explained the objectives of the interviews and ascertained by asking the respondents if they had questions or other concerns. The interviewer was also reciting common introduction when all interviews began.

The process of interviewing was done by both taking notes and tape recording to collect the data more completely and objectively via the interview schedules, which were determined in advance. Further, the interviewer used to record the responses by taking notes (abbreviated notes) during the interview and expanded after the interview was completed. The major issues of the interview schedule comprised of sequenced theme: background variables; experience; views and understanding; feeling and emotion. These were taken as predominant areas that enabled the interviewer to grasp relevant information about the perception of the deaf children and teachers in the school setting. Third, after having made adjustments to the site, research participants, and informants, the researcher kept on basic data collection activities and took some field- notes in the course of data collection. Fourth, ending data collection, this took place right after the researcher conducted the last interview; however, the researcher provided more attention to possible data analysis and verification of documents relevant to the research problem.

Ethical consideration

Referring to ethical consideration, after identifying the key informants with whom to begin the interview process, discussion with all participants of the study was made. The discussion contained information concerning the researcher's full consent (permission) to research process, awareness or description of what the study examines, the right to withdraw from participation at any time, the right of getting any relevant further information about the study, confidentially threatening of participants data and name were clearly discussed.. Therefore, the researcher obtained the informed consent of all participants verbally to start the interview process.

Finally, after assuring the validity, reliability and its appropriateness of the interview instrument and obtaining the informed consent, the instrument was made ready for the final study and the main research was conducted in the natural setting of the selected schools using interview, observation and focus group discussion instruments.

3.7. Methods of data analysis

Data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence, to address the initial propositions of a study (Yin,1989). In this case, the researcher believes that, it is the timing of analysis is with other tasks that distinguishes a qualitative design from traditional positivist research (Merriam,1988). That is analysis in qualitative research is an ongoing activity that takes place during data collection, devising of categories and the building of theory.

Gall, et al (1996) stated that a researcher needs to spend time analyzing the data, at least information, while data collection is still in progress. Data that have been analyzed while being collected are both parsimonious and illuminating (Merriam,1988).

Tesch, (1990) classified the various approaches that have been used to analyze qualitative data in to three types: interpretational analysis, structured analysis and reflective analysis.

The data analysis was an ongoing process and regularly repeated throughout the entire research process. The researcher began the formal analysis of the data right after the period of fieldwork. Since the study's finding was a descriptive account, the data were compressed and linked together in a descriptive that conveyed the meaning the researcher had derived from the

empirical data. Thus, the descriptive analysis strategy was identified relevant with the data in this qualitative research. Therefore, the respondents' actual statements were reported as 'particular descriptions' quotes from interview, and field notes and these were directly reported from the respondents' own language (*Amharic*) and Sign language translation into the English language in simpler words logically, carefully, and making the meanings clear to a reader. In order to tell the reader how the vignettes and quotes related to the patterns discovered in the data were reported as general description, further, to help the reader make connections between the details that were reported in particular and general descriptions a type of interpretive commentary were also added.

CHAPTER FOUR

4. Findings

The purpose of the current study was to look at inclusive education for the deaf from the perspective of teachers and deaf students. In this chapter, therefore, the data collected through interview, FGD and observation on the basis of the given responses by the participants were analyzed qualitatively. The main findings of the study are presented in the following manner.

There are six themes that have emerged across the participants from the selected schools that are pertinent to understand the views of the participants for inclusive education of the deaf.

4.1. Inclusive Education as Perceived by All Participants

4.2. Contribution of Sign Language Interpreter and SNE Teachers for Deaf Inclusion

4.3. Academic Performance of the Deaf as Perceived by All Participants

4.4. Communication and Social Interaction of the Deaf in Inclusive Education Setting

4.5. Major Opportunities of Inclusive Education as Perceived by All Participants

4.6. Major Challenges of Inclusive Education as Perceived by All Participants

These themes are presented one by one here under:

4.1. Inclusive Education as Perceived by All Participants

According to the data collected through interview, all of the participants from the study conceptualized inclusive education as it is a way of teaching all children regardless of disabilities and ability status in the same school. They revealed that inclusive education is an experience of well developed countries. Because, they are well developed in their political, social, and economic aspects, they struggle for the right of all children in order to attain their education in their neighborhood school rather than in area of segregated school that encourages the practice of segregating people with disabilities in special institution like asylum.

They said that inclusive education is important in promoting social integration and has an opportunity for better social interaction of people with disabilities particularly, for

individuals with hearing impairment. The participants also believed that inclusive education helps to share resource with others effectively and efficiently. From the given responses it is possible to understand that all SNE teachers, principals, and counselors would have the understanding & concept of inclusive education. Similarly all of SNE teachers reacted that they are willing to accept the inclusion of SWHI. This indicates the positive attitude of SNE teachers accepting inclusion. On the contrary, some of (2) the students with hearing impairment expressed their fear that regular students would not accept them positively. In addition to these SWHI were also explained that, some of regular class teachers expressed their uncertainty (not completely confident) and share the feeling of students.

In addition, all of the informants from the school recommended that deaf students should learn in inclusive schools/classes or regular school, and must fulfill the idea of least restrictive environment for the deaf. They said that the woreda education sector, the school and other concerned body should give chances to the deaf children themselves and their families to choose the school in which they want to learn. Some (4) of **SNE** teachers participants were also explained that, in our context, the woreda education sector does not make any discussion with all beneficiary and teacher of the special needs education. Because of that there are some contradiction and conflict among the professionals and the education sector. Such kind of confusion also resulted unwillingness and made the teachers less committed to do and implement the practice of inclusive education. Beside this, they also recommended that to realize the implementation of inclusive education for the deaf in Ethiopia, inclusive schools should be expanded first, experience sharing should be done before its implementation and the entire beneficiary and service providers should believe and accept its implementation too.

Concerning the above identified theme, most of the informants said that the concept of inclusive education is not simply teaching children with and without disability together; rather it is a process of teaching children with disabilities, street children, children from low socio economic background, rural area, deprived environment, abused, females/children, race, color, sex, language and religious aspects without any discrimination.

One of the respondent teachers (**SNE.T1**) also supported inclusive education for the deaf saying:

I am the first teacher in teaching students with hearing impairment in this school. I personally support inclusion not only for the deaf but also for all students with visible disability or other special needs students. For example, when we saw Sebeta boarding school for the blind, Hosanna boarding school for the deaf, and other institutionalized schools and special schools all are encouraging the idea of segregation, discrimination marginalization, and isolation of people with disability from social, academic and other participation from the larger society. Due to all these and other reasons we have to include SWHI with hearing people and make successful inclusion. So, we professionals recommended and forced the opening of inclusive, Education and not restricted only in some countries, regions, woreda as well as schools. Really the practice of deaf inclusion is good opportunities for the deaf to learn and live with hearing people and the experiences of our school should be expanded to other schools, which are in need of promoting education for all as well as quality education.

In Ethiopian context, people with disability in general and deaf students in particular were segregated their potential, confidence, and the right to participate in the social world were over locked their language was not known and developed. In addition, **SNE.T 1** believes that the idea of inclusive education for the deaf is the recent and modern philosophy on how to educate deaf children than the segregated types of educational provision., according to **SNE.T1** inclusive education is something true and applicable for the deaf education at this time; so no one prefers to stay on the old thinking system than the modern one.

The teachers also noted inclusive education is tolerating and appreciating diversity, living participating and working together. They said that considering the entire above things, we and other professionals need to support the inclusion of all children with all type of disabilities because inclusive education made all children are more beneficiary from their rights if they are served in inclusive schools.

All SNE teacher participants revealed that inclusive education make SWHI more advantageous than special schooling. For example, if deaf students are included with the hearing students, they will be understood more by the hearing peers. The segregation of deaf students by the hearing students become less or completely not occur. They may grow

with good psychology, emotions and have good social interaction which may help for their future social life.

Regarding the theme identified above the interviewed **SWHL.1** from the school said that:

In our first meeting in the regular class with hearing students, we really felt shame, and became frustrated. Because we do not communicate with the hearing students, because of the communication gap we had. Owing to this we don't feel comfort. The hearing students can also fear of us, they become frustrated when they see us they begin to speak each other and tease to us. At that time we easily act angry and said why they can saw as like this? And why they teased? Then after we begun to fight each other the school principal and other teachers tried to solve the conflict. In addition to this, in our first experience in the inclusive classroom we only follow the participation, action, and the work that the hearing students are doing in the class; we can't follow what the teacher teaches and /or the interpreter translates to us. But now we more participate in the class and all the conflicts raised among us could be resolved.

One of **SNE.T1** said that: inclusive school as the least restrictive environment for the deaf but before its implementation, we and our parents should get the awareness about the social, academic and other benefit of inclusive education. We and the hearing students should also be aware about our nature, culture, language, and other things and we all must believe on inclusive education but in our context, we don't have any idea about our inclusion in the regular school. We are simply included and merged in the regular classroom. The only we know and had was our SNE teachers those who teach us before/ in the special classroom setting. This is violating our right and show the respect of all the stakeholders around us. But now thanks to God and our respected teachers, we and the hearing students have positive relationships. Inclusive education has its own advantage for us and our hearing peers too. I mean that now hearing students are learning sign language (our language) and can communicate with us; we can easily communicate each other. They can also use the resource room and tutorial program that is provided for us. In general inclusive education gives an opportunity to be beneficiary and use our right equally. It creates the feeling of sharing experience, knowledge, giving respect for others and getting respect from others too. Therefore, the result indicated that both teachers and deaf students showed that they had similar view concerning inclusive education.

4.1.1 Understanding of Inclusive Education as Perceived by Teachers, Principals and Deaf Students

On the basis of the participants' reaction to each specific item in the understanding, view, perception of the participants among the continuum in their understanding towards inclusive education, were consequently conducted. The respondents were asked to show their agreement on the idea of inclusive education. The result indicated that all teachers of the deaf, principals and the school counselor have the awareness/knowledge about the concept of inclusive education.

- All SNE teachers, principals and the counselor supported the inclusion of the deaf in the regular classes.
- All teachers said that, "in our first meeting towards inclusion, as to the perceived work load, some teachers expected to do more if students with hearing impairment were included in to the regular classes".
- Four of the six, students with hearing impairment reacted /believed that regular class teachers and SNE teachers would be overloaded and get bored to us.
- Concerning the attitude of students with hearing impairment, the result indicated that only (two of the six) students with hearing impairment faced some challenges to communicate with the hearing students. The rest four students could easily interact and communicated with hearing students.

4.2. Contribution of Sign Language Interpreters and SNE Teachers for Deaf Inclusion

Five of the participants of the school were SNE teachers who are trained in Sebeta, boarding school for the blind; the rest two had got the training from Adama for 6 Months and the rest had 15 days training provided by the woreda education bureau in collaboration with handicap international. Therefore, all argued that in order to make inclusive education successful in our country as well as in our school the availability of sign language interpreters in regular schools is mandatory. What they said to elaborate their idea was that we all have the knowledge, the skill and experiences of teaching students with hearing impairment in special classroom setting before. We use total communication for the sake of teaching students with hearing impairments. But trying to teach deaf students and hearing

students in one class in which a teacher speaks two languages simultaneously is, in fact violating the right of education of the deaf. This means you may forget either; using sign language or spoken while you are teaching in the classroom.

4 . 3. Academic performance of the Deaf as perceived by all participants

Another reaction was the perceived effect of inclusion on academic achievement of SWHI. The interview result revealed that, all SNE teachers, principals, counselor and SWHI believe in the idea that inclusive education improve the academic achievement of SWHI in the school particularly and students who are deaf in Ethiopia in general.

Participants from the school indicated that from our previous experience in the special school the educational achievement of the deaf could be improved in regular schools (inclusive school). Most of teacher participants gave reasons that they consider their results in their class room participation. The reason behind their participation in the regular schools was most of the hearing impaired students developed feeling of competition with the hearing students. The hearing students have also positive attitude towards the hearing impaired students. This may also make their relationship become smooth and initiate the participation of SWHI in every aspect of their activities. Even if students with HI come to school with poor language development they struggle to know what the hearing students can do and get high scores in their classroom activities. Teachers of SNE also said that they try to give short and direct instruction by their natural language (sign language).

In line with the identified theme the interviewed SWHI.1 said that:

...when regular teachers come to teach in the class with the help of interpreters , they really los their motivation and interest to learn and even they may hate learning the subject given using interpreter due to lack of awareness the teacher have or how to teach deaf students. One thing the regular teacher missed was that we, deaf students, need to learn slowly and need extra time. Because the regular teacher speaks fast /present the lesson faster than the translator/ interpreter. At this time interpreter shows anger and feel unconfident. When we saw such kind of confusion in his/her face and the regular teacher we easily act confused and become bored.

In addition, he reported that inclusive education is more appropriate for hard of hearing students because they can understand part of the classroom conversation and compensated the information lost by reading and asking peers.

But now days, we developed a great interest towards our education. But before, we easily get bored and did not have an interest to do out task engaged in such kind of academic activities that need our greatest participation and effort. We are organized in one to five group formations that is one deaf student can be organized with five (5) hearing students. This help us our hearing peers can help us in reading, participating, doing classroom activities, taking notes, assignments and other activities that are help full for the improvement of our academic achievement. These all could foster our partnership with the hearing students and promoted friendship and cooperativeness among us.

During FGD with teachers, and SWHI such interesting ideas were raised. All of SNE teachers said that it is better if students with hearing impairments learn in inclusive class room. Because we know the academic achievement of each deaf student that he/she scored in each subject and the motivation to participate in class activities before. But now they are eager to do their class work and to see what they earn from the given task. However, there is lack of in-service training that make us up-to-date on how to teach SWHI in an inclusive classroom. We only offer such kind of courses related with special needs education and in our degree program i.e. More theoretical. So it is better to provide the practical aspect of the implementation of inclusive education, making experience sharing with other schools specially the worda education bureau doesn't give any attention for the implementation of inclusive education. Even they are not aware of what was happening in the school, who are working with the school and what is needed for the effectiveness of inclusive education in the school. Generally by nature inclusive education is the best way of improving the academic achievement of SWHI. So still it needs working in collaboration.

On the other hand, most (4) of the informants from SWHI reported that, learning in inclusive schools improves our educational achievement. But still it needs a well trained, qualified, experienced, committed and cooperation of our SNE teachers, the school directors and the worda's education bureau. Besides saying all the above mentioned one deaf student from grade 9 said that:

I am born deaf I personally support inclusive education. Even I always ask the question 'why is inclusive education was not opened before/at early grade?' if it was begun when I and our dear friends was in grade one, we couldn't lag behind, and not be forced to drop out our academic, we struggle to compute and finish our academic tasks like the hearing students

do. But thanks to God now inclusive education creates a good opportunity to learn and live with hearing people, now we are confident and feel comfort.

4.4. Communication and Social Interaction of the Deaf in Inclusive Setting as Perceived by All Participants

Concerning the communication way of deaf students, some respondents indicated that sign language is the natural language of deaf child which facilitate communication and social interaction among deaf and hearing children. This also becomes true through the implementation of inclusive education for the deaf. Because inclusion avoid segregation regardless of disability, language barriers, race, color and other discrimination that may result from negative attitude that some individuals have towards the deaf, considering the deaf as a unique and different nature as who can't learn, participate in social aspect and lead their own life. They agreed with the idea of having a positive attitude towards deaf students from the hearing community in the school as well as outside the school if the natural language/ sign language is recognized, and experienced sign language interpreters are easily available; students with hearing impairment may not be challenged in the social interaction and communication aspects of their life.

In relation to the above identified theme FGD with SNE teachers and deaf students at Afeteysa School indicates that in our first meeting in the regular classroom, the main factors that were most frequently mentioned by SWHI for disfavoring inclusion were: the inability of regular teachers and hearing students to use sign language, communication problem with hearing students (due to language problem), fear to cope with hearing students in academic matters, mistreatment and teasing on the part of hearing students and the perceived negative attitude of regular class teachers in accepting SWHI in their classrooms. But now things are changed the hearing students learn to use sign language, they develop positive attitude towards the inclusion of deaf students in their class, they can interact, and share experiences each others.

One of students respondent said that because he was born deaf, he believed that inclusive education is more appropriate for students with hard of hearing. Because they have a residual hearing and be able to speak out/ or easily understand by observing the lip

movement of the teachers. They can easily understand the teacher and takes lots of information by reading and asking peers/ teachers.

These students suggested that to make inclusive education more effective in the regular classroom, interpretation services with conducive school environment is required. It is believed that inclusion enables students with HI and with out to live together.

HI people are fully capable of development positive relationship with the hearing peers, when satisfactory communication is used. In case when satisfactory communication and the school environment is facilitated they can build good relationship. Furthermore if conducive environment is created communication barriers can be easily mitigated and all population of the school starting from regular classroom teachers, school administrators hearing peers, even guardians may develop the knowledge of sign language.

Generally, the study shows that deaf students who were attending their education in inclusive setting become more sociable and communicable with other students than the deaf students who were attending their education in special and integrated schools.

One student from the school (SWHI.2) also reported that inclusive education creates relationship among HI and hearing students. This social relationship makes our feeling positive towards the hearing society in general and our peer (class mates) in particular. In addition SWHI.2 explained that:

“For your surprise I have a friend out of the school compound and have a great relationship with him. We play together, we enjoy together; I tried to teach him sign language and he tries to use SL. If we don’t understand each other we can communicate writing what we want to say.”

4.5. Opportunities of Educational Inclusion of the Deaf as Perceived by All Participants

Concerning the opportunity of the inclusion of the deaf, all SNE teachers and Principals indicated that the deaf students have got an opportunity to interact with the hearing students, improve their academic achievement, able to develop positive attitude towards the hearing society, able to use the resource center, have got the chance to use resource center together with the hearing students, and to join in tutorial class.

In relation to the above identified theme **SWHI.3** said:

“In addition to the opportunity to include in the regular classroom, especially the support provided in the resource center made use effective in improving our academic achievement. He also added that I remember our earlier belief that hearing students and teachers hate and isolate us. This was completely wrong idea. Because of our wrong belief we isolated ourselves for years. But now such negative perception is resolved and we only think about the academic progress the opportunity given through our inclusion in the regular classroom. I think now we began life in a meaning full way. You know why now we start to exercise to use our right and know our obligation too. In our previous practice we had in special classes. We do not need to complete what was written on the black board.”

In case when the impaired students learn in segregated they do not care about their academic performance. Nowadays they began to compute with each other and also with the hearing students. Inclusive education is also advantageous to cover the whole chapter within the time frame. While teaching impaired students in segregation, covering the entire content of a book was difficult because of the low motivation of the students. Because of this they miss minimum two chapters per subject matter, but now thanks for the provided opportunity they are more benefited in their academic achievement. The respondents further indicated that the knowledge and skill that their SNE teacher had also one opportunity for them. Because during their instruction the teachers uses both sign language and verbal (spoken language). They benefited from the sound (spoken language). Because of this there is no difficulty in the teaching learning process and have smooth relationship with teachers.

Social Opportunities of the Inclusion of the Deaf

As to the social inclusion the obtained result indicated that all of SNE teacher's participants of the study were in favor of the opinion that the opening of inclusive class within the regular school set up would enable SWHI to have closer social contact with hearing students. Furthermore, **SWHI.3** said that:

Inclusion had big contribution to reduce the negative social stigma attached to disability. In our context the hearing students go even to deaf parents' home to discuss about their deaf friends' strengths as well as problems if any. The hearing students who are included with the deaf students choose to play with their deaf classmate than hearing students from the regular classroom.

Opportunity to get and use extra support/services

The informants reported that regarding the education of the deaf the main challenges of teaching deaf students in the regular school was the absence of lack of resources, facilities materials and teaching aids. The interviewed SNE teachers and SWHI have indicated that there are two NGOs who provide support for their school called “Handicap International” opened a resource room fulfilling necessary materials including computers, reading materials and other relevant materials which have great opportunities to develop their academic achievement and spend their free time here. These opportunities are not only for SWHI but also for students without hearing impairment. Therefore, such kind of an opportunity makes them and their hearing peer to enjoy in the inclusion classroom too. Concerning the recognition of inclusive education, the informants reported that now day there are national and international policies struggling to ensure the right to education for children with disabilities. They all made an agreement to support the movement towards inclusive education. Therefore, the old systems that encourage the discrimination of students with disability should be stopped. Because if there is a policy we professionals and other concerned body must implement what is written/documented practically and should recognize the right of persons with disability. They all believe in the presence of policy on the right of persons with disability, is one of the opportunity to use and exercise the right to education, to live with others, to get equal opportunity, to use the resources of the country equally. Generally the convention adopts a broad categorization of persons with disabilities and real times that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

The other opportunities that the respondents further explained are the opening of different institution and universities delivering special need course. Teachers certified in special needs education from Sebeta Teachers Institute, could currently upgrade in different university with SNE field. Therefore, this was also one opportunity to implement inclusive education especially for those who are engaged in teaching special need education. Had not been such opportunity, the teachers might not be committed in teaching students with hearing impairment.

There is no any research or documented materials done in order to find out what grammatical structure and rules the ESL follows. According to one informant from the school concerning the limitation of ESL still we are denying the right of the deaf child to use his/her own language for education and social interaction. Because based on the international conventions and recommendation, which our country has already ratified as the deaf children have the right of obtaining clear information using their own sign language must be respected and become practical. Professionals in the area of SNE, universities and linguistic department should undertake research and make it practical on the ground.

However, article 24 of the United Nations Convention on the Rights of Persons with Disabilities (2006) stated that the right of using sign language for the deaf should be respected and practical. All teachers who are working on the education of the deaf should have to get current information and training on the way of using sign language for the use of instructional media in the school. Sign language that we are currently using has many limitations especially in the use of SL for natural science fields specifically for those trained in Sebeta Teacher's Institute.

4.6. Challenges of the Inclusion of the Deaf as Perceived by All Participants

Responses given by the participants to the open-ended questionnaires have reflected some problem that may hinder the inclusion of SWHI in to regular classes.

The main factors that were most frequently mentioned by SWHI for disfavoring inclusive were the inability of some regular teachers to use sign language (due to language problem), fear to cope with hearing students in academic matters. Mistreatment and teasing on the part of hearing students and the perceived negative attitude of regular class teachers in accepting SWHI in their classrooms.

Inclusive education for the deaf in Ethiopia is said to be ideal and there are a lots of challenges to put in to practices.

According to the informants of the school the following main factors which challenge the implementation of inclusion for the deaf were mentioned:

Limitation of ESL

As the data obtained from the teacher respondents from the school show that the big problem of the deaf education in our country is the lack of development of the ESL. The teachers explained they were taught sign language training by the old (outdated) book called “የሀ ሀ ማህረክ”, which was limited to only 1009 words. This made teaching learning difficult. The natural sign language of the deaf doesn’t translate equally with the grammatical structure of Amharic language.

We teach subjects like: physics, Biology, chemistry, math and other subject of high grade level?

According to the information obtained from the respondents, abstract concepts and the difficulty level of curriculum is increased in high school and higher institution, so that the intruders may add or reduce information transferred by the regular teacher and even some times they cannot understand the content and concepts the regular teacher teaches in the classroom.

From the informants' point of view, there are also differences in expression between regular teacher and sign language interpreters that mean the information doesn't match each other. They also reported that making an interpretation has its own professional ethics and principles when we interpret inside and outside the class room but in our case this was not practically done by our interpreters. In some cases the subjects are taught blindly. But agreement is made with the deaf students themselves for new and /or abstract words. This shows that the school administrator, the woreda education bureau, the deaf association in our administrative, teacher and other stake holders who works on the education of deaf children couldn't give any attention for the development of SL. Surprisingly, our country Ethiopia has signed this convention and accepted as the law of the land, but is not paying due attention for HIS implementation rather than the need to include the deaf without the development of ESL, as well as providing extra support materials needed, subject allocation for students with special needs in general and students with hearing impairment in particular, Lack of less commitment towards the school administrator.

Beside the fulfillment of various facilities, the education and training policy of our country Ethiopia is too general and informants reported that it is better if policies and guidelines are

prepared based on the types of disabilities like providing guidelines that help for teaching the deaf in regular school making the curriculum flexible and the implementation of deaf inclusion.

Results obtained from the FGD, with teachers and deaf students indicated that ESL was not recognized both in the school and by government. When we comes to our institution even if sign language is the key to implement the inclusion of deaf students they couldn't pay extra money for the sign language interpreters; they only claimed about the shortage of subject they don't need to pay extra cost for students with disability.

The main factor more frequently rated by the SNE teachers for disfavoring the inclusion of SWHI were: the negative attitude raised from the school principals considering inclusion of SWHI in the regular class room needs extra money, resources and their unwillingness for its implementation. Beside the willingness to provide different incentives for extra activities, the administrator also lag behind doing in collaboration with the us / SNE teachers as well as who need to work with the school.

The implementation of inclusive education by its nature needs doing in collaboration; it needs the cooperation of different groups of professionals including the participation of parents of students with disabilities. But in our context the school administration is not collaborative; therefore, without the collaboration of the school administrative the effectiveness of inclusion doesn't meet its objective. In relating to the commitment of the school administrative raised their idea as the school principal have a good knowledge and commitment for the inclusion of the deaf, he struggles all the day on what was done for them. He searches for extra resources, funds, and wants to collaborate with other NGOS. Because he is willing to do more, makes us energetic and hopeful and interested to do more.

.... Education for the deaf needs the commitment of principals, administrators, teachers of SNE and regular teachers. Parents and other stake holder, the school administer should work rigorously to create conductive environment in collaboration with all stake holder. Unless such kind of collaboration is created, I support the idea that the deaf should learn in the special school for the deaf.

Lack of sign language interpreters and poor quality of their interpretation.

This was raised from the informants of SWHI. They complained that interpreters are not well trained and educated. Teachers who are providing sign language interpretations services are teachers who trained from Sebeta ESL by the use of old sign language manual. Surprisingly, two of the teachers teaching in this school have taken only fifteen /15/ days training that was provided by the woreda ministry of education bureau for the purpose of the increment of the enrollment of special school both in the ruler and urban area of our town Dire Dawa.

Actually at that time the idea was so good and appreciated, but still it needs an improvement. Providing continuous training, making our teachers up dated on how to teach their students need due attention to achieve the intended objective. Now day educational level of both sign language interpreters are changed with the dynamically changing technology and SNE teachers must further get training to cope up with.

The respondents said that developed countries provide different opportunities for their professionals like scaling up of sign language interpreter up to doctoral level. In Ethiopia there is no such opportunity for sign language interpreters as well as SNE teachers. All professionals in areas of SNE should get promotion in their education level. They should have adequate knowledge of the subject they teach and good skill of sign language. However, the informants reported that inadequate knowledge and skill are still bottle neck and prominent.

Observations result

Observation was made together further information for the study. Key themes for observation has been developed prior to fieldwork. To confirm information obtained from interviewing the hearing impaired students, and teacher's observation was conducted of the HI students, Interaction with teachers and hearing peers at school. It focused on the general classroom situation and communication different inside and outside the classroom. Information recorded as field notes first and systematically elaborated each time after field work.

The data from the interview and researcher's observation about factors affecting SWHI in regular settings showed that all of the respondents basically support inclusion in general educational classroom. However, SWHI informed that there are many factors that would hinder effective inclusion such as, the communication barriers, absence of interpreters, readiness of regular teachers and poor school administration's attention to SWHI are some of major problems of inclusion.

This finding is consistent with the finding of who reported that teacher's lack of potency to help, poor encouragement and low motivation of SWHI to learning hinder integration/inclusion.

The observation of this study showed that all SWHI, are good in their social experience. In this study, all SWHI informants explained that their social experience with hearing students was good. They were not complaining about their social life in the regular education classroom.

All of the respondents SNE teachers and SWHI confirmed that SWHI haven't got any social problems in the school which the teachers and other staffs except the communication barriers.

But post lingual deaf students stated:

“Effective interaction of SWHI will take place when they communicate as they wish with hearing students”

Basically, SWHI agreed that SWHI are fully capable of developing positive relationship with hearing peers when satisfactory communication is used.

Form the researcher's observation SWHI have some language and communication problems.

Post lingual students interact with hearing peers and the result of HI students interact with hearing students rarely by writing.

On the other hand, the observation of this study indicates that SWHI interact more frequently with hearing peers and less frequently with regular teachers, finally, this study stressed that language and communication problems are the most predominant problem of social relationship in inclusive settings.

From the observation of the study in the classroom SWHI participated in some selected activities such as doing class work, home work and oral questions but misses a great deal of the interchanges between and among the teacher and students and they also lag behind reading activities.

Similarly, all of SWHI informants explained that the major contributing factors for the above challenges were absence of interpreter, regular, teachers, inability to communicate in SL and unconducive environments.

CHAPTER FIVE

5. Discussion, Conclusions and Recommendations

The purpose of this study was to investigate the inclusion of deaf students from the perspectives of teachers and deaf students. Accordingly, this chapter is organized in to three major sections. That is, discussion about the results presented in chapter four based on the identified themes and in relation to the existing literatures, conclusions of the discussion and recommendations are made to the concerned body.

5.1. Discussions

The primary goal of an inclusive program is to promote full inclusion of SWHI with in a regular education classroom that includes both SWHI and hearing classmates. SWHI in this study were enrolled in their perspective and views of their own and their teachers respectively. The fear of many educators that the inclusion movement would result in placing students in regular education classrooms without the good willingness and positive attitude to accept SWHI need a welcoming environment, positive attitude, respect, acceptance, communication access, classroom modifications and other necessary accommodation to be successful (Anita and Stinson, 19 99).

Understanding of teachers and deaf Students towards the inclusion of Deaf Students

The result of this study reveals that most of the participants from the school, SNE teachers, SWHI principals and the school counselor/SNE expert, responded that all have the understanding of the concept inclusion and they believe in the importance of inclusive education for the deaf, especially in exercising their right.

Correspondingly, the existing literature indicates that inclusive education is an instrument for promoting human rights and reinforcing principles spelled out by international conventions and other key documents such as the 1994 Salamanca Declaration. It also indicates that inclusive education provides opportunities for students with disabilities to learn and grow with in the communities that represent the real world in which they will live when they finish school (Hurg, 2005). In addition, the MOE document states that inclusive

education is ethically acceptable, psycho-socially sound, pedagogically commendable and cost effective education system (MOE, 2006).

All supporters of inclusion contend that students with disabilities educated in separate special education classes did not produce desired students outcomes academically, behaviorally, and socially (Hung, 2005). Further, Tirussew (2005) reported that children have the right to be educated in mainstream or regular schools with their non-disable peer and it is not financially viable to build segregated special schools in locations they may serve just few children with disabilities. Tirussew noted that segregated special schools are often far from the home of students with disability, requiring them to leave their families and communities to pursue their education and almost at residential schools, children with disabilities are vulnerable to neglect, and physical and sexual abuse. Therefore, it indicates that inclusive education should work for all deaf students because it helps to participate equally in education, employments and social activities and it is the demand of the society at this time.

Therefore, the data from all the participants of selected schools (teachers and students) indicate that they tend to favor the inclusive education for the deaf with the hearing community in inclusive school.

In general from the results of the identified those above it can be said that the concepts of inclusive education for the deaf is well understood by the participants of the study and the majority of the participants are agreed on inclusive education is useful for the deaf.

Sign Language interpreter and regular teachers for deaf inclusion

The data from all teachers' participants and SWHI shows that using sign language interpreter in the classroom instruction for the deaf is mandatory. That is better than using a single teacher to speak two languages that are with different structures and grammar at the same time in the classroom. It may confuse both hearing and SWHI, as well as it challenges the students to understand the lesson given in the classroom and it may result segregation towards SWHI. The result of the present study is similar to more recent investigations. For instance, John et al. (2001) indicated that the experienced teachers of the deaf signing for themselves do not facilitate learning to any greater extent than when they utilize sign language interpreters.

In addition, in the classroom, there are many reasons that SWHI experience difficulties in learning (Wear mouth, 2009). Doyle and Dye (2002) explained that in inclusive classroom the SWHI, language is largely visual. However, for the hearing students, language is predominantly auditory. As a result when two languages contact each other in the same environment, the result can be confusing. In this regard, Knuckey (2005) stated that, SWHI may feel out or may not understand what is happening in many situations at school. This can be potentially damaging to their self- esteem and self-image.

Academic Achievements of the deaf

The results of the study shows that, both SNE teachers, principals and the counselor support inclusive education for the deaf. The data from SNE teachers revealed that, they are greatly appreciate the inclusion of the deaf in regular school. The reason is that inclusive education creates more opportunities for high educational achievement of the deaf. From the experience of teachers' participants it can be said that the educational achievement of the deaf is more facilitated in inclusive schools than in special schools for the deaf. Previous studies have also linked inclusion with higher academic achievement for deaf students (Allen, 1986; Kolwin&Moore 1985, 1989 cited in Rosa, 2002, p. 224).

Similarly many researchers have found that SWHI and deaf students in mainstream schools tend to have higher levels of academic achievement than there are mates in special schools (Angelides and Aravi, 2007). Moreover, Angellides and Aravi, (2007) indicated that inclusive environment has higher goals more requirements and a richer curriculum than that of special schools and it provides deaf students with greater opportunities for learning. Therefore, the result of the present study supports that inclusive schools have a higher academic level and provide more opportunities for learning of the SWHI and the deaf.

From their previous experiences in teaching SWHI in special school, SWHIs shows, an increase classroom participation, develop interest academic task (Activities), develop social interaction, develop positive attitude towards the hearing students, studying together and support each other. This indicates that inclusion is seemed to be the best approach for educating SWHI and the deaf children. Teachers of the deaf stressed that to improve educational achievement of the deaf in inclusive school, the necessary facilities should be fulfilled. Especially teachers should be well trained on the inclusion of the deaf, in-service

training should be provided, the school administrative should be work in a collaborative way, qualified and committed.

SWHI also responded that the importance of inclusive education is high to improve their academic achievements than their previous experience in special schools. However, they strongly recommended that the presence of qualified and well trained teachers and SL interpreters will be a mandatory for the effectiveness of inclusive education.

From the observation of the study of in the classroom SWHI are participated in some selected activities such as doing class work, home work and oral questions but misses a great deal of the interchanges between and among the teacher and students and they also lag behind reading activities. These idea was also supported by the idea of (Anastasiow 1993); he concluded that many academic skills drawn on student's general awareness of language. Because of their conceptual limitations, they may have problems of interpreting the language others and expressing themselves in oral and written modes. Similarly, all of SWHI informants explained that the major contributing factors for the above challenges were absence of interpreter, regular, teachers, inability to communicate in SL and unconducive environments.

Communication and Social Interaction of the Deaf in Inclusive Education Setting

The findings confirmed that the inclusive of deaf students develop the communication and social interaction of SWHI and the deaf. It supports the inclusion proponents' view regarding the social benefits of the inclusion programs for the deaf. For instance, Hung (2005) reported that educating SWHI in the inclusive/general school over a longer period are not as socially isolated from their hearing peers.

The experience from the participants of teachers of SWHI and the result of focused group discussion with SWHI at Afteysa school shows that inclusion of SWHI facilitate their communication and social interaction with others than special school for the deaf.

Some participants of SWHI stated that the communication and social interaction of the deaf can be facilitated in regular school due to limited facilities like less development of ESL, lack of sign language interpreters, and lack of awareness from the hearing community in the school. In addition, the result from an informants shows that pre-lingual deaf students can be

challenged more in inclusive school but for the post lingual deaf as well as students with hard of hearing appropriate because they have a residual hearing and/or have a knowledge of spoken language.

The data from most of the participants of both teacher and SWHI describe as inclusion of SWHI is valuable in promoting and facilitating the communication and social interaction of SWHI. According to the observation of this study showed that all SWHI, are good in their social experience. In this study, all SWHI informants explained that their social experience with hearing students was good. They were not complaining about their social life in the regular education classroom. Yeseldyke & Algozzine (1995) in their findings indicated that most HI people are fully capable of developing positive relationship with their hearing peers when satisfactory communication is used.

On the other hand, the observation of this study indicates that SWHI interact more frequently with hearing peers and less frequently with regular teachers. As identified by one study, “deaf people have isolated themselves for the social and emotional demands as a result of their communication difficulties and ineffective interaction strategies” (Ayodele, 20, p.189).

Finally, this study stressed that language and communication problems are the most predominant problem of social relationship in inclusive settings.

Inclusive school exposing the deaf children to the hearing community in general and their hearing peers in particular and the hearing community have positive attitude and are committed to learn sign language, the communication and social interaction of SWHI may not be challenged, but if there is a negative attitude and less commitment from each concerned body and absence of sign language, expecting good communication and social interaction of SWHI is unthinkable.

This might indicate inclusive education can contribute to overcome the language, communication, and social interaction of SWHI within inclusive school and contribute to create inclusive society and have inclusive life.

Challenges of the inclusive of the Deaf

The finding of the present study is consistent with literatures. There are lots of challenges that could hinder the implementation of inclusive education for the deaf. Stubbs (2008) also stated that some of the major challenges are lack of skilled and qualified teachers (specially regular school teachers and sign language interpreters, communication problem with hearing students, negative attitude of some hearing students lack of confidence to cope with hearing students, lack of flexible curriculum and guidelines to teach SWHI. In similar way, it was reported that a limited understanding of the concept of disability and resistance to change are the major barriers impeding inclusive education (Tirussew, 2005).

The finding of the present study suggested that with less development of ESL, it is difficult to practice the inclusion of SWHI. However, the Salamanca statement clearly states: Education policies should take in to 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 sing language and the promotion of the linguistic identify 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 SWHI.

The results of the present study indicate that teachers of SWHI stressed that without the development of ESL it can be difficult to realize the implementation of inclusive education for SWHI. If sign language is used as medium of instruction and ways of communication for SWHI, they will not experience challenges to their learning. Since SL is a natural language for SWHI and deaf community at large, it must be develop as it is needed. The discussion of

the result indicates that SWHI are less benefited from the right to use their natural sign language and the right to be educated in ESL.

Beside the limited use of SL, SNE teacher's stressed that, as IE is a newly practiced program, its implementation require cooperation of the administrators as well as teacher and other team members, but in our case, the school administrative was not committed to work in collaboration and resistance to change his believe that students with disability and SWHI could be learn in special school /class because he doesn't need to take responsibility for the implementation of inclusive education.

Any newly implemented program cannot become successful without full support and cooperation of the administrators (Dropey, 2004). An inclusive school system requires visionary leadership who has helpful decision in overall program and policy, accessibility of resources, and committed to the improvement of instructional strategies (Pijl et al., 1997).

On the other hand, the present study indicated that SNE teachers commented that the quality of educational programs serving deaf and hard-of hearing students need to depend on the specialized knowledge, skills, and aspect of all administrator, teachers, educational interpreters and other staff .But in our case we teachers of SWHI have only limited knowledge of inclusive education, we didn't offer any in service training after graduation. In this respect, the findings of the present study is similar with literatures. For instance, the CDE (2000) commented that specialized staff development is significant for workers in programs for deaf and hard of hearing students. The same is true for the school administrator. In support the above idea, UNESCO (2009) also acknowledge that teachers, other educators and non-teaching support staff need to be trained and ready to assist children , youth and adults in their development and learning process on a daily basis. In this regard, in-service training to enhance regular educators, knowledge and skills in teaching students with disabilities and learning difficulties is warranted (Carrington, 1999). Poulou and Norwich (2000) as cited in Glazzard (2010) pointed out that one of the most frequently cited barriers to inclusion is the lack of training that inclusive teachers receive in order to teach pupils with special educational needs.

Beside the above mentioned challenges, teachers of SWHI stressed that making the general curriculum flexible in order to address the specific need of SWDs in general and SWHI in

particular is mandatory. Likewise, supporters of inclusion contend that to include pupils with special needs in regular education, it is necessary to change the regular curriculum, trained teachers, redistribute funds, and organized support services and so on, (Pijl et al., 1997).

5.2. Conclusion

Educational provision for children with hearing impairments is important to make these students support themselves and be fully functioning members of their respective societies. Therefore, inclusive education is about welcoming all children without any discrimination, into regular or general school by the change in attitude against differential treatment of education differences in people which will likely be seen in a positive perspectives.

Therefore, the main focus of this research was to investigate perspective of teachers and deaf students towards inclusive education in the regular school selected for the study in which students with hearing impairments are included. From the findings of this research it could be concluded as follows:

As it is revealed by the study, the sampled participants of teachers, principals and the counselor is that they have the understanding of the concept of inclusive education, that has a great opportunity on the students social interaction, academic achievement and that encourage the full participation of students with hearing impairment in every aspects of their life without any discrimination into the society in general and regular schools in particular.

In addition to this, in the study it was also found that almost all the participants involved in the study encourage inclusive education because it is an educational process that creates an opportunity about learning to live and learn together with others.

In relation to communication problem absence of sign language on the part of regular teachers, hearing students and the school principal may cause poor social interaction and academic readiness.

Lack of readiness and lack of awareness on inclusive education and fearing about inefficiency on teaching children with hearing impairment may cause average academic interaction pattern between SWHI and hearing people.

In addition to lack of readiness in promoting the education of hearing students, in the study it was found that the school administrator /director/ are not working closely with teachers of students with hearing impairment.

Moreover, as identified by the study the education of students with hearing impairment in regular class settings has not yet obtained sufficient practical support from educational

authorities. Even if teachers of students with hearing impairment have a positive attitude towards the inclusion of SWHI in regular school, there is no educational interpretation services, no awareness creating activities for the school community, no in-service training for teachers on how to implement inclusive education for teachers and students and support in promoting the education of hearing impaired children.

In the study it was also found that some of participants involved in the study discourage the inclusion mainly because of the lack of commitment and support in the school director and ministry of education Bureau about the implementation of the education of the deaf. So, the situation suggest that many efforts have to be made to avoid the existing challenges that hinder the effectiveness of inclusive education.

This study also revealed that the sampled deaf children have a great need of the practice of inclusion that promote their full participation in the regular school.

In addition, the result of this study suggested that the perceived effect of inclusion on academic achievement of SWHI will improve the academic achievement of SWHI.

Finally, students with hearing impairment are accept their inclusion in the regular school and they perceived positively, as they were more benefited from the social interaction of the hearing students as well as the creation of helping relationship among the hearing students in order to develop their academic credential and increase their academic participation without any restriction. For this, the strong base that the special needs education teacher's unreserved support, the hearing students and may be their intelligence have contributed much more than the support provided in the teaching-learning process by the school administrator and regular teachers.

In general, the result of this study suggested that the importance of inclusive education for the deaf and on the principle of inclusive education.

However, both participants of the study (teachers and deaf students) suggested that the education of deaf students needs hard work input on the part of the government, the community, parents and other professional related to the education of the hearing impaired children and the responsibility for hearing impaired education should be shared by all who are concerned for the future.

Literature and the findings of the present study indicated that inclusive education is more powerful than the special/segregated schooling. In inclusive schools students with hearing impairment appears to be more fruitful because it provides more opportunities for their learning and social skill development.

5.3. Recommendations

On the bases of conclusions drawn from the findings, the researcher would like to offer the following recommendations.

In order to improve factors affecting the development of deaf children in academic and social areas the following measures must be taken into consideration by concerned bodies.

1. If the inclusion of these students needed to be successfully implemented, the school should make every possible arrangements to equip regular and SNE teachers of inclusive classes, though effective training in special education with special skills and aspirations to encourage them act for educational demands of students with hearing impairment.
2. It is better if the school administrator SNE teachers and regular teachers work cooperatively on their common issues to benefit SWHI in education and to find out the appropriate placement for deaf children according to their interest.
3. To make successful inclusion of the deaf regular schools are expected to accommodate SWHI by providing sign language training for regular teachers, SNE teachers, peers, sign language interpreters and school community.
4. The resource center should also be expanded and well equipped by appropriate materials and SNE professionals.
5. Without the development in ESL the inclusion of SWHI is not effective. Therefore sign language in Ethiopia must be developed through research and be accepted and should deserve national recognition and should be used as a medium of instruction in the school. Children must be trained in sign language early in life.
6. Both regular, SNE teachers and hearing students must be exposed to sign language training in order to establish communication that facilitates and enhance the psychosocial and academic development of these children.
7. Finally the government, regional, education Bureau, MOE and NGO's intended to develop sign language it should be included in the curriculum of the country. And they should support SWHI by giving training programs.

8. Higher educational institutions and college's needs to provide sign language skill training in their curriculum or given as course and promote the deaf education in their own natural language (ESL).

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APPENDIXES

APPENDIX A ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE SCHOOL OF GRADUATE STUDIES DEPARTMENT OF SPECIAL NEEDS EDUCATION

Interview Guide for the Teachers of the Deaf

I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and undeserved opinion. All the information you give will be used for research purpose and confidential.

Part one back ground Information.

Name of interviewee..... Date of interview

Place.....

Duration of interview.....

Name of the school.....

Position in the school.....

Level of service in current position.....

Educational qualification.....

Field of study

Part two: Questions related to perspectives and experiences towards the inclusive education for the deaf and teaching deaf students.

1. What is your understanding on the concept of inclusive education?
2. How is the practice of inclusive education in your school?
3. What are the opportunities? If there is no any opportunities in the school, why should not offered?
4. What do you think to make inclusive education appropriate for the deaf?
5. How do you perceive inclusive education for the deaf?
6. Do you have a sign language skill training?
7. How the sign language does contribute for the inclusion of the deaf?
8. Is there sign language interpretation service in your school for the deaf?
9. What are the challenges of inclusive education?
10. How do you overcome the challenges of inclusive education?
11. What are your view, feeling, and experiences about teaching the deaf?
12. Do you have experience on teaching deaf students in the special class room? If yes, how do you see teaching in the inclusive classroom?
13. What type of services are provided by your school for deaf students?
14. Do you think inclusive education facilitate communication of deaf students with the hearing students?
15. Is there any communication challenges of the deaf? If yes how do you overcome the challenges in the inclusive settings
16. Do you think inclusive education develops the social interaction of the deaf? If yes, how?

APPENDIX B

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

Interview Guide for the School Principals

I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and undeserved opinion. All the information you give will be used for research purpose and confidential.

Part one back ground Information.

Name of interviewee..... Date of interview

Place.....

Duration of interview.....

Name of the school.....

Position in the school.....

Level of service in current position.....

Educational qualification.....

Field of study.....

Part two Questions related to perspectives and experiences towards the inclusive education for the deaf.

1. How do you perceive the concept of inclusive education?
2. How do you see inclusive education for the deaf?
3. How does your school contribute for the success of the inclusion of the deaf?
4. Do you think the view of your school /institution affects the inclusion of the deaf?
5. In your opinion where do you think should deaf students receive education? /Special school or inclusive school why?
6. What are the major opportunities of the practice of inclusive education? If there is no any opportunity, why, it should not offered?
7. What are the major challenges of inclusive education?
8. What do you proposed to overcome the challenges?
9. Is there any other stake holders who are working for the success of inclusion of the deaf in your school?
10. What are the contribution of Education bureau?
11. Is there any positive or negative perception from both teachers and students with hearing impairments towards the practiced of inclusive education?
12. Why such perceptions are emerged?
13. How the perception affected the teacher and deaf students?

APPENDIX C

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

Guiding Questions for focus Group Discussion

1. Place
2. Date of FGD conducted
3. FGD started ath/r and ended at
4. Duration.....
5. Number of participants, Male.....Female.....Total.....

Part One: Perspectives and experiences towards the inclusive education for the deaf

1. How do you perceive inclusive education for the deaf?
2. Do you think deaf students are benefited from inclusive education? If yes how? If not why?
3. Do you think inclusive education should include the deaf? If yes how? If not why ?
4. To which school do you think should deaf children be placed? Why?
5. What is your opinion about being included or excluded in inclusive e school?
6. Do you think inclusive education increase
 - A. Social interaction of the deaf?
 - B. Communication skill for the deaf?
 - C. Academic achievement of the deaf?
 - D. Self- esteem of the deaf?
 - E. Increase participation of the deaf in education?
 - F. other benefit (if any)
7. How is the practiced of inclusive education in your school?
8. What are the opportunities of inclusive education? If there is no any opportunity in your school, why? , it should not offered ?
9. In your view, what would be the major challenges in designing and implementing inclusive education for the deaf in Ethiopia?
10. How can we overcome the challenges? Please elaborate your suggestions?
11. What do you think to make inclusive education appropriate for the deaf?

APPENDIX D

**ADISS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTEMENT OF SPECIAL NEEDS EDUCATION**

INTERVIEW GUIDE FOR THE SCHOOL COUNSELOR/SNE EXPERT

1. As SNE expert and guidance and counselor in the school is there any positive or negative perspectives are reported by the teacher, principals, SWHI and other stake holders?
2. How do you perceive the inclusion of the deaf?
3. Would you support the inclusion of the deaf? If not why?
4. As a professional what kind of support do you provide for both teachers and deaf students?
5. What are the major opportunities and challenges of inclusive education of the deaf?
6. Would you mention some challenges of inclusive education?
7. What do you suggest to minimize those challenges?
8. What would you suggest for the success of inclusive education?

APPENDIX E

**ADISS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTEMENT OF SPECIAL NEEDS EDUCATION**

Observation Guide

Observation Guide Provided for Field Visit

1. Do you have social relationship with the hearing students?
2. Are there any helping relationship between deaf students and hearing students?
3. Is there any communication gap between the teacher and deaf students?
4. Do the deaf students understand what the teacher wants to say during the instruction?
5. Does the teacher understand what the deaf students want to say?
6. Do they participate in the class activity?
7. Do they participate in play ground?

APPENDIX F

ADISS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTEMENT OF SPECIAL NEEDS EDUCATION

Interview guide for deaf students

Part one: Background information

1. Name of interview _____ Date of interview _____
2. Place.....
3. Duration of interview.....
4. Name of the school.....
5. Types of Deafness
 - A. Hard of hearing
 - B. Deaf
6. Age of onset of the impairment A. Pre lingual B. post lingual
7. Grade _____

Part two: Questions related to perspectives and experiences towards inclusive education

1. Who do you perceive the concept of inclusive education?
2. Can you tell me about your first meeting with the regular class? What it was like?
3. Are you interested about being included in the regular class?
4. Can you tell me about the relationships you have between you and your teacher and the hearing students?
5. What are the opportunities and challenges in the inclusive classroom?
6. How do you overcome the challenges you faced?
7. Have you observed any change in your social interaction and educational participation after you are included in the regular classroom?
8. Do you think that being included with regular classroom makes you successful in your academic achievement? If yes how? If no why?
9. Do you have a positive relationship with the hearing students? If not why?
10. In relation to your time in the inclusive classroom, are there any other thoughts, feelings, or memories you would like to share?

APPENDIX A

አዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ትምህርት ቤት

የትምህርት ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የቃለ መጠይቅ መመሪያ

አፈተኢሳ የመጀመሪያ እና ሁለተኛ ደረጃ ት/ቤት መምህራን የሚመለሱ ለቃለመጠይቅ የተዘጋጁ ጥያቄዎች ።

ክፍል አንድ

1. የት/ቤቱ ስም
2. የመላሹ ስም
3. ቃለመጠይቅ የተደረገበት ሰዓት.....
4. በት/ቤቱ ያለዎት የስራ ድርሻ.....
5. አሁን ባለበት የስራ ድርሻ ለምን

ክፍል ሁለት የአካቶ ትምህርት መስማት ለተሳናቸው ተማሪዎች በተመለከተ ያለውን አመለካከት፣ የአመለካከታቸው ምክንያቶች፣ ያላቸውን ልምድ የአካቶ ትምህርት ለመስማት ለተሳናቸው ያለውን ምቹ አጋጣሚዎችና እንቅፋቶች የሚመለከት ቃለ-መጠይቅ የተዘጋጁ ጥያቄዎች ፤

1. አካቶ ትምህርትን እንዴት ተመለክተዋለህ/ሽ? እንዴትስ ትረዳለህ? ትረጅዋለሽ?
2. አካቶ ትምህርት መስማት ለተሳናቸው ተገቢነው ብለው ያስባሉ?
3. መስማት የተሳናቸውን ተማሪዎች ከሚሰሙት ጋር አካቶ ማስተማር ያለው ጥቅም/ መልካም አጋጣሚ እና ተግዳሮቶች ምንድን ናቸው?
4. የአካቶ ትምህርትን ተግባራዊ በማድረግ ሂደት ውስጥ የሚያጋጥሙ እንቅፋቶችን እንዴት እናስወግዳለን?
5. መስማት የተሳናቸውን ተማሪዎች በልዩ ት/ት ክፍል አስተምረው ያወቃሉ? አዎን ካሉ አሁን በአካቶ ት/ት ውስጥ ያለውን ሂደት እንዴት ያይታል?
6. በት/ቤቱ መስማት ለተሳናቸው ተማሪዎች የሚሰጠው የት/ት አገልግሎት ምን ይመስላል?
7. ስለ አካቶ ትምህርት ያለዎት ልምድ፣ አመለካከት እና ስሜት ምን ይመስላል?
8. የምልክት ቋንቋ ክህሎትና ልምድ አለዎት?
9. የምልክት ቋንቋ ለአካቶ ማስተማር ያለው አስተዋጽኦ አለው ብለው ያስባሉ?
10. በት/ቤታችሁ የምልክት ቋንቋ ትርጉም አገልግሎት ይሰጣል?
11. አካቶ ማስተማር መስማት የተሳናቸውን ተማሪዎች ከሚሰሙ ተማሪዎች ጋር ያለውን የተግባቦት ክህሎት ያስድጋል ብለው ያምናሉ?
12. በአካቶ ማስተማር መስማት የተሳናቸውን ተማሪዎች የተግባቦት ችግር ሊያሻሽል ይችላል?
13. አካቶ ማስተማር መስማት የተሳናቸውን ተማሪዎች የማህበራዊ ግንኙነት ያሳድጋል?

APPENDIX B

አዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ትምህርት ቤት

የትምህርት ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የቃለ መጠየቅ መመሪያ

አፈተ-ኢሳ የመጀመሪያሁለተኛ ደረጃ ት/ቤት ርዕሰ መምህር የሚመለሱ ለቃለ-መጠየቅ የተዘጋጁ ጥያቄዎች ክፍል አንድ

1. የትምህርት ቤት ስም
2. የመላሹ/ሷ ስም
3. በትምህርት ቤት ያሉት የስራ ድርሻ
4. አሁን ያሉበት ስትላይ ለምን ያህል ጊዜ አገልግለዋል
ያታ
ዕድሜ
5. የትምህርት ደረጃ

ክፍል ሁለት የአካቶ ትምህርት መስማት ለተሳናቸው ተማሪዎች በተመለከተ ያለውን አመለካከት፣ የአመለካከታቸው ምክንያቶች፣ ያላቸውን ልምድ የአካቶ ትምህርት ለመስማት ለተሳናቸው ያለውን ምቹ አጋጣሚዎችና እንቅፋቶች የሚመለከት ቃለ-መጠይቅ የተዘጋጁ ጥያቄዎች ፤

1. የአካቶ ትምህርትን እንዴት ትመለከተዋለህ/ሽ
2. የአካቶ ትምህርትን ለመስማት ለተሳናቸው እንዴት ታየዋለህ/ሽ
3. እርሶ የሚሰሩበት ትምህርት ቤት አካቶ ትምህርት መስማት ለተሳናቸው ውጤታማ ለማድረግ ምን እያደረገነው
4. በእርሶ አመለካከት የት/ቤት አዎንታዊም ሆነ አሉታዊ አመለካከት የአካቶ ትምህርት ላይ አስተዋጽኦ አለው ምለው ያምናሉ?
5. በእርሶ አመለካከት መስማት የተሳናቸው ተማሪዎች የት መማር አለባቸው ብለው ያምናሉ? በልዩ ት/ት ክፍል መሰብ አካቶ ት/ት ከምን? ለምን?
6. መስማት የተሳናቸውን በአካቶ ማስተማር ያለው ጥቅሙ ወይም መልክም አጋጣሚ ምንድነው
7. መስማት የተሳናቸውን ከሚሰሙት ጋር አካቶ ማስተማር ጉዳቱ ምንድነው
- 8.
9. አካቶ ትምህርትን ተግባራዊ ለማድረግ ከትምህርት ቤቱ ጋር የሚሰሩ አጋር ድርጅቶች አሉ? ካሉ የሚያደርጉት አስተዋጽኦ ምንድነው?
10. አካቶ ትምህርትን ተግባራዊ በማድረግ ሂደት ውስጥ ጥሩ ወይም መጥፎ የሚሉት አመለካከት ከመምህራንም ሆነ ከመስማት ተሳናቸው ተማሪዎች አለ?
11. አዎን ካሉ ይህ አመለካከት እንዴት ሊከሰት ቻለ?
12. አካቶ ትምህርትን ተግባራዊ በማድረግ ሂደት ውስጥ መጥፎ አመለካከት ካለ መምህራንንም ሆነ ተማሪዎችን ላይ እንዴት ጫና ሊያሳድግ ይችላል?

APPENDIX C

አዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ትምህርት ቤት የትምህርት ስነ-ባህሪ ኮሌጅ የልዩ ፍላጎት ትምህርት ክፍል

የቃለ መጠይቅ መመሪያ

የቡድን ወይይት መመሪያ

መስማት ለተሳናቸው ተማሪዎች እና መምህራን ለቡድን ወይይት የተዘጋጀ መጠይቅ ክፍል አንድ

1. የቡድን ወይይቱ የሚካሄድበት ቦታ
2. የቡድን ወይይቱ የሚካሄድበት ቀን
3. የቡድን ወይይቱ የተጀመረበት ሰዓት
4. የቡድን ወይይቱ ያለቀበት ሰዓት
5. የቡድን ወይይቱ በአጠቃላይ የወሰደው ሰዓት
6. ለቡድን ወይይቱ የተሳተፉት ብዛት ወንድ

ሴት

ሰ

ተ/ቁ	የተሳተፈዎች ስም	ጾታ	ዕድሜ	ክፍል	የት/ት ደረጃ	የሥራ ልምድ	የመስማት ችግር የተከሰተበት ጊዜ
1.							
2.							
3.							
4.							

ክፍል ሁለት፡ የአካቶ ት/ት መስማት ለተሳናቸው በተመለከተ ያለውን አመለካከት በሚማሩበትና በሚያስተምሩበት ት/ት ያላቸውን ልምድ፣ የአመለካከታቸው ምክንያቶች በአካቶ ት/ት ቤት ውስጥ ያሉትን አጋጣሚዎችና እንቅፋቶችን የሚመለከቱ ቃለ መጠይቅ የተዘጋጁ ጥያቄዎች።

1. መስማት የተሳናቸውን ተማሪዎች በየትኛው ት/ቤት መማር አለባቸው? በልዩ ት/ቤት ወይም በአካቶ ት/ቤት ለምን?
2. አካቶ ትምህርት መስማት የተሳናቸውን ማካተት አለበት ብለው ያስባሉ? አዎ ኩሉ እንዴት? አይ ካሉ ለምን?
3. መስማት የተሳናቸው ተማሪዎች አካቶ ት/ት ስርዓት ውስጥ ውጤታማ ይሆናሉ ብለው ያስባሉ? አዎ ካሉ እንዴት? አይ ካሉ ለምን?
4. መስማት የተሳናቸው ተማሪዎች በአካቶ ት/ቤት በመካተታቸው ወይም ባለመካተታቸው ምን ይሰማችኋል?
5. በአካቶ ማስተማር ማስማት የተሳናቸውን ተማሪዎቹ
 - ማህበራዊ ግንኙነታቸውን ያሳድጋል?
 - የተግባቦት ክህሎታቸውን ያሳድጋል?
 - የትምህርት ውጤታቸውን ያሻሽላል?
 - በራስ የመተማመን አቅማቸውን ያስድጋል?
 - የት/ት ተሳትፋአቸውን ያስድጋል?
 - ሌላ _____
6. የምትሰሩበትን ት/ቤት አካቶ ት/ት በተመለከተ የእናንተ ልምድ፣ አመለካከት እና ስሜት ምን ይመስላል?
7. በእናንተ አመለካከት የአካቶ ት/ትን ተግባራዊ በማድረግ ሂደት ውስጥ ያሉት እንቅፋቶች ምን ምን ናቸው? እንዴት እናስወግዳለን?
8. በእናንተ አመለካከት የአካቶ ትምህርትን በእርሶ ት/ቤትም ሆነ በአገር ደረጃ ውጤታማ ለማድረግ ምን መደረግ አለበት ይላሉ?

APPENDIX D

አዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ትምህርት ቤት

የትምህርት ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የቃለ መጠይቅ መመሪያ

አፈተኢሳ የመጀመሪያ እና ሁለተኛ ደረጃ ት/ቤት በልዩ ፍላጎት ባለሙያ የሚመለሱ ለቃለ መጠይቅ የተዘጋጁ ጥያቄዎች ።

ክፍል አንድ

1. የት/ቤቱ ስም
2. የመላሹ ስም
3. ቃለመጠይቅ የተደረገበት ሰዓት.....
4. በት/ቤቱ ያለዎት የስራ ድርሻ.....
5. አሁን ባለበት የስራ ድርሻ ለምን

ክፍል ሁለት፡ የአካቶ ትምህርት መስማት የተሳናቸው ተማሪዎችን በተመለከተ ያለውን አመለካከት፣ የአመለካከታቸው ምክንያቶች፣ ያላቸውን ልምድ የአካቶ ትምህርት ለመስማት ለተሳናቸው ያለውን ምቹ አጋጣሚዎችና እንቅፋቶች የሚመለከት ቃለ-መጠይቅ የተዘጋጁ ጥያቄዎች ፤

1. እንደ ችሎታ ልዩ ፍላጎት ባለሙያነቶ በዚህ ት/ቤት ቆይታዎ ከመመህራን፣ ከመስማት የተሳናቸው ተማሪዎች እና የት/ቤቱ አስተዳደር የቀረበልዎት ጥሩም ሆነ መጥፎ አመለካከቶች አሉ?
2. አካቶ ትምህርትን እንዴት ትመለከተዋለህ?
3. የአካቶ ትምህርትህ ይደግፋሉ? አይ ካሉ ለምን?
4. እንደ ባለሙያ ምን አይነት ደጋፍ ያደርጋሉ ?
5. የአካቶ ት/ቤት መልካም አጋጣሚዎች እና እንቅፋቶች ምንድናቸው ብለው ያስባሉ?
6. በአካቶ ት/ት ትግበራ ላይ ያሉትን ችግሮች ሊዘረዝሩልኝ ይችላሉ?
7. በአካቶ ት/ት ትግበራ ወቅት የሚያጋጥሙ ችግሮች ለመቀነስ ምን ማድረግ አለበት ብለው ያስባሉ?
8. የአካቶ ት/ት ትግበራን ውጤታማ ለማድረግ ምን ማድረግ አለበት ብለው ያስባሉ?

APPENDIX E

አዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ትምህርት ቤት

የትምህርት ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የምልከታ መመሪያ

1. መስማት የተሳናቸው ተማሪዎች ማህበራዊ ግንኙነት አላቸው?
2. መስማት የተሳናቸውና በሚሰሙ መካከል የመረዳዳት ባህል አላቸው ?
3. መስማት የተሳናቸውና በሚሰሙ መካከል የተግባቦት ችግር አለ?
4. መስማት የተሳናቸው ተማሪዎች በክፍል ውስጥ ይሳተፋሉ
5. መስማት የተሳናቸው ተማሪዎች እና መምህራን መካከል ጥሩ ተግባብቶት አለ?
6. መምህራን መስማት የተሳናቸው ተማሪዎች የሚሉትን ይረዳሉ?
7. መስማት የተሳናቸው በጨዋታ ቦታ ይሳተፋሉ?

Appendix F

አዲስ አበባ ዩንቨርሲቲ የድህረ ምረቃ ትምህርት ቤት

የትምህርት ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የቃለ መጠየቅ መመሪያ

የቃለ መጠይቅ መመሪያ

አፈተኢሳ የመጀመሪያ እና ሁለተኛ ደረጃ ት/ቤት መስማት በተሳናቸው ተማሪዎች የሚመለሱ ለቃለመጠይቅ የተዘጋጁ ጥያቄዎች ።

ክፍል አንድ

1. የት/ቤቱ ስም
2. የመላሹ ስም
3. ቃለመጠይቅ የተደረገበት ሰዓት.....
4. የመስማት ችግር አይነት መስማት ሀ) የተሳነው/ናት ለ) በከፊል የሚሰማ/ትሰማ
5. የመስማት ችግር የተከሰተበት ጊዜ ሀ) ከወሊድ በፊት ለ) ከወሊድ በኋላ
6. የት/ት ደረጃ.....

ክፍል ሁለት፡ የአካቶ ት/ት መስማት ለተሳናቸው ተማሪዎች በተመለከተ ያለውን አመለካከት፤ የአመለካከታቸው ምክንያት፤ በሚማሩበት ት/ቤት ያላቸው ልምድ ወይም ተሞክሮ፤ አካቶ ት/ት መስማት ለተሳናቸው ያሉትን ምቹ አጋጣሚዎች እና እንቅፋቶች የሚመለከት ቃለመጠይቅ የተዘጋጁ ጥያቄዎች።

1. አካቶ ት/ትን እንዴት ትመለከተዋለህ/ሽ?
2. ለመጀመሪያ ጊዜ በመደበኛ ክፍል ውስጥ ስትካተት/ቺ የተሰማህን ስሜት ልትነግረኝ/ሪኝ ትችላለህ/ለሽ?
3. በመደበኛ ክፍል ውስጥ በመካተትህ /ሽ ደስተኛ ነህ/ሽ?
4. ከሚሰሙ መምህራን ጋር ያለህን/ሽን ግንኙነት ልትነግረኝ/ሪኝ ትችላለህ/ያለሽ?
5. በአካቶ ት/ት ውስጥ ያሉትን መልካም አጋጣሚዎችን እና እንቅፋቶች ልትነግረኝ/ሪኝ ትችላለህ/ያለሽ?
6. በአካቶ ት/ት ውስጥ ያጋጠመዎትንን ችግሮችን እንዴት ሊፈቱ ይችላሉ?
7. በአካቶ ት/ት ውስጥ ከተሳተፉ በኋላ በማህበራዊም ሆነ በትምህርትህ/ሽ ላይ ያየሽው/ሽው ለውጥ አለ?
8. በአካቶ ት/ት ውስጥ ተሳታፊ መሆንህ/ሽ በ/ሽ ውጤት ከላይ ውጤታማ አድርጎኛል ብለህ /ሽ ታስቢያለሽ/ለህ አዎ ካሉ እንዴት? አይ ካሉ ለምን?
9. በአካቶ ት/ት ውስጥ ከሚሰሙ ተማሪዎች ጋር ጥሩ ግንኙነት አለኝ ብለው ያስበሉ?
10. በአካቶ ትት ቆይታህ /ሽ ለሌሎች ማካፈል አለብኝ ብለው የሚያስቡት አስተሳሰብ ፤ ስሜት፤ እና ጥሩ ትዝታ አለ ብለው ያስባሉ? ካለ ቢያካፍሉን?

Declaration

I, the undersigned, declare that this thesis is my original work and it has not been previously submitted for any award of degree in this or any other university and all the sources used in this thesis have been dully acknowledged.

Signature _____

Date _____

This thesis has been submitted for the examination with my approval as university advisor.

Name: _____

Signature: _____

Date: _____