

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**Practices on providing sign language interpretation**  
**at Minilik II Preparatory School**

**By: Alemayehu Mamo**

**Addis Ababa, Ethiopia**

**Nov, 2014**

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**Thesis submitted to Department of Special Needs Education -**  
**In partial fulfillment of the requirements for Degree of**  
**Masters of Special Needs Education**

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## **Abstract**

The main purpose of this study was assessing the practices of sign language interpretation in one of the preparatory school found in Addis which serves deaf students together. To achieve the objective this study, data were collected from 6 interpreters, 3 coordinators, 53 hearing impaired students and 6 of their teachers who attended the school when the research has done. The data gathered was analyzed and interpreted with the qualitative methods. The finding indicated that there is no encouraging classroom setting and fruitful educational interpreting services. These in turn had created communication gaps and the students' gradually had lost academic satisfaction. Based on this the researcher recommended measures that can ease the problem by improving classroom setting and interaction, enhancing the awareness and capacity of teachers, students, interpreters and families, as well as place and strengthen support and monitoring and evaluation system

## **Acronym**

AAU – Addis Ababa University

ASL– American Sign Language

DB – Deci bell

ENAND- Ethiopian National Association for the Deaf

ESL – Ethiopian Sign Language

FGD – Focus Group Discussion

HIS – Hearing Impaired Student

IEP – Individual Educational Program

MCE – Manually Coded English

MoE – Ministry of Education

MYSD - Mekane Yesus – School for the Deaf School

NAD - National Association for the Deaf

RID – Registry of Interpreters for the Deaf

SL – Sign language

SLIANZ- Sign Language interpreters Association in New Zealand

SNE - Special Needs Education

UNESCO - United Nation Education, Scientific and Culture Organization

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# CHAPTER ONE

## 1 . Introduction

### 1.1. Background of the study

Education and training policy (1994) requires expansion of basic quality of education and training for all. The development of the physical and mental potential and problem solving capacity of individual ,including those of children and youth with special needs. The policy gives attention to the enormous number (10% - 20%) of children and students with special needs. The policy recognizes the substantial efforts required Universal Primary Education by the year 2015, and the need to expand and strengthen special needs education and training provision ,enhance inclusive education and enrich the regular education curricular as per The Education Sector Development Program(PASDEP).

Alemayehu(2003,p.96) stated that many deaf people in Ethiopia blame teachers for their poor communication skills in sign language. They believe that their low academic achievements resulted from their teacher's poor competence in communication and and lack of commitment in teaching .Teachers working in deaf schools on their side blame the education system and the deaf children. They complain about the education system for the rudimentary nature of the training it provides them with, the lack of motivation and lack of promises for professional developments. They blame deaf students for their poor speech and written language skills. Furthermore, parents criticize the teachers and the system for not providing them with the support to help them communicate with their deaf children

(Alemayehu,1995,1996). All these parties describe the difficulties they face in relation to the education of the deaf.

A lot of effort has been invested in developing alphabet recognition and continuous sign language translation systems for many sign languages around the world. In this regard, little attention has been given to Ethiopian sign language (EthSL) Abadi (2011)

Acquainted with the scientific approach to sign language interpreting, the researcher has become interested in finding out the real picture of the practice in actual classroom context. As Minilik II Preparatory School is one of the schools which have integrated classes for deaf students the researcher has found it suitable for the study.

Cognizant of this fact and in recognition of the right of deaf students to education, sign language interpreting services are started a decade ago in some selected schools of Addis Ababa.

Minilik II Preparatory School is one of these schools in the country which provide education to deaf students through sign language interpretation services, where the present study is conducted.

## **1.2. Statement of the problem**

Implementing standardized sign language interpretation is one of the challenging practices in creating and sustaining quality education. The chance of students in excelling in their education depends on the ability, experience and expertise of interpreters. However, most interpreters in Ethiopia have little or no formal training in sign language interpretation.

In addition, insufficient attention given to the practice and development of skilled manpower can deter students' comprehension of the subject matter and curtail their future aspiration.

Based on these assumptions, the practices of sign language interpretation in the classroom is negatively affecting the reception of education by deaf students.

The researcher selected this topic based on previous experiences and personal interest. The researcher as an elementary school teacher had had some encounters with interpreters and teachers who have been working with deaf students. The previous discussions with the interpreters and teachers have given the researcher basic idea on the general practice of sign language interpreting service and the challenges therein.

Having taken courses in special needs at post graduate level an opportunity is availed to the researcher to closely study the issue. Acquainted with the scientific approach to sign language interpreting, the researcher has become interested in finding out the real picture of the practice in actual classroom context. As Minilik II Preparatory School is one of the schools which have integrated classes for deaf students the researcher has found it suitable for the study.

In this study, the researcher attempts to assess the practice of sign language interpreting. The researcher would also identify and analyze the causes of malfunction in the interpreting service and give recommendation that would help to improve the quality of sign language interpretation in the school. For the effectiveness of the study, the following relevant questions were answered.

1. How do interpreters apply sign language interpretation in the classroom?
2. What challenges do students face during sign language interpreting in the classroom?
3. What can be done to establish and sustain quality sign language interpretation?

### **1.3 Objectives of the study**

The General objective of the study was found out the problems that hinder the effectiveness of the practice of sign language interpretation in integrated classes of Minilik II Preparatory School at Addis Ababa.

The Specific objectives of this study were to:

- assess the practice and application of sign language interpretation.
- identify the common barriers which encountered educational needs of the deaf students during of sign language interpretation.
- suggest possible solutions to the challenges on implementing in the exercise of sign language interpretation.

### **1.4 Significance of the study**

This study focuses on assessing the practice of sign language interpreting. Such kind of study can provide an insight on various aspects of students' academic performance and communication. It can also provide valuable information on the roles played by key actors in integrated classes such as students, the subject teacher and the educational interpreter in the teaching learning process.

This research highly benefits hearing impaired students in smoothing the communication among the students and their teachers through placing effective sign language interpreting practice in the school. The

study also serves as a starting point and reference for further researches on the topic.

### **1.5 Delimitation of the study**

The scope of this study is limited to sign language interpretation services provided to grade 11 and 12 deaf students of at Minilik II preparatory schools. Conceptually, the study has been confined to examine the challenges which were encountered in the practices of sign language interpretation .It focuses only on the practices and communication barriers of sign language interpretation in their education. Therefore the conclusions which are drawn in this study couldn't be generalized for some other cases.

These variables will be selected after the researchers make an extensive survey of related literature reflecting barriers to the education of deaf. Since it is almost impossible to include all barriers which may have direct or indirect effects on education of students with hard of hearing, only those barriers which are recognized by many researchers as having main, direct impact will be considered in the analysis.

It is clear that there can be a number of barriers to the education of student with disabilities. Even though it is difficult to study each and every aspect of the barriers to the education of this group, the main focus of this study will be to look through the major and determinant communication barriers on educating all subjects using sign language interpretation.

The study will be delimited to the only integrated preparatory school for college education called Minilik II. The study will use all deaf

students in the schools, and some teachers who engaged in the integrated classes and interpreters.

In addition, the school administrator and the counselors will be included as data source to be used to triangulate the research findings.

# CHAPTER TWO

## 2. Review of related literature

### 2.1. Overview of hearing loss and deafness

The definition of hearing loss is not the same for everybody and the different degrees of hearing loss are divided into categories. The most common categories of hearing loss are mild hearing loss, moderate hearing loss, severe hearing loss and profound hearing loss. Martini A (Ed.) (1996)

#### Mild hearing loss

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

#### Moderate hearing loss

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

#### Severe hearing loss

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

Profound hearing loss

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

## **2.2. Acquisition of the language**

Alemayehu (2003) cited McAnally et al.,1994) on Communication and Language Development of deaf children in the Ethiopian Journal of Education ,the acquisition of the language requires fluent communicative interaction between children and a mature language user. To carry out such communicative interaction, there is a need for intact sensory mechanism to transmit linguistic information to the brain .In most children ,this linguistic intake is transmitted through the auditory channel ,and is processed by central mechanism ,the auditory cortex.

But pre - lingual deaf children,those who lost their hearing at birth or before the acquisition of verbal language (spoken language, sign language and written language ) the linguistic intake cannot be through the auditory channel , but through the visual channel instead.

Despite the use of amplification, the linguistic intake of the deaf children remains impoverished and incomplete (Grewel,1963; Liberman,1974; McAnally,et.al.,1994).This is because children learn the language they hear or see around them. The presence of a hearing loss means that the child's intake of spoken language may not reach the minimum level required for the child to acquire the spoken language comfortably. Particularly, as indicated by Nolan and

Tucker(1983),for the deaf children with the severe to profound hearing loss, experiencing enough language to activate their natural language acquisition can be a problem if parents are hearing. Hearing loss can happen before, during or after birth. In circumstances where in the child is born with hearing ability, deafness can occur either before or after the child is able to communicate through language.

### **Before language / Pre-lingual deafness**

Alemayehu (2003) Pre-lingual deafness is deafness that is sustained before the acquisition of language, which can occur due to a congenital condition or through hearing loss in early infancy. Pre-lingual deafness lacks an individual's ability to acquire a spoken language.

Children born into signing families rarely have delays in language development, but most pre-lingual deafness is acquired via disease or trauma rather than inheritance. Thus, families with deaf children nearly always lack previous experience with sign language.

### **After language / Post-lingual deafness**

Alemayehu (2003) Post-lingual deafness is hard of hearing that is sustained after the acquisition of language, which can occur due to disease, trauma, or as a side-effect of a medicine. Typically, hearing loss is gradual and often detected by family and friends of affected individuals long before the patients themselves will acknowledge the disability. Common treatments include hearing aids, cochlear implants and learning lip reading. Post-lingual deafness is far more common than pre-lingual deafness. Those who lose their hearing later in life, such as in late adolescence or adulthood, face their own challenges, living with the adaptations that allow them to live independently.

### 2.3. Signing systems for deaf students

Despite the occurrence time of hearing loss, deaf individuals have a communicating need that must be addressed so as to enable them lead a normal and fulfilled life. To this end there are a number of signing systems designed for hard of hearing including sign language, manually coded English, finger spelling and total communication, Alemayehu (1996).

**Sign language:** is a natural language used by members of deaf community that is developed naturally over time among community of users, which exhibits all language features that any language retains (Lucas and Vaiue, 1992). They added that it is a visual language, not a spoken language. One or both hands are used to make signs and meaning depends on visual components such as shape of hands, the space in which the sign is displayed, orientation of the hand when signing, and the movements of the hands.

Dragow (1998: 331) states that American Sign Language consists of four basic articulation parameters.

- Hand configuration – refers to the shapes of each hand .In ASL there are forty distinct hand shapes.
- Place of articulation – is signing space or the allowable area on the signer’s body in which signs can be produced.
- Orientation of articulation - the orientation of hand(s) in relation to body. In ASL, there are approximately 10 distinct orientations.
- Movement – the motion of the hands within the signing space.

American Sign Language is a language distinct from English or others native language. Therefore, every language has its own grammar and syntax (rules for arranging words to form meaningful sentences and

phrases). It also has rules for which part of speech goes where in the sentence, so does ASL. Generally, ASL tends to set the stage, put in the characters, and then describe the action" (Jensema, 1996).

**Manually Coded English** (MCE) is a system used to "translate" spoken English into manual signs. That is, these systems are not distinct language as ASL is. Instead, the signs for words are presented in the same order in English, and invented signs are used in some systems to convey tenses, plurals possessives, and other syntactical aspects of English.

**Finger spelling** is possible to have an entire conversation using only the hand configuration for the 26 letters of the English alphabet. However, this is quite tiresome for a lengthy conversation; it may not also be used for a technical word for which a sign is not available. Bernstein, Hary, (1990)

#### **2.4. The concept of sign language interpreting**

Sign language is a means of communication either between deaf people or hearing people and the deaf community. For most of the communication the deaf community use, there is always a sign which stands for each word form such as noun, verb or adjective. However, whenever names, new terms and emphasis on any word are required, the finger spellings or manual alphabets are used. Therefore, even if the sign languages mostly use signs, the finger spelling is always important to make a sign language complete. Abadi (2011)

Registry of interpreters for the deaf (RID) stated that an interpreter is someone who changes a message from one language to another, conveying all essential elements of meanings and maintaining language equivalence. Interpreting is a highly sophisticated and demanding mental tasks and bimodal channel, aural oral and visual

(gestural) of communication that requires rapid mental processing, good working memory and the ability to sustain concentration under stress and excellent predicting and closer skills ( <http://www.rid.org>) retrieved 2013 – 08 – 14.

According to Solow (2000) the sign language interpreter acts as a communicational link between people that does not exact a personal influence on either, however, influence the case of communication and the speed of the process. If the interpreter contrives to maintain that parallel positive function without losing vital human attributes then the interpreter renders a professional service in the process of transmitting information from one spoken language into sign language and vice versa.

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

Sign language interpreters are highly skilled professionals. Their work involves the process transmitting spoken language to sign language and from sign language to spoken language typically for communication between deaf and hearing. They must be able to listen to another person's words, inflections and intent and simultaneously render them in to the visual language. They must understand the

culture in which they work and apply. (<http://www.rid.org>) retrieved 2013 – 08 – 14.

Interpreters thoroughly understand the subject matter in which they work, so that they are able to convert information from one language known as the source language into another known as the receiver language.

## **2.5. Experiences of educational sign language interpreting**

Educational sign language interpreting is a specialty requiring additional knowledge and skills beyond what interpreters for adults typically have. In the classroom, the instructional content varies significantly according to grade level. In the primary grades the interpreters needs broad basic knowledge of the subject areas such as mathematics, social studies and language arts. At the secondary level, the interpreter needs sufficient knowledge and understanding of the content areas to be able to interpret highly technical concepts and terminology accurately, as well as, be prepared to support the educational team in educational transitioning. (Humphrey et al, 1996:91).

In the ordinary classroom scenario, students and teachers communicate verbally and visually. However, in circumstances where there are deaf or hard of hearing students in the classroom direct verbal communication cannot function as instructional medium. This calls for the introduction of sign language interpretation as a means of closing the communication gap.

When assigning an interpreter to a student, the individual skills and knowledge of an interpreter should be considered in order to meet the unique needs of the student.

Throughout their career, interpreters advance their knowledge, skills and professionalism through continuing education and training as well as through participation in the professional associations. Qualified educational interpreters are a critical part of the educational day for children who are deaf or hard of hearing. ( <http://www.rid.org>) retrieved 2013 – 08 - 15

Registry of Interpreters for the Deaf (RID) has played the leading role in establishing a national standard of quality for interpreters and is committed to continued professionalism in the practice of signed language interpretation throughout the United States.

RID suggested that an educational interpreter is one who:

- Effectively communicates information in the classroom
- Participates as a member of the IEP team
- Implements the student's IEP goals and objectives
- Monitors, along with the teacher, the student's comprehension of classroom material
- Fosters independence and inclusion of the deaf/hard of hearing student
- Develops a partnership with the classroom teacher
- Is a related Service provider
- Maintains confidentiality

## **2.6. Ethiopian Sign Language (ESL)**

Dagnachew (2011) stated that Ethiopian Sign Language (ESL) is the natural language used primarily by about a million Ethiopian Deaf Community. ESL, as other known Sign Languages (SLs), is accepted as minority language, which coexist with majority languages and is native language for many deaf people.

The languages fundamental units are base signs that correspond to traditional notion of morpheme. SLs are composed of three-dimensional manual and non-manual features. Hand-shape, hand orientation, hand position, and hand movement are the manual components and the non-manual features include position of upper torso, mouth pattern, head and shoulder movement, facial expression and eye-gaze. Although there are many aged modern and traditional schools for spoken languages in Ethiopia, before 1980's there was no means for the deaf individuals to go to school and, at least, to develop their communication skill. But in 1980s Mekanisa Deaf School, the first deaf/signers school in Ethiopia was opened and ESL with the current structure started then.

Dagnachew (2011) in his research further added that in 1992 the first book for the signers was published by Ethiopian Evangelical Church Mekane Yesus – School for the Deaf School (MYSD) - Hossana, which is intended to help Deaf individuals and their family on how to “speak” using hands and body gesture and “listen” using eyes. Even though this approach helps the signers to have their own native language, they were marginalized and their communication scope is limited to very narrow geographic area; i.e. where there are signers□ schools. After finishing their elementary and secondary school, many of them get in to ordinary (spoken language user) high schools; and without interpreters, they tried to cope up with non-signers by speech-reading and reading text.

They depended on human interpreters to use the information-communication system and mass-media. But by the year 2001 Ethiopian Television, which was the only television channel of the country by then, started 20 minutes weekly program for signers with news in sign language and some muted-movies.

Nowadays hearing impaired students go to ordinary school, even at the elementary level. There is daily news for ESL users in ETV, and above all the government and public awareness towards sign language and Deaf individuals is promising. One indication of this is the starting of ESL class by Linguistics department of AAU in academic year 2007/2008). Recently linguistic department of AAU has started a 4 year degree program on ESL, and the first batch will graduate at the end of this academic year.

### **2.7. Sign language interpretation in Ethiopia**

Sign language interpreting makes communication possible between people who are deaf or hard of hearing and people who can hear. Interpreting is a complex process that requires a high degree of linguistic, cognitive and technical skills in both spoken language and sign language .Sign language interpreting unlike spoken language interpreting involves more than simple replacing a word of spoken language with a signed representation of the word in that language. Sign language has its own grammar rules, sentence structure and culture. (<http://en.wikipedia.org>) retrieved 2013 – 08 – 11.

Alem (2011) cited in Alemayehu (2000), in Ethiopia interpreters are not well trained in some aspects of sign language and the service is very recent in Ethiopia. Primary school children are learning by trained hearing and few deaf teachers in signed Amharic or English language previously. Interpretation services are also provided to individual deaf people by persons who work in Ethiopian National Association of the deaf. The first training of interpreters conducted in 1998 and 2000 with the support of Finish Deaf Association. Interpretation service is also given on voluntary basis.

## 2.8. Legal frame works

Educational training policy of Ethiopia conformed that

“Special education and training will be provided for people with special needs (TGE, 1994, p. 17).

Aside from what has been stated in educational policy, the Ethiopian constitution under Article 41, declared that

“Every Ethiopian national has the right to the equal access to publicly funded social services” (FDRE, 1995, p. 15).

Moreover, under Article 90, it is stated as follows:

“To the extent the country’s resources permit, policies shall aim to provide all Ethiopian access to public health and education” (FDRE, 1995, p. 13).

The Salamanca Statement and Frame for Action on Special Needs Education (UNESCO,1994) provides the clearest and most univocal call for in its articles 2 and 7 respectively as follows:

Article 2 states that:

“... Ordinary schools for children, regardless of their physical, intellectual, emotional, social, linguistic or other requirements .It further states that all educational policies should stipulate that children with disabilities attend their neighborhood school.”

Article 7 states that:

“...all children should learn together, whenever possible, regardless of any difficulties or differences they may have. Inclusive 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 partnerships with communities.”

## **2.9. Educational sign language interpreter**

An interpreter should be able to convey the purpose of the lesson – its importance and when the content will need to be remembered or when the information is review. According to information found on the Gallaudet website ([infotogo.gallaudet.edu](http://infotogo.gallaudet.edu)), following these preparatory steps enables interpreters to learn specialized techniques and ethical considerations for interpreting in a variety of settings with people of various ages.

An educational interpreter works in the classroom and provides a common link between hearing impaired students and teachers, peers, and school personnel. One challenging aspect of interpreting in a classroom setting is the fact that teachers often communicate at a language or cognitive level of the hearing students only.

As stated in “Classroom Interpreters – Interpreters and Children – Interpreting and Language”, an article found on the website ([www.classroominterpreting.org](http://www.classroominterpreting.org)), “There are many deaf or hard of hearing children who have language and vocabulary skills equal to those of their hearing peers. There are also many deaf or hard of hearing students who enter school with language that is delayed. According to this article, these children need additional support.

There are many useful techniques an educational interpreter might use in the classroom. One technique is called scaffolding- when an interpreter provides necessary vocabulary, definitions, and background

information to expand on previously learned concepts and clarify new concepts and terminology

An interpreter should monitor a student's understanding of the material or concepts being taught on a continual basis. One way to check a student's progress is during one-on-one time with the student. During this time, an interpreter can clarify messages by altering the interpretation to match the child's language level.

While an educational interpreter is in a Deaf student's life, there can be problems when he/she serves as a child's only language model. One article, "Classroom Interpreters - The Interpreter as a Language Model," lists some problems.

- Limited language role models– Deaf children need a variety of language users in order to learn language.
- A teaching level that has not been adjusted – teachers may not adjust their speech and language level for the Deaf or hard-of-hearing students
- Interpreters who do not interact with students – experts do not believe that watching interpreters of language during a lecture leads to significant language learning. Interaction is essential for language learning
- Some interpreters are not fluent – this results in a language model with numerous grammatical errors and simple vocabulary. Major concepts can be distorted or missing.

(Tamirat, 2002 ) stated that a very critical element for a deaf child's success is to begin using the communication methods of preference as early and as consistency as possible. Even if one feels slow and inadequate with the signs, he/she can still stay a step ahead of the child. One who maintains interpreting services through classes and

interacting with deaf/hard of hearing students, he/she should focus on:

- Classroom setting – Two recent studies that show that class size matters, even in college. One from the University of Richmond concluded that increasing class size to 30 students to 45 had a negative impact on the amount of critical and analytical thinking required in business classes, on the clarity of presentations, the effectiveness of teaching methods, the instructor's ability to keep students interested, and the timeliness of feedback, among many other key factors of educational quality.
- Specialized skills - professional interpreting in context should have fluency in sign language and knowledge of the source language of an original text.
- Specialized knowledge - interpreters must be aware of the consumer's culture and preferences that are specific to the environment.
- Working environment– classroom interpreting requires advance preparation and cooperation among students, teachers and interpreters.
- Preparation – each interpreter's access to all the materials, along with the subject matter, with sufficient time to prepare appropriately, it is central to implement the interpreting function.
- Materials – these can be provided in a printed and/or recorded format.
- Placement of interpreter – while the interpreter's placement may vary, it is important for the interpreter to consider acoustics, sight line lighting background, location and availability

of equipment, but special consideration should be given to students with hard of hearing.

- Compensation – they are charged incentives for their services

## **2.10. Adapting classroom to deaf students**

Maintaining conducive classroom atmosphere is a precondition requirement for ensuring an effective learning process. Considering this fact, UNESCO, (2001) illustrates the necessary requirements for adapting classroom to hearing impaired students as follows:

- The child should be seated as close as possible to the teacher
- The teachers must make sure to stand or sit facing the students
- Don't talk while you are writing on the blackboard
- Don't cover your face with a book while you are reading and talking
- Make sure light doesn't come from behind, as your face would be in shadow
- Work in good light so that the child can see your face, hands and lips
- Arrange the desks in such a way that it is possible for children to see each other's faces
- Use a room that is a quieter part of the school

## **2.11. Sign language interpreter professional skills**

A professional sign language interpreter should demonstrate the following skills and personal characteristics. ([www.streetleverage.com](http://www.streetleverage.com)) retrieved 2013 – 08 -20

**Fluent in official sign language:** As with all languages, acquiring a high level of fluency in official Sign Language requires many years of training and contact with the deaf community. Most sign language

interpreters are not native users of official Sign Language. This is a point of difference with most other language interpreters, who are usually native speakers and part of a language community.

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

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

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

**Understand the setting and have the knowledge to deal with a variety of subject matters and terminology:** Sign language interpreters work in a great variety of settings: from education to courts to health; and from one-to-one meetings to large conferences. A competent sign language interpreter needs a good educational background to deal with this variety and be able to adapt to different

settings. It is advisable to check an interpreter's experience in a particular setting before booking them, so you can be sure they are sufficiently familiar with the systems and any specialist language. A booking agency can assist with selecting appropriate interpreters for a particular setting.

**Behave in an ethical and professional manner and be committed to a code of ethics:** Like other professionals, interpreters are party to private interactions and information and are ethically bound to protect the privacy of clients. They should also facilitate communication in a manner that is fair to both parties, without unduly intruding in the situation. ([www.streetleverage.com](http://www.streetleverage.com)) retrieved 2013 – 08 -20

## **2.12. Professional code of conduct**

The code of ethics of the Sign Language Interpreters Association in New Zealand (SLIANZ) identified accuracy, confidentiality, impartiality, competency and professional development as ethical issues interpreters must respect and follow.

**Accuracy:** Interpreters/translators shall always thoroughly and faithfully render the source language message, omitting or adding nothing, giving consideration to linguistic variations in both source and target languages, conserving the tone and spirit of the source language message.

**Confidentiality:** Interpreters/translators shall not divulge any information obtained through their assignments, including but not limited to information gained through access to documents or other written material.

**Impartiality** –focuses on non discrimination and conflict of interest

- Non discrimination: Interpreters shall always be neutral, impartial, and unbiased. Interpreters shall not discriminate on the basis of gender, disability, race, color, national origin, age, socioeconomic or educational status, or religious or political beliefs.
- Conflict of interest: Interpreters shall disclose any real or perceived conflict of interest which would affect their objectivity in the delivery of service. Providing interpreting services for students, family members or friends may violate the individual's right to confidentiality, or constitute a conflict of interest.
- Competency and professional development: Interpreters shall develop their skills and knowledge through professional training, continuing education, and interaction with colleagues and specialists in related fields (<http://www.wcer.wisc.edu/com>)retrived 2013 – 08 - 16

## **CHAPTER THREE**

### **3. Research methodology**

#### **3.1 Research design**

The researcher has designed to use more of qualitative method as key instrument to collect data for the study and made direct observation on the site where sign language is practiced in a classroom setting. In general, the researcher has collected qualitative data through conducting interviews with teachers, students', interpreters and coordinators. In addition; analyzing documents, observing classroom practices, and organizing focus group discussion.

#### **3.2 Research setting**

It is unquestionable that identifying an appropriate research setting is one of the basic tasks for a researcher. The researcher is expected to have convincing reason why he has chosen that particular setting.

The researcher of this study has selected to conduct the research at Minilik II Preparatory School. Based on the school document, the school is the first modern school in the history of Ethiopia established in 1908 by Emperor Minilik II. It is located in Arada sub-city.

Total number of students enrolled in the school are 2381. Of these numbers who engage in grade 11 and 12, the number of male are 1021 the others 1360 are female. There are 35 grade 11 and 26 grade 12 classes in the school. Of the 35 grade 11 classes 10 of them are social science stream classes while 25 of them are natural science stream classes. Of the 26 grade 12 classes 5 of them are social science stream classes where as 21 of them are natural science stream classes.

**Table 1: Students enrolled in Minilik II Preparatory School in  
20013/14**

Grade	Stream	Sex		Total
		Male	Female	
11 <sup>th</sup>	Natural science	460	500	960
	Social science	105	215	320
Total		565	715	1280
12 <sup>th</sup>	Natural science	369	516	885
	Social science	87	129	216
Total		456	645	1101

Of the 35 grade 11 classes 2 (namely 11<sup>th</sup>3 and 11<sup>th</sup>26) are classes where in deaf and hearing students learn together. Of the 26 grade 12 classes 2 (namely 12<sup>th</sup>5 and 12<sup>th</sup>10) are classes where in deaf and hearing students learn together.

Six interpreters are assigned in the four integrated classes for deaf students. All of the teachers are permanent staff of school while all the interpreters are contract workers. Three guidance and counselor officers working as coordinators are responsible for administering integrated classes. One of the three coordinators serves as head coordinator.

The school is selected because it is the only preparatory school in Addis Ababa which has 4 integrated classes for grade 11 and 12 from the total 61 classrooms. In these four integrated classes a total of 392

students attend their education. In these classes 323 hearing, 69 deaf students, 6 sign language interpreters, and 3 coordinators engage in the education activity

**Table 2.** Class size of integrated classrooms in the school

Total number of Hearing and Deaf students in two Streams								
Social Science			Natural Science		Social Science		Natural Science	
Grades								
11 <sup>th</sup> 3			11 <sup>th</sup> 26		12 <sup>th</sup> 5		12 <sup>th</sup> 10	
DEAF		HEARING	DEAF	HEARING	DEAF	HEARING	DEAF	HEARING
M	5	8	25	1	1	14	14	16
F	5	24	11	16	3	25	5	19
T	10	32	36	17	4	39	19	35

Total number of grade 11 integrated class students is 95, of which the number of deaf or hard of hearing students are 46, constituting 48.42 of the total class size. Of the total number of deaf students grade 11 students 16 are female while 30 are male. The total number of grade 12 integrated class students is 97. From this total, the number of deaf students are 23 (23.71 %). Of these 8 are female while 15 are male. Female students constitute 56.25% of integrated class in both grades, of which students 22.2% are deaf students.

Of the 192 students in all social and natural grade 11 and 12 classes, 123 students are hearing while 69 are deaf students . The proportion of hearing and deaf students in the two streams shows contrast. In the social stream, the number of deaf students are lower than natural

science. In this stream number of deaf students is 14 while the number of hearing students is 71.

In contrast, the number of deaf student is slightly greater than those of hearing students in the natural science stream. Of the 107 students in grade 11 and 12 natural science integrated classes, the number of deaf students is 55 while the number of hearing students is 52.

### **3.3 participants**

In qualitative method, all participants can be selected purposefully in order to obtain substantial information from them. It is intended to achieve an in depth understanding of selected individuals who have better exposure of the required information in relation to the topic of the study. Therefore, the basic criterion for the selecting informants for this study entirely depended on the closeness of the respondents to the topic under study.

Hence, the researcher selected all deaf or hard of hearing students, interpreters and coordinators who are engaged in the education activity to give answers to questionnaires.

To verify the data which was collected through questionnaire, the researcher conducted interviews and focus group discussion with 4 interpreters, and 4 homeroom teachers and deaf or hard of hearing students who represent the 4 integrated classes each and a head coordinator were selected.

The researcher took all integrated classes deaf students, their home room teachers and their representatives' from each integrated classrooms. The criteria's were manageability, closeness to the data required and the consent of the respondents.

### **3.4 Data collection instruments**

The types of data gathering techniques which are employed in this research are related to the topics of research questions. To this end, the researcher uses questionnaire, interview, observation and focus group discussion, to gather the necessary information in relation to the intended study.

#### **3.4.1 Questionnaire**

The questionnaire is one of the basic instruments which are used for gathering data. Four sets of questionnaire were designed to be answered by deaf or hard of hearing students, interpreters, teachers and coordinators. The questions mainly focused on acquiring the perspective of the respondents on classroom interaction and variation of satisfaction with respect to sign language interpretation at the school. 69 questionnaires were distributed to deaf students and 53 were returned. 10 questionnaires were distributed to teachers and 6 were returned. 6 questionnaires were distributed to interpreters and all of them were returned. Similarly 3 questionnaires were distributed to coordinators and all of them were returned.

The current practices applied on educational sign language interpretation in the class room , the challenges faced on during interpretation and the possible solution which made the class conducive were the main contents. The researcher took all integrated classes deaf students , their home room teachers and their representatives' from each integrated classrooms. The criteria's were manageability, closeness to the data required and the consent of the respondents. . They were developed by the researcher.

### **3.4.2 Interview**

Accordingly, interview guides were prepared and in depth interview were undertaken. In this regard, 6 students, 4 interpreters, 4 teachers were selected and interviewed using purposive sampling. A number of selected semi-structured questions which demanded detailed explanation were forwarded to the interviewees. The researcher used follow up questions to clarify responses and get additional information.

The current practices applied on educational sign language interpretation in the class room , the challenges faced on during interpretation and the possible solution which made the class conducive were the main contents The researcher took 4 home room teachers of integrated classes ,2 interpreters , a coordinator and 4 representatives' one from each integrated classrooms. The criteria's were manageability, closeness to the data required and the consent of the respondents. They were developed by the researcher.

### **3.4.3 Observation**

According to Merriam (1882:122), observation is one of the major means of data collection techniques used by qualitative researcher. This is because it enables the researcher to get first hand information by observing the phenomena under study in its natural setting.

In view of this, the researcher prepared observation checklist that are pertinent for the study and made classroom observation for two weeks. During this period each of the six teachers was observed once in a week. A total of eight periods were observed in the social and natural science streams including economics, geography, physics, chemistry, biology math, Amharic and English classes. This has helped

the researcher to get firsthand information and later triangulate data acquired from the different data sources.

The current practices applied on educational sign language interpretation in the class room , the challenges faced on during interpretation were contents which mainly focused in the classroom.. The criteria's were manageability, closeness to the data required and the consent of the teachers and interpreters. They were developed by the researcher.

#### **3.4.4 Focus group discussion**

Denzin and Lincoln (1994) stressed that focus group discussion among members of small group has been considered as a good instrument to gather versatile information. Taking this in to account, the researcher held FGD with purposefully selected teachers, interpreters, deaf or hard of hearing students and school coordinator. A total of 11 participants including 3 teachers, 1 coordinator, 3 interpreters and 4 hearing impaired students participated in the focus group discussions.

The discussion helped the participants to discuss selected issues on the practice, challenges and solutions of sign language interpreting in the school. It also assisted the researcher to identify agendas on which participants have consensus.

The current practices applied on educational sign language interpretation in the class room , the challenges faced on during interpretation and the possible solution which made the class conducive were the main contents The researcher took 4 home room teachers of integrated classes ,2 interpreters , a coordinator and 4 representatives' one from each integrated classrooms. The criteria's

were manageability, closeness to the data required and the consent of the respondents. They were developed by the researcher

### **3.5 Data analysis**

The researcher has conducted a qualitative case study to assess the sign language interpreting practice. Qualitative data collected through various mechanisms were categorized into general topics and interpreted and later analyzed against standards set for professional sign language interpreting. Qualitative data gained from categorizing responses was also used when appropriate to support findings made through the qualitative data analysis.

The current practices applied on educational sign language interpretation in the class room , the challenges faced on during interpretation and the possible solution which made the class conducive were the main contents of the questionnaires, interview, observation and focus group discussion . They were developed by the researcher.

### **3.6. Ethical issues**

According to Best and Kahn (1993) ethics is any set of rules or guidelines or human directions on the part of the researcher that directs the appropriate treatment of person participated in the research.

Similarly, Denzin and Lincoln (1994) stated that ethical issues explain the interest of research participants that need to be taken in to account through informed consent like anonymity and confidentiality. Fulfillment of ethical issues enables the researcher to secure full and pertinent data for the study as informants feel free and confident to

provide the required information. It has also a direct implication on the accuracy level of the research finding.

Considering this, the researcher has followed approaches in line with ethical issues of research that would assure and build the confidence of respondents. Accordingly, respondents were asked their consent to participate in the research. They were also provided with clear information regarding the purpose of the study and were assured that the information they give would be maintained and used for the study only with absolute confidentiality and anonymity.

## CHAPTER FOUR

### 4. Results of the study

This chapter presented all data obtained using questionnaire, interviews, focused group discussions, and observation analysis. Results of the study is presented in this section in the following order.

#### 4.1. Demographic Characteristics of the Participants

The purpose of this section is to collect empirical data on and assess the practices of sign language interpretation to deaf or hard of hearing students in Minilik II Preparatory School. In order to meet this purpose, a qualitative study design was employed and multiple sources of information were used.

**Table 3 . Total number of respondents who answered the questionnaire**

Sex	Total number of respondents		
	Deaf students	Interpreters	Teachers
Male	31	3	5
Female	22	3	1
Total	53	6	6

Three separate questionnaires were designed and distributed by the researcher for data gathering. One type of the questionnaires was distributed to 69 deaf or hard of hearing students; of which 53 were returned. The second type of the questionnaires was distributed to 10 teachers who teach deaf students in integrated classes and 6 were

returned. The third type of questionnaires was given to 6 interpreters and 3 coordinators and all of them were returned.

**Table 4. Educational background and interpreting experience of interpreters**

code	Sex	Total number of interpreters and their educational background				
		first degree	Diploma	Certificate	Graduating field	Interpreting Experience in terms of years
T – 001	F	✓			Ethiopian sign language and deaf culture	1
K – 002	F	✓			”	1.5
H – 003	F			✓	”	1
F – 004	M	✓			”	2
L – 005	M	✓			”	1
Y – 006	M		✓		”	5

Both natural and social science departments use the same six interpreters working in the school for their interpreting service demand. All of the six interpreters have graduated in Ethiopian sign language and deaf culture. Of them 4 are graduated with first degree while one is graduated with diploma and the other with certificate.

**Table 5. Total number of focal group discussion and interview participants**

Sex	Total number of focal group participants			
	deaf students	Interpreters	Teachers	Coordinators
Male	2	1	3	0
Female	2	1	1	1
Total	4	2	4	1

The researcher has also formulated three separate sets of interview questions. The interviews were conducted with 4 teachers, 6 deaf students, 4 interpreters and coordinators. One set of interview questions was used to gather information from both interpreters and coordinators.

In addition, a focus group discussion was held among the researcher, 6 deaf students, 3 coordinators, 3 teachers, students and 4 interpreters. In addition, the researcher conducted a two-week classroom observation for two weeks.

#### **4.2. Data analysis**

A qualitative description was employed to analyze the data gathered through open ended questionnaires as well as interviews, focus group discussion and classroom observation and was applied to assess the sign language practice, identify major problems and provide possible

solutions. Data gathered through these mechanisms and the subsequent analysis is presented in this section.

#### **4.2.1 Classroom interaction**

Classroom interaction is highly depends on a number of factors of which the major ones are classroom setting, medium of instruction, approaches of teaching methodology which include knowledge and specialized skills of the interpreter, preparation on the subject matter, creating conducive environment and fulfilling classroom communication needs.

**Classroom setting** is one determinant factor in realizing effective teaching learning process. Classroom setting incorporates inter related issues such as class size, students' seating arrangement and position of the interpreter and the teacher. These issues are particularly important in teaching hearing impaired students in integrated classes as they affect their reception of content through visual mechanisms. These factors also affect the performance of the teacher.

One of the teachers put the following statement highlights how large class size affects teachers' enthusiasm and effectiveness.

“The effects of disproportionate classroom size are far-reaching. Burned out educators deal with more students than they are accustomed to teaching at one time; they put in extra hours outside of the classroom, grading more exams and homework assignments. Students don't receive enough attention from their teachers. Moreover, since classrooms without size restrictions often result in too many kids per class, effects can also include a

lack of supplies for students, as well as more discipline problems, as it is harder for the teacher to watch everyone”

For interactive situations, the classroom setting arranges depending on the subject which is given like circles or semi-circles used best for students who are deaf or hard of hearing

Based on the standard set for the proportion of hearing and deaf students in a given classroom the researcher found out that the class size for grade 11<sup>th</sup> 26 and 12<sup>th</sup> 10 does not meet the requirement.

In general, special attention should be given in arranging classroom settings for deaf students within integrated classroom context with respect of class size, students' seating arrangement and position of the interpreter and the teacher. Interpreters are positioned beside teachers but do not have fixed place allotted for them.

The data gathered through the different instruments have in general indicated that the classroom setting is not suitable for deaf students. In natural science stream student - interpreter ratio is far in comparing

Total number of deaf students in social stream differs from natural science stream. It creates variations on student interpreter ratio. The more the number of the students, the less the closeness of students with the interpreter and the service given to individuals.

Regarding teachers who speak and write at the same time, all of the interpreters mentioned about the subject teachers that it is difficult to capture the main content of the lesson while they are writing and explaining the issues simultaneously.

On the basis of this fact semi-structured interview was used to enable the participants explain their view without any restriction.

All interviewed deaf students and (45) 85% students who answered the questionnaire reported that they are not content with the classroom setting and commented that it has affected their academic achievement. They mentioned that the large class size and the seating arrangement has created gap on student interpreter ratio and forced deaf students to sit in a highly dispersed manner which resulted in minimized visual contact between them and the interpreter.

One grade 11 deaf students wrote:

“Our seating arrangement has made it difficult for me to follow the lip movement of the teacher and to view the interpreting service simultaneously. There is no effort from any responsible body to solve these problems.”

Another female deaf student interviewed made the following remark:

“I am not pleased with my seating position. Since I sit at the backside of the class, I have difficulty of reading the lip movement of the teacher. It is also difficult for me to focus on both the lip reading and interpreting service at a time. I would like to sit in a suitable place in the classroom and believe the class size and classroom setting should be adjusted.”

On the contrary, 15 per cent of the respondents who have answered the questionnaire have no complaint about the seating arrangement since it has allowed them to sit with hearing students and establish friendship.

The focus group discussants and the two-week class room observation of the researcher confirmed the challenges students face with regard to large class size and seating arrangement.

Regarding the position of the teacher and the interpreter in the class room, 41 (78%) students who filled the questionnaire reported that the position of both the teacher and the interpreter in the classroom is not suitable for them to attend the class properly. The absence of fixed place for the interpreter and the problem students face in reading the lip movement of the teacher while the later is writing and speaking simultaneously are the major problems deaf students mentioned in attending lecture.

A grade 12 deaf student said:

“There is no fixed place prepared for sign language interpreters in our classroom. This makes the interpreters to position themselves in places where deaf student cannot have good view of them.”

The researcher has observed that sometimes deaf students are forced to change their seats as a result of this problem, causing distraction of attention on other students. The researcher also observed that as the teacher moves about in the classroom he/she sometimes hinders full view of the interpreter from the students.

Concerning the impact of the practice of teachers writing and speaking simultaneously all of the interpreters and focus group discussants mentioned that deaf students mostly miss out relevant concepts of the subject matter which they could have gained from lip movement of the teachers.

In general, the study found out that the classroom setting in the school is not convenient for deaf students to acquire the desired knowledge. This has resulted from large class size, improper seating arrangement and problems related to the position of teachers and interpreters in the classroom. The problem should be given proper attention so as to create favorable condition for deaf students to acquire full and proper education through sign language interpretation service.

Familiarity with the subject matter will enhance the quality of the interpreted message. If possible, meet with the interpreter to share outlines, texts, agenda, technical vocabulary, class syllabus, and any other background information that would be pertinent.

The interpreter begins to convey a sentence in the target language while listening or watching the message being delivered in the source language. With proper management of arrangement between the teacher and the interpreter both types of interpreting can be used in teaching deaf students depending on applicability, effectiveness, and demand.

Similarly, different approaches and methodologies can be used in integrated classes to facilitate the education of deaf or hard of hearing students. Teachers and interpreters must work together to identify appropriate methodologies which benefit deaf students in classroom and fulfill facilitates effective teaching learning process. Teachers can and must apply teaching methods such lecture, demonstration, collaboration and learning by teaching. Similarly they are expected to use a variety of teaching aids including charts, maps, pictures and audio and video tapes. For interactive situations, circles or semi-circles work best for students who are deaf or hard of hearing.

The study attempted to identify the type of interpreting used and teaching methodologies applied in the integrated classes.

Accordingly, it was found that interpreters use simultaneous interpreting solely. All the students, interpreters and teachers who answered the questionnaire reported that interpreters use this type of interpreting. The interpreters interviewed justified this approach stating that it saves time and effort, and accommodates the pace of both hearing and deaf students.

However, these interpreters and the students who interviewed stated that this approach has a negative effect on the passage of full and correct information to deaf students.

One interpreter said

“I sometimes miss out certain information while interpreting as I attempt simultaneously to listen, understand and interpret what the teacher is saying.” A grade 12 social science student substantiated this by saying “I and my fellow deaf student receive fragmented, incomprehensible and even meaningless messages from our interpreters. There are times we get confused and miss substantial portion of the lesson. It demands us a lot effort to fill in the missing parts and catch up with other students. I believe the problem can be solved if interpreter repeat or clarify the instruction given by the teacher.”

The study also found out that teachers as well as interpreters use lecture as a major teaching method. 47 (88.7 %) of students who answered the questionnaires reported that their teachers and interpreters frequent this methodology and do not attempt to apply neither teaching aids nor other methods. The remaining 6 (11.3 %)

said the teachers used to teach students through plasma transmissions. However, these students mentioned the transmission is no longer functional and their teachers have resorted back to lecture. Both views were mentioned and agreed up on during focus group discussion. On the session one of the coordinators stated

“We cannot make progress by solely depending on one teaching method. We must apply teaching aids and other forms of teaching methods. I believe we - teachers, interpreters and coordinators are not playing our role in this regard.”

The interviewed students stated that though the lecture method is helpful in educating students including deaf students, it is mostly repetitive, non-stimulating and theoretical. They suggested teachers and interpreters must work together to use other forms of teaching methods that provide practical knowledge, convey information better, enhance skill as well as participate and initiate students.

The researcher in the two-week class room observation also noted that teachers use only lecture as their teaching mechanism.

#### **4.2.2. challenges faced on deaf students in actual classrooms**

The ideal goal of education is to meet the educational and social needs of students. However, the quality of education given to students to a varying degree affects the achievement of this goal. The satisfaction and academic achievement. Deaf students are also affected by this factor. Of the various factors that affect the satisfaction and academic achievement of deaf students in Minilik II Preparatory School, variation in the practice of sign language interpretation, use of SLI as medium

of instruction, comprehension of understanding specific subjects, individual communication needs and lack of support from family members are used in this study.

- **Malpractices of sign language interpretation**

When sign language is medium of instruction, there should be enthusiastic, knowledgeable and skilled interpreters who transfer the content message of the subject matter to deaf students through sign language interpretation. For this reason, interpreters are required to have adequate sign language interpreting skill and versatile knowledge of school subjects. They are also expected to work together with the subject teacher before and during the class to learn the content the teacher has prepared as well as prepare make adjustments for their service. The preparation includes previewing text books, teacher's lesson or electronic presentation slides.

Consent of the interpreter, sign language interpretation skill, subject matter knowledge and preparation are particularly essential in teaching deaf students as they affect their reception of content through visual mechanisms. Hence, especial attention should be given to these issues to realize professional sign language interpretation in integrated classes.

The study assessed the existent situation of the practices of sign language interpretation in grade 11 and 12 integrated classes. The data gathered through different instruments has in general indicated that the interpreting services are not satisfactory and require improvement and supervision.

During an interview the coordinator explained why it has become difficult for school to assign interpreters based on their preference and capacity.

“We have four integrated classes and six interpreters. Each class has six periods a day totaling 24 periods in all integrated classes. This means one interpreter has an average of four classes every day. Under this circumstance, it is difficult for the school to consider preference as prerequisite for assigning interpreters in accordance with their will.”

All the 6 interpreters stated on the questionnaire that their preference as to the type of subject they want to interpret is not asked. They informed that, since the assignment is made without their participation and consent they are often displeased with and lack devotion in their task.

All the interviewed deaf student and 37 (70%) students out of the total 53 who answered the questionnaire reported that they face linguistic related problems arising from the language use efficiency of the interpreter.

A grade 11 deaf student wrote:

“I and my classmates mostly get confused and misled as interpreters often mix Amharic and English. This habit affects our comprehension and has a negative impact on our academic achievement.”

One of the four home room teachers has explained on the interview that he is always in doubt on the accuracy of the interpretation. The teacher said:

"I teach in the science field and use English as medium of instruction. Since I use English and the subject matter applies technical language, I often wonder how much of it is translated accurately by the interpreters. And there is no supervision to ensure the accuracy of the information."

With regard to subject matter knowledge of interpreters, the general view taken by students, teachers and interpreters who have participated in answering interviews and questionnaires as well as discussing in focus discussions, is that, almost all interpreters lack proper and adequate knowledge on many of the subjects which they interpret.

Regarding this issue one of the interpreters interviewed stated that

"I cannot say I have ample knowledge on all of the subject matters I interpret in the classes. Neither do I believe other interpreters exhibit this capacity. The way I see it, the interest, familiarity and the depth of knowledge interpreters have varies from one subject to another and from person to person. We do not take any related trainings to acquaint us with the courses we interpret. So we do not have equal ground with the teachers we interpret for."

Other home room teachers on the interview said that

"we have difficulty working with interpreters. Despite their efforts to understand the teacher's instruction and pass the information to students, I observe they sometimes fail to do so. In many instances interpreters are not trained in particular subjects and thus lack proper knowledge. Hence, sometimes

their role is merely translating words without grasping the underlying concept. In such cases the role of interpreters in giving knowledge and skill to students is minimal.”

With respect to preparation of interpreters and communication between them and teachers prior to class, the data collected indicates the contrary. Of the 53 deaf students who answered the questionnaire 40 (75%) of them noted that based on their observation, the interpreters seem to lack preparation and to have made no contact with the teacher before coming to class.

The interviewed students mentioned a number of scenarios they observe to substantiate this view. Among these the major ones are interpreters’ lack of information on the lesson topic for the day, inability or difficulty to understand and interpret scientific concepts and terminologies, inability to present subject matter with ease and clarity and avoiding giving answer to questions raised by hearing impaired students. The students reasoned these problems could have been avoided or lessened had the interpreters made preparation and communicated with the teacher prior to class.

All of the interpreters responded on the questionnaire that they do not make such preparation or contact with teacher. One of the interpreters interviewed said

“Though I understand it is mandatory for interpreters, I do not go to class prepared. Even though, I have substantial sign language interpretation experience and a fair understanding of many of the subject matters I sometimes face challenges in the classroom which I could have avoided by making preparation and communicating with the teacher.”

The researcher had also observed that the teachers do not share their lesson plan to the interpreters and there no synergy between them.

During the focus group discussion two main reasons were mentioned and agreed up on as to why interpreters do not make preparation prior to class. The first reason mentioned by teachers is that interpreters lack initiation to seek information from and work with teachers. Interpreters on their part pointed out that teachers are not willing to share information on what their regarding lesson plan contains how they have prepared it and planned to present it. The two parties agreed that neither of them made sufficient effort to work closely and share as well as utilize instructional media, teaching aids or other teaching methods.

After pointing out factors in the practices of sign language interpreting that are creating variation on students' satisfaction and academic achievement, the respondents suggested that the school administration should take measures that would realize professional interpreting services including building the capacity of interpreters, installing effective supervision, creating and strengthening coordination between teachers and interpreters as well as introducing incentives and motivations to teachers and interpreters.

In general, the study found out that the assignment of interpreters irrespective of their preference and capacity as well as limitations observed on the part of the interpreters in terms of linguistic capacity, knowledge of subject matter and preparation prior to class are affecting the education of hearing impaired students. Since, these factors play a major role in meeting the sign language interpretation demands of HIS and realizing professionalism in the practice at the

school, the school administration and community must place mechanisms that can provide solution for the existent problems.

- **Inattention given to the Sign Language as medium of instruction**

**Medium of instruction** affects both the relay and reception of information in the classroom. This is particularly true for deaf students who are highly dependent on sign language interpretation as their medium of instruction. Since, they can not to a large extent receive the information directly from the teacher and are affected by partial or full hearing loss the proficiency of the interpreter to properly utilize sign language is crucial for their education.

One of the teachers present on the focus group discussion raised his opinion about medium of instruction as follows:

“As there is often no word-for-word correspondence between languages, Interpreters should take professional training, practice and experience to interpret speaker's words based on the subject matter in a medium of instruction. Sign language interpreters need to adjust their language usage according to the context in which they interpret. This means they need a large vocabulary, and need to be able to use different language styles appropriate to the students involved in the classroom.”

The resultant loss or gain in students' reception and comprehension of the subject matter is thus dependent on the ability of the interpreter to deliver the source language in sign language efficiently and is reflected on the variation of their educational achievement and satisfaction.

Based on the response students gave to the questionnaire and interview, the overall assessment indicates that the level of satisfaction of deaf student is low as a result of the quality of sign language interpretation in the school.

41 (77.3 %) of students who filled the questionnaire and all of deaf students interviewed reported that they are not pleased with how interpreters handling sign language interpretation and stated that their academic achievement and potential is compromised by unsatisfactory service. All of the coordinators have expressed similar view as the students did.

A comment given by a grade 12 female deaf student natural science student illustrates this:

“When comparing my academic results with hearing students I find it lower. I believe the reasons for this are interpreters’ lack of language skill to interpret the lesson to English sign language, their lack of interest for the service and inability to take queries from students, present them to teacher and give the answer back to students. I also believe that teachers’ low consideration to deaf students pays a role.”

Another grade 11 female deaf student social science student said

“I score below hearing students. I ascribe this to improper interpretation and lack of supportive educational environment for deaf students. Most of the interpreters do not have enough language skill and knowledge of the subject matter. Besides they do not give proper attention to our needs. Because, English is medium of instruction, I believe, interpreters should know

English language well. They must also specialize either on English language or at least one other subject.”

Similar observations were made and comments given by other students, teachers, interpreters themselves and coordinators during the focus group discussion and interviews. After pointing out the aforementioned factors in the practices of sign language interpreting service at the school, the respondents suggested possible solutions to alleviate the variation in the academic achievement and satisfaction that arise from medium of instruction.

They suggested the school must train teachers in sign language and organize awareness creation programs to the school community on deaf culture and sign language, focus on building educational capacity of interpreters to give appropriate services, facilitate orientation to establish and strengthen coordinative works between teachers and interpreters, work with special need professionals to prepare concepts and terminology dictionary used for sign language interpretation.

30 (56.6%) of the students have mentioned the introduction of interpreter service in secondary school has affected their reception of the lesson. Comparing with their elementary school experience, one grade 11 social science male students made the following remark during an interview:

“We were accustomed to be taught by teachers who use sign language in primary school. The sudden shift to education through interpreters has affected us.”

A grade 12 natural science deaf student made similar comment:

“In primary level most of our teachers were able to use sign language. As a result it was easy for us to establish close

communication and relationship with them. In the secondary school, however; we are now taught via interpreters, which make it difficult for us to create easy communication with our teachers and get full information contained in the subject matter.”

- **comprehension of specific subjects**

As is the case with all students, subject matter comprehension of deaf students can vary for many reasons. The study, however, found out that understanding natural science subjects is particularly challenging for deaf students in Minilik II preparatory School.

In this regards the study indicated that subject matter and the quality of the interpretation service play an important role in the comprehension level of deaf students in integrated classes of the school. Based on the qualitative data gathered, the study showed that there is a remarkable difference in subject matter comprehension and achievement between natural science and social science students of which students of the latter are better off.

Of the 53 natural and social science deaf students who have filled the questionnaire, (90 %) mentioned that inability to interpret in an easy and quick manner is observed on the interpreters.

A comment by a grade 12 natural science deaf student summarizes the situation aptly:

“Since I am a natural science student, I take physics, chemistry and biology. These subjects apply highly scientific concepts and terminologies. I observe that the interpreters are often challenged by these concepts and vocabularies. Even in cases

where they have understood them they are mostly unable to transfer concept and meaning to us clearly and concisely.”

Of the total number of 45, grade 11 and 12 natural science students 39 (86.6) students reported that they are particularly challenged by physics, chemistry and biology. Of these students 37 students related this to the presence of unfamiliar concepts and terminologies and incapability of interpreters to properly comprehend these concepts, translate the terminologies and provide accurate content through interpreting. Two students did not give explanation. All students have ascribed to the aforementioned factors for their low achievement in science subjects.

One of the school coordinators, working as head coordinator for integrated classes, informed:

“The academic result of deaf students is low in Amharic, Physics, Mathematics, Biology and Chemistry. Absence of sign language dictionaries that provide synonyms for the terminologies contained in these subjects may be considered as one factor for this. However, in my view, though unsubstantiated by research, the main reasons are limitation of teachers to utilize different approaches for different subjects in order to ease comprehension, limitation of interpreters’ in comprehending the subject matter and lack of effort to work with teachers and make preparation before class, as well as absence of accountable organ which supervises the interpretation service at the school.”

The researcher also observed the aforementioned language related problems particularly in natural science streams: All of the interpreters interviewed and answered the questionnaire related this

challenge to high technicality of scientific ideas and language as well as the absence of equivalent and standard technical language in the local knowledge. The problem is most apparent in natural science classes and is affecting the reception and achievement of hearing impaired students in general.

- **Individual communication needs**

Both hearing and deaf students have communication needs that must be met both at school and home. These students have various academic interests that the school community must address. Facilitating opportunity, channel for the proper expression of their ideas as well as receipt of timely and appropriate response boost their participation in classrooms and home and would help raise their confidence and academic achievement.

Deaf students in particular have a special demand for opportunity and medium to express their questions, concerns and interests as they often cannot communicate orally as other hearing students do. This place particular responsibility on schools and parents of assuring that continuous and constructive two way communication is established among deaf students, parents, school teachers and interpreters.

Teachers and interpreters together are expected to make consideration of the communication demands of deaf in a classroom which includes appropriate seating arrangement; using alternative teaching methods and creating a favorable environment for the students express their views and get response. Similarly parents and other family members are responsible for devising easy and workable ways with which they maintain communication with and provide assistance for deaf students.

Based on the data gathered from the students through interview, questionnaire and focus group discussion and classroom observation the study found out that the communication demands of deaf students is not met both at school and home.

As discussed in length the above section students face various problems that hinder the information flow between themselves, teachers and interpreters. Among these challenges the major ones are large class size, seating arrangement that bars students' view of teacher and interpreter, teachers' habit of speaking fast and writing and speaking simultaneously; language related problems, inadequate knowledge of subject matter and poor preparation of interpreters; minimal attention given by teachers and interpreters to demands of deaf students ; limitation in using various teaching methods, teaching aids and instructional media by teachers and interpreters as well as lack of sign language skills by teachers and family members.

Class size determines the interaction between students and interpreters .the more the number of the student in terms of class size ,the less the services gain from the interpreter. It is also important to keep in mind that sometimes, depending on the length of the class, more than one interpreter will be present. As indicated in the literature review, typically, any class over two hours requires the services of two interpreters who will take turns interpreting, usually at 20-minute intervals

- **Inavailability of support from family members**

Continuous and two way communication between students and their family members are essential for their effective academic progress of students. With such system in place, parents are able to learn about the academic performance, needs and challenges of their siblings and

can provide support and encouragement. The importance of such communication between HIS and their family members is apparent.

The presence of hearing impaired students in the family necessitates parents and other family members learn sign language so as to tend for and provide academic and other support. The absence of a responsible family member capable of sign language can adversely affect the academic achievement of students who are deaf.

It is clear that quality of education is a process which requires efforts of different stakeholders. One of these is family who contribute to sharpening the students in all round activity. In realizing these effects family should have close contacts with deaf students. This starts from owning the communication language. If family lacks the communication skill, it affects their academic performance.

The overall assessment of the study on the variation and satisfaction of students who are deaf or hard of hearing based on the availability of academic support through sign language from family members shows that the students are generally dissatisfied with the existing situation.

49 (92.4%) of the 53 deaf students who answered the questionnaire reported that they are not able to properly communicate with their family members as the latter have no sign language skill. These respondents state that though their parents are hearing, they do not get training about how to communicate with their students who are deaf and contribute in seeking solution to the challenges their children face.

The reply given to the interview by one student states:

"All my family parents are hearing. Since none of them took sign language training, there is no person to help me at home

academically. Because I do not get support out of school I score lower than my classmates."

During focus group discussion discussants mentioned that the school does not make effort to lessen the challenges deaf students face at their home in terms of communicating with family support and getting academic support

## CHAPTER FIVE

### DISCUSSION AND SUMMERY

#### 5.1.DISCUSSION

The study attempted to discuss the practice of sign language interpretation in Grade 11 and 12 integrated classes at Minilik II Preparatory School. The research focused how sign language interpretation is practiced, the challenges deaf students faces in actual context the quality sign language interpretation service at the school.

Deaf students have the right to access quality of education. This include that they get qualified sign language interpreters and teachers who understand them.

Academic achievement is an outcome of multitudes of factors. So the school exposed manages to some of the barriers which disturb conducive teaching learning process such as classroom setting which incorporates inter related issues such as class size, students' seating arrangement and position of the interpreter and the teacher

Concerning teaching methodology the study showed that strong dependence on the lecture method. These affect the educational aim at bringing creative citizenship and the skill and knowledge acquisition of deaf or hard of hearing students found in integrated classes. This demands adoption of curriculum, serious supervision on the implementation of the role of teachers and interpreters and other stakes

Based on the data analysis the study concluded that the sign language used as a medium of instruction for the deaf or hard of hearing did not have ownership in the school society.

Based on the data gathered, the use of sign language interpretation, the practices of educational sign language interpretation is unsatisfactory. The data gathered from the study indicates that lack of dictionaries on this aspect, the interpreters their own linguistic capacity, lack of knowledge of subject matter that they interpret and the work done by being non permanent interpreters were additional reasons.

Though the school is with a long history in teaching deaf students, most participants agree that there is no document that shows the background of guide line of sign language interpretation, the curriculum development in the school and still no any guideline recognized by a legal concerned body.

The consequence of the absence of the legal curriculum and the related issues such as syllabus, teachers guide and student textbook, are not recognized by the school management.

The students are taught with "school based" curriculum which lacked the relevance of interpreting and interpreters and the needs deaf students to be competence with their classmates who are hearing.

During the employment of the teachers of the school, their medium of instruction "sign language " is given less attention and due to this, they are not fully supporting the students,

The students who depend on their previous teachers who knows sign language are left with. Sign language inefficiency of their teachers

exposed them to sign language interpreters who lost professional skill. The skill incompetence of interpreters contributed lot.

The communication gap created on every aspect around the management of the school and lack of the right profession could be resulted in inability even to determine on what situation the skill is found in the school.

Lack of appropriate sign language interpretation made the students with inattentive in classroom activities and develop hate rate to the teacher, the interpreters and the time they are waiting for.

Even if the school has not hired regular manpower who serves as an interpreters, it is a big mistake that the school has not encouraged the potential interpreters in the school though they are less in number.

The information found from the discussion shows that their family members are playing no significant role on giving educational support even to improve their communication at home yet has been referring the duty to some NGOs working on the area.

The discussion of the study concluded that the communication demands of deaf or hard of hearing students is not met both at school and home. This arise from a combination of reasons such as large class size, improper seating arrangement, teachers' habit of speaking fast and writing and speaking simultaneously; linguistic deficiency, unsatisfactory knowledge of subject matter and poor preparation of interpreters; minimal attention given by teachers and interpreters to demands of deaf or hard of hearing students : lack of various teaching methods, teaching aids and instructional media by teachers and

interpreters as well as lack of sign language skills by teachers and family members.

## **5.2 SUMMERY**

Communication is a very important part of our daily lives. It is natural to want to understand and be understood by others. For hearing impaired students, communication with those unfamiliar with Sign Language interpretation can be difficult.

As indicated earlier, the major intent of this study was to probe into those factors that may account for deaf or hard of hearing students exposed to mal-practices of sign language interpretation. Results obtained from qualitative analysis portrayed that a number of factors were found responsible for this mal-practices of educational sign language interpretation

The collected data were interpreted and analyzed under different categories, i.e. how do interpreters implement sign language practices in the classroom, actual communication link among students, interpreters and teachers, and opportunities indicated by the respondents the school has to improve the way how to practice educational sign language interpretation. The results of the study were also discussed in respects to these categories

Qualitative data revealed that the major causes were large class size, improper seating arrangement, teachers' habit of speaking fast and writing and speaking simultaneously; linguistic deficiency, unsatisfactory knowledge of subject matter and poor preparation of interpreters; minimal attention given by teachers and interpreters to demands of deaf or hard of hearing students : dominant teaching methods ,lack of teaching aids and lack of sign language skills by

teachers and family members. Lack of appropriate information and encouragement from their teachers and interpreters also the causes of mal practices of interpreting services.

These results indicated that the factors that impinge up on student successful learning include psychological, institutional or sociological events. In practice, in order for a deaf or hard of hearing student to give full service of educational sign language interpretation, the interpreters should get professional training on performing what they are expected. They are also get pedagogical training from legal institution on the subject which the interpreters are assigned to interpret. It is difficult to give appropriate services without having such kind of training.

It is also interesting to note that how large class size and improper seating arrangement hurts the so called interpretation services. Particularly, interpreting the service seeks eye contact with the interpreters. It is difficult to be attentive learner with in a large class size such as 1to 36 student interpreter ratios respectively. The more the number of deaf or hard of hearing students in a classroom, the service given by the interpreter decreases.

These issues are particularly important in teaching deaf or hard of hearing students in integrated classes as they affect their reception of content through visual mechanisms. The researcher observed that deaf or hard of hearing students don't receive enough attention from their teachers. Moreover, since classrooms without size restrictions often result in many students per class, effects can also include a lack of supplies for students, as well as more discipline problems, as it is harder for the teacher to watch everyone. These factors also affect the performance of the teacher and interpreters as well.

Based on the right stated on the policy and the constitution, hearing impaired students has the right to access essential educational services from the school. But the interpreting services given for deaf or hard of hearing students seeks detail revision.

Concerning teaching methodology and mode of interpretation, the study showed that strong dependence on the lecture method and simultaneous interpretation. These affect the skill and knowledge acquisition of deaf or hard of hearing students in integrated classes. This demands the introduction and proper application of consecutive interpretation, instructional media, teaching aid and other teaching methods so as to meet the educational needs of deaf or hard of hearing students .

The researcher carried out a number of assessments so as to identify variations on the satisfaction of deaf or hard of hearing students in terms practice of sign language interpretation, use of Sign language interpretation as medium of instruction, students' comprehension of specific subjects, individual communication needs and availability of support from family members

# CHAPTER SIX

## 6. Conclusion and Recommendation

### 6.1. Conclusion

The study attempted to assess the practice of sign language interpretation in Grade 11 and 12 integrated classes at Minilik II Preparatory School focusing on how it is practiced, and what challenges it faces and what can be done to improve it. Questionnaires, interviews, focus group discussion and classroom observation were used for data gathering. The questionnaires were distributed to 53 hearing impaired students, 6 interpreters, 6 teachers and 3 coordinators. The interviews and focus group discussions were conducted with selected Hearing Impaired Students, teachers, interpreters and coordinators.

Qualitative research method was applied to analyze and interpret the data. Various analyses under two major topics, namely, the practice of sign language interpretation and classroom interaction; were conducted in relation to the practice of sign language interpretation.

With regard to classroom interaction, the study found out several challenges that affect the education of HIS. These are, inconvenient classroom setting characterized by large class size, improper seating arrangement and problems related to the position of teachers and interpreters in the classroom; limitations of interpreters in terms of linguistic capacity, knowledge of subject matter and preparation prior to class; and problems in teaching methodology and mode of interpretation which are expressed by very strong dependence on lecture and simultaneous interpretation.

With respect to variations on satisfaction due to practice of sign language interpretation, the study found out that students are not satisfied due to marginal focus given to sign language as medium of instruction, absence of academic support family members who lack sign language skill, difficulty in understanding natural science subjects owing to incompetency of interpreters in comprehending and interpreting scientific concepts and terminologies; and unmet communication needs arising from combination of the aforementioned challenges.

Based on the qualitative data gathered and analyzed, the overall assessment of the study is that the sign language interpreting practice in grade 11 and 12 integrated classes at the school remains short of fulfilling the educational needs of HIS and ensuring quality education.

The researcher observed that the school has served them in integrated setting rather inclusive setting , It did not help deaf or hard of hearing students. The school move towards inclusive setting. As Tirusew (1999) cited Claesson,1995) inclusive education implies that education is about learning to live and learn together with each other.

The researcher recommended measures that can ease the problem by improving classroom setting and interaction, enhancing the awareness and capacity of teachers, students, interpreters and families, as well as place and strengthen support and monitoring and evaluation system.

## **6.2. Recommendation**

Integrated classroom must recognize and respond to the diverse needs of HISs', accommodating both different styles and rates of learning and ensuring quality education to all students through appropriate

curricula, organizational arrangements, teaching strategies and resource utilization.

The researcher carried out a number of assessments so as to identify variations on the satisfaction of deaf or hard of hearing students in terms practice of sign language interpretation, use of Sign language interpretation as medium of instruction, students' comprehension of specific subjects, individual communication needs and availability of support from family members.

As Tirusew (1999) cited (Smith et al., 1983; Gearheart et al., 1988; Heward and Orlansky, 1988; Ysseldyk and Algozzine, 1995) the special support of the children with disabilities require in the classroom may range from minor modifications such as altering seating arrangements to major adaptations and considerable assistance

Therefore, in order to improve the actual educational sign language practices in the school the following suggestions could be worthy of considerations.

#### **6.2.1. The government**

- The Bureau should organize an appropriate and legal curriculum to create inclusive setting.
- Educational policies and professional sign language training programs also need to be progressively updated to realize sign language interpretation as a part and a parcel of education.
- The bureau is suggested to play a part in creating awareness to the concerned body about the lack of the curriculum of the skill and its consequences to deaf or hard of hearing part of the society through its accessible organizational networks.

- To keep the standard of sign language interpretation skill, the MOE need to work together and get experiences and professional supports from in and out of the countries.
- Hiring professional interpreters need revision and there should be regular supervision and evaluation.

### **6.2.2. The school management**

- The school management suggested to hire regular interpreters for creating sustainable manner and devotion.
- The school management should be a part of joint Activities which is recommended .But be wisely structured.
- The management should organize different trainings to interpreters , hearing classmates and the teachers who engage integrated classes.
- The school management certify based on the real competence developed
- The school management should appreciate interpreters, the teacher who engage integrated classes and the students when they do best and give incentive to motivate the rest to reach to their full potential.
- The school management had better reassure that there is respect to the skill and self-help initiation between interpreters and teachers.

### **6.2.3. Sign language interpreters**

- Interpreters should develop professional and pedagogical skill and work together with subject teachers to give appropriate support for deaf or hard of hearing students.

- Interpreters should be collaborating among the staff teachers on sharing experiences and arrange ongoing skill support to the students.
- Interpreters are recommended to share the students about their own personal values and the contributions of sign language interpretation to their life potentiality to make them develop a positive self-image in their interaction with the educated community.
- To reduce the skill problems, all teachers and even the school community should take sign language skill trainings by those interpreters who are already trained and experienced enough.

#### **6.2.4. The Subject teachers**

- The teachers need to work closely with interpreters to minimize the skill gap using different techniques and team works.
- The teachers take initiative on having the skill of sign language is a move forward to transmit what they own to the deaf and be a front line to encourage others on taking the training.

#### **6.2.5 Deaf or hard of hearing students**

- Deaf or hard of hearing students should be oriented about the nature of sign language skill and the potentiality to be cultivated with the help of the skill to have better understanding to promote the skill.
- Deaf or hard of hearing students should accept and appreciate individual differences and be ready to learn from each-other.
- Deaf or hard of hearing students should know that sign language is the skill enables them to use everything as it is with international acceptance

- Deaf or hard of hearing students had better work hard to be competent with others
- Deaf or hard of hearing students should develop the skill of sign language using any technological advancement properly.

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Appendix 1  
FOR STUDENTS

መግቢያ

በቅድሚያ ውድ ጊዜህን/ጊዜሽን መስዋዕት በማድረግ ይህንን መጠይቅ ለመሙላት ስለተባበርክኝ/ሽኝ አመሰግናለሁ። አለማየሁ ማሞ እባላለሁ። በአዲስ አበባ ዩንቨርሲቲ የልዩ ፍላጎት ትምህርት ክፍል የድህረ ምረቃ ተማሪ ነኝ። ይህ መጠይቅ ለሁለተኛ ዲግሪዬ ማሟያ በማድረገው ጥናት ግብዓት ይሆነኝ ዘንድ ያዘጋጀሁት ነው ።

የዚህ ጥናት ዋና ዓላማ በምልክት ቋንቋ አስተርጓሚዎች በሚሰጠው የትርጉም አገልግሎት ላይ የሚታዩ ችግሮችን ለይቶ በማውጣት አገልግሎቱን ለማሻሻል የሚረዱ የመፍትሔ ሃሳቦችን ማቅረብ ነው።

መጠይቆቹ በዳግማዊ ሚኒሊክ ከፍተኛ ሁለተኛ ደረጃ ትምህርት ቤት ለዩንቨርሲቲ መግቢያ ቅድመ ዝግጅት ትምህርት ላይ ለሚገኙ መስማት የተሳናቸው ተማሪዎች የሚሰጠውን ትምህርት ተደራሽ ለማድረግ በምልክት ቋንቋ አስተርጓሚዎች የሚሰጠውን የትርጉም አገልግሎት ትግበራን መሰረት ያደረጉ ናቸው።

መጠይቆቹን መሰረት በማድረግ የምትሰጠው/የምትሰጩ ምላሽ በትምህርት ቤት ህም/ሽም ሆነ በአገር አቀፍ ደረጃ በመደበኛ የትምህርት ዘርፍ መስማት ለተሳናቸው ተማሪዎች የሚሰጠውን ትምህርት ተደራሽ ለማድረግ በምልክት ቋንቋ አስተርጓሚዎች የሚሰጠውን የትርጉም አገልግሎት ለማሻሻል ትልቅ ዋጋ አለው።

አንተ/አንቺ የሰጠሽው/የሰጠሽው ምላሽ ወይም አስተያየት ለጥናቱ እንደግብዓት የሚያገልገል ሲሆን ሚስጥራዊነቱም የተጠበቀ ነው ። መጠይቁን የሚሞላው/የምትሞላው ተማሪ ስም መግለጽ አይጠበቅበትም/ባትም።

የምትማርበት/ምትማሪበት ክፍል 11ኛ  12ኛ   
• ጾታ ወንድ  ሴት

1ኛ. መስማት የተሳነህ/ሽ በስንት አመት እድሜህ ነበር?  
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2ኛ. መስማት እንዲሳንህ/ሽ ምክንያት የሆነው ነገር ምንድነው?

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3ኛ. የቤተሰብ የመስማት ሁኔታ ምን ይመስላል?

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4ኛ. ከቤተሰብ አባላት ምልክት ቋንቋ የሚችሉ አሉ? ካሉ የት ተማሩ?

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5ኛ. የአንደኛ ደረጃ ትምህርት የትና በስንት አመት እድሜህ/ሽ ጀመርክ/ሽ ?

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6ኛ. ትምህርቱን በምልክት ቋንቋ መማር በጀመርክበት/ሽበት ጊዜ ሁኔታ የመማር ማስተማሩ ሁኔታ እንዴት ነበር?

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7ኛ. ሁለተኛ ደረጃ ትምህርት ሂደትን እንዴት አገኘህ/ሽ?

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8ኛ. ራስህን/ሽን ከሚሰሙ ተማሪዎች ጋር በማነጻጸር በምልክት ቋንቋ የትርጉም አገልግሎቱ ምን ያህል ተጠቃሚ ነህ/ነሽ?

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9ኛ. በክፍል ውስጥ ከመምህራንም ሆነ ከክፍል ጓደኞችህ የምትግባባበት ዘዴ ምንድነው?

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10ኛ. መደበኛ ትምህርት መርሃ ግብሩን ለማስፈጸም የሚከናወነው የምልክት ቋንቋ ትርጉም አገልግሎት ጥራት እንዴት አገኘኸው?

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ሀ. የትርጉም አገልግሎት በመሰጠቱ ያገኘኻቸው/ሻቸው ጥቅሞች ምንድን ናቸው?

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ለ. የትምህርት ስራው በአስተርጓሚ በመከናወኑ ያስከተላቸው ችግሮች ምንድን ናቸው?

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11ኛ. አስተርጓሚውና መምህሩ በክፍል ውስጥ ያላቸው የስራ መስተጋብር እንዴት ትገልጻለህ/ትገልጫለሽ?

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ሀ. አስተርጓሚው ተማሪውን ከመምህሩ ጋር ለማገናኘት የሚያደርገውን ጥረት እንዴት ታየህ/ታይላለሽ?

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ለ. አስተርጓሚው ትምህርቱንና የትምህርት ይዘት ከማወቅና ከመረዳት አኳያ ያለውን ወቅታዊ ብቃት ምን ይመስላል?

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ሐ. አስተርጓሚው በስርዓተ ትምህርቱ ውስጥ ያሉ ይዘቶችን፣ ሳይንሳዊ ቃላትንና ትንታኔዎችን እንዴት ያስተረጎማል?

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ለምን አብራራው/ሪው?  
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12ኛ.በመማር ማስተማሩ ሂደት የምታቀርበው/ቢው ጥያቄዎች፣ አስተያየቶችና ቅሬታዎች ሲኖርህ/ሲኖርሽ ለማቅረብ የምትጠቀመው/ሚው ምን አይነት ዘዴ ምንድነው?

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13ኛ.መምህሩ ትምህርት በሚያስተላልፍበት ወቅት የአፋን እንቅስቃሴ በመመልከት ምን ያህል ትረዳለህ/ትረጃያለሽ?

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14ኛ.መምህሩ ትምህርት በሚያስተላልፍበት ወቅት ከሚያነሳቸው ዋና ዋና ሃሳቦች ጋር በተያያዘ በጥቁር ስሌዳው ላይ የሚጽፈው ጽሁፍ ምን ያህል ግልጽ ነው?

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15ኛ.መምህሩ የሚጠቀማቸውን የማስተማር ዘዴዎችና ቁሳቁሶችን በምልክት ቋንቋ ለተማሪው ተደራሽ ከማድረግ አኳያ የአስተርጓሚዎች ጥረት እንዴት ይገለጻል?

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16ኛ.በአንድ ለአምስት በቡድን እንዲሰሩ በሚሰጡ የትምህርት ተግባራት ላይ ተሳትፎህን/ሽን ለማጎልበት የአስተርጓሚው ሚና ምን ሊሆን ይገባል?



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**ለ. በማጠናከሪያ ትምህርቱ የአስተርጓሚው ሚና ምንድነው?**

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**21ኛ. ከሚሰሙት ተማሪዎች ጋር ራስህን/ሽን ስታነጻጽር/ሪ ውጤትህ/ሽ ምን ይመስላል?**

**ለዚህ ምክንያቱ ምንድነው?**  
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**22ኛ. ባንተ/ባንቺ አመለካከት በመማር ማስተማር ሂደት በክፍል ውስጥ በምልክት ቋንቋ የትርጉም አገልግሎት አሰጣጥ ወቅት የሚያጋጥሙ ዋናዎና ችግሮች ምንድናቸው?**

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**23ኛ. በምልክት ቋንቋ የትርጉም አገልግሎት አሰጣጥ ወቅት የሚያጋጥሙ ችግሮችን ለመቅረፍ ሊወሰዱ የሚገባቸው የመፍትሔ እርምጃዎች ምንድናቸው?**

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**ለተሰጠኝ ምላሽ ክልብ አመሰግናለሁ**

Appendix 2

For Interpreter

መግቢያ

በቅድሚያ ውድ ጊዜህን/ጊዜሽን መስዋዕት በማድረግ ይህንን መጠይቅ ለመሙላት ስለተባበርክኝ/ሽኝ አመሰግናለሁ።አለማየሁ ማሞ እባላለሁ። በአዲስ አበባ ዩንቨርሲቲ የልዩ ፍላጎት ትምህርት ክፍል የድህረ ምረቃ ተማሪ ነኝ።ይህ መጠይቅ ለሁለተኛ ዲግሪዬ ማሟያ በማድረግው ጥናት ግብዓት ይሆነኝ ዘንድ ያዘጋጀሁት ነው ።

የዚህ ጥናት ዋና ዓላማ በምልክት ቋንቋ አስተርጓሚዎች በሚሰጠው የትርጉም አገልግሎት ላይ የሚታዩ ችግሮችን ለይቶ በማውጣት አገልግሎቱን ለማሻሻል የሚረዱ የመፍትሔ ሃሳቦችን ማቅረብ ነው።

መጠይቆቹ በዳግማዊ ሚኒሊክ ከፍተኛ ሁለተኛ ደረጃ ትምህርት ቤት ለዩንቨርሲቲ መግቢያ ቅድመ ዝግጅት ትምህርት ላይ ለሚገኙ መስማት የተሳናቸው ተማሪዎች የሚሰጠውን ትምህርት ተደራሽ ለማድረግ በምልክት ቋንቋ አስተርጓሚዎች የሚሰጠውን የትርጉም አገልግሎት ትግበራን መሰረት ያደረጉ ናቸው።

መጠይቆቹን መሰረት በማድረግ የምትሰጠው/የምትሰጩ ምላሽ በትምህርት ቤት-ህም/ሽም ሆነ በአገር አቀፍ ደረጃ በመደበኛ የትምህርት ዘርፍ መስማት ለተሳናቸው ተማሪዎች የሚሰጠውን ትምህርት ተደራሽ ለማድረግ በምልክት ቋንቋ አስተርጓሚዎች የሚሰጠውን የትርጉም አገልግሎት ለማሻሻል ትልቅ ዋጋ አለው።

አንተ/አንቺ የሰጠሽው/የሰጠሽው ምላሽ ወይም አስተያየት ለጥናቱ እንደግብዓት የሚያገልገል ሲሆን ሚስጥራዊነቱም የተጠበቀ ነው ። መጠይቁን የሚሞላው/የምትሞላው ተማሪ ስም መግለጽ አይጠበቅበትም/ባትም።

- ጾታ .....
- እድሜ .....
- የትምህርት ደረጃ .....
- የስራ ልምድ .....

1ኛ. የምልክት ቋንቋን የትና መቼ ተማርክ/ሽ? የማስተርጎም ስራውን እንዴት ጀመርክ/ሽ?  
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2ኛ. ስራህን ትወደዋለህ/ትወጂዋለሽ?ለምን?

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3ኛ.ትምህርቱን በምልክት ቋንቋ የትርጉም ስራው ተደራሽ ለማድረግ ምን አይነት ወቅታዊና አጋኝ ስልጠናዎችን ወስደሃል/ወስደሻል?

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4ኛ.በክፍል ውስጥ የትኞቹን ተግባራት ታስተረጉማለህ/ሚያለሽ?

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5ኛ.የትኞቹን የትምህርት አይነቶች ማስተርጎም ትመርጣለህ?ለምን?

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6ኛ. ትምህርቱን በምልክት ቋንቋ ለተማሪው ተደራሽ በማድረግ ረገድ በመምህራን ዘንድ ያለህ/ያለሽን ተቀባይነት እንዴት ትገልጻለህ/ትገልጫለሽ ?

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7ኛ.ትምህርቱን በምልክት ቋንቋ ስታስተረጉም/ሚ በተማሪዎች ዘንድ ያለህ/ሽ ተቀባይነት ምን ይመስላል?

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8ኛ. ወደ ክፍል ከመግባትህ/ሽ በፊት የምታከናውናቸው/ኛቸው የቅድመ ዝግጅት ስራዎች ምንድን ናቸው?

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9ኛ.የተማሪዎችን አጠቃላይ ውጤት እንዴት ታየዋለህ/ታይዋለሽ? ለምን?

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10ኛ.መደበኛ ትምህርት መርሃ ግብሩን ለማስፈጸም የሚከናወነው የምልክት ቋንቋ ትርጉም አገልግሎት ጥራት ምን ይመስላል?

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11ኛ.በአንድ ለአምስት በቡድን እንዲሰሩ በሚሰጡ የትምህርት ተግባራት ላይ ተሳትፎህን/ሽን ለማጎልበት የአስተርጓሚው ሚና ምን ሊሆን ይገባል?

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12ኛ. የማጠናከሪያ ትምህርት በትምህርት ቤቱ እንዴት ይሰጣል?

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13ኛ.ባንተ/ባንቺ አመለካከት በመማር ማስተማር ሂደት በክፍል ውስጥ በምልክት ቋንቋ የትርጉም አገልግሎት አሰጣጥ ወቅት የሚያጋጥሙ ዋናዎቹ ችግሮች ምንድናቸው?

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14ኛ.በምልክት ቋንቋ የትርጉም አገልግሎት አሰጣጥ ወቅት የሚያጋጥሙ ችግሮችን ለመቅረፍ ሊወሰዱ የሚገባቸው የመፍትሔ እርምጃዎች ምንድናቸው?

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**ለተሰጠኝ ምላሽ ክልብ አመሰግናለሁ**

### Appendix 3 FOR Teachers

#### መግቢያ

በቅድሚያ ውድ ጊዜህን/ጊዜሽን መስዋዕት በማድረግ ይህንን መጠይቅ ለመሙላት ስለተባበርከኝ/ሽኝ አመሰግናለሁ። አለማየሁ ማሞ እባላለሁ። በአዲስ አበባ ዩንቨርሲቲ የልዩ ፍላጎት ትምህርት ክፍል የድህረ ምረቃ ተማሪ ነኝ። ይህ መጠይቅ ለሁለተኛ ዲግሪዬ ማሟያ በማደርገው ጥናት ግብዓት ይሆነኝ ዘንድ ያዘጋጀሁት ነው ።

የዚህ ጥናት ዋና ዓላማ በምልክት ቋንቋ አስተርጓሚዎች በሚሰጠው የትርጉም አገልግሎት ላይ የሚታዩ ችግሮችን ለይቶ በማውጣት አገልግሎቱን ለማሻሻል የሚረዱ የመፍትሔ ሃሳቦችን ማቅረብ ነው።

መጠይቆቹ በዳግማዊ ሚኒሊክ ከፍተኛ ሁለተኛ ደረጃ ትምህርት ቤት ለዩንቨርሲቲ መግቢያ ቅድመ ዝግጅት ትምህርት ላይ ለሚገኙ መስማት የተሳናቸው ተማሪዎች የሚሰጠውን ትምህርት ተደራሽ ለማድረግ በምልክት ቋንቋ አስተርጓሚዎች የሚሰጠውን የትርጉም አገልግሎት ትግበራን መሰረት ያደረጉ ናቸው።

መጠይቆቹን መሰረት በማድረግ የምትሰጠው/የምትሰጩ ምላሽ በትምህርት ቤት-ህም/ሽም ሆነ በአገር አቀፍ ደረጃ በመደበኛ የትምህርት ዘርፍ መስማት ለተሳናቸው ተማሪዎች የሚሰጠውን ትምህርት ተደራሽ ለማድረግ በምልክት ቋንቋ አስተርጓሚዎች የሚሰጠውን የትርጉም አገልግሎት ለማሻሻል ትልቅ ዋጋ አለው።

አንተ/አንቺ የሰጠሽው/የሰጠሽው ምላሽ ወይም አስተያየት ለጥናቱ እንደግብዓት የሚያገልገል ሲሆን ሚስጥራዊነቱም የተጠበቀ ነው ። መጠይቁን የሚሞላው/የምትሞላው ተማሪ ስም መግለጽ አይጠበቅበትም/ባትም።

- ጾታ .....
- እድሜ .....
- የትምህርት ደረጃ .....
- የስራ ልምድ .....

1ኛ. መስማት የተሳናቸውን ተማሪዎች ማስተማር መቼ፣ የትና እንዴት ጀመርክ/ሽ?

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2ኛ. ምልክት ቋንቋ ትምህርት ስልጠና አገኝተሃል/ሻል? ለምን?

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3ኛ. በመማር ማስተማሩ ሂደት ከተማሪዎች ጋር ያለህ መግባባት ምን ይመስላል?

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4ኛ. የምልክት ቋንቋ አስተርጓሚውን መልዕክት የማድረስ ብቃት እንዴት አገኘኸው? ለምን?

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5ኛ. በትምህርት ቅድመዝግጅት በትግበራ ሂደት ከምልክት ቋንቋ አስተርጓሚው/ዋ ጋር ያለህ/ሽ የሰራ መስተጋብር ምን ይመስላል?

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6ኛ. ትምህርቱን በምልክት ቋንቋ እየተተረጎመ ማስተማር በጀመርክበት/ሽበት ጊዜ ሁኔታ የመማር ማስተማሩ ሁኔታ እንዴት ነበር?

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10ኛ. መደበኛ ትምህርት መርሃ ግብሩን ለማስፈጸም የሚከናወነው የምልክት ቋንቋ ትርጉም አገልግሎት ጥራት እንዴት አገኘኸው/ሽው?

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ሀ. የትርጉም አገልግሎት በመሰጠቱ ተማሪዎች ያገኘላቸው/ላቸው ጥቅሞች ምንድን ናቸው?

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ለ. የትምህርት ስራው በአስተርጓሚ በመከናወኑ ያስከተላቸው ችግሮች ምንድን ናቸው?

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ሐ. አስተርጓሚው/ዋ ትምህርቱንና የትምህርት ይዘት ከማወቅና ከመረዳት አኳያ ያለውን ወቅታዊ ብቃት ምን ይመስላል?

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11ኛ. በአንድ ለአምስት በቡድን እንዲሰሩ በሚሰጡ የትምህርት ተግባራት ላይ የተማሪዎችን ተሳትፎ ለማሳልበት የአስተርጓሚው ሚና ምን ሊሆን ይገባል?

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12ኛ. የቤት ስራዎችና የቡድን ስራዎች ውጤታማነት ላይ አስተርጓሚዎች ምን እየሰሩ ነው?

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13ኛ. የማጠናከሪያ ትምህርት በትምህርት ቤቱ እንዴት ይሰጣል?

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14ኛ. ከሚሰሙት ተማሪዎች ጋር ሲነጻጸር መስማት የተሳናቸው ተማሪዎች ውጤት ምን ይመስላል?

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ለዚህ ምክንያቱ ምንድነው?  
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15ኛ. ባንተ/ባንቺ አመለካከት በመማር ማስተማር ሂደት በክፍል ውስጥ በምልክት ቋንቋ የትርጉም አገልግሎት አሰጣጥ ወቅት የሚያጋጥሙ ዋናዎቹ ችግሮች ምንድናቸው?

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16ኛ. በምልክት ቋንቋ የትርጉም አገልግሎት አሰጣጥ ወቅት የሚያጋጥሙ ችግሮችን ለመቅረፍ ሊወሰዱ የሚገባቸው የመፍትሔ እርምጃዎች ምንድናቸው?

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ለተሰጠኝ ምላሽ ክልብ አመሰግናለሁ

## APPENDIX 4

### Classroom observation checklist

Point of focus		What actually observed in									
		11 <sup>th</sup> 3		11 <sup>th</sup> 26		12 <sup>th</sup> 05		12 <sup>th</sup> 10			
		Date of observation									
1	Teacher out line										
	• Readability										
	• Selecting main points										
2	Classroom setting /placement										
	• Face the student when speaking										
	• Seating arrangement										
	• Placement of interpreter										
3	Method of teaching										
	• Utilizing teaching aid										
	• Write legibly										
	• Student participation										
	• Avoid the use of abbreviation except the standard ones										
	• Making a blackboard out line of any complicated topic										
	• Repeating the important point of the discussion										
	• Informing next topic of the discussion in written form at the end of the period										
4	Interaction between teachers, interpreters and hearing impaired students										
	• Hearing impaired students ask question and get response										
	• Teacher s ask question to know whether the student understand or not										
	• Interpreters act as effective bridge										
5	Group work activities										
	• Teachers allow them to sit in a small group										
	• Hearing impaired student participate in the group discussion										
	• Hearing students give the opportunities to share their ideas using interpreters										
	• Close support of teacher to hearing impaired students during activities										

❖ Key use a "O" when observed while use "N" for which it is not observed

## APPENDIX 5

### Focus group discussion questions for all

1. How do you communicate with hearing impaired students in the class room?
2. What problem do you encounter while you communicate with them?
3. How does hearing impaired student take part in group work activity?
4. What supports do you offer to them during the learning process?
5. In your opinion, what are the major problems that the hearing impaired students face in the teaching learning processes?
6. What solution do you suggest to alleviate these problems?

## Declaration

I, the undersigned, declare that this thesis is my own work and that all sources used for the thesis have been duly acknowledged.

Name .....

Signature .....

Date .....

This thesis has been submitted for examination with my approval as a University advisor.

Name .....

Signature .....

Date .....