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**INCLUSIVENESS OF STUDENTS WITH HEARING IMPAIRMENT AT MINILIK REGULAR
PRIMARY SCHOOL IN ADDIS ABABA**

BY; MELESE DERESSIE

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

**Inclusiveness of Students with Hearing Impairment at Minilik Regular Primary School in
Addis Ababa**

By: Melese Deressie

**A thesis paper submitted to the department of special needs education in the partial
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By: Melese Deressie

Approval of Board of Examiners

1. Advisor

Name _____ Signature _____ Date _____

2. Internal Examiner

Name _____ Signature _____ Date _____

3. External Examiner

Name _____ Signature _____ Date _____

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Acronyms

EFA	Education for All
HI	Hearing Impairments
IE	Inclusive Education
MOE	Ministry of Education
SWD	Students with Disability
SWHI	Students with Hearing Impairments
UNCRPD	United Nation Conventions on Right of Person with Disability

Abstract

This research is qualitative case study, which investigates inclusiveness of students with hearing impairment at Menilik regular primary school. Qualitative research method was employed to explain the practice of inclusive education. The units of the study (cases) comprised of six students with hearing impairment from grade six, grade seven and grade eight. It consist of two females and four males students. The researcher used Purposive sampling procedures to select 5 teachers, the 1 school principal, 6 SWHI for interview and 6 hearing peers students were selected purposively selected for FGD. Totally 18 participants were involved in the study. The interview guide, observation checklist and FGD guide were employed to collect the data. Semi structured questions that allowed the researcher greater latitude in asking broad questions was constructed. The observation guide was arranged in the form of checklist. In collecting the data, tape recorder was used. The findings of the study indicate that students with hearing impairment have good academic achievements, social interaction, adapted high self-awareness and it is helpful for reducing stigma and discrimination that benefit from inclusive education. On the other hand there were also barriers of students with hearing impairments in the inclusive classroom setting like instructional, untrained manpower, lack of appropriate support and resource allocation occurred in the school. Based on the findings obtained some possible recommendations that the school shall be use proper instructional method, addressing trained and skilled manpower, addressing individual needs with appropriate support, and resources that must be allocated in the school were suggested.

CHAPTER ONE

Introduction

This study explores the inclusiveness of students with hearing impairments in the regular classroom setting on the teaching learning processes. The chapter contains the background of the study, statement of the problem, research questions, objective of the study, and significance of the study, limitation and operational definitions of key terms used in the study.

1.1 Background of the Study

Education is a universally accepted fundamental human right that should be accessible to all citizens, without discrimination for any impairment. It plays a crucial role in eradicating poverty and promoting socio economic development in any society. It is one of the main inputs for development and, contributes to the production of educated and skilled manpower; it serves as an instrument in bringing about developmental change in the society. The importance of inclusive education was highlighted in the Dakar Framework for Action. This framework came as a result of Dakar world Education Conference. The framework emphasises that “the inclusion of learners with various educationally disadvantaged positions, such as learners with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education” (UNESSCO, 2000). Students with disability doesn’t mean unable to get a life-changing education. Persons with disability can do anything that persons without disability can do when students with disability can get appropriate support and educational assistance. Of course, this is possible when inclusive education realized in all schools that students with special needs adapted sense of belonging to the member of the group in their educational activity.

According to World Education Forum (2000), and the Salamanca Framework for Action (1994) also explicitly declared that inclusion is the crucial mode of educational access for children with disabilities. The Statement and Framework for Action on Special Needs Education (1994) recognizes the urgency and the necessity of education for each and every child by recognizing that education as a fundamental right for every child (UNESCO, 1994). The document also asserts the belief that regular education system should be designed by taking into account the

wide diversity of learners, considering inclusive education as the most effective means of overcoming discriminatory attitudes. Also, it declares that inclusive education ensures quality education for all children and cost-effectiveness of the entire education system.

In the statement of UNESCO (2008), inclusive education is a process of strengthening the capacity of the education system to reach out to all learners with special needs in regular classroom. It is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. This means that inclusive education accepted and recognize students with disability seen as the member of the group in their community as well as their school environment that respect students right, culture, ethnicity, language, age, gender and their impairments. Furthermore, Janakiraman (2011) described the word “Inclusiveness” as a generic term is an environment that maximises the participation of diversity of all learners. It involves organisational practices that ensure the full participation of different groups or individuals who have special needs. Inclusiveness is manifested through being culturally and socially accepted, welcomed and equally treated. In educating individuals with hearing impairment students the focus should be centred on making the education system inclusive.

Strengthening this statement Farrell and Ainscow (2002) have also described inclusion as the Presence-Acceptance-Participation-Achievement cycle. Beyond this, the importance of inclusion is celebrating the diversity of all learners with special needs, supporting the achievement and participation of all pupils who face learning and behavior challenges of any kind, in terms of socioeconomic circumstances, ethnic origin, cultural heritage, religion, linguistic heritage, gender, sexual preference and so on. In this case appropriate support for students with disability is essential for the development of educational achievement, social skill, emotional and linguistic development with in their peers. If they may not get appropriate support, students with disability lag behind their peers on educational participation. Regardless of its impracticality, the Federal Democratic Republic of Ethiopia has been committed to provide quality education to all its citizens, including children with Special Needs. Aligned with the Ethiopian constitution, Educational and Training policy of the country paves the ground to plan in promoting inclusive education in the country. The formulated policy set an overall goal of providing education for all

citizens, without discrimination. Furthermore, the government of Ethiopia has adapted various international conventions, laws and policies pertaining to persons with disabilities; one of the ratified international Conventions is UNCRPD, (2006), and in which Article (24) emphasizes inclusive education. The Convention aims at a person's "development to the fullest potential to participate effectively" by introducing an inclusive education system; based on the human rights discourse and pursues equal opportunities in life. In other words, the ultimate goal is to reach educational equity and equality for persons with disability including students with hearing impairments.

Though, Ethiopia has ratified many laws and convention, the implementation of these conventions and policies is very low. This means the education of children with disabilities gradually become more prominent within the various national policies and legislations on a paper. The right of persons with disabilities is respected when persons with disabilities get access to the real inclusive education. Of course, the implementation requires the commitment of the government and other stakeholders (Tirussew, 2005). The beneficiaries of these laws, policies and conventions for learners with hearing impairment; which is the focus of the present study. According to Deafness Research Foundation, (2002). Hearing impairment is a broad term used to describe the complete or partial loss of hearing. Hearing impairment can be broadly divided in to two categories. Hard of hearing is Partial loss of hearing. The term hard of hearing used to describe a degree of hearing loss ranging from mild to profound for which a person usually receives some benefit from amplification. But Deafness is complete loss of hearing. It is so severe that adversely affected student's educational performances.

In order to reduce the adverse effect of students educational performance, early sign language acquisition for hearing impaired students have important for the development of educational, social skill, communication and over all personality development. According to Alemayehu, (2000) & Tirussew, (1998), asserted that sign language is fully developed language, and those who know sign languages are capable of creating and comprehending unlimited number of new sentences just as speakers of oral languages. It is visual gesture language, which comprises of shape and position of specific body parts as hands, arms, face and head; and are structured to suit the needs and capabilities of the eye. So that, for creating inclusive classroom setting schools

facilitate social inclusion and addressing sign language educational materials for all hearing impairments students. During socialization, hearing impaired students gain new vocabulary with its meaning and its signing system at every day contact from deaf and hearing peers. This is the most important for increasing friendship, sharing of idea with peers and helpful for active educational participation in the classroom.

Furthermore, sign language interpreters are important used as a communication bridge and facilitate social inclusion classroom. Cawthon, (2001) show that the importance sign language interpreter in the inclusive classroom setting used as input for serving deaf students to facilitate communication, and can significantly improve access to information for a student who is deaf or hard of hearing. At present time, the move towards inclusive education is started in many schools of our country Ethiopia for students with hearing impairment. Minilik the second regular primary school in Addis Ababa was practice inclusive education for students with special needs. However, the implementation of inclusive education for students with hearing impairments do not accessing properly based on student's individual needs. The purpose of this study was to investigate the inclusiveness of students with hearing impairment at regular classroom setting.

1.2 Statement of the problem

Although, Inclusive education is the process of strengthening the capacity of education system to reach out to all learners as a strategy to achieve education for all. This has been verified through a number of international conventions which include: the Salamanca statement on special needs education, UNESCO, 1994, the UN convention on the Right of the Child, 1989, and the UN international convention on the Right of the Persons with Disabilities (2000). In this case inclusive education is understood as a tool that can be used to reduce poverty, to improve the lives of individuals and groups, and to transform societies (Grubb and Lazerson, 2004). Providing an inclusive education to all is necessary because it is linked to human right criteria, educational economic and social development goals.

Ethiopia accepted this convention on the right to child and international convention of person with disability to addressing the right to education for all citizens. Recently Ethiopian made its Educational policy to promote inclusive education. In 1994, the government formulated an education and training policy with an overall goal of providing education for all citizens.

Provision of accessible education for persons with disabilities and learners with special educational needs is among these wider commitments of the government (MoE, 2004; Ethiopian Education Policy, 1994). However, according to Ethiopia MoE (2012) report, inclusive education has been inaccessible for most students with disabilities. This is not only the access, but also the quality of education received by children with disabilities in general the hearing impairment in particular remained to be very low. This is mainly attributed to low implementation of inclusive education by the government and stockholders in most parts of the country. Still now all children with disability cannot get the chance of the right to education due to fragmented educational policy. As a result of this accessing inclusive education have some challenge in most parts of the country. All students with hearing impairments do not educated based on their needs due to low implementation of inclusive education.

In the statement of (UNESCO, 1994) argued that Inclusive Education to be meaningful, schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with either communities. This statement strengthen by Berndsen and Luckner, (2012) that Students who are hearing impairments in inclusive settings, not all educational environments are properly equipped to meet these students' special needs. Untrained regular classroom teachers make a problem on the teaching learning process in inclusive classroom setting. Regular teachers who do not know sign language and background knowledge of special needs education usually that create educational problem to treat students with hearing impairments during instruction. Corbett (2001) stressed that lack of training and opportunities for professional development are discourages to inclusion. If teachers do not have the necessary skills to teach students with special needs, they might feel frustrated and they cannot accommodated these children in their classes.

In the same way, in Minilik regular primary school there were limited resource allocation and in appropriate support for students with hearing impairment affected the teaching learning process of inclusive education. Hence resources and appropriate support are important for inclusive education for facilitate teaching learning process in the school. Thus educational support services

need to be addressing for students who have special needs organized by collaborative effort by government, stockholders and all professionals for effective implementation of inclusive education. This study conducted on inclusive educational activity of hearing impaired student at regular classroom setting on the teaching learning process with the following basic research questions:

1.3 Research questions

1. Do the school accessible individual educational needs for students with hearing impairment?
2. In what way students with hearing impairments have benefited from inclusive classroom setting?
3. Do students with hearing impairments have educational barriers in the inclusive classroom setting?
4. What kind of instructional methods, support services and resources allocation used the school in order to addressing for students with hearing impairments in the school?

1.4 Objective of the study

1.4.1 Major objective of the study

- The main objective of the study is to investigate the inclusiveness of students with hearing impairment in Minilik regular primary school.

1.4.2 Specific objectives of the study

- To examine the classroom participation of students with hearing impairment on the teaching learning process in the school.
- To determine the educational barriers of students with hearing impairments on the teaching learning process and on extracurricular activity.
- To find out how the classroom teachers addressing individual needs for students with hearing impairment on their educational activity in the school.
- To know teachers perception and understanding about inclusive educational practice in respond to the diversity of learners with special needs in the school.

- To suggest relevant recommendation for further improvements of inclusive educational practice in the school.

1.5 Significance of the Study

This research conducted on inclusiveness of student with hearing impairment at Minilik regular primary school. it gives the direction to identify inclusive education bariires,benfite,teaching strategy, support system and resource allocation in the school. The finding of the study might help them to;

1. The study helps for the classroom teachers and the principal for further decision making for proper action and developing the school educational facility.
- 2.The study also helpful for increase the perception and experience of hearing impaired students, classroom teachers and school principal more about inclusive educational practices at large.
3. To identify the main inclusive educational barriers and improve student with hearing impairment participation on the teaching learning process in the school.
4. Serve as strengthen the school educational service and to give recommendation for further educational improvement in the school.
5. Finally, the study could also be used to provide for other researchers who may want to carry out research in future on inclusiveness of students with hearing impaired at regular school.

1.6 Limitations of the Study

The stud limited only students with hearing impairments at Minilik regular primary school from grade 6th up to grade 8th students. In this study there is some limitation that the researcher encountered. During classroom teachers interview session getting hold on time was quite difficult as the initial plan to interview not realized. Some classroom teachers had to be interviewed on break time and this could lead to the classroom teachers not giving more information as oppose to if they were interviewed on full of free time. Another limitation was that because the researcher is deaf, so that he cannot hear the respondent's response verbally by hearing, limited data may have been collected from classroom teachers as the interviews had to

be done with the help of sign language interpreter. Finally, because inclusive education is recent phenomena in Ethiopia, locally written materials about inclusiveness of students with hearing impairment in Minilik regular school was limited and scare based on Ethiopia context.

1.7 Definition of terms

Barriers: refers to the situations that are difficult for students with hearing impairments participation within the selected primary school.

Inclusiveness: is an environment that maximises the diversity of all learners that ensure an individual who have special needs culturally and socially accepted, welcomed and equally treated (Janakiraman, 2011).

Disability: A physical or mental condition that limits student's activities in the selected regular primary school.

Hearing Impaired: All levels of hearing losses ranging from mild to profound (Skadalen Resource Centre 2007).

Deaf; refers to a more profound hearing loss than hard-of-hearing, who attend in the selected school in the case study.

Hard of hearing; as a degree of hearing loss which ranging from mild to profound for which a person usually receives some benefit from amplification (Deafness Research Foundation, 2002).

Inclusion: The process of adjusting individuals with hearing impairment fully accommodated (Minilik regular primary school).

Strategy; is a method used by instructor to create a supporting condition for students with hearing impairment to learn in order to attain optimal results by the regular primary school.

Inclusive Education: The educational practice of educating students with hearing impairment in classroom together with students with hearing peers (Minilik regular primary school).

Education: A powerful instrument of social change and often initiates upward movement in the social structure.

CHAPTER TWO

Review of Related Literature

Introduction

The purposes of this chapter is consider definition and conceptual framework of the study, definition of inclusive education, inclusive education of hearing impaired students, benefits of inclusive education for hearing impaired students, barriers of inclusive education to hearing impaired students, teaching strategies resources allocation and the school that employ to support for hearing impaired learners.

2.1 Conception and definition of hearing impairment

According to individualized educational act (IDEA, 2004) hearing impairment is a condition where an individual is impaired in processing linguistic information through hearing. It is considered as a hidden disability because it is not visible unlike other types of disabilities such as visual impairment or physical impairment which is clearly identifiable. However the word hearing impairment is controversial in its meaning for most of the time in our society. In this case hearing impairments can be defined as “deaf” and “hard of hearing” by the following definition.

The term “deaf” can be defined as completely loss of hearing with or without hearing aid or amplification. It so severe that affects child’s educational performances or his/her daily activity. The Skadalen Resource Centre, (2007) emphasis that deafness makes hindrance of the child’s auditory speech perception and the control of his or her own voice. Most of the time a child who is deaf prefers to sign language used as medium of communication with his/her peers.

On the other hands, the term “hard of hearing” is a hearing loss that the child can hear minimum sounds and can communicates with or without hearing aid. The Deafness Research Foundation, (2002) Also describe the term hard of hearing as a degree of hearing loss which ranging from mild to profound for which a person usually receives some benefit from amplification. Usually people who are hard of hearing can oral communicate by using their voice and they can participate in society by using their residual hearing with hearing aids, speech reading, and

assistive devices to facilitate communication. Hearing impairments can be affects students educational, social or communication skill depending on the age on set and types of the hearing loss at day to day activity. In addition to this, Engel Brecht and Green (2001) define hearing impaired that occurs the age at which in a pre-lingual or post lingual way. Pre lingual, hearing impairment refers to deafness that is acquired at birth or before spoken language develops while post lingual, hearing impairment refers to deafness that is acquired after spoken language has developed.

2.2 Type, causes and sign of hearing loss

Type of hearing loss; the type of hearing loss including conductive (occurs when something goes wrong with the outer or middle ear, impeding sound waves from being conducted or carried to the inner ear), sensor neural hearing (loss occurs when damage to the inner ear or the auditory nerve impedes the second message from being sent to the brain), or mixed (both conductive and sensory neural hearing loss occurred at the same time).

According to the statement of WHO, (2012) the severity of a hearing impairment is measured by the amount of sound that can be heard using one's better ear and this is a measured using decibel (dB). It is categorized into four, that is, mild hearing impairment where the minimum sound that can be heard is between 25 and 40 dB, moderate hearing impairment where the minimum sound that can be heard is between 40 and 70 dB, severe hearing impairment where the minimum sound that can be heard is between 70 and 95 dB and profound hearing impairment where the minimum sound heard is 95 dB and over.

Cause and sign of hearing loss; According to Van and Dobie, (2004) hearing loss can be caused by a number of factors including; heredity genetics or run by family members, aging, loud sound exposure, diseases and infections, trauma (accidents), or drugs and chemicals that are poisonous to auditory structures. Meningitis is also the most deadly and cause of post lingual hearing impairment in any persons. A child who are hearing impairment identified by specific signs such as low attention, distractedness, fear of social interaction and frustration on educational activity.

2.3 Inclusive education

According to UNESCO (2005) defines inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, have special needs or due to different reasons, are excluded or at risk of being marginalized.

In the statements of Loreman and Deppler, (2001) also stated their idea about inclusive education as a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within the regular schools. In this way, inclusion is more complex than mere physical placement of children with special needs in the regular classroom. So that students with and without special needs that all aspects of schooling that students are able to access and to meet the needs of all students.

According to the guideline of inclusion UNESCO (2005), the key element of inclusion is not individualization but the diversification of the educational provision and the personalization of common learning experiences in order to achieve the highest degree of participation of all students, taking into account their individual needs. This implies advancing towards universal design, where the teaching learning process and the curriculum consider from the very beginning the diversity of needs of all students. So that it is an important educational approach in order to provide a school environment conducive for all learners and to make full participation in the teaching learning process successfully.

2.4 Inclusive education students with hearing impairment

According to Engel Brecht and Green (2001) 'inclusive education' is used to describe educational policies and practices that uphold the right of learners with hearing impairment to belong and learn in inclusive education. This means that all students with disability participated in their education equally with in their non-disabled peers. Because inclusive education is right based educational system for all students who are special needs. UNESCO, (2002) asserted that inclusive education as a new trend of thought in international education and society which was introduced in the early 1990's, seeks to challenge exclusion and widen the struggle against the violation of human rights and unfair discrimination. Inclusive education does not focus on

individualized students but rather it adapted belonging to the group's members to build inclusive education system. Thus, students with disability have the right to education without discrimination. The United Nations Convention on the Rights of Persons with Disabilities in (2006) disclosed that, inclusive education is the right of all learners including those with special needs. This means that students with hearing impairments met in inclusive education system that embraces a wide diversity of learners. In this case, convention of the right to person with disability inclusion should be seen as a process of addressing and responding to the diverse needs of all children, youth, and adults through increasing participation in learning cultures, and communities, that reducing and eliminating exclusion within and from education.

In order to address basic education and to provide equal participation of all citizens, Ethiopia adapted the Education for All (EFA) movement concerned with ensuring access to basic education for all. It was launched at the World Conference on Education for All in Jomtien Thailand (1990). In (2006), the ministry of education released the Special Needs Education Program Strategy. Even if Ethiopia adapted education for all program, the inherent weaknesses within the strategy, problems encountered during its implementation, the dynamic nature of education and the ratification of United Nations (UN) Conventions on the Rights of PwDs by the Government, necessitated the revision and updating of the strategy.

In the same way the government of Ethiopia also adapted the newly special needs and inclusive education strategy that significantly changes in the expansion of SNE service in (MOE, 2012). This strategy's strongly emphasis on inclusive approach to build an inclusive education system which will provide quality, relevant and equitable education and training to all children, youth and adults with Special Educational Needs and ultimately enable them to fully participate in the socio-economic development of the country.

In this case, Students with hearing impairments are can get the chance to participate from this educational strategy with in their hearing peers in the regular class room setting. Hence the newly educational strategy is important for students with disability in general the hearing impairment students in particular in terms of quality and equitable inclusive education for all age groups of persons with special needs. So that Inclusive education for all citizens can be realized if all students with disability participated in their education equally their non-disabled peers. This

is advanced for hearing impairment students for actively participate in the teaching learning process in the classroom. However, inclusive education for hearing impaired students do not implemented effectively based on student's needs. Student with special need have divers' needs on their educational activity. So that, in order to fully participate and addressing the individual needs of student with hearing impairments in the regular classroom setting. Proper implementation and accessibility is important at every educational activity. This statement asserted by Heward, (2006) that inclusive education is effective when individualized plan and systematically monitored arrangement of teaching procedures, adapted equipment's and materials, accessible settings, and other interventions designed occurred to help learners with special needs to achieve a higher level of personal self-sufficiency and educational success in school.

2.5 Benefit of inclusive education for Student's with hearing impairments

According to Humphries and Nielsen, (2002) asserted that, students with disabilities can benefit from inclusive classroom setting within regular classrooms when they received the additional assistance that they need. Inclusive education help students with hearing impairments to eliminate the segregation and stereotyping that often happen to people with disabilities. Furthermore, In the statement of the newly educational strategy of (MOE, 2012) also emphasis that inclusive educational approach is important to build an inclusive education system which will provide quality, relevant and equitable education and training to all children, youth and adults with Special Educational Needs. This means that equal participation of students with special needs with quality educational system help them for better academic achievements, facilitate social interaction, enrollment model of instruction, enhancing their self-concept and reduced stigma and discrimination in the school. We believe that, Inclusive education does not only benefit learners with hearing impairment, but also benefit hearing learners and teachers. Such benefits are also discussed below in details.

2.5.1 Enhance Academic performance

Inclusive education is very important for enhancing better academic achievements for students with hearing impairments in the regular classroom setting. When students with hearing impairments included with their hearing peers can adapt new experience and social skills from

hearing peers at day to day activity. Thus facilitate their participation and develop their academic achievements in the classroom. According to the statement of Berndsen & Luckner, (2012) effective instructional strategies is important for accelerating the teaching learning process of inclusive education for hearing impaired students. This is advantageous for student's participation and increase in the number of students who are hearing impairments in inclusive settings. The classroom academic status of hearing impaired students can be seen as the student's academic achievement in comparison to that of his or her classmates. This means that students with hearing impairment academic achievement and participation can be compared with hearing and deaf peers in the classroom.

In this case inclusive education is a means of better academic achievement and facilitates their classroom participation in classroom activities and discussion. The inability to participate in the classroom may result in poor academic achievement. Hearing impairment students who are well integrated academically should be able to participate in the classroom in a manner similar to that of their classmates. Student with hearing impairments have varied in their potential, understanding skill and even if types of impairments. So that, considering individual needs based on their potential is helpful to reduced barriers of inclusion on the teaching learning process in the school.

In the statement of Campuzano and Batcheldar, (2009) considered that inclusive classroom setting may include different types of learners; therefore, teachers should consider students' diverse needs when developing their means of instruction. This is significant to ensure that all students' learning needs are met via instruction, and it can be achieved when educators employ instructional methods that permit them to teach content in a number of different ways.

According to Reich & Lavay, (2009) idea the length of instruction is important since shorter or brief instruction and discussions are more meaningful for students who are hearing impairments. In this case the classroom teacher shall be use effective sign language combined with visual aid materials during instruction. If classroom teachers' instructional methods are attractive, students with hearing impairments give special attention on daily program to participate effectively. Effective classroom participation lends to students with hearing loss, the ability to communicate

with teachers and peers can be a major component of academic success. So that, hearing impairment students who are included in the regular classroom setting benefited from academically and can be able to participate in the teaching learning process in the classroom in a manner similar to that of their classmates.

2.5.2 Co-enrolment models of instruction

Inclusive classroom setting create co-enrollment model of instruction that provides students with and without hearing impairment with shared communication means and intensive contact, and increase their familiarity in the classroom. It is important for both students with hearing impairment and typical hearing students are educated together in the same classroom. In this case a team of hearing impaired and hearing teachers provides simultaneous instruction in sign language and spoken language to classrooms of deaf and hearing students.

According to Kreimeyer, Crooke, (2000) co enrolment model of instruction given by both by a regular education teacher and a special education teacher. Sign language is used as a medium of instruction integrated into classroom during lecturing time. A regular classroom teacher may not have skill, usually use spoken language and assisted by sign language translator. In these settings, it is important hearing learners also to receive instruction in sign language and adapted deaf culture from their deaf peers. In the same statement of Egbert, & Klein, (2000) asserted that all students in the program are involved in all classroom activities and the teacher encourage them to interact with each other by providing ongoing instruction and appropriate communication methods for hearing impaired students and hearing students. In these settings, it is important that the hearing learners also to receive instruction in sign language.

2.5.3 Development of Social interaction

According to Anita and Kreimeyer, (2003) define social interaction as the ability to interact with, make friends with, and be accepted by peers. For students with hearing impairments in inclusive classroom setting the image of social interaction seems somewhat more positive. When students included in inclusive classroom setting, they are able to socially interact and develop relationships with their peers. Similarly, when students with disabilities are isolated and taught only in special education classrooms they are not given the opportunity to interact with a diverse

group of people. As a result of this inclusive classroom setting for hearing impairment students is importance for the development of social skill from their hearing peers.

In this regard Kavales and Forness (2000) asserted that, when students with disabilities become part of a general education classroom, they are more likely to become socially accepted by their peers. The more students without disabilities have contact with their peers with disabilities the greater the chance they will learn tolerance and have a greater acceptance by their peers. As a result of this, Students with hearing impairments feel that they are part of a learning community in their classroom because of the belief in inclusion by their peers and their teachers. In addition to this inclusive classroom setting is importance for hearing impairment students for the development of social skill from their hearing peers.

In support to this idea, McCarty (2006) suggested that inclusive classroom setting allows the students with special needs to improve their social skills and their behavior by having appropriate examples in the general education classroom. Students with disabilities have shown improvement in their ability to follow directions and initiate contact with others hearing peers. Students with hearing impairments may show in mature social skill and in appropriate behavior in the inclusive classroom setting, so that they adapted social skill and copied appropriate behavior when interacted and included in regular class with hearing peers.

2.5.4 Enhancing Self-concept

According to Piers-Harris and Herzberg, (2002) defined self-concept is a relatively stable set of attitudes reflecting both description and evaluation of one's own behavior that consist of the objective and subjective self. it is an individual's awareness of her/his own identity. When students with hearing impairments included in the inclusive classroom setting, they adapted sense of belonging to the group members. This is important to know more about themselves and their peers at large. The enhancement of Self-concept of students with disability is essential for reducing the effect of stigma and discrimination. Students with hearing impairments with high self-concept may develop self confidence in their educational activity. In the same statement of Wallander, (2002) postulates that feeling accepted or rejected by one's significant others will affect the way a person views and evaluates oneself and the world. The

importance of self-perception for the growth and development of children has been demonstrated in such a way that how self-efficacy can enhance or impair the level of cognitive functioning and performance (Bandura, 1989). A child's expectations about his own capabilities determine his behavior and influence his motivation, effort, and persistence regarding both the difficulty of the task and task efficacy.

This means that a student with disability with low self-concept may influence his/her expectation of his own capability. On the other hands students who are high self-concept have good expectations about the capability of do tasks efficiently. In addition to the above study, (Fulgosi - Masnjak, (2003) recognizing that the mechanisms of mutual functioning of the teacher on students' self-concept and achievements is extremely important for the success of inclusion students with special needs. Moreover, enhancing the self-concept of students with special needs that are included in regular primary school classes has a positive impact on their academic achievements as well as on their personal and social development.

2.5.5 Reduced Stigma and discrimination

According to Olofintoye and Tunde (2010) reported that inclusion has helped learners with hearing impairments to adapt better to their environment after schooling and reduce stigma and discrimination. Students with special needs may come from different religion, cultural background, language, and race and body color. so that considering students with hearing impairment difference is important to talk measure how to everyone learns in the inclusive classroom setting. This is true that inclusion is necessary to facilitate social interaction in the school. When students with disabilities are isolated and taught only in special education classrooms, they are not given the opportunity to interact with a diverse group of people. By creating inclusive settings these students with hearing impairments are can be able to socially interact and develop personal relationships with their peers as indicated by McMillan (2008). Moreover, inclusive schools provide learners with hearing impairments a place to explore who

they are and who they will become by interacting with hearing peers (Ower and Goldstein, 2002). This can go a long way in reducing stigma for students with hearing loss with learning and attention issues. It can also help hearing impaired students to build and maintain intensive contact and friendships. Diversity in the classroom is a plus for any student with ‘differences.’ Students will naturally come to see themselves as belonging to one or more groups within the classroom setting.

2.6 Barriers of inclusive classroom setting

Despite of the benefit of inclusiveness of hearing impaired students at regular class setting, there are also some barriers that affect the teaching learning process of inclusive education of the students directly or indirectly in their educational activity. According to Hardman Drew & Egan, (2005) asserted that learners with hearing impairments may have partial or full hearing loss in one or both ears, the characteristics exhibited by learners with hearing impairments depend on the degree of hearing loss and the onset of that loss. Hearing impairment or lack of language acquisition at early age has serious implications for the child’s development. There is a risk of learners with hearing impairment in the teaching and learning process. Some of them are listed below and discusses as barriers of the hearing impaired students affected in the inclusive education progress.

2.6.1 Communication barrier

Communication barrier’s is the result of misunderstanding between two or more groups either verbally or nonverbal. In inclusive classroom setting, contains divers’ learners with special needs with different background, language, culture, race and sex. This diversity creates communication barrier among deaf, hearing peers and their teachers in the school.in addition to this, the severity of hearing loss, the level of sign language skill of hearing peers and their teachers also make a serious obstacle on communication barrier’s.

In relation to this Samuel, (2017) stated that communication barrier’s among learners with hearing impairments, hearing learners and their teachers, faced specific challenges that negated interpersonal relations and social interactions among them. This problem can be identified as

hearing impairments divers' sign language skill, lack of knowledge and understanding of the Sign language on the part of teachers and hearing learners. Some students with hearing impairments are fast during communication and some of them are passive because of the severity of their impairments and other personal problem. On the other hands difference at early education of sign language acqusion of the deaf and the difference use of signing system in the school create misunderstanding among them.

During lecturing time students with hearing impairments who are communication barriers do not actively participate in the classroom. They are passive at any movement and sometimes fell depressed mode in the classroom. In this regards, Desalegn and Worku (2016), asserted that, learners with hearing impairments have missed many opportunities since they were being left out because of the gap that communication barriers created. So those, Communication barriers in the classroom make it difficult for students to get the most out of their education. Some teachers fail to create engaging lessons and struggle to connect to their students on a one-to-one basis.

In addition to the above, Messaria (2002) found that the communication ability of teachers was rated 'poor' as they could not communicate effectively with their learners. It is therefore noted that lack of effective communication could determine academic difficulties and consequently student withdrawal. Students with unaddressed language or speech difficulties often have trouble communicating with their teachers and classmates. Personality differences and peer pressure add to the mix, making some classroom interactions feel awkward or forced.

2.6.2 Mode of Instruction

In inclusive classroom setting most of the time sign language was used as a medium of instruction when students with hearing impairments are included and learning with their hearing peers. Sometimes hearing teachers use spoken language to teach students with special needs by the help of sign language translator. Even though, there has been an increase in the number of students who are hearing impairments in inclusive settings, not all instructional strategies and educational environments are properly equipped to meet these students' special needs. A classroom may include different types of learners; therefore, teachers should consider students' diverse needs when developing their means of instruction.

In supporting this idea, Batcheldar, (2009) stated that consider the diverse needs of learners with special needs ensure that all students' learning needs are met via instruction, and it can be achieved when educators employ instructional methods that permit them to teach content in a number of different ways. In this case, teachers of special needs supported their instructional method with visual support materials. A teacher who uses sign language only, cannot address educational needs of each student.

In the same way Schultz et al., (2013) disclosed that visual support material during lecturing time is importance for providing information for all students at the classroom. Since visual supports have a big impact and have the ability to enhance students' understanding of instruction, supporting the instruction with visual aids, such as videos, smart boards, posters, facial expressions, gestures, sign language, and demonstrations, is necessary for students who are hearing impairments. In this regard Berndsen and Luckner (2010) stated that regular education teachers have to be aware of that the pace of the instruction and discussions, and quick changes in topics especially challenge of students who are hearing impairments access to information sufficiently. Because hearing impairment student may have limited understanding on their educational activity.so both regular classroom teachers and special need teacher shall be use proper sign language with enough visual support material during instruction. Unless there is limited visual support material during lecturing time, not only students with hearing impairments but also hearing peers did not understand the concept of daily lesson.

2.6.3 Untrained teachers

According to the statement of UNESCO (2007) there are a number of challenges faced in provision of education for children with special needs. These challenges include inadequate funding to meet basic learning needs to provide the necessary equipment needed slow progressing assessing needs of learners. Similarly, Forlin, &Jobling, (2003) described that lack of enough qualified teachers in inclusive classroom setting that handle children with special needs low provision of teaching learning resources. For many pre-service teachers or regular teachers their only exposure to the area of inclusive education is an introductory inclusive education subject included in their teacher education course.

In the finding of my study also show that most of the regular teachers who teach students with special needs do not back ground knowledge about neither sign language nor special needs and inclusive education field. So that the teachers use sign language during lecturing time. This has some effects on the teaching learning process of inclusive education. In supporting this idea, Nagata (2005) claims that a single university subject on inclusion or special education cannot adequately prepare teachers to successfully implement the various aspects of inclusion and its associated practices. In case of this qualified special needs and inclusive education teachers must be available for qualified inclusive educational progress in the school.

2.6.4 Lack of Resources

Lacks of resource in the inclusive school make educational challenges on addressing for students with special needs. According to the statement of Booth and Ainscow (2002), resources facilities, cultures, policies, curriculum, teaching method, seating arrangements and form of interaction are some examples of barriers that may hinder the school life of any student. Resources are not just about money. It can be educational material like enough text books, sign language dictionary, sign language video room, assistive device like hearing aid, desktops or lap top computer etc... that must be accessible based on their needs. Lack of resource allocation barriers can be found in any aspect of regular school, so that it is important allocate resources properly for individual needs. Many challenges of resource allocation faced by students with hearing impairments in the school can be mitigated or eliminated when barriers to learning and participation are identified and minimized. The resources are helpful in students their capacity to direct their own learning and to support each other's learning, may be particularly underutilized, as may the potential for staff to support each other's development.

According to Glat and Blanco (2009) argue that appropriate curricular adaptations or accommodations to students' needs can be transient and enable general participation and learning in the classroom. We agree with those authors that curricular accommodations may be necessary for the participation and learning of some students, but if they are not designed to meet specific needs, they may end up legitimizing the exclusion of some students in the general classroom. The resources allocation for hearing impaired students in inclusive education is important for the

implementation of effective teaching learning process and it must be design based on individual needs.

2.6.5 Absence of Sign language interpreter

According to Alemayehu, (2000) and Tirusew, (1998), Sign languages are fully developed languages, and those who know sign languages are capable of creating and comprehending unlimited number of new sentences just as speakers of oral languages. In inclusive classroom setting, sign language used as a means of communication and instructional methods in access to hearing impairment student's educational needs. However the most of the regular classroom teachers have not sign language skill during instruction. In this case sign language interpreters must be available in the classroom at lecturing time.

In this regard Cawthon (2001), point out that the importance of interpreters in the general education classroom is not only to provide a translation between teachers' speech and sign language. An interpreter can also assist students who are hearing impairments while they communicate with hearing peers. Moreover, interpreters can support the instruction by repeating the given information, clarifying material, and sometimes giving voice to students who are hearing impairments in classroom discussions. However the limited and unskilled sign language interpreter in the inclusive classroom setting reduced the accessibility of the teaching learning process in the school.

In relation to this idea, Eyasu (2013) stated that in Ethiopia, there is no currently formal education for Sign Language interpreters. Practically everyone who knows even a little Sign Language has an unofficial license to work as one. It came to attention that the lack of Sign Language interpreters and the current quality of uneducated interpreters hinder the educational process. The contribution of the government in expanding sign language interpretation in the country is very limited. Despite foreign aid contributes a lot in empowering the deaf and interpreters promotion.

2.6.6 Inappropriate support

According to Mahlo (2011) Support can be defined as all activities that increase the capacity of a school to respond to diversity. A supportive environment where there is collaboration among teachers, district officials, principals, parents and learner support for teachers is crucial for

successful implementation of inclusive education. Support may involve a group of colleagues who are available to assist learners experiencing barriers to learning; therefore, educational support services need to be organized and the roles of all professionals in the implementation of inclusive education clearly defined (Calitz 2000).

Students with hearing impairments need appropriate support based on their needs. Inappropriate support of the school for special needs can reduce the participation of students in the classroom. Inclusive education can only be successful if teachers elicit an attitude acceptable to all learners with hearing impairments and when they have sufficient support and resources to teach all learners. A large number of teachers who are already in the field still feel they lack the skill and the tools to teach learners with diverse needs because most of them never received training in inclusive education.

In supporting this Fakudze (2012) stated that lack of school support is characterized by lack of state funding for inclusive education programs and provision of in-service training for teachers that can empower them and so lead to a change in their attitudes towards inclusive education. The above researcher further argues that teachers upgrade themselves at their own expense on a part-time basis. The school-based support teams lacked the knowledge and skills to assist learner's special needs and yet empowering the school-based support could be one strategy to enhance the implementation of inclusive education.

2.7 Instructional methods, resources allocation and support system

2.7.1 Instructional methods

In Minilik regular primary school the inclusive classroom setting that the teaching learning process takes place by the means of sign language as medium of instructional method. It is important to for learners with hearing impairments mostly rely on visual cues for their teaching and learning process. In addition to this in inclusive classroom setting, teachers adapted group work, group discussion, individual assignment, picture display, vocabulary support and other instructional methods the teachers used during lecturing time. However, in the Inclusive classroom setting may contain both deaf and hearing teachers. Hence, deaf special needs teachers are more effective when sign language used as instructional method. On the other hands regular classroom teacher use spoken language to teach both the deaf and hearing peers by the help of sign language interpreter's.

In this regard, a study conducted by Stinson and Antia (2014) revealed that regular classroom teachers did not make sufficient accommodations to meet the individual needs of learners with hearing impairments placed in inclusive classes. In addition, regular teachers made limited adjustments in assignments, teaching routines, expectations and in utilizing learners' targeted specialized remedial instruction because of less sign language skill and limited sign language translators in the school. As a result, many learners with hearing impairments face instructional problem.

In this case, both special needs education and regular education teachers must be use sign language effectively and universal learning design in the classroom for improving students with hearing impairment understands in the practice of inclusive education. When teachers' using universal design seeks to eliminate the distinction between 'special' and 'regular' learners, with the assumptions that each individual learns differently and that providing a variety of experiences will help all students.

In supporting to this idea, Edyburn (2010) described that universal learning design is both a philosophical stance that teachers take proactively valuing diversity and a skill they must learn and improve over time. It is not easy to have a universally designed class-room. However, when teachers fundamentally value having students with different abilities in their classrooms, and design their classrooms to ensure all students can benefit from this instruction. In order to treat each student's educational needs, teachers must be use flexible instruction into the classroom. For example, it may mean the use of multiple methods within each category of presentation, response, and engagement, but may also mean that teachers employ flexibility and improve accessibility within particular activities. Teachers employ universal design learning when they design lessons that incorporate flexible means of presentation, such as video, drama, drawing, presentation. Flexible means of response including drama, and poem written easy, small group discussion or conversation, and peer learning and meeting with teachers by the help of sign language. Flexible means of engagement including self-assessment and peer assessment.

2.7.2 Resources allocation

The sources allocation in the school for students with hearing impairment does not appropriately equipped to meet student's individual needs. Students with hearing impairments need resources

room in order to develop their potential or understanding on their educational activity. Addressing resources allocation for hearing impaired students properly in inclusive classroom setting just like any other learners should access the curriculum without barriers for them to reach their educational potential. During the teaching and learning process, educational materials should be made available for teaching learners with hearing impairments. This is because learners with special needs including learners with hearing impairments require specialized equipment and adaptations to succeed in school. Classroom teachers must be use additional resources during lecturing time. Unless the teachers cannot use resources in the teaching learning process, students with hearing impairments do not understand the daily lesson effectively.

In this regard Mpofo and Chimhenga (2013) disclosed that teachers can use different equipment, including white board, desktop computers, personal computer's sign language video games and televisions. In addition to this, teachers can also make use of educational materials such as display pictures, illustrations material or simple models, graphs, and films on the teaching learning process in the school. However, most of inclusive education classroom teachers cannot be using all educational resources properly. This is the reason of limited amount of resource allocation in the school and limited period of time to use all appropriate resources in the classroom.

2.7.3 The school environment

School environment is an important thing which accelerated the teaching learning process in the inclusive classroom setting. School environments can be seen as comfortable classroom size, library, administration building, school doorway, playground, toilets and dining room. Peaceful and noisy school environment helps to learner's with special needs to free from any distractive situation in the school. In supporting this idea, Sundeen, (2007) asserted that classroom noise is also important to hearing impaired students for properly following the daily lesson in the classroom. In the above study, the researcher explains that the teaching and learning process in an acoustic friendly environment will be very effective to speed up the learning of a hearing impaired student and promote his or her participation in the classroom.

2.7.4 Support system for students with hearing impairment

In the school students with hearing impairments do not get appropriate support based on individual student's needs. Hearing impairment students need specific skills in order to be able to learn effectively. It is possible that, because of their impairment, hearing impairment learners

may need special assistance to acquire those skills. While it is difficult to generalize because of the atypical histories of individual learners, educators need to familiarize themselves with the different components of cognitive development, which include the developmental and academic skills of hearing impaired learners. In order to understand the unique characteristics of these learners, Petridou and Stylianou (2005) suggested that the strategy in support of inclusive education for learners with hearing impairments can be conducting in-service training for teachers dealing with learners with hearing impairment. This on-going in-service training for staff development will equip classroom teachers with the necessary skills to become resource teachers of learners with hearing impairments. The support plan of students with hearing impairments may include educational, personalized instruction physical, emotional, assistive technology, financial, and adapted materials support is essential and helpful for educational achievements.

In this regard Marschark et al. (2002) asserted that in addition to educational support, financial and materials support also an important ingredient for the educational achievement of hearing impaired students. Knowledge of those skills will allow educators to develop instructional materials, teaching strategies and learning environments that will take advantage of the learners' strengths while compensating for their weaknesses. However most of the time in the inclusive classroom settings students with hearing impairments do not the chance to get appropriate support based on student's needs. This is mainly due to government low budget for support disability students and less collaboration with the stockholders in the inclusive school.

Student with special need cannot get any support on time; they may lag behind their peers on their educational activity. So that, appropriate Supports must be provided for students with hearing impairments to participate from inclusive learning opportunities and activities. Appropriate Supports of students with hearing impairments' can be related to reduced challenging on the teaching learning process take into consideration students' educational, social, language and communication needs and focus on improving academic achievements' of hearing impaired students.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the methods used in this study in order to meet the research objectives. It discusses the Study site, research design, population of the study, sample size and sampling procedures, data collection instruments, data analysis and ethical considerations will also be discussed in this chapter.

3.1 Study site

3.1.1 Location

According to the school report (2020) Minlik regular primary school is selected for the study which is found in Addis Ababa in Arada sub city administration. It is located around Arat kilo north of Addis Ababa University. As we know that the school was the first modern regular primary school in Ethiopia. From the beginning of its establishments, the school worked for many years on the teaching learning process. At present time the school practice its educational progress on inclusive educational activity included disabled students with non-disabled peers in the inclusive classroom setting. Students with hearing impaired students the chance to include in inclusive educational practice with in hearing peers in the school.

3.2 Research design

This study investigates the inclusiveness of students with hearing impairment in Minilik regular primary school. The study used qualitative research that takes place on inclusive classroom setting. had chosen to use qualitative research design. This is because qualitative research can be done for multitude purpose to understand the qualities or nature of phenomena with in 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 peers or families and those who work with them (Creswell, 2009).

Qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of the inclusive educational practice for) students with hearing impairment in regular classroom setting. In this regard, Sally

and Mohammad (2003) stated that the reasons for the needs of using qualitative approach in disability research, people perception, which are complex and dynamic, can be investigated more depth data within the school as qualitatively.

The researcher used the case study approach employed as it enabled to develop a level of fact from high involvement in the actual experiences (Creswell, 1994). In case study, a single person, program, event, process, institution, organization, social group or phenomenon is investigated within a specified period, using a combination of appropriate data collection devices (Creswell, 1994). Strengthen this statement; Yin (2003) also discussed that case study inquiry as a type of qualitative research that investigates a phenomenon within its real-life context. So that, case study is important as it is to understand the inclusiveness of students with hearing impaired at regular classroom setting in the teaching learning process.

3.3 Population of the study

The target population of the study included all students with hearing impairment from grade six up to grade eight, their classroom teachers, and school principals and hearing peers from inclusive classroom setting in the school. In this case the students with hearing impairments are the most important for identify the inclusiveness of students with hearing impaired in the teaching learning process. The classroom teachers were important in this study as they are the ones who spend more time with the students with hearing impaired in the school and they know the practice of inclusive education for students with hearing impairments on day to day their activity. The school principals are essential in this study as they know how the school runs in terms of the teaching learning process, in the current educational activity.

Table 3.1 Target population of the study

Grade level	Physical condition		Gender		Total
	Deaf	Hearing	M	F	
Grade 6 students	2	6	2	6	8
Grade 7 students	5	2	5	2	7
Grade 8 students	5	3	3	5	8
Total no. of SWHI	12	11	10	13	23
Classroom teachers	5	8	6	7	13
School principals	----	2	1	2	2
Total No. of pop.	17	21	17	22	37

3.4 Participants

In order to conduct this study, participants were drawn from Minilik regular primary school students who are hearing impairments included in the inclusive setting. So that the school community were identified and participated in the study. These included 6 students with hearing impairments who attending from grade six up to grade eight in the school, 5 classroom teachers, who teach from grade six up grade eight, 1 school principal and 6 hearing students. Therefore, a total of 6(2 females & 4 males) students with hearing impairments, 5(3 females & 2 males) classroom teachers, 6(3 females & 3 males) hearing peers students, and 1 principal were participants of this study. To do this, a sample frame for the students was prepared from their teachers' information of each class.

Table 3.2 Demographic profile of the participants

No	Participants	Sex		Total
		M	F	
1.	Students with Hearing impairment interview	2	2	4
2.	Students with Hearing impairment observation	1	1	2
3.	Teachers interview	2	3	5
4.	Principal interview	1	---	1
5.	FGD for hearing peers	3	3	6
Total		9	9	18

In this study in the above table all they are participated. That is 9 male and 9 female, totally 18 participants were purposefully selected. All the 4 participants (2 male and 2 female) from students with hearing impairment semi structure interview were used. In addition, the 2 students with hearing impairment participants for observation. All students with hearing impairment are included in inclusive educational setting from grade six up to grade eight. Their ages during interview were range between 15-19. The researchers selected 6 hearing peers students for FGD purposely because the hearing peers have their own experience, belief and attitude about inclusive education practice of students with hearing impairments in the school.

3.4.1 Sample technique

Sampling technique in qualitative research is different from quantitative research methods in conceptualization. Since purposive sampling technique in qualitative research focus in a single case but not generalization or not analytical generalization is not an issue, the selection of participants can be conducted nonrandom. Because we believe that purposive sampling technique use for facilitate the expansion of the developing theory.

According to Neuman, (2009), purposive sampling is the more acceptable sampling procedure for qualitative research, particularly, when it involves selecting participant for special situations. This sampling procedure uses the judgment of an expert in selecting cases or the researcher selects cases with a specific purpose in mind. Purposive sampling is useful for case study when a researcher wants to select unique cases that are especially informative, to select members of a difficult-to-reach, specialized population, and useful for a researcher wants to identify particular types of cases for in-depth investigation. The purpose is to gain deeper understanding of those particular types of cases and not to generalize the findings.

3.4.2 Sampling producer

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 criterion for students with hearing impairment is essential to find cases the study were;

1. Age of onset (both pre-lingual and post-lingual)
2. Age maturity (ability to express their idea or experience)
3. Communication method (sign language)
4. Educational level (from grade 6th-8th)

Further, selection criteria for key- informants,

1. Who have special knowledge (experience) about the case (the principal)
2. Status in the inclusive setting in the school (special needs teachers) and regular classroom teachers in the school.

3.5 Sources of Data

In this study, the researcher employed to collected data from classroom teachers, students with hearing impairments hearing peers and school principal. In this case the researcher using classroom observation, interview techniques and focus group discussion were gathered.

3.6 Research instruments

The process of interviewing was done by means of note taking during interview session .sign language helps the researcher for communicate with deaf teachers and deaf students in defined the interview schedule. On the other hands tape recorder used the researcher and converted the idea of the principal and hearing teachers by the help of sign language translator. Semi structured interview for classroom teachers, students with hearing impairments and School Principal, was employed to collect the primary data from that was expected to give related information to the study. In order to gather data the researcher conducted interviews, prepare direct observations, and made focus group discussion. Define semi structure interview as a two-person conversation initiated by the interviewer for the purpose of attaining research objectives of systematic description, prediction or explanation Manion and Morrison (2005).in addition to this the researcher used direct observation and focus group discussion as secondary sources of data collection instruments in the study.

3.6.1 Interview

A. Interview Guide for Teachers

Teacher's interview instruments were developed for collecting information on teachers teaching strategy, support service and resource allocation, benefit and school based barriers of students with hearing impairments in the inclusive classroom setting and challenges that faced on the teaching learning process in the classroom. For conducting the interview the researcher spent a total of 4 days for teachers' interview.

B. Interview guide for school principal

The school principal interview plan was developed to gather information regarding the principal attitude and outlook about hearing impaired students and inclusive education system, the teaching learning process of the school, benefit of inclusion for hearing impaired students in

the school, challenges of educational accessibility, in providing service and school support service and resource allocation, school educational assessment of the school for hearing impaired students and finally the school principal invited to give his suggestion on improving inclusive educational process for hearing impaired students in school available on school principal interview session. The researcher spent a day to complete interviews with the school principal.

C. Interview for students with hearing impairments

The interview for students with hearing impairments was developed to gather information regarding their hearing loss situation and causes of hearing loss including treatment mechanism, attitude and perception of students on their deafness, their own strength and weakness on the teaching learning process of inclusive education, challenge and opportunity of inclusive education, parental involvement on their education, accessibility of hearing impaired students individual needs, sign language translation service, resource allocation and support system in the school. The researcher spent one week to complete the interview learner with hearing impairments.

3.6.2 Observation Checklists

Observation is a technique that is very important to gathering data through observation. It is essential for recording and takes notes on hearing impaired students individual educational activity in the school. In this case observation defines as a qualitative research technique that provides the opportunity to study students in real life situations Berger (2010).

A. The Classroom observation

The Classroom observations were developed to gather information on the inclusive classroom setting. This included hearing impaired students participation on the teaching learning process like classroom discussion, group work, and presentation, communication methods, teachers encouragement on students activity, classroom management and teaching strategy of teachers and peer support in the classroom.

B. Outside the classroom observation

On the other hands outside the classroom observation recoded by hearing impairment students relationship with in deaf peers hearing peers and classroom teachers, students communication methods and activity outside the classroom, resources allocation physical environment of the school available on outside classroom observation. The researcher observed the classroom four periods.

3.6.3 Focus group discussion

In this study, hearing peers participated in focus group discussion in order to the researcher gathered information regarding their attitude and experience in inclusive educational practice, on the educational barriers and benefit of inclusive education for students with hearing impairment and suggested idea for improving the inclusive education for the future time in the school. The researcher use one day for (6 hrs.) for FGD interview.

3.7 Data collection methods

The researcher first contact with the school principal and describe the aim of my research proposal including my title. Then the researcher gets permission from the school principal of Minilik the second regular primary school. After permission of the principals the researchers introduce him to the principal and explain the objectives of the study. Then the data was collected through interviews, observation and focus group discussion.

3.8 Method of Data analysis

Qualitative data analysis is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process. The data analysis methods consists of examining, coding, categorizing, tabulating, testing, or otherwise recombining evidence to draw empirically based conclusions Yin, (2009). This study used descriptive data analysis technique was employed to analyze the qualitative data. The data were linked together in a narrative that arranged the meaning the researcher had taken from the given data. This was performed as follows: before starting the analysis, to understand the data the researcher read and re-read the transcribed, collected, and documented row data that were gathered from interview guide, FGD and researcher's observations based on the respondents respond and observations of the

researcher that describes the condition or the occurrences and happenings under the study.

The collected data were compressed and linked together in a descriptive that conveyed the meaning the researcher had derived from the empirical data. Thus, the descriptive individual case 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 hearing impairment respondents by sign language into the English language in simpler words logically, carefully, and making the meanings clear to a reader. Then the data analyze as qualitatively.

3.9 Ethical considerations

The researcher first gain permission to conduct the study from the Minilik the second primary school using a letter acquired from the department of special needs education. Once permission was granted the researcher went on to inform participant in order to get consent. Participants in a researchers study should have freely agreed to participate, without being forced or unfairly rushed. After participants agreed to participate in the study the researcher assured them of confidentiality. It is therefore essential to protect the identity of the person from whom you gather information. If collected, the identity of the participants must be protected at all times and not be left lying around in notebooks or un-protected computer files. During the course of the study the researcher kept information safely and was not released to anyone.

CHAPTER FOUR

RESULTS (FINDINGS)

Introduction

In this chapter, the researcher presents the gathering data from the participant of students with hearing impaired, hearing peers teachers and the school principal that the researcher put the results according to the main research questions. The data were collected through interviews, observations and focus group discussion. The results collected through the interviews will be presented first, followed by the results collected through the observation checklist and lastly focus group discussion. The results reported by students with hearing impairment will be presented first. This will be followed by the results reported by the teachers and the principal. Lastly, the results reported by focus group discussion team also will be presented.

4.1 General information

The following tables concerning the participants in the in this research study in inclusive education.

Table 4.1 Background information of students with hearing impairment

Variables	Sex		Onset of the hearing loss	Age		Grade level
	M	F				
Pseudonym						
NASREDEN	M		Per lingual deaf	15		Grade six
FEKERT		F	Pre lingual deaf	16		Grade six
GUTEMA	M		Per lingual deaf	18		Grade seven
DANEIL	M		Per lingual deaf	17		Grade seven
SELAM		F	Post lingual deaf	18		Grade eight
YARED	M		post lingual deaf	17		Grade eight

4.2 Results in Regarding to the Benefit of Inclusive Education for Students with Hearing Impairment

4.2.1 Academic achievement of students with hearing impairments

Inclusive classroom setting is important for better academic achievement for students with hearing impairment in the regular school. The findings of the study show that when students with hearing impairments included in inclusive classroom setting, they have benefit from academic achievements.

SELAM (Pseudonym) describes the benefit of inclusive classroom setting in the school, she state's that;

At present time I am included in inclusive educational setting. In the classroom I follow carefully the teachers during lecturing time. Most of the teachers use sign language, display of pictures and note taking from the blackboard is important for me to understand more about the lesson. In this case inclusive education provides me for academic achievements.

Her classroom teachers side that;

SELMA is one of the leading cleaver students from both deaf and hearing peers in grade eight. She is actively participate in the inclusive classroom and adapted sense of self confidence on her educational activity. She has also the hobbit of reading skill for long period of time. This unlimited effort brings better academic achievement on her education.

The school principal also side that;

SELAM is our school best model for both deaf and hearing students who have good academic achievements in inclusive classroom. She is the leading student in the classroom. I believe that inclusive educational setting is important for hearing impaired students in terms of educational achievements.

The researcher also observed that SELAM participates in extracurricular activity and the classroom participation. She also encourages the deaf students on group work and classroom discussion. When the teacher asks some question, she reflects her answer both sign language and speaking in front of the classroom.

In the same way, FEKERT (Pseudonym) reported

I participate in the classroom equal with hearing peers at any activity. I believe that I can do as like as that of hearing peers in any activity. So that, in the inclusive classroom setting, there is also sense of classroom competition between deaf and hearing peers. This condition helps me for educational motivation and academic achievements in the school.

The school principal and the classroom teacher side that,

FEKERT has good participation in the classroom activity. She is one of the cleaver deaf students among grade six students. She has strong motivation and participation on class work, group work and extra-curricular activity in the school. Inclusion help them to develop new social skills and for better academic performance in the school.

The researcher observed that, FEKERT has high motivation on the classroom participation. In the classroom, she asked question if there are unclear things, and she replied answer equals to hearing peers. During group work she act as group leader and present her idea in front of the classroom.

4.2.2 Social interaction

Students with hearing impairments reported similar cases on the benefit of inclusive education on social interaction. Inclusion create belongingness with the others groups in the school.so that it is the means of reducing stigma and attitudinal barriers that can be change any social groups.

NASREDEN (Pseudonym) side that,

Inclusive education is important to social skill and socialization. When I learned with my hearing peers in the regular class, it helps me to develop social skill and acquiring new experience from my peers. Exchange of opinion between the

hearing and deaf peers facilitate social interaction to make peaceful school environment.

The classroom teacher noted that,

Previously NASREDEN had social skill and communication problem with in his peers. But slightly he develops sign language skill and performs good social interaction with his peers. Now a day he is benefit from intensive contact, friendships and belonging with in his deaf and hearing peers inside and outside the classroom.

The school principal also point out that;

I believe that Inclusive education is the only means of facilitate socialization among hearing impairment students and hearing peers in the school. When students make socialization, they exchange their idea or sharing of opinion easily with in their peers.

Based on the researcher observation either NASREDEN or most the other students with hearing impairments have better social interaction with deaf , hearing peers and their classroom teachers in the school. The school also has good inclusion culture to give special attention for students with special needs. There is no any discrimination practice that hearing impaired students are the part of the school community members.

4.2.3 Benefit from co enrollment model of instruction

Students with hearing impairments are benefited from co enrollment model of instruction in inclusive classroom setting. In this setting the teaching learning process taksplaced by both deaf teachers and hearing teachers are used sign language as medium of instruction.

YARED (Pseudonym) reported the situation that;

Currently, I am included in inclusive classroom setting with deaf and hearing peers. It is important for me that hearing students help me in assignment and group work and I get important source of information from them. Because hearing peers also used to sign language in the classroom in order to communicate with them. So that I did my home works cooperatively with my

friends. I feel always happy and free from any frustration in the classroom. During lecturing time, in the classroom deaf teachers use sign language for instruction on the other hands regular teachers use both minimal signing and spoken language by the help of SL translator in the school.

The classroom teachers revealed that;

YARED was participated in extracurricular activity in the classroom. Hearing peer students assisted him on individual assignment and encourage on group work activity. In this case inclusive educational setting is essential for both deaf and hearing students by making collaborative learning. Students who are hearing peers also adapted sign language skill and friendship from their deaf students. These accelerate socialization and communication in the school.

The school principal describes that; In this school, there are many deaf teachers and regular teachers on the teaching learning process.it is important for inclusion of students for co enrollment model of instruction and the development of sign language skill and deaf culture in the school.

The researcher observed that; YARED had one of grade eight deaf students in the classroom. He used to sign language for communication. During instructional time teachers used signing and spoken language. This is important for hearing students, deaf and hard of hearing students to participate all of them on the teaching learning process.in the classroom instruction students make small groups and discuss to each other. Finally each and every member of the group reflects their idea in to the classroom. Thus student's presentations create new knowledge and understanding from the lesson.

4.2.4 Benefit for self-awareness and reduce stigma

Self-concept the way of once expectation for his or her self. Students with hearing impairments may have inappropriate attitude about themselves. The findings of the study indicated that inclusive education removes personality barriers to manage positive attitude of students with special needs in the school. Because the development of students self-concept is important for

successful teaching learning process. Enhancing self-concept of students with special needs included in inclusive class's room setting has a positive impact on their academic achievements as well as on their personal and social development.

DANEIL (Pseudonym) reported that his self-awareness and understanding;

Inclusive classroom setting helps me to know more about myself and self-awareness. At present time, I did not worry about my deafness at any time. Because inclusive classroom setting changed my attitude on disability related problems. I believed that all deaf students can do everything as hearing peers. Now a time, I feel self-confidences rather than inferiority. Both deaf and hearing peers make equal computation inside and outside the classroom. There is no any deaf student victimization on discriminatory practice in the school. We are developed the culture of belonging to each other.

The classroom teachers asserted that;

Inclusive education creation self-awareness and building up self confidence in the classroom for the hearing impairment. When students interact and learn together increases their understanding about themselves including their disability. They build self-confidence at every activity. They can do everything independently by their own ability. There is also strong computation in the classroom discussion, group work and assessment test between hearing impairment students and hearing peers in the classroom.

The school principal indicates that;

I believe that, students with hearing impairments included in inclusive education classroom setting adapted self-awareness about themselves and their friends at large. When students included with their hearing peers, they understand their limitation and strong side of their activity in the school. Self-awareness helps them increasing their understanding and eradicate negative attitude in the school.

Based on the researcher observation;

DANIEL was good relationship with his deaf and hearing peer and classroom teacher. He did not feel confuse in the classroom. In case of this, he has strong self-confidence and good participation in the classroom. He used to both speaking and sign language for communication within his peers. Especially he adapted lip reading mechanism. The classroom teacher manages the classroom discussion by in paired deaf students with hearing peers in small group. They demonstrate their understanding in the classroom presentation. This is important for them to share their idea and exchange of knowledge.

Participants from focus group discussion reported of regular teachers and hearing peers students understanding, most of the hearing impaired students have the opportunity of academic achievements, social interaction in the school. The participants side that, when students included with in hearing peers they make educational computation and always socialized with deaf and hearing peers. This is helpful for reducing stigma and discrimination in the inclusive classroom setting. One participant also describe his belief that, inclusion for hearing impaired students is important to understand more about to know themselves.

4.3 Barriers of inclusive education students with hearing impairments

4.3.1 Instructional barrier

Inclusive education is important for the achievement of hearing impaired students in the school. However, school instructional barriers when occurred in teaching learning process may reduce the quality of educational progress in the school. Inclusive classroom setting cannot be properly individual student's needs by different reason.

NASREDEN reported that;

At present time, I am included inclusive classroom setting. However, some of the regular teachers have limited skills and knowledge on teaching learners with hearing impairments and limited skills and knowledge on deaf culture. They do not effectively to use visual aids and sign language at the same time properly

during lecturing time. Special needs education and other deaf teachers are good at sign language and instruction.

One regular teacher's side that;

It is difficult to teach inclusive class for accessing all students' educational needs. During instructional time there is difficult situation when there no sign language translator in the classroom. I know minimal sign language but it is not enough to teach students with special needs. So that when regular teachers use inappropriate sign language during lecture time, deaf students became reluctant by the lesson.

The school principal also reported that;

Inclusive education cannot be fully implemented for students with special needs in the school. During instructional method there is a problem on the teaching learning process. For example some regular teachers do not have the skill of sign language to teach deaf students. On the other hands deaf special needs teachers are use sign language mostly in the classroom. But they use less visual aid during instruction.

The researcher observed that instructional barriers are allowed in the classroom during the teaching learning process. Hence deaf learners need sign language as instructional method and additional visual aid for understand the lesson clearly in the classroom but teacher's visual aid during instruction is insufficient. It not support by educational materials. The classroom teachers use usually only chalk board.

4.3.2 Communication problems

Concerning to the communication ways of hearing impairment students, some respondents indicated that sign language is the natural language of hearing impaired students to use communication with their peers during social interaction as well as on educational process. However, the level of sign language skill of an individual with hearing impairments is not the same as their peers. So that barriers of communication in the inclusive classroom setting occurs

hearing impairment students, hearing peers and their classroom teachers. This condition affects student's social, educational and exchange of idea in the school.

In this case GUTEMA reported that;

I started my inclusive education from grade five with hearing peers. At present time I am a grade seven student. Inclusive education is important for me in case of educational achievement. But still now I am not effective to use sign language for communication. Because I did not adapted sign language skill at early age. This affected me on communication and sign language performance. I feel sometimes confused and depressed mode in the classroom. Barriers of communication with deaf students, teachers and hearing peers in the classroom are an obstacle for social interaction and communication in the school.

One classroom teachers indicate that;

Communication problem among deaf peers, hearing peers and their teachers are common in the classroom or outside the classroom. When misunderstanding occurs during group work or classroom discussion that hearing impaired students become confuse and make passive participation and social interaction of hearing impaired students in the school.

The researcher observed that there is a communication problem inside and outside the classroom of students with hearing impairments. Each student has varies in early education, deaf culture, mother tong language and sign language skill. So that students with hearing impairments have communication problem. For example most students who are come from developing region have communication problem both with in their deaf and hearing peers. On the other hands the deaf students who are acquiring sign language at early age have well at communication. But deaf students who cannot adapt sign language skill at early age have communication problem in the school.

4.3.3 Lack of teachers training and sign language interpreter

Inclusive classroom teachers are must be qualified and train in all necessary skills to teach both students with special needs and students without disability in the same class. Unless unqualified teachers can affect the teaching learning process of students with hearing impairments in the school.

The findings of the study show that regular classrooms teachers are less background knowledge of special needs and inclusive education and sign language skill to teach hearing impairment students. For example from grade five up to grade eight some of regular teacher teach hearing impairment student without sign language skill or minimal skill. This creates a serious problem on student's educational participation in the school. On the other hands, regular teachers have less understanding to treat each student with special needs. There is also limited and unqualified sign language translator in the school. As the respondents perspective in Minilik regular primary school the sign language translators do not trained and graduated by the filed.

During regular teachers lesson translation, the translator use differ in sign language when translate the message of the regular teacher. This condition makes confusion on deaf students understanding. In addition to this sign language translators are movable they cannot be permanent work place in the school. So that it is difficult to satisfy hearing impaired students' educational needs.

Most of the participants reported that;

In the school, Shortage of qualified sign language interpreter and regular classroom teachers' sign language skills is the main obstacle on educational process in school. According to the respondents report, deaf special needs classroom teacher's access to sign language properly during instruction. On the other hand some hearing regular teachers did not have background knowledge about special needs and inclusive education and sign language skill. In this case qualified sign language translator must be available in the classroom.

The classroom teachers asserted that;

I believe that, Inclusive education is important for the creation of social inclusion and academic development of hearing impairment students. The only barrier on the teaching learning process is problems of regular teacher's sign language skill and limited sign language translator in the school make obstacle of educational process.

The researcher observed that, most of regular teachers especially grade seven and grade eight classroom teachers are challenged to teach students with hearing impairments by sign language as a medium of instruction. But in theoretical concept of the lesson they have good potential for teaching hearing students by spoken language have better performances. Their problem is only sign language skill and knowledge of special needs and inclusive education. During regular teachers lesson the sign language use differ in sign language when translate the message of the regular teacher. This condition makes confusion on deaf students understanding. Because as deaf students response, the translator use different signing dialects with that of students signing system. In addition to this sign language translators are movable they cannot be permanent work place in the school. So that it is difficult to satisfy hearing impaired students' educational needs.

The team of the FGD suggested that to make inclusive education more effective in the regular classroom, regular classroom teacher must be gain back ground knowledge about special needs and inclusive education and basic sign language training before they begin to teach in inclusive classroom setting. On the other hands, sign language interpreter addressing interpretation services based on students' needs and their understanding that required in the classroom.

4.3.4 Limited resources allocation and inappropriate support

Appropriate support is essential for the development of hearing impairment students in inclusive classroom setting. It is very important for compensate their limitation and to become full participation in the classroom. Supports may be educational, material or financial support for students with hearing impairments based on individual needs. However the findings of the study

show that, regular school does not allocate resources like educational materials, assistive technological devices and teaching aid facility in the school properly.

Based on SELAM response on the interview she reported that,

In my belief the school has some barriers on resources allocation and appropriate support. The resources allocation in inclusive education is important for better implementation of effective teaching learning process on hearing impaired students in regular class. These resources can be identified as hearing aids, supplementary educational materials, and desktop computers, lap top computers for further and additional support in our education. These and others educational material and resources are not addressing properly based on students individual needs. Therefore, teachers should consider students' diverse needs when developing their means of instruction.

The classroom teacher indicated that;

In the school, both special needs teachers and regular classroom teachers try to reduce barriers of inappropriate support and limited amount of resource allocation. During instructional time we try to help each student with special needs but it is not enough to addressing individual needs. Hearing impaired students need special assistive educational material and equipment's. But there is limited potential of the school to satisfy such needs.

The school principal also reported that;

There is limited support in the school. In recently students get the chance of free feeding, uniform and other hearing aid support by the help of governmental and NGO collaboration work with the school. But in case of addressing educational and financial needs, the school cannot satisfy each student with special needs.

Based on researcher observation from the school, in terms of support and resource allocation it is not effectively addressing individual needs. Lack of resource room and necessary materials

including computers, reading materials, story books, sign language dictionary and other relevant materials are limited to implemented the inclusive education properly.

The Results obtained from the FGD, with teachers and hearing students indicated that in appropriate support and inadequate resources allocation in the school not only affecting the educational process of the hearing impaired students but also the hearing peers. Students with hearing impairments need extra support for better educational participation. Appropriate Support and resources allocation must be address for each hearing impairment students. So that the community, the government, professional and NGO should be fully participated. Unless the school cannot be addressing individual needs.

CHAPTER FIVE

DISCUSSION

Introduction

The purpose of this study was to investigate the inclusiveness of students with hearing impairment in Minilik regular primary school in Addis Ababa Arada sub city administration. Based on the narrative analysis strategy the researcher presented individual case analysis and each case was treated as a comprehensive study and the researcher attempted to develop a general description that suited for each of the individual case.

5.1 Discussion

The main goal of inclusive education for students with special needs is to understand students difference related to their culture, language religion, ethnicity, gender and sex that promote the full inclusion of students with disability with non-disabled peers in the regular school. Inclusion is the means of belonging to the group by understanding their difference and facilitates social inclusion in the community. In this case inclusion is not individualization but the diversification of the educational provision and the personalization of common learning experiences in order to achieve the highest degree of participation of all students, taking into account their individual needs. This implies advancing towards universal design, where the teaching learning process and the curriculum consider from the very beginning the diversity of needs of all students. So that it is an important educational approach in order to provide a school environment conducive for all learners and to make full participation in the teaching learning process successfully UNESCO (2005.)

5.1.1Benefit of inclusive education for students with hearing impairment

The result of this study reveals that most of the participants from the school, the principal, special need education teachers, regular teachers, students with hearing impairments and hearing peers responded that inclusive educational practices is benefited for hearing impairment students in terms of academic achievements, co enrollment model of instruction, socialization, self-awareness and reducing stigma and discrimination from the school .Inclusive education is vital for hearing impaired students' for academic achievements and participation in the school

with in hearing peers. The same is true that Students included in regular classroom setting, they gain the opportunity of educational computation and sense of self confidence at every day their activity in the classroom. On the other hands inclusion is the means of being socialization with the other group members and students adapted social skill from their hearing peers.

In the line with the statement of Berndsen & Luckner, (2012) stated that effective instructional strategies in inclusive education is important for accelerating the teaching learning process of inclusive education for hearing impaired students. This is advantageous for student's participation and increase in the number of students who are hearing impairments in inclusive settings. The classroom academic status of hearing impaired students can be seen as the student's academic achievement in comparison to that of his or her classmates.

Similarly, students who are hearing impairments in inclusive education have benefitted from co enrollment model of instruction. In this case hearing impaired student got the chance to teach by deaf special needs teachers and regular teachers. This is important for addressing individual needs and they can be developing both signing and spoken language in the classroom. In addition to this hearing peers adapted sign language skill from deaf students and special needs classroom teachers. In corresponding the existing literature, Kreimeyer, Crooke, (2000) stated that, co enrolment model of instruction is given by both by a regular education teacher and a special education teacher. Sign language is used as a medium of instruction integrated into classroom during lecturing time. A regular classroom teacher may not have sign language skill, usually use spoken language and assisted by sign language translator. In these settings, it is important hearing learners also to receive instruction in sign language and adapted deaf culture from their deaf peers.

Inclusion also the means of being socialization with the other group members and students adapted social skill from their hearing peers. The study participants responded that inclusive education help them facilitate socialization and used as a means of belonging to the other groups in the school. This social inclusion of hearing impairment students help them their familiarity and increasing their socialization with in the school community. Because the school facilitates socialization by making inclusion classroom setting with hearing peers. In this case deaf students do not have sense of social isolation. When students with disabilities become part of a general

education classroom, they are more likely to become socially accepted by their peers. The more students without disabilities have contact with their peers with disabilities the greater the chance they will learn tolerance and have a greater acceptance by their peers Kavales and Forness (2000). The participant of the study also reopened that developing socialization is a means of reducing stigma and discrimination from school. Because stigma and discrimination is negative attitude of a person. If Students with hearing impairments being socialization with in their peers, they know more about themselves and awareness of their friends. It is important for their social and personality developments.

5.1.2 Barriers of student with hearing impairments in inclusive classroom setting

All participants of the study revealed that, instructional barrier are common in the teaching learning process in the inclusive classroom setting. NAS side that during instructional time regular classroom teachers do not treated hearing impaired students based on their wants. They did not understand student's individual needs. Because they have limited potential on sign language skill and background knowledge of special needs and inclusive education field.

The school principal reported that some regular teachers are try to use sign language during instruction but they are not effective for teaching deaf students by sign language as a medium of instruction. Similarly, the above idea, Forlin, & Jobling, (2003) described that lack of enough qualified teachers in inclusive classroom setting that handle children with special needs low provision of teaching learning resources. For many pre-service teachers or regular teachers their only exposure to the area of inclusive education is an introductory inclusive education subject included in their teacher education course.

Even if sign language translator allowed in the classroom. But number of qualified sign language translator it is not sufficiently proportional for grade 6,7 and grade 8 hearing impaired students in inclusive classroom to addressing their educational needs. Sign language translators are not graduated by the field. Simply they give translation service by their own sign language adaptation. But we cannot say that they are effective in service.

In relation to this idea, Eyasu (2013) stated that;

In Ethiopia, there is no currently formal education for Sign Language interpreters. Practically everyone who knows even a little Sign Language has an unofficial license to work as one. It came to attention that the lack of Sign Language interpreters and the current quality of uneducated interpreters hinder the educational process.

One deaf classroom teacher side that,

Most of students with hearing impairments need sign language as the medium of classroom instruction. Because sign language is their natural language for them. At present time hearing peers also adapted sign language so they can not confuse during lecturing time. But regular teacher use minimal sign language during instruction, neither the deaf nor the hearing cannot clearly understand the lesson. On the other hands classroom teachers do not use universal learning design. Most of the teacher use chalk board and sign language during instruction.

Hence, universal learning design is important for both deaf and hearing learners to teach in different ways. In supporting this idea, Batcheldar, (2009) stated that Consider the diverse needs of learners with special needs ensure that all students' learning needs are met via instruction, and it can be achieved when educators employ instructional methods that permit them to teach content in a number of different ways. In this case, teachers of special needs supported their instructional method with visual support materials. A teacher who uses sign language only, cannot address educational needs of each student.

Most of the participants also side that inappropriate support in the school is another barriers of inclusive education for students with hearing impairments. The school principal reported that, at present time the school did not give special support for students with special needs. However, recently feeding program, uniform, and sometimes hearing aid allowed by donors. There is no special support for hearing impairment students from the school. So, I cannot say that the school has addressed all educational and financial needs of learners with hearing impairments. In the line with idea, *Mahlo (2011) appropriate Support is essential for* increases the capacity of a school to respond to the diversity of learners with special needs. A supportive school

environment where there is collaboration among teachers, professionals, school principals, and parents it is crucial for hearing impaired learners for successful implementation of inclusive education.

One classroom teacher also said that,

Resource allocation in the school also limited to addressing individual educational needs. All educational material and assistive technological device cannot be allowed for hearing impaired students in the school. I believe that, resources are important for accelerate inclusive education used as educational ingredient's for accessing inclusive education effectively. Lacks of resource allocation in the inclusive classroom setting make educational challenges on addressing for students with special needs.

Regarding this point, Booth and Ainscow (2002), stated that; Resources facilities, cultures, policies, curriculum, teaching method, seating arrangements and form of interaction are some examples of barriers that may hinder the school life of any student. Resources are not just about money. It can be educational material like enough text books, sign language dictionary, and sign language video room, assistive device like hearing aid, desktops or lap top computer.

5.1.3 Instructional methods, support system and resource allocation in the school

Most participants responded that, the instructional method in the inclusive classroom setting was by sign language as a medium of instructional method. Thus sign language is a major means of communication on the teaching learning process. However, some teachers used illustrated materials and pictures in the classroom during lecturing time. But we cannot say that all teachers used this kind of teaching methods. The school principal said that deaf special needs teachers used sign language and chalk board during instructional methods. On the other hands regular classroom teachers use both chalkboard and spoken language by the help of minimal signing system and assisted by sign language translator.

Appropriate support is insufficient in the school to addressing individual student's needs. One of the student's participants YAR reported that, in the school there is no enough support for educational activity. We need both educational and financial support for better educational

achievement. The school has only limited support for feeding, uniform and sometimes simple educational materials. But it is not fully appropriately supported.

On the other hands, SEL reported that resources allocation in the school for hearing impairment students was limited accessibility in the teaching learning process. We needs disc top and lap top computers in the center but it is nothing. Sign language video center, sign language dictionary books text books are limited. Regular resource teachers who knows both sign language and deaf culture also important in the school for addressing individual needs. However still now it is limited. The researcher observed that there were limited resource allocations in the school on the teaching learning process. For example Learners with hearing impairments need assistive device like disc top and lap top computers for doing assignment, communication via sign language video, and acquiring new knowledge from the internet and video games. But it is limited for accessing individual needs in the school.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this last chapter, the researcher investigate summary of the study along with some concluding remarks on the findings and recommendations. This study deals with the inclusiveness of hearing impairment students in regular classroom setting. The recommendations are useful in order to make better implantation of inclusive education and to give appropriate educational interventions for hearing impairment students in the school.

6.1 Conclusion

The purpose of this study was focused on the inclusiveness of hearing impaired students at regular classroom setting in the teaching leaning process in the classroom. During conducted this research, the researcher face some problems during regular classroom teachers interview session. Because the researcher was deaf so it is difficult to understand spoken language and regular teachers have limited sign language skill for communicate with the researcher. However, there were problems the research was conducted successfully. Hence, based on the findings of the study, and the following conclusions are drawn:

- 6.1.1 The study indicated that most of students with hearing impairments in the school have gain opportunity of academic achievement, facilitate social interaction, intensive contact and friendship, co enrollment model of instruction that access by both deaf special need teachers and regular teachers, self-awareness bout themselves and their friends and reduced stigma and discrimination from the school.
- 6.1.2 On the other hands, the study indicated that instructional barriers that occurred on the teaching learning process in the classroom. Most deaf teachers used sign language and chalk board during instruction and regular classroom teachers used spoken and limited use of visual aids on lecturing time. The teachers did not much more visual aids like illustrated materials, simple objects, models, pictures, diagram maps, photograph and video during lecturing time. From this point of view one can be conclude that the school

did not use universal learning design to addressing individual needs learners with hearing impairments.

- 6.1.3 Lack of sign language translator during regular classroom teachers lecturing time that affected educational progress in the classroom. Hence sign language translators are important for facilitate communication and make bridge between deaf and regular teachers spoken language on instruction time. But the school lack qualified sign language translator that employed permanently.
- 6.1.4 Students with hearing impairments in the school do not get appropriate educational and financial support based on individual needs.so we can concluded that no special support for students with special needs. From this the school lacks appropriate support for hearing impaired students.
- 6.1.5 In the school regular teachers do not have adequate sign language skill and background knowledge of special needs and inclusive education. This is difficult on the teaching learning process for treating and assisting individual students with special needs.
- 6.1.6 Some students with hearing impairments have communication problem during social interaction with their peers and classroom teachers. From this we can conclude that the special needs teachers and the school principal do not give special attention for communication problem of hearing impaired students.
- 6.1.7 The school resource allocation for students with hearing impairments do not adequately addressing individual students needs.to achieve inclusive education for all learners with special needs, resources are important to accelerating their educational process. However the school does not have sufficient resource allocation for hearing impaired students in the school.

6.2 Recommendations

6.2.1 During instructional time the classroom teachers shall be keep instruction briefly and use visual aids uncomplicated way as much as possible. Vision is the primary means of receiving any information during lecturing time. Visual aids are important instructional tools that students with hearing impairments understand the lesson easily. These visual aids includes simple objects, demonstration materials and models, pictures photograph,vedios,diagrams,chalkboard, handout that must be accessing and demonstrate with the combination of sign language. So that using visual aids and materials during instruction is beneficial for those students with hearing impairments at inclusive education.

6.2.2 To reduce the regular teacher's sign language problems, the school shall be made sign language empowerment and special training for the teacher in order to develop their sign language skill and facilitate their communication hearing impairment students during classroom instruction or outside the classroom. Most regular teachers need to training in sign language for assisting hearing impairment students in the classroom. But regular classroom teachers do not get sign language training in the school.so prepare sign language training for the future time is essential for the school fully accessible inclusive education for hearing impaired students.

6.2.3 To minimize the communication problem of some hearing impairment students, the school shall be prepare peers support model in the classroom and deaf special needs and sign language teachers produce make up class to compensate deaf students language and communication problems.

6.2.4 Appropriate support is important for hearing impaired students in inclusive education. In case of this, the school can be made collaborate efforts with governmental non-governmental, stockholders parents and with the whole community. Unless student with special needs do not get appropriate support on time, they may lag behind their hearing peers. Because of this, both educational and financial support shall be urgently addressing individual needs.

6.2.5 The school should be creating full resources allocation and educational materials that are helpful for acquire their skills and understanding of students with hearing impairments in the inclusive classroom setting.

6.2.6 The school should be assigning specialized and enough qualified sign language translator person who can do effectively translation service in the school.

6.2.7 Regular teachers and other deaf special needs teacher shall be closely interact, discuss and work together on day to day hearing impairment students educational activity is essential for accessibility of inclusive education in the school.

6.2.8 The school shall be use early educational intervention in order to reduce all barriers of hearing impaired students on the teaching learning process in the school. So that the school work together collaboratly with governmental, on governmental, stockholders, special needs professionals, experts, parents and the whole community.

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Appendixes

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

APPENDX 1

Interview question for students with hearing impairments.

1. Tell me your name and Situation of your hearing losses?
2. What is your attitude about your deafness? What do you feel that...you are still deaf?
3. What is your weakness and strength in the school related to on the teaching learning process?
4. What conditions and obstacle affecting your educational activity in the inclusive classroom setting?
5. In the school what kind of aspects of communication method do you prefer to interact with your hearing peers, deaf Peers and your teachers?
6. Do you actively participate equally with your hearing peers in the classroom on the teaching learning process in the school?
7. Do your classroom teachers use sign language during instructional time properly?
8. Do your sign language interpreter accessing interpretation service for students with hearing impairment effectively?
9. How do you think about your school inclusive educational practice for hearing impaired students on the teaching learning process?
10. What is your attitude about inclusiveness of students with hearing impairment on their educational activity?

11. Do you feel that sense of social isolation in the classroom or outside the classroom? If yes, how?
12. Is that the school is addressing the educational and financial needs of students with hearing impairments? If yes how?
13. Is there any educational materials and resource room for students with hearing impairments for developing their skill or understanding?

If you say yes... tell me about the issue of resource room and educational materials?

14. Do you think that inclusive education is important for students with hearing impairment? If yes, how?
15. Do you think that inclusive education is essential for accelerating social interaction and communication in the school? If yes, how?
16. What are the main barriers of inclusive education on the teaching learning process for students with hearing impairment in the school?

Thank you for your cooperation!!!

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

APPENDX 2

An Interview questions for Teachers of Students with Special Needs

1. How do you examine the teaching learning process of hearing impairment students on the regular classroom setting?
2. What barriers are present during the teaching learning process of hearing impaired students in the regular school setting?
3. Is there any support from the school for students of hearing impaired in regular classroom setting? If yes...in what way they supported?
4. During teaching learning process, what kind of teaching strategy that you used to teach students of hearing impaired in the classroom?
5. What are the needs of hearing impaired students during the teaching learning process in the classroom?
6. How are you proactive in preventing negative behaviors, miscommunication and social isolation that might arise due to cultural or language differences?
7. How do you organize your physical space to assist and encourage hearing impaired students in the inclusive classroom setting?
8. Which educational activities are performed by hearing impaired students by their own ability and understanding?
9. How do you see your student's classroom involvement in inclusive education?
10. What are your suggestions on improving educational accessibility of the hearing impaired students to inclusive classroom setting?

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

APPENDX 3

An Interview questions for the school principal

1. What are the main Challenges of the school in providing services and accessing educational activities for student with hearing impairments in the teaching learning process?
2. What are your outlook on inclusive education system for appropriate to hearing impairment students?
3. Is the number of teachers of special needs students' proportional to the hearing impaired students?
4. What is the attitude of the school teachers on student with hearing impairments?
5. In what way the schools give appropriate support and encouragement of the students with hearing impairments?
6. How do you assess the performance of the hearing impaired student's in achieving their education goals?
7. Is there any resources room for hearing impaired students in the school that facilitate educational process?
8. What are your suggestions on improving and facilitating the educational process of the hearing impaired students in the regular classroom setting?

Thank you for your cooperation!!!

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SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

APPENDX 4

Observation schedule guide

Direct observation through non participant observation will be used in a naturalistic manner to gather information concerning the inclusiveness of hearing impaired students in the teaching learning process in the regular classrooms. The observer actively participates in some of the ordinary activities and observes passively from distance in others. Observation will be used to gather information concerning the participatory teaching methods used to teach students in regular primary classrooms. Furthermore information gathered through observation on inclusiveness of hearing impaired students in the classroom will be observed.

Observed teacher (pseudonym) _____ Lesson _____

NO. of things to be observed	Yes/no	comments
1. Hearing impaired students have good relationship with their hearing peers, and their teachers.	<input type="radio"/> Yes <input type="radio"/> No	
2. The resource rooms are allocated properly based on hearing impaired student's needs.	<input type="radio"/> Yes <input type="radio"/> No	
3. Some students with hearing loss have the problems of social interaction in the classroom and outside the classroom.	<input type="radio"/> Yes <input type="radio"/> No	
4. Misunderstanding among deaf learners occurs during group work, group discussion and on playground.	<input type="radio"/> Yes <input type="radio"/> No	
5. Teachers of the students give extra encouragement for students who need special attention in the classroom.	<input type="radio"/> Yes <input type="radio"/> No	
6. There is a problem between the deaf learners and their hearing peers in social interaction, communication and friendship.	<input type="radio"/> Yes <input type="radio"/> No	
7. Deaf students show low attention, isolate, passive participation	<input type="radio"/> Yes	

and reluctant during lecturing time in the classroom.	<input type="radio"/> No	
8. During the teaching learning process, most deaf students fell depressed mood and felling of inferiority.	<input type="radio"/> Yes <input type="radio"/> No	
9. The classroom teachers manage hearing impaired students educational problems during lecturing time.	<input type="radio"/> Yes <input type="radio"/> No	
10. Classroom teacher give special attention to teach students with HI by using different teaching learning mechanism in order to increases their participation.	<input type="radio"/> Yes <input type="radio"/> No	
11. The students with hearing impairment are passive participation in the classroom due to lack of sign language translator.	<input type="radio"/> Yes <input type="radio"/> no	
12. The physical environment of the school and play ground, showering, toilet, daingroom are properly available.	<input type="radio"/> Yes <input type="radio"/> No	
13. Some hearing impaired students have problems on sign language fingers spelling and struggle to understand lip reading.	<input type="radio"/> Yes <input type="radio"/> No	
14. Confusion among deaf learners during communication that results misunderstanding among them.	<input type="radio"/> Yes <input type="radio"/> No	
15. Classroom setting arrangement is comfortable that facilitate the teaching learning process.	<input type="radio"/> Yes <input type="radio"/> No	
16. Problems of speaking, fearful condition, fair of describe idea and writing down from the blackboard or textbook indicate in the classroom.	<input type="radio"/> Yes <input type="radio"/> No	
17. Hearing impairment students do not accepted by their class mate on playground, or group work	<input type="radio"/> Yes <input type="radio"/> No	
18. classroom teachers use visual materials properly during lecturing time	<input type="radio"/> Yes <input type="radio"/> no	
19. Hearing peer support is available in the classroom most of the time	<input type="radio"/> Yes <input type="radio"/> no	

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SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION
APPENDX 5

Focus group discussion

1. In your own view what are the barriers of inclusiveness of hearing impaired students on the teaching learning process in the school?
2. Do you think that inclusive classroom setting is importance or not in the education of students with hearing impairments? Describe your reason if it is important or not important?
3. On your view what is the role of special needs teachers and sign language translator for students with hearing impairments?
4. Do you think that the school is well supported and accessible for students with hearing impairments at inclusive setting?
5. Do you think that the school addressing educational materials and resources based on individual needs?
6. What are your suggestions for reducing hearing impaired student's barriers and improving their educational accessibility in the regular classroom setting?

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የልዩ ፍላጎት ትምህርት ዘርፍ
አባሪ 1

መስማት የተሳናቸው ተማሪዎች የቃለ መጠይቅ ጥያቄ

1. ስምናዎንና እንዴት መስማት እንዴተሳናዎ ይንገሩኝ?
2. ስለ መስማት የተሳናቸው ተማሪዎች ያለዎት አመለካከት ምንድነው?
3. በትምህርት ቤት ውስጥ ያለዎት ድክመት እና ጥንካሬ ምንድነው?
4. በአካቶ የመማሪያ ክፍል ውስጥ የመማሪያ ክፍል ውስጥ የትምህርት እንቅስቃሴዎን የሚነኩ ሁኔታዎች እና መሰናክሎች ምንድን ናቸው?
5. በትምህርት ቤቱ ውስጥ መስማት ከሚችሉ እኩዮችዎ ፣ መስማት የተሳናቸው እኩዮችዎ እና አስተማሪዎችዎ ጋር መገናኘት የሚመርጡት ምን ዓይነት የግንኙነት ዘዴ ገጽታዎች?
6. በትምህርት ቤቱ ውስጥ ባለው የማስተማሪያ ትምህርት ሂደት ውስጥ በክፍል ውስጥ ካሉ የመስማት እኩዮችዎ ጋር በእኩልነት በንቃት ይሳተፋሉ?
7. የትምህርት ክፍልዎ አስተማሪዎች በተገቢው የትምህርት ጊዜ የምልክት ቋንቋ ይጠቀማሉ?
8. የመስማት ችግር ላለባቸው ተማሪዎች ሙሉ በሙሉ የምልክት አገልግሎት አስተርጓሚዎን ያገኛሉ?
9. የአካል ጉዳተኛ ለሆኑ ተማሪዎች ትምህርት ሂደት እርስዎ እንዴት ያስባሉ?
10. መስማት የተሳናቸው ተማሪዎች ማካተት ያለዎት አመለካከት ምንድነው?
11. በክፍል ውስጥም ሆነ ከትምህርት ክፍሉ ውጭ የማኅበራዊ ኑሮ ማግለል ስሜት ይሰማዎታል? አዎ ከሆነ ፣ እንዴት?
12. መስማት የተሳናቸው ተማሪዎች የትምህርት እና የገንዘብ ፍላጎቶች ትምህርት ቤቱ ያሟላል ያለው ነውን?
13. የመስማት ችግር ላለባቸው ተማሪዎች ችሎታቸውን ወይም መረዳታቸውን ለማጎልበት የትምህርት ቁሳቁሶች እና የመረጃ መገልገያዎች ክፍል አለ ወይ? አዎ ብለው ከመለሱ ... ስለ መገልገያ ክፍሉ እና ስለ ትምህርታዊ ቁሳቁሶች ጉዳይ ይንገሩኝ?
14. መስማት የተሳናቸው ተማሪዎች አካታች ትምህርት አስፈላጊ ነው ብለው ያስባሉ? አዎ ከሆነ ፣ እንዴት?
15. በትምህርት ቤቱ ውስጥ ማህበራዊ ግንኙነቶችን እና ግንኙነቶችን ለማፋጠን ሁሉን አቀፍ ትምህርት አስፈላጊ ነው ብለው ያስባሉ? አዎ ከሆነ ፣ እንዴት?
16. በትምህርት ቤት ውስጥ የመስማት ችግር ላለባቸው ተማሪዎች በማስተማር ማስተማር ሂደት ውስጥ አካታች ትምህርት ዋና እንቅፋቶች ምንድናቸው?

ለትብብርዎ እናመሰግናለን!!!

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የልዩ ፍላጎት ትምህርት ክፍል

አባሪ 2

ልዩ ፍላጎቶች ላሏቸው ተማሪዎች አስተማሪዎች ቃለ መጠይቅ መመሪያ

1. በመደበኛ የመማሪያ ክፍል ውስጥ የመስማት የተሳናቸው ተማሪዎች አጠቃላይ የአካቶ ትምህርት የመማሪያ ማስተማር ሂደትን እንዴት ያዩታል?
2. በመደበኛ የመማሪያ ማስተማር ሂደት ላይ መስማት የተሳናቸው ተማሪዎች ትምህርት ቤት ውስጥ ምን ምን እንቅፋቶች አሉ?
3. መስማት ለተሳናቸው ተማሪዎች ከት / ቤቱ ምን አይነት ድጋፍ አለ? አዎ ከሆነ... በምን መንገድ ይደግፉ ነበር?
4. እርስዎም በመማሪያ ማስተማር ሂደት ውስጥ መስማት የተሳናቸው ተማሪዎችን በሚማሩበት ወቅት በክፍል ውስጥ ለማስተማር የተጠቀሙባቸው ምን ዓይነት የማስተማር ዘዴ ነው ?
5. በክፍል ውስጥ በማስተማር ማስተማር ሂደት ውስጥ መስማት የተሳናቸው ተማሪዎች ፍላጎቶች ምንድን ናቸው ?
6. በባህላዊ ወይም በቋንቋ ልዩነቶች ምክንያት ሊነሱ የሚችሉትን መጥፎ ባህሪዎች ፣ የመረጃ ልውውጥ የቀንቀኑን ግድፈቶች እና ማህበራዊ መገለል እንዴት ይከላከላሉ ?
7. የተሳናቸው ተማሪዎችን በአካቶ ትምህርት ጊዜ በተካተቱ የመማሪያ ክፍሎች ውስጥ ለማገዝ እና ለማበረታታት የመማሪያ ክላስን ቦታዎን እንዴት ያደራጃሉ ?
8. መስማት የተሳናቸው ተማሪዎች በራሳቸው ችሎታ እና ማስተዋል የሚከናወኑት የትኞቹ የትምህርት እንቅስቃሴዎች ናቸው?
9. መስማት የተሳናቸው ተማሪዎች በአካቶ ትምህርት ዙሪያ የተማሪዎን የክፍል ውስጥ ተሳትፎ እንዴት ያዩታል?
10. መስማት የተሳናቸው ተማሪዎች ትምህርታዊ ተደራሽነትን ለማረጋገጥ አጠቃላይ የአካቶ ትምህርት እንዲሻሻል የእርስዎ ሀሳቦች ምንድን ናቸው?

ለትብብርዎ እናመሰግናለን!!!

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የልዩ ፍላጎት ትምህርት ክፍል

አባሪ 3

ለትም / ቤቱ ርእሰ-መምህር ቃለ-መጠይቅ ጥያቄዎች

1. በመማር ማስተማር ሂደት ውስጥ መስማት ለተሳናቸው ተማሪዎች የትምህርት አቅርቦቶችን በማቅረብ እና ትምህርታዊ እንቅስቃሴዎችን በማቅረብ ረገድ የት / ቤቱ ዋና ዋና ተግዳሮቶች ምንድን ናቸው?
2. መስማት ለተሳናቸው ተማሪዎች ተገቢ ለሆኑ አካታች የትምህርት ስርዓት እይታዎ ምን ይመስላል?
3. መስማት ለተሳናቸው ተማሪዎች የልዩ ፍላጎት መምህራን ብዛት ተመጣጣኝ ነው?
4. መስማት ለተሳናቸው ተማሪዎች የትምህርት ቤቱ መምህራን አመለካከታቸው ምንድነው?
5. ትምህርት ቤቱ መስማት ለተሳናቸው ተማሪዎች ተገቢውን ድጋፍ እና ማበረታቻ የሚሰጡት በምን መንገድ ነው?
6. መስማት ለተሳናቸው ተማሪዎች የትምህርት ግባቸውን ለማሳካት የትምህርት አፈፃፀምን እንዴት ይገመግማሉ?
7. በትምህርት ቤት ውስጥ መስማት ለተሳናቸው ተማሪዎች የትምህርት ሂደትን የሚያመቻች የመረጃ አቅርቦት ክፍል አለ?
8. በአካቶ የመማሪያ ክፍል ውስጥ መስማት ለተሳናቸው ተማሪዎች የትምህርት ሂደት መሻሻል እና ማመቻቸት ሀሳቦችዎ ምንድን ናቸው?

ለትብብርዎ እናመሰግናለን!!አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት
የልዩ ፍላጎት ትምህርት ክፍል

አባሪ 4

የምልከታ መመሪያ

1. መስማት የተሳናቸው ተማሪዎች ከእኩዮቻቸው እና ከአስተማሪዎቻቸው ጋር ጥሩ ግንኙነት አላቸው?
2. የመገልገያ ክፍሎቹ መስማት የተሳናቸው የተማሪዎችን ፍላጎቶች መሠረት በማድረግ በአግባቡ ይመደባሉ?
3. አንዳንድ የተሳናቸው ተማሪዎች በመማሪያ ክፍል እና በክፍል ውጭ የማኅበራዊ መስተጋብር ችግሮች አሏቸው?
4. መስማት የተሳናቸው ተማሪዎችን አለመግባባት የሚከሰተው በቡድን ሥራ ፣ በቡድን ውይይት እና በጨዋታ ቦታ ይከሰታል?
5. የተማሪዎች መምህራን በክፍል ውስጥ ልዩ ትኩረት ለሚሹ ተማሪዎች ተጨማሪ ማበረታቻ ይሰጣሉ?
6. መስማት የተሳናቸው ተማሪዎች በማህበራዊ ግንኙነቶች ፣ ግንኙነት እና ጓደኝነት መካከል ችግር አለ?
7. መስማት የተሳናቸው ተማሪዎች በክፍል ውስጥ ዝቅተኛ ትኩረት ተሳትፎ ያሳያሉ?
8. በማስተማሪያ ትምህርት ሂደት ውስጥ አብዛኛዎቹ መስማት የተሳናቸው ተማሪዎች በጭንቀት ስሜት ተውጠው የበታችነት ስሜት ተይከሰታል?
9. የክፍል መምህራን መስማት የተሳናቸው ተማሪዎች የትምህርት ችግሮች ያስተዳድራሉ?
10. መምህራን መስማት የተሳናቸው ተማሪዎች ተሳትፎ ለማሳደግ የተለያዩ የማስተማር ዘዴ ዘዴ በመጠቀም ለማስተማር ልዩ ትኩረት ይሰጣል?
11. የመስማት ችግር ያለባቸው ተማሪዎች በምልክት ቋንቋ አስተርጓሚ እጥረት ምክንያት በክፍል ውስጥ ቀጥተኛ ተሳትፎ አላቸው?
12. የት / ቤቱ አካላዊ አካባቢ እና የመጫወቻ ስፍራ ፣ መፀዳጃ ቤት በትክክል ይገኛሉ?
13. አንዳንድ መስማት የተሳናቸው ተማሪዎች በምልክት ቋንቋ ጣት የፊደል አጻጻፍ ላይ ችግሮች አሉባቸው እንዲሁም የከንፈር ንባብን ለመረዳት ይቸገራሉ?
14. መስማት የተሳናቸው ተማሪዎች በመካከላቸው ለመግባባት ይቸገራሉ??
15. የመማሪያ ክፍል ትምህርትን የመማር ማስተማር ፣ ሂደት ያመቻቻል?
16. የመናገር ፣ የመፍራት ሁኔታ ፣ ሀሳብን መግለፅ መስማት የተሳናቸው ተማሪዎች በክፍል ውስጥ ያመለክታሉ?
17. መስማት የተሳናቸው ተማሪዎች በጨዋታ ቦታቸው ወይም በቡድን ስራቸው በክፍል ጓደኛቸው አልተቀበሏቸውም?
18. የትምህርት ክፍል አስተማሪዎች በሥልጠና ወቅት በተገቢው ሁኔታ የእይታ ቁሳቁሶችን ይጠቀማሉ?
19. ከሚሰሙ እኩዮች ድጋፍ አብዛኛውን ጊዜ በክፍል ውስጥ ይገኛል?

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የልዩ ፍላጎት ትምህርት ክፍል

አባሪ 5

የትኩረት ቡድን ውይይት

1. በራስዎ እይታ መስማት የተሳናቸው ተማሪዎች በትምህርት ቤቱ ውስጥ ባለው የትምህርት አሰጣጥ ሂደት ላይ የማካተት እንቅፋቶች ምንድናቸው?
2. ያካቶ የመማሪያ ክፍል አቀማመጥ የመስማት ችግር ካለባቸው ተማሪዎች ትምህርት ውስጥ አስፈላጊ ነው ብለው ያስባሉ ወይም አይደለም? አስፈላጊ ካልሆነ ምክንያታዎን ይግለጹ?
3. በራስዎ እይታ መስማት የተሳናቸው ተማሪዎች የልዩ ፍላጎት መምህራን እና የምልክት ቋንቋ አስተርጓሚ ሚና ምንድ ነው?
4. መስማት የተሳናቸው ተማሪዎች ትምህርት ቤቱ በደንብ የትምህርት ተደራሽነት ያካተተ ነው ብለው ያስባሉ?
5. በራስዎ በመመርኮዝ የትምህርት ቁሳቁሶችን እና ሀብቶችን መስማት ለተሳናቸው ተማሪዎች ትምህርት ቤቱ ያሟላ ይመስልዎታል?
6. መስማት የተሳናቸው የተማሪዎችን መሰናክሎች ለመቀነስ እና በመደበኛ የመማሪያ ክፍል ውስጥ የትምህርት ተደራሽነታቸውን ለማሻሻል ሀሳቦችዎ ምንድ ናቸው?