

**Addis Ababa University**

**College of Education and Behavioral studies**

**Department of Special Needs Education**

**Exploring the status of ‘Ethiopian Sign Language’ as Medium of  
Instruction for Students with Hearing Impairment. A case study  
from Sewhi Nigus Primary School for the Deaf, Mekelle**

**By: Getachew Kidanemariam**

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**This thesis is Submitted to the Department of Special Needs Education in Partial Fulfillment of the Requirement for MA Degree in Special Needs Education**

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## **Declaration**

This thesis is my original work. It has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

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## **Abbreviations and Acronyms**

ASL	American Sign Language
ENAD	Ethiopian National Association of Deaf
EthSL	Ethiopian Sign Language
KSL	Kenya Sign Language
MOE	Ministry of Education
MOI	Medium of Instruction
SESL	Signed Exact Spoken Language
SL	Sign Language
SLMOI	Sign Language as Medium of Instruction
SNPSD	Sewhi Nigus primary school for the Deaf
SWADs	Students Who Are Deaf
SWHIs	Students with hearing impairment
UNESCO	United Nations Educational, Scientific and Cultural Organization
WFD	World Federation of the Deaf

## **Abstract**

*Using sign language as medium of instruction narrows communication gap, enhances students' cognitive and academic development and develop sign language for academic purpose. However, application of sign language as a medium of instruction has various challenges and opportunities. Thus ,the purpose of this study was to exploring the status of 'Ethiopian Sign Language' as medium of instruction at 'Sewhi Nigus primary school for the Deaf', Mekelle. The methodical approach was mixed quantitative and qualitative with descriptive design. To this end, the purposive, availability and simple random sampling techniques were used for collecting data from n=1 school principal and n=1 SNE expert, n= 16 teachers and n=27 Deaf students, and n=52 hearing students respectively. The main data gathering instrument was questionnaire. Interview and observation were also used to triangulate the data. The obtained data through questionnaire were analyzed using descriptive statistics frequency, percentile, mean and standard deviation. The qualitative data obtained through open ended questions, interview and observation were analyzed using narration to support the data obtained through questionnaire. The major findings of the study revealed that Students who are Deaf were not taught most of the basic school curriculum with sign language skilled teachers or did not receive the support of sign language interpreters. As the Deaf Students' grade level increased, the subjects taught using sign language in the school is a serious challenge for teachers. Majority of the teachers have used oral method of communication for Students who are Deaf; however, students' prefernce is Sign Language. Absence of teaching materials in sign language, disregarding sign language as subject language, inadequate pre-services and in-services in sign language training , and majority of the teachers have unfavorable attitude towards sign language as medium instruction whereas majority of the students have favorable attitude. As a result, students who are Deaf are at risk of educational failures. Hence, the researcher strongly recommends that sign language should be included in the basic school curriculum for Students who are Deaf*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

The universal declaration of human right in 1948 stated that education is a fundamental human right for everyone. It is not only a right but also the key to ensure sustainable development, peace and stability within and among countries; thus, it is an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization Education for All (UNESCO, 2000). In line with this, Ministry of Education (2012) points out that education is supposed to increase the respect of democratic values of equality and human right. It is fundamental human rights, and it can be seen as one of the main factors of reducing poverty, improving social and political development. Therefore, education is universally recognized fundamental human right as well as a national convention that should be accessible for all citizens. To assure accessibility of the educational right for students who are Deaf (Deaf students here after) in primary education method of communication is the main concern to be considered in education. Therefore, using Sign language as medium of instruction is considered compulsory for Deaf students.

To make education accessible, the method of communication or sign language for Deaf students put forward in Salamanca Statement and framework for action on Special Needs Education as suggested:

*“Educational policies should take full account of individual differences and situations. The importance of sign language as the medium of communication among the deaf, for example, should be recognized and provision made to ensure that all deaf persons have access to education in their national sign language”* (UNESCO, 1994, p.18).

The language of medium of instruction in primary education is key factor which can either facilitate or optimize access to the content of the curriculum or block learning, preventing both access and equity (Heugh, Benson, Berhanu & Mekonnen, 2007).

Study conducted by Fikrte (2014) lack of communication effectively using Sign language by teachers is the challenge to quality education and appropriate support for Deaf students in the primary education. Similarly, teachers' skill in sign language (SL) is very low in Ethiopia. Sign language as natural language for Deaf has not been well utilized among teachers (Alemayehu, 2003 & Eyasu, 2016).

Furthermore, students with hearing impairment complains in Sewhi Nigus primary school teaching and learning process for Deaf students is carried out by unskilled sign language teachers which is oral communication. Thus, the researcher observed that students with hearing impairment were complaining lack of communication with sign language in the area of natural science like mathematics, physics and chemistry and social science.

On the other hand, UNESCO (2011) studies portray that providing students with first language as medium of instruction gives an opportunity, enhances their overall language skills, enriches cognitive development and maximizes their academic achievements; they are becoming highly proficient in that language before engaging in academic work in second language. Similarly to this study, (Cummins, 1986) suggested that: "...concepts and knowledge developed in the first language transfer easily to the second language; school performance and curriculum attainment are raised when the first language is celebrated rather than devalued".

The Federal Ministry of Education (MOE, 2007), suggested that mother tongue as medium of instruction has positive academic achievement, assuring quality education and keeping on

educational continuity. In contrast, second language as medium of instruction adversely affects the academic achievement of students; and the results are low self-confidence, high repetition rate and dropout rate.

Currently, FDRE has been committed to make education accessible to all citizens irrespective of their disability (MOE, 2012). One of the strategies to access and achieve quality education is using mother tongue as medium of instruction in primary school. Among the mother tongue which is implementing in primary school as medium of instruction is sign language (SL) for Deaf students. Therefore, our country in general and ‘Sewhi Nigus primary school for the Deaf, Mekelle’ in particular makes every effort for the assurance and realization of quality of education through applying sign language as medium of instruction for students who are Deaf in primary education. Hence, this study focuses on exploring the status of ‘Ethiopian Sign Language’ as medium of instruction were investigated in ‘Sewhi Nigus primary school for the Deaf’ Mekelle, in focus.

## **1.2. Statement of the Problem**

Sign language (SL) has been used in education as a medium of instruction in ‘Sewhi Nigus primary school for the Deaf’, Mekelle since 2005 for teaching and learning the basic school curriculum for students with hearing impairment. Students have got educational access using sign language.

Sign language has become the medium of instruction in the formal education in school for the Deaf students. However, many Deaf students in Ethiopia criticize teachers’ communication skills in sign language. They realized that their low performance in academic achievement resulted from the teachers’ low skill of communication in sign language (Alemayehu, 2003).

Therefore, students at this school face the same problem. In line with this, Deaf students are expected to learn with oral language which is used for medium of instruction in their schools (Kyle & Woll, 1985, cited in Imbiti, 2014). Similarly, education is carried out by the dominant language of the classroom which is called oral language. This is based on the belief that the oral language they use will give students competitive advantage in later schooling. On the other hand, this is the biggest challenge in gaining and understanding of the language at school and basic school curriculum for those who are teaching out of their mother tongue particularly students with hearing impairment.

It is safe to say that, students hearing impairment are excluded from fully participation in class due to lack of communication using sign language as medium of instruction for basic school curriculum. Therefore, this situation adversely affects on quality education, further educational completion, subject content understanding, increases high dropout rate and low achieving academic assessment(MOE, 2007).

From the above mentioned statements, we can understand that there are contradicting ideas about sign language as medium of instruction (SLMOI) in basic school curriculum. This study, therefore, attempts to exploring the ‘Ethiopian Sign Language’ as medium of instruction for basic school curriculum. Thus, this research attempts to address the following basic research questions:

- What methods of communication do teachers and students use in the classroom in Sewhi Nigus primary school for the Deaf (SNPSD), Mekelle?
- What are the opportunities of teaching and learning basic school curriculum using sign language as medium of instruction in SNPSD, Mekelle?

- What are the challenges of teaching and learning basic school curriculum using sign language as medium of instruction in SNPSD, Mekelle?
- To what extent are teaching materials available in Ethiopian Sign Language in SNPSD, Mekelle?
- Do teachers receive adequate training or skills to implement SLMOI in SNPSD, Mekelle?
- What are the attitudes of teachers' and students' towards SLMOI in SNPSD, Mekelle?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this study is to explore the status of 'Ethiopian Sign Language' as medium of instruction for basic school curriculum in Sewhi Nigus primary school for the Deaf, Mekelle.

#### **1.3.2. Specific Objective**

This study primarily was addressed the following specific research objectives:

- To identify the current practice of method of communication and sign language as medium of instruction (SLMOI) for basic school curriculum in Sewhi Nigus primary school for the Deaf, Mekelle.
- To investigate the opportunities of using SLMOI for basic school curriculum.
- To examine challenges of SLMOI for basic school curriculum.
- To examine the attitude of school teachers' and students' towards teaching and learning through sign language in classroom.

- To provide basic information for concerned bodies like teachers, sign language interpreters, curriculum designer and interested groups to realize and overcome barriers which hinder the implementation of sign language as medium instruction.

#### **1.4. Significance of the Study**

This study will provide significant information to stakeholders in many ways. It will be used for those who are using sign language as medium of instruction in teaching and learning. The study can help the school administration, teachers and interpreters to be informed on the practical implementation of sign language. Teacher training institutions can also use the study in understanding the situation of Sign language in schools and resolving the challenges. Finally, it provides insights for the problem solvers, and those who may be interested in to carry out the research in detail in this area.

#### **1.5. Delimitation of the Study**

This study was delimited to ‘Sewhi Nigus primary school for the Deaf’, Mekelle. The reason why this study was delimited in Sewhi Nigus school was as follows: the manageability of the study in relation to time, capacity and working experience of the student researcher, his familiarity to the selected title, and since it is the only primary school in Mekelle that implements sign language as medium of instruction and school for the Deaf students.

The study focused on ‘Exploring the status of ‘Ethiopian Sign Language’ as medium of instruction’ in teaching and learning process. It would have been interesting if the student researcher had explored all the status of ‘Ethiopian Sign Language’ as medium of instruction. However, due to time and budget constraints, the student researcher confined himself to exploring the status of Ethiopian Sign Language as medium of instruction for basic school curriculum in grade 5<sup>th</sup> and 6<sup>th</sup> (Amharic, Tigrigna, English, E. Science, Mathematics and Civic

and Ethical Education) and in grade 7<sup>th</sup> and 8<sup>th</sup> (Amharic, Tigrigna, English, Mathematics and Civic and Ethical Education, S. Science, Physics, Chemistry and Biology).

Therefore, the study delimited on communication method for Deaf students, Sign language as medium of instruction for basic school curriculum, opportunities and challenges of using sign language as medium of instruction, teachers sign language training, availability and adequacy of teaching materials in sign language, attitudes of teachers' and students' towards sign language as medium of instruction.

## **1.6. Definition of Operational Terms**

The major concepts used in this study were operationally defined as follows:

**Attitude:** refers to teachers' and students' positive or negative attitudes towards sign language as medium of instruction for teaching and learning the basic school curriculum.

**Basic school Curriculum:** refers to teaching plan, content, and instructional materials for an education programme in primary school mathematics, physics, Biology, chemistry, Amharic, Tigrigna, English, Social Science and Environmental Science.

**Ethiopian Sign Language:** is a language used by members of people with hearing impairment and teachers within the sampled school.

**Medium of Instruction:** sign language used for teaching and learning the basic school curriculum of the education system the students' mother tongue language.

**Deaf students:** refers to students at Sewhi Nigus primary School whose medium of instruction need to be sign language, since they do not hear spoken language.

**Students:** refers to students with and without hearing impairment who are learning in the same classroom from grade 5<sup>th</sup> to 8<sup>th</sup> in Sewhi Nigus primary school, Mekelle.

**Method of Communication:** refers to total communication, sign language, oral communion, bilingual education, and Exact Spoken Language for Deaf students.

**The oral-aural method:** Deaf students receive teaching and learning process through oral (speaking) and aural (sound listening) spoken language.

**Total Communication:** the full spectrum of spoken language modes and sign language modes students devised gestures, and the language of sign, speech, reading, finger spelling, reading and writing.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Historical Development of Method of Communication for Deaf Students

The historical development of education for Deaf students in the world was established by the Abbé de l'Épée in Paris in 1755. The method of communication used in this school was sign language. The Abbé de l'Épées School has become foundation for western education. Most of the sign languages in the western today, including American Sign Language (ASL), draw their roots back to old French Sign Language (LSF) and it eventually spread across the western world. An American education for Deaf students, Thomas Hopkins Gallaudet, in the 1815 departs for Europe to investigate for method of communication for Deaf students. In the 1817, the first school in the U.S. for Deaf students, the American Asylum for the education of the “Deaf and Dumb”, is established, with teacher, all institution take place in sign language. In the 1864, the first University for Deaf students, Gallaudet University was founded. This is the only University in the world for Deaf students (Friend, 2011).

In the history of education and sign language for Deaf students, the year 1880 was the darkest period because European and American teachers and educationalist included persons at conference detained at Milan, Italy. In that conference, a decision to ignore the use of sign language for Deaf students was passed. Deaf students were compulsory to learn, to speak and lip read oral method of communication. However, 70 percent of oral communication in English language is very difficult to understand lip reading by Deaf students (Marschark, 1997; Pawlos, 2008).

After the conference of Milan throughout the first half of the 20<sup>th</sup> century, the oral method was used in teaching in many countries. However, some teachers of the Deaf students began to understand that it was impossible to ditch signs in communication with Deaf students (Marschark, Lang, & Albertini, 2002). Total communication approach which become widely used across Europe in the 1980s and was called to as a means of re-introducing a signed component into the classroom, without losing the oral element, is known as total communication.

Gradually, total communication has been severally criticized at the same: teachers, typically simplify the spoken component of their message or leave out aspects of manual communication and since aspects of the grammar of sign language is expressed on the face (adverbs, questions, negation etc), the co-occurrence of speech with sign elements blocks out these signals; leading to incomplete message in both oral communication and sign language communication.

Research studies made after 1960s in the USA and Europe proved that the sign language used by the Deaf students is true natural language with their own grammatical rules. After many challenges passed; nowadays sign language is a natural/mother tongue for people with hearing impairment (Schembri &Johnston, 2007; ENAD, 2008; Pawlos, 2008).

In the world the first school was launched in Paris in 1755. But in Africa it was opened after about a century in South Africa in 1874, and in Ethiopia the first school for Deaf students was started in 1964 by American Missionaries who founded a school named Amha Desta (now Mekanissa) (Birtat, 2010). Eventually other schools for the Deaf students and other students with special Needs were founded in different parts of the country which counted up to 120 (MOE, 2007).

Although there were existed sign language before the beginning of education for Deaf students, no literature shows when Deaf students started using sign language in Ethiopia (Alemayehu, 2000).

As ENAD reported (2008), that in Ethiopia sign language was begun to use formally after 1960s When the American and Nordic Missionaries who opened schools for the Deaf students.

As a result of their concerned efforts, sign language is now a well developed language which is used as medium of instruction in primary schools, in Addis Ababa University, in College of TTC , in the Media of Ethiopian Broadcast Corporation, in the house of representative parliament and in different settings as means of communication in Ethiopia for Deaf students.

## **2.2. Mode of Communication and Methods of Instruction**

The purpose of Communication is the sharing of information, opinions, thought, ideas and feeling among students and teachers. Therefore, without communication there will be no education, no matter how qualified and relevant the adaptation of content, methods and organized (Moores, 1996). As Smith and Tyler (2010), Deaf students in classroom use sign language, Oral-aural, total communication, Bilingual Education, and cued speech. According to (Moores, 1996; Musyoka, Gentry, & Bartlett, 2016), the mode of communication for Deaf students in America is ASL, oral communication and Total communication, and most of the students are communicated using ASL and total communication. Furthermore, Gallaudet Research Institute (2006) clearly shows that the extent to which method of communication primary used in teaching in America is oral communication 51.3 percent, total communication 38.2 percent, and sign language 10.8 percent.

In addition to these, Gearheart and Weishahnm (1992), states that three methods of communication have been advocated for SWHI: the sign language method, oral method and total communication. As Pawlos (2008) suggested that three most methods of communication used by Deaf students signacy, oracy and literacy.

According to Alemayehu (2003), in Ethiopia schools for the Deaf students adopted the total communication approach. However, total communication is not effective in teaching Deaf students because the effort to sign and speak at the same time results in a poorer quality of sign language.

### **2.2.1. Oral/aural Methods of Communication for Deaf students**

Deaf students were learned through oral method of communication. The oral approach teaches and uses speech exclusively and encourages Deaf students to use as much as possible of their residual hearing. The oral only relies on lip-reading and oral speech (Smith & Tyler, 2010).

Deaf students receive input through speech reading (lip-reading) and amplification of sound and they express themselves through speech. All programs prohibit the use of sign language and finger spelling (Weishanm & Gearhert, 1988; Moores, 1996; & Pawlos, 2008; Smith & Tyler, 2010). As can be understand from this literature, imagine how it is difficult oral method of communication for Deaf students to understand conversation.

Pawlos (2008), Smith and Tyler (2010), explained that about Lip reading, the English language is very difficult because only 30 percent of English sounds can be clearly understood from watching the lips. It would be difficult for most students to understand fully conversation through lip reading alone. The method is most effective in case of mild and moderate hearing

lost. Similarly, Marschark (1997), states that lip reading or speechreading is helpful 25 percent for those who are partial hearing lost not for total hearing lost.

As Hallahan, Kauffman, and Pullen (2012), reported that eventhough very few Deaf students actually become proficient speechreaders, speechreading is extremely difficult to learn by Deaf students.

According to (Ripper, 2008), oral method of communication is practiced due to some research evidence indicates that this approach produces better speech and academic achievement for many Deaf students (see Hallahan, Kauffman, & Pullen, 2012). The purpose of Oral communication in education is the development of skills that foster full participation in hearing society (Algozzine & Ysseldke, 1998).

However, Deaf students were also discouraging with a natural sign language in the classroom as medium of instruction (Naong & Koaeane, 2015). The supporters of Oral method of communication are mostly by hearing educators and parents of Deaf students. They assume that Deaf students will better agreement the hearing world with oral language than with sign language. This is based on deficit model or medical model that always related to what is absent with the students (Alebrecht et al., & 2006; Macedo, 2006).

However, Khejeri (2014), the oral method of communication continued denial of the use of sign language in schools for Deaf students is the same as to destruction of language and culture of a people and a violation of the Deaf students' rights that basically undermines their ability to acquire appropriate education.

### **2.2.2. Total Communication for Deaf Students**

Denton (1976), explained that total communication is the full spectrum of language modes, Deaf students developed gestures, and the language of sign, speechreading, finger spelling, reading and writing. Similarly as (Marschark, 1997; Friend, 2011; Hallahan, Kauffman, & Pullen, 2012), explained that total Communication is a method of communication for educating Deaf students that encompasses all potential available sources of linguistic communication: such as formal signs, natural gestures, finger spelling, body language, listening, and speechreading. This method of communication allows that Deaf students to communicate through whatever mode are easiest and most effective for them (see GRI, 2006, Moores, 2008, cited in Smith & Tyler, 2010). Regarding to the practice of method of communication Marschark (1997), revealed that most schools for Deaf students with sign language oriented actually use total Communication.

Total communication is the most common means of educational communication between Deaf students and hearing individuals who can sign. The short coming of total communication implies when Deaf students were taught through a total communication approach they develop oral speech and finger spelling related to spoken language and grammar and not sign language (Smith & Tyler, 2010; Hallahan, Kauffman, & Pullen, 2012). However, Finger spelling is often used along with sign language when no sign exists for a word or a name.

As to Paul and Jackson (1993) cited in Algozzine & Yssedyke, (1998), state that total communication has been used as a teaching method of communication for all levels of hearing impaired as it gives a variety of opinions to communication. The goal of total communication in the education of Deaf students is based on the following principles:

- To give Deaf students the right to free choice between favorite means of communication in any situation.
- To create understanding for Deaf students right to speak and listen.
- To create a common language in the classroom based upon both sign language and spoken language.

Schirmer (2004,) cited in Heward (2006), states that using every communication technique and mode available is unrealistic. Teacher emphasis spoken audition at the expense of sign language or vice versa. In line with this, Alemayohu (2003), reveals that since the grammar of the spoken language and sign language are quiet different, simultaneous usage makes the communication unclear.

As indicated by Hallahan, Kauffman, and Pullen (2012), the growing of dissatisfaction with total communication among professional and Deaf communities raised criticism has been on the use of signing spoken language systems rather than sign language. The signing English systems follow the same with word order as spoken language, students expected to sign and speak at the same time.

### **2.2.3. Sign Language**

Deaf students preferred sign language as Medium of instruction since it is their mother tongue language. Sign language is composed of positions and gestures made with the hands, body and facial expressions to convey abstract concepts as with any spoken language. Being its own language, sign language has a distinct grammatical structure which is quite different from Spoken language (Friend, 2011). Similarly, (WFD, 1993), states that sign language is a visual-gestured language which involves the use of hands, eyes, mouth, mimics, and body movements.

A manual alphabet (finger spelling) may also be used alongside with sign language. Like many oral languages, sign language has its own grammar and usage, which can be learnt through interaction with people with hearing impairment and other people who know it (see ENAD, 2008). Sign languages are natural languages that developed in communities with hearing impairment similarly to the way in which spoken languages developed in hearing communities.

Naong and Koaeane (2015), argue that sign language is the right to claim as mother tongue language for people with hearing impairment, even if not yet know a language. Sign language is not a universal language for people with hearing impairment. As spoken language varied in the world sign language also varied from country to country like America Sign Language, British Sign Language, Australia Sign Language, Kenya Sign Language, South Africa Sign Language, Ethiopian Sign Language and so on ( Pawlos, 2008; Moores, 2008 cited in Smith and Tyler, 2010; Vaughn, Bos, & Schumm, 2011).

Friend (2011), states that sign language is a visual-gestural language recognized as a true language in its own right. It does not follow the grammatical structure of spoken language; it has its own grammar and syntax. The grammar of sign language is expressed through body movement and facial expression. As to Naong and Koaeane (2015), there are five parameters occur in natural sign languages: handshape; location of sign; palm orientation; movement(s); and non-manual features. However, many teachers do not use sign language for teaching their students. Moores (2008), cited in Smith and Tyler (2010), confirms that it is very important to note that even though sign language is a natural language for people with hearing impairment only about 10 percent of the school teachers uses sign language to teach Deaf students in classes in America. In contrast Alemayehu (2000), sign language is perfect suited for those who can see but not hear. It takes full advantages of existing resources rather than preoccupying on what is

missing. Through vision a person can hear and through hand and parts of the body a person can speak or communicate.

#### **2.2.4. Signing Exact Spoken Language**

In the education of Deaf students, teachers and sign language users used systematically codified language signed spoken such as signed English, signed Amharic, signed Tigrigna and other Spoken language. In this regard, it is borrowed from sign to convey aspects of spoken language. It is not expressed in the way of sign language (Nielsen, Luetke & Stryker 2011, cited in Swanwick, 2016).

Signing Exact English is matching a sign with each individual word including all grammatical components of English. It follows English sentence structure including the same sign for the same word order regardless of the conceptual meaning. Many of the signs are taken from sign language although some are modified. In addition, signs can be invented by following guidelines based on sign language principles (Kansas State Department of Education, Special Education Services, 2009).

Friend (2011), signed spoken language uses many traditional sign language signs, while maintaining the spoken language word order and grammar so as to develop a student's ability to read and write spoken language. Signed spoken language is considered easier to learn than sign language for hearing individuals because it follows Spoken language word order. However, the potential limitation of signed spoken language is not a true language for Deaf students. This is often described by native sign language users as artificial, uncomfortable, takes longer to convey message.

The goal of signed spoken language is to facilitate signed communication for Deaf students while also encouraging acquisition of the spoken language structure necessary for reading, writing and possibly speech.

### **2.2.5. Bilingual Education for Deaf Students**

Many of the critics of the total communication approach advocate the bilingual educational approach (Hallahan, Kauffman, and Pullen, 2012). This approach is modeled after bilingual education to teach English as second language (Gleason, Ratner, 2009, cited in Smith and Tyler, 2010). It is the newest method for teaching Deaf students. In this method, sign language is used as the student's first language and written spoken language as second language (Friend, 2011).

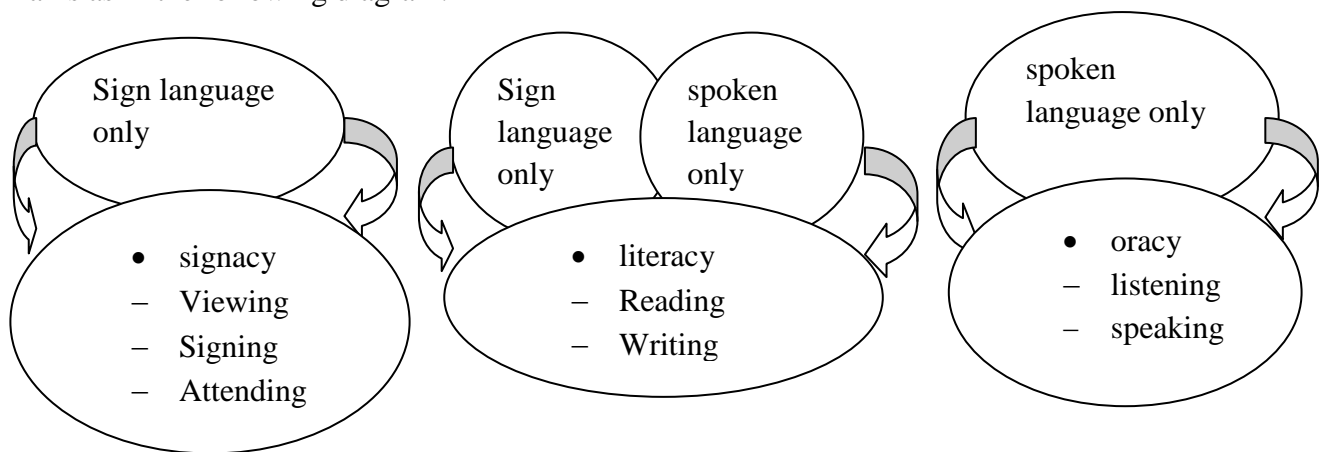
In this approach, we can understand that sign language is the primary language of instruction and spoken language (Amharic, Tigrigna, English etc.) is taught as second language through reading and writing prints for Deaf students.

Schirmer (2001), states that even though Bilingual educational approach has variation, the most common are as follows: sign language is considered the first language for Deaf students and spoken language is considered as their second language; Deaf students play an important role of the program and its curricula and the curriculum includes instruction in Deaf students culture.

Bilingual education is effective when it is practiced from primary education. Historically education of Deaf students various method of communication have been proposed as the pedagogical solution. In the 1960s and 1970s total communication was considered to be the answer. In the 1980s and 1990s, bilingual education was pushed as the solution (Friend, 2011).

The educational approach of bilingual education assumes that Deaf students be able to function in two cultures, to learn both sign language and Oral language, believing this is best for their language development. Consequently, they should be given the opportunity to be fluent in two cultures and literate in both Deaf culture and mainstream society (Lane, Hoffmeister, & Bahan, 1996; Friend, 2011).

To put it nutshell, Language planning education for Students who are Deaf takes place in three domains as in the following diagram:



Method of communication: Source, (Nover, Christensen, & Cheng 1998)

### 2.3. Sign Language in Education

The main objectives of curriculum is well understood by students if the medium of instruction is celebrated the students sign language (Enns, 2007, cited in Namukoa, 2012). The teachers' ability to communicate with sign language has a unique for Deaf students as being most favored effective teaching (Anderson, Dowaliby, & Lang, 1994). Teachers' skill of using sign language in sharing scientific terminology, concepts encourage Deaf students for active participation, eager to exploration and innovativeness among them (Lang, Mckee, & Conner, 1993).

Sign language in education includes which widely different forms of communication as writing, speaking, sign language, facial expression, gestures, pantomimes, and art (Pawlos, 2008). Any language in education has two categorical purposes: language as medium of instruction and language as subject. But, the main function of language in education is as medium of instruction.

Thus, in teaching leaning process sign language serves as means of transmitting and receiving instruction and as an instrument of exchange idea, concepts and knowledge. The necessity of language in the teaching and learning process is, thus, beyond simply receiving and transmits, explanation, sharing of idea and mutual understanding in the instructional process (UNESCO, 1991).

#### **2.4. Opportunities of using Sign Language as Medium of Instruction**

UNESCO (2011), suggests that language has long recognized that the language of instruction as well as knowledge of language play key roles in teaching and learning process. In order to promote quality education in students opportunities to learn, UNESCO's Global Monitoring Report (2008a,) underscores that the need to "recognize the importance of mother tongue instruction in early childhood and the first years of primary school" While more evidence from methodologically sound, longitudinal research with varied samples of students and teachers is needed, existing studies provide a basis for developmental psychologists and linguists to draw some tentative conclusions of a general nature, as follows:

- Students' first language is important for their overall language and cognitive development and their academic achievement; and

- If students are growing up with one language, educational provisions need to support them in becoming highly proficient in that language before engaging in academic work in second language.

Cummins (1986 p.20), suggests “...concepts and knowledge developed in the first language transfer easily to the second language; school performance and curriculum attainment are raised when the first language is celebrated rather than devalued”.

Dutcher (1994), draws several conclusions about the advantages of mother tongue-based education, such as: Success in school academic language; individuals develop cognitive skills and master content material; Cognitive/academic language skills, once developed and content subject material, once acquired transfer readily from one language to another and the best predictor of cognitive/academic language development in second language is the level of development of cognitive/academic language proficiency in mother tongue language.

As Dutcher mentioned above, if Deaf students learn using sign language at primary Schools, they can perform their academic and develop their language as equal as their hearing peers.

Scholars like (Kosonen 2005; Ball, 2010), point out that when Deaf students are given opportunities to learn in their mother tongue (sign language), they are more likely to succeed in classrooms.

In addition to this, Federal Ministry of Education (MOE, 2007), suggests that mother tongue medium of instruction has positive academic achievement, assuring quality education and keeping on educational continuity. In contrast, second language use as medium of instruction and the academic achievement of students is poor and disappointing.

Furthermore, Learners' language skills and expertise in their home language can be further developed for use in formal academic contexts more especially in reading and writing for creative and cognitively challenging purposes (Heugh, 2006). It is obvious that Deaf students understand better in Ethiopian Sign Language and are able to participate in the teaching and learning process.

## **2.5. Challenges of Sign Language as Medium of Instruction in Education**

Several studies show that medium of instruction in mother tongue is beneficial to language competencies in the first language, achievement in other subject areas, and second language learning. On the other hand, there are also challenges encountered by the use of sign language as medium of instruction.

As federal Ministry of Education ESDP V (2015) states with regard to primary education only 4 percent of the estimated students with special needs are enrolled. This is a big challenge to the achievement of universal primary education. There are many challenges for students with special needs among these challenges are absence of learning materials and adapted teaching and weak pedagogical skill of teachers.

The challenges of sign language in education range from curricula to implementation. To say few, Sign Language is not commonly-used; no written form of sign language, so all written communication is in the local spoken language. Sign language is as complex as any spoken language; each sign language has many thousands of signs, each differing from the next by minor changes in handshape, motion, position and non manual features or context (Cooper, Holt & Bowden, n.d.).

Hallahan, Kauffman, and Pullen (2012), explain that Deaf students face extraordinary challenges in learning a spoken language for many years; with exposure they can easily learn sign language. However, historically, sign language has suffered from several misconceptions, including the belief that it is not a true language. Another misconception is also stated related to sign language; sign language is a loosely structured group of gestures. However the fact is sign language is a true language in its own right, with its own set of grammatical rules. Due to the above mentioned problems many hearing people who cannot know very well sign language considered Deaf students as the wrong usage of language.

As reported in World Association of sign Language Interpreters (WASLI,2007), from Botswana some of the challenges that contributed to inaccessibility of education by the Deaf students include among others are: lack of knowledge on the issues of education for Deaf students; lack of trained/skilled sign language teachers, lack of sign language resource books; and lack of research on sign language are among the problem on education for Deaf students.

Similarly, (UNESCO, 2003; Ball, 2011) state that mother tongue may be an unwritten language; lack of the appropriate terminology for education purposes; a shortage of educational materials in the language; and a lack of appropriately trained teachers are hindering the teaching and learning processes in primary education.

According to Ball (2011), suggests that challenge faced in minority language education is included as follows: the minority language community may have low status educational resources in the language; lacking new terminology for modern academic discourse may need to be developed. Similarly, people with hearing impairment in any country are a language minority since their mode of communication is used by a very small population in any country (Khejeri,

2014; Eyasu, 2016). Therefore, sign language has gone through different challenges by being it's a minority language more than other spoken languages.

A Study also conducted by Rai, Phyak, & Rai, (2011) states that in multilingual education in Nepal, challenges faced by teachers are as follows: lack of textbooks, lack of appropriate teaching materials and lack of funding for developing teaching materials. As to Lekoko and Mukhopadhyay (2008), categorized teachers challenged to teach students Deaf students under comprehension factors, language factors and resource factors. Similar study by Lartec, Belisario, Bendanillo, Binas-o, Bucang, and Cammagay (2014), in Philippines some challenges came across by the teachers in practicing mother tongue as medium of instruction include absence of books written in mother tongue, lack of vocabulary, and lack of teacher-training.

In Kenya the challenges face to use mother tongue in education is, financial constraint, and pedagogical problems (Sarha & Naom, 2014). In the same study, Sarah and Naom points out that challenges of mother tongue as medium of instruction is lack of examinations in the languages of instruction at the end of the course was found to be a negatively affected the students interest in learning their mother tongue language.

The same is true for Deaf students when it does not use Ethiopian Sign Language as medium of instruction in the education it is devastating their learning situation and affects the goal of the education in the country.

In Kenya, Khejeri (2014) indicates that use Kenyan sign language in schools for Deaf students has largely been ignored and there is a continued insistence on the use of the “oral” method of communication that puts emphasis on teaching Deaf students how to speak. In Kenya, Khejeri explains that sign language is excluded from examination.

Regarding to misjudging the grammar of sign language by hearing people, (ENAD, 2008) pointed out that when a person with hearing impairment write the actually record and transmit information as coded in their sign language grammar rules. Hearing people laugh at the grammatical style because they expect them to write according to rules acceptable to hearing people. In this regarded hearing people reject the sign language as a language of doubtful utility. From this, one can conclude that the status of sign language in Ethiopia is still very low, and the preparation of sign language as a natural language was not strengthened by evidence from linguistic research. There is no sign language skill among teachers, school administrators and among those people working with people with hearing impairment.

In line with this in Ethiopia challenges of Deaf students in education is lack trained teachers in the area; lack of books and teaching materials; philosophy of communication and lack of academic terminologies in Ethiopia sign language and lack of educational materials in Ethiopian Sign Language (ENAD, 2010, Tewodros, 2014 & Fikrte, 2014). In line with this, (Ruth, 2012) states that misunderstanding among teachers and students are due to lack of sign language terminologies in chemistry, Biology, physic and social science.

### **2.5.1. Lack of Trained Teacher in Sign Language or Special Needs Education**

A teacher is a major role player in the educational of Deaf students because he/she holds the key to the door of success hence the need for highly qualified teachers to be employed by the government.

In Kenya Muiti (2010), stats that major challenges of education for Deaf students are lack of trained teachers in Special Needs Education and inadequate teaching and learning resources.

According to The Federal Democratic Republic of Ethiopia Ministry of Education, (2012) education has been inaccessible for most students with disabilities. This is mainly attributed to the inadequate training of teachers in Special needs education, unfavorable school facilities and medium of instruction in primary school for Deaf students.

In line with this, Lack of adequate skills on sign language teachers particularly sign language teachers in Ethiopia is a big concern for education for the Deaf students (ENAD, 2010, Ruth, 2012; Tewodros, 2014; & Hailemariam, 2014).

### **2.5.2. Lack of Communication Using Ethiopian Sign Language**

The major challenges for students who are Deafs in classroom is not communicating using Ethiopian Sign Language among teachers and students this is adversely affects educational performance Deaf students particularly as the education level of the students is from first cycle to joiner primary and secondary school. Students who are Deafs from grade one to grade four; their teachers were being able to communicate them with Ethiopian Sign Language. In contrary to this, from grade five students who are Deafs are learning in regular classroom without Ethiopian sign language (Tewodros, 2014). This challenge of communication hinders them from full participation in education and pulls out students who are Deaf from educational success.

Similar study conducted by Heugh, Benson, Berhanu, & Mekonnen (2007) suggested that mother tongue phased out from using as medium of instruction and the academic achievement of students is poor and disappointing. As the consequence of not using mother tongue (sign language) as medium of instruction demonstrate the following: Poor levels of literacy achievement; Poor numeracy/mathematics and science achievement and high failure, repetition and drop-out rates.

Furthermore, More than 50% of students never get to secondary school in African countries. Low enrolment, high repetition and dropout rates contribute to this. Although so few students remain in the system to the end of secondary, there has been no systematic study which has examined the extent to which the use of a medium of instruction, which neither students nor teachers can understand well, impacts on attrition vs. retention in the system. (Heugh et al., 2007).

## **2.6. Skill training in Sign Language to Support as a Medium of Instruction**

In every profession especially in educational, it calls for available trained teaching staff members in order to access and secure the quality of education. Particularly the issue of education for Deaf students required skillful teachers in teaching profession have the skill of communication with them. The quality of education given in primary largely depends on its qualified teachers and the quality of training they get (UNESCO, 1981). Thus, in order to have qualified teachers, they must be trained with appropriate teaching skills and knowledge that enable them to teach in the introduced medium of instruction. As to MOE (2015) reported that the quality of primary education is still low, and high dropout and repetition rate due to the fact that lack of skilled teachers, lack of teaching and learning materials. As the report for every 1,000 students who begin school one fifth to completion of grade 8<sup>th</sup>. When come to students who are Deaf with lack of communication increases the number.

Regarding to training on sign language, study indicated that the Potential limitation of sign language can be challenging to make the transition from American Sign Language as the first language to English as the second language through reading and writing. A shortage of native America Sign Language users makes it difficult for some schools to implement a true bilingual education (Friend, 2011).

Regarding training to mother tongue teachers the final report study on Medium of instruction in primary school in Ethiopia is suggested that:

*“...All teachers to be trained to teach in mother tongue or language closest to mother tongue across the curriculum. Programmes to include: Focus on mother tongue education across the curriculum, bilingual methodologies across the curriculum, how to use and develop terminology and glossaries for use in classroom. Ensure that all teachers have high level proficiency in the language/s they will be teaching as subjects and as Medium of instruction”*  
( Heugh, et al, 2007,p.122).

The major challenge lies in providing in-service training to all teachers, taking into account the varied and often difficult conditions under which they serve. In-service training should, wherever possible, be developed at school level by means of interaction with trainers and supported by distance education and other self-instruction techniques (UNESCO, 1994, pp.18).

As stated in the document the Federal Democratic Republic of Ethiopia, Ministry of Education (2012) training of teachers are critical to implementing education for all students with disabilities in regular education system. Therefore, all teachers will be equipped with appropriate in the following behavioral domains-attitude, values and skills to teach diverse learners with disabilities including Students who are Deaf. The preparation of training will be takes place in pre-service and in-service training in accordance with teachers’ development program. Their training should enable them to work across disability categories and to carry out their advisory responsibilities with principals and teachers. Particularly teachers of Students who are Deaf should equip with sign language skills to respond effectively.

According to the Federal Ministry of Education(2012) stated sign language interpreters providing sign language training for Students who are Deaf; give sign language training for teachers and offers interpretation services for school principal and regular teachers.

UNESCO (2003) With regard to teacher training and mother tongue instruction: ‘All educational planning should include at each stage early provision for the training, and further training, of sufficient numbers of fully competent and qualified teachers of the country concerned who are familiar with the life of their people and able to teach in the mother tongue.

Teachers are critical to implementing SNE. All teachers, including early child care and education teachers will be equipped with appropriate attitude, value and skills to teach diverse populations. Teachers training preparation will take place in pre service teacher education and in-service training in accordance with teachers’ development program. Educational institutions administrations and supervisors will also be equipped with different skills to respond effectively to divers’ needs of learners (MOE, 2012).

## **2.7. The Status of Sign Language in Ethiopia**

In the world as well as in Ethiopia Sign Language was passed many challenges to be recognized as a true language for people with hearing impairment from oralism to total communication and then to natural sign language. However, there was sign language as people with hearing impairment exist in this planet. The beginning of using sign language education for Students who are Deaf in Ethiopia was not clearly known. To support this idea:

*”in Ethiopia there is no evidence which show the beginning of education of the deaf, using sign language when the first schools founded in Addis Ababa in 1960s. But it is*

*possible to say that there was sign language among the deaf community” (Alemayehu, 2000, p. 67).*

As conducted research by Eyasu (2016), Ethiopian Sign Language is used by more than a million members of people with hearing impairment in the whole country. However, Ethiopian Sign Language is not well researched. It is not well known especially its status, and its use in the education area. In Ethiopia more than eighty languages are estimated in use. Some are major languages with more than a million users; they serve as medium of instruction in primary education.

In addition to the above scholars, Ethiopian National Association of the Deaf (ENAD) (2008) pointed out that, In Ethiopia, sign language begun to be used formally after 1960s in connection with the appearance of American and Nordic missionaries who opened in Addis Ababa schools for Students who are Deaf. This school was the first to begin sign language in education.

There were attempts to make dictionary of so called Amharic sign language (at the end of 1970s and at the mind of 1990s) which fits more for hearing people by putting sign language in to the mould of spoken language tried making signs following words of spoken language grammar (Alemayehu, 2000).

The first dictionary was made in 1970s, consisted of 1009 words, which were created from a collection of equivalents for Amharic and English words. The second was made in 1998, consisted of more than 2000 signs. Moreover, to this both dictionary in 1979s and 1998s was with limitation: first of all it was not based on linguistic research; secondly the number of signs were limited and the structure of the sign language was based on Amharic grammar or English and do not discover full grammar of the sign language (ENAD, 2010).

The third was made in 2000 consisted of more than 1300 signs with their Amharic and English. In addition to this, (ENAD, 2008), the dictionary contains more than 1300 signs with their Amharic and English. It contains both local and adopted signs.

This report shows that, this dictionary will be a clear evidence of having Ethiopian own sign language. These dictionaries are very important for teaching Students who are Deaf. However, the terms in the dictionary are not relevant for teaching and interpreting Ethiopian sign language at primary education level. To solve the problem it needs further work.

Sign language is a language used by people with hearing Impairment or who can sign the language to communicate among people with hearing impairment and hearing people who can sign the language. Ethiopian Sign Language is fully developed language, and those who know sign languages are capable of creating and comprehending unlimited number of new sentences just as speakers of oral languages. Sign languages are visual gesture languages, which comprises of hand shape and position of specific body parts as hands, arms, face and head; and are structured to suit the needs and capabilities of the eye. Sign language is formal socially agreed on, rule- governed symbol system that is generative in nature (Alemayehu, 2000; Pawlos, 2008).

## **2.8. The Medium of Instruction in Primary School**

In this study the term medium of instruction is refer to the mode of communications oracy, literacy and signacy use by teachers and students for teaching and learning the basic school curriculum. To access and quality of education for students mother tongue medium of instruction is recommended by different organization and scholars.

In Kenya Deaf students are expected to learn with the medium of instruction Kenya Sign Language Namukoa (2012). Basic school curriculum is well understood when first language practice (Enns, 2007). Sign language skilled teachers in explaining scientific concepts mathematics, physics leads to active classroom participation, eager to learn subject concepts, and innovativeness among Deaf students (Lang, McKee, & Conner, 1993, cited in Namukoa, 2012). According to the Federal Republic of Ethiopian Ministry of Education (2002), suggests that primary level education is an essential basis for sustainable development, improve quality of life. Having this in mind, Deaf students have to be taught in their own sign language if the learning and teaching process is to be interactive and efficient.

Education and Training Policy (ETP, 1994) states that the “expansion of quality primary education to all citizens is not only a right but also a guarantee for development”. To preserve this policy Deaf students should get education via sign language as medium of instruction otherwise it is a dream to achieve education as well as development. However, due to lack of communication a significant number of students are excluded from education.

Reasons for mother tongue use as medium of instruction all student at the primary school level from grade one to grade eight.

Language is a symbol of identity; to understand lessons easily, and avoids problems associated with language barriers; saves it from possible extinction; reinforces identity become self-confident and proud citizens, makes produce capable and productive citizens (MOE, 2002).

In Ethiopia due to limitation of recourse and insufficient preparation children in some areas have learn in the language of the majority rather than their own mother tongue language. To address

these problems mother tongue as medium of instruction in primary schools and it does clearly in Article 3.5.1 and 3.5.2.

*“Cognizant of the pedagogical advantage of the child is learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages.”*

Now a day, in primary education, in Ethiopia over twenty languages have been used as medium of instruction from grade one to grade eight depending on the real situation in each region. In regions where the language is relatively well developed and has sufficient number of teachers who are trained in that language, education in the mother tongue is given up to grade 8<sup>th</sup> (MOE,2002).

### **2.8.1. Preferred mode of Communicating by Deaf Students**

In this day, being inability to hear sound speech is not a challenge to learning, as far as the Sign language is the full language for the education of Deaf students. However, in many schools Deaf students learn without the preference of their method of communication due to different reasons.

In Kenya, Kenya Sign Language (KSL) is excluded in school; most of Deaf students are monolingual. Deaf students can only use KSL to communicate among themselves. Oral communication is emphasis to teach Deaf students how to speak. The oral method communication used in Kenya rather than KSL for Deaf students is similar to destruction of language and culture of them and violation of the right that fundamentally undermines their ability to acquire appropriate education (Khejeri , 2014). On the other hand, Namukoa (2012), Study conducted in Kenya on medium of instruction in a primary language for Deaf students

suggests that use student's sign language to teach other school subjects among Deaf students is an important instructional adaptation for all teachers working.

As to study conducted in Botswana by Lekoko and Mukhopadhyay (2008) show that the sign language is primary language for the Deaf students and the appropriate kind of sign language should be applied in education. In contrast, the teachers' preference in Botswana in relation to the language of instruction for students was total communication. Total communication includes both oral and sign language.

As to Lekoko and Mukhopadhyay, the reasons teachers for preferring total communication in Botswana are as follows:

- It helps all Deaf students and the learning style of the students
- All the teachers are not skilled full in sign language so total communication may fill the gap.

Teachers expect total communication as medium of instructions recognized to the fact that Deaf students can understand better the content of learning. However, this is challenging to use sign language as a powerful language of instruction for Deaf students.

According to (Marschark, 1997) most sign language oriented schools for Deaf students actually employ total Communication. Total communication is the most common means of educational communication between Deaf students and hearing individuals who can sign. They argue that total communication encompasses all potential available sources of linguistic communication including sign, speech and amplification through the use of hearing aids.

From my experience even though total communications were used as medium of instruction in school, there are different points of views about using both at the same. To support this, Marschark (1997), and Alemayehu (2003), stat that using sign language and Spoken language at the same time blocks the development of sign language. Therefore, sign language and spoken language is not recommended to use simultaneously by Deaf students.

The grammar of sign language and spoken language is quite different from each other. sign ed spoken languages are actually artificial signing system combined the sign language and the grammatical structure of any spoken language. Signed spoken is not normally used in a day to day communication among Deaf students.

## **2.9. Language Policy in Primary Education**

The new Constitution of Ethiopia, 1994 states that every Ethiopian language is treated equally. For instance, the constitution stipulated in article 5, read: “All Ethiopian languages shall enjoy equal state recognition.” According to the new Constitution of Ethiopia (1994), points out that every “nationality” or ethnic group had the right to use its own language in primary school. This indicates that sign language also enjoys equally like other language. In addition to this, “Ethiopia’s 1994 Education and Training Policy states that ‘primary education is given in nationality languages’ (FDRE, 1994). Since that time, primary education has followed this mother tongue language policy that aims to improve literacy rates and academic achievement and also to enhance appreciation of local languages and cultures.

## **2.10. Teachers' and Students' Attitude Towards Sign Language as Medium of Instruction (SLMOI)**

Attitude and feeling teachers' and students' towards sign language as medium of instruction is a particularly important in the teaching and learning process for Deaf students because it affects the outcomes of quality education. As (Baker, 2001) states that:

*“...Attitude considered both as input and output. For example a favorable attitude to math's or to language learning may be vital input in math's or language achievement. In this sense, attitude predisposing factor or affecting the outcomes of education.”*

Teachers' attitude towards any language as medium of instruction has positive attitude learners to learn various subjects through that language (Khejeri, 2014). Teachers realized that sign language as medium of instruction as a tool that helps Deaf students appreciate their culture and as language that creates a closer relationship between them and learners. In general, teachers view on mother tongue as medium of instruction that encourages and enables Deaf students to express themselves confidently and grasp abstract concepts in classroom since it is their first language (Khejeri, 2014).

Asian Development Bank (2010), states in the Strengthening inclusive education about attitude: “Barriers to education can take many forms: the curriculum, the assessment system, lack of resources, etc., but the most difficult factor is the barriers that within our mind.” From this we can understand that attitudes challenging sign language as medium of instruction.

Moreover, Language use in the classroom has been driven by individual beliefs, attitudes, and the language skills of teachers in this field rather than responsive to student's usage (Swanwick, 2016). Regarding this Naom and Sarah (2014), reveal that no educational programme succeeds

without teachers and students positive attitudes towards sign language as medium of instruction. In contrast, teachers and students negative point of view towards mother tongue as medium of instruction in primary school leads to low competencies in writing, spelling and reading in second language (Mebrahtu, 2016). As Lekoko and Mukhopadhyay (2008), state that in Botswana are showing more interest in sign language as medium of instruction in the classroom. Similarly, in Ethiopia Hailemariam (2014), states that Students and teachers have positive attitude towards sign language as medium of instruction. However, the most favored method of communication by Deaf students is sign language, because it is their natural language for them. In contrast to sign language, Oral communication is sufficiently preventing the development of sign language (Marschark, 1997; Pawlos, 2008).

## **CHAPTER THREE**

### **RESEARCH METHOD**

In this part, study site, research design, data source, participants of the study, data collection instruments, pilot study, method of data analysis, and ethical consideration are explained as follows:

#### **3.1. Study site**

The study was conducted in Tigray region, Mekelle Semen (North) sub city, specifically in Sewhi Nigus primary school for the Deaf, which is 761 KMs far from the capital, Addis Ababa. It was established in 2005. It is public school (government school) which is found near to Emperor Yohans IV palace in Mekelle. Now Both Deaf and hearing students have been learning in.

#### **3.2. Research Design**

In this study, both quantitative and qualitative research approaches were employed. Creswell, (2009) states that Sequential explanatory design is collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results. Weight typically is given to the quantitative data.

To collect data, the student researcher employed a cross sectional research design. According to Kothari (2004), cross sectional design is conducted based on observations made at one point in a time. Such study was done for descriptive research. Therefore, the researcher believes that cross sectional research is effective for this study because an extremely simple in design and it is best design if data were required to be collected one point at a time for descriptive research.

### **3.3. Data Source**

Both primary and secondary source were used in this study. Through cross sectional research design, the data were collected from primary and secondary sources to get enough information related to the study. The primary source were collected from teachers, students, school principals and Tigray Region Education Bureau expert of SNE respondents through questionnaire, interview, and observation. Besides, from research journals, dissertations and thesis. The secondary sources were obtained from different relevant literatures, books, credential web site and documents.

### **3.4. Participants of the Study**

The participants of the study were teachers, students from 5<sup>th</sup> to 8<sup>th</sup> grade, school principal of the sampled school and Tigray Region Education Bureau expert of SNE. The target population of this study was Tigray Education Bureau expert of SNE n=1, school principal n=1, number of teachers in the school were n=16 (10 Males, 6 Females) and the number of students were n=105 (48 Males, 57 Females) from this population 27 were Deaf students enrolled in the school in the year of 2016/17 G.C academic year taken from the school document enrolled.

Concerning the selection of participants the researcher used purposive sampling, availability sampling and simple random sampling to select the respondents. The purposive sampling technique was employed to select school principal and Tigray Region Education Bureau expert of SNE, since they were the only key informants' to provide information in this study. The criteria for selection was made by thier profession and in a position. Through the availability sampling the researcher considered all N=16 teachers (10 males, and 6 females) and n= 27 Deaf (16 males and 11 Females) were selected assuming that they were few in number and well-experienced in sign language in the school for a long period of time. Besides, they were more

experienced in facing the challenges of teaching and learning the basic school curriculum. Hearing students  $n=52$  (22 males and 30 females) were selected by stratified sampling technique, then simple random sampling was employed within the strata in order to get every member of the population has an equal and independent chance of being selected in the sample (Lee & Forthofer, 2006). Furthermore, simple random sampling is the simplest sampling plan to execute if one has a list of population. The simple random sampling selection was carried out a by lottery method in each grade level without replacement because there is no need to collect the data more than once from respondents. Hearing students were selected to this study since they were learning together and familiar to this study.

Mathematical procedures were followed to make more precise to estimates the sample size. Sampling size of this study were used Yamane (1967) formula for calculating sample size a 95% confidence level and  $p = 0.05$ , size of the sample should be used for population, in which  $N = 100$  with  $\pm 5\%$  precision. Assuming 95% confidence level and  $p = 0.05$ , we get the sample size as follows:

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{123}{1+123(.05)^2} = \frac{123}{1+0.31} = \frac{123}{1.31} = 94.07$$

Therefore, 95 individuals were considered as sample size for this study on proportional basis using (Bowley, 1926) formula i.e  $\longrightarrow ni = nx^{Ni}/N$   $n$ =sample size;  $N_i$ =population size of the strata;  $N$ =total population size:

$$\text{Grade five, } N_i=95 \times 14/100 = \longrightarrow 11$$

$$\text{Grade six, } N_i=95 \times 19/100 = 13.404 \longrightarrow 14$$

Table 1: Total Participant and sample size of the study

Grade level	Population			Sample size		
	N	Males	Females	n	Males	Females
Teachers	16	10	6	16	10	6
Expert SNE	1	1	-	1	1	-
Principal	1	1	-	1	1	-
5 <sup>th</sup>	14	5	9	11	4	6
6 <sup>th</sup>	19	9	10	14	7	7
7 <sup>th</sup>	32	15	17	23	11	12
8 <sup>th</sup>	40	19	21	31	15	16
Total	123	60	63	97	49	47

### 3.5. Data Collection Instruments

Multiple instruments of data collection were used in order to triangulate the validation of the information or findings. Questionnaire, interview, and classroom observation were used for collecting data in this study. Before the questionnaires had been disseminated to respondents, pilot test were carried out on other school. Then, the collected data were organized and triangulated to see their validity. Thus, after they had corrected and edited with some questions, the prepared questionnaire was disseminated to 95 respondents including teachers and students to ‘Sewhi Nigus primary school for the Deaf’, Mekelle. The interview was used to collect data from interviewee’s school principal, Tigray Region Education bureau expert of SNE, n=8 students and n= 4 teachers male and female equal proportion. In addition, video recorder was used to undertake how participants use sign language about the learning school curriculum.

Therefore, the study was conducted individual questionnaire, interviews and classroom observation with teachers in chemistry, Biology, Mathematics, English, Social science, Tigrigna and Amharic and English classroom.

Finally, the quantitatively and qualitatively gathered data were integrated, analyzed, interpreted and reported.

### **3.5.1. Questionnaire**

The questionnaire is the main data gathering instrument used in this study. It was composed of both closed-ended and open-ended in forms. Dawson (2009), many researchers tend to use the combination of closed- ended and open- ended questionnaire. In this study, questionnaire was used to collect information on Exploring the status of Ethiopian Sign Language as medium of instruction in primary school. The questionnaire had six sections related to the research questions Hence, section one had focuses on demographic characteristics of respondents; section two had 10 questions for teachers on sign language training, section three had 3 questions for teachers and students that has focused on method of communication; section four related to the practice of sign language which had 7 questions for students and teachers; section five continued 2 questions on learning materials sign language for students and teachers, Section six had five point likert scale on attitude towards sign language as medium of instruction ‘Strongly disagree’, ‘Disagree’, ‘undecided’, ‘Agree’, and ‘strongly agrees’ with 10 questions for teachers and students.

Besides, closed questions and open ended questions were included. This would help to give freedom to respondents to respond and to give information about their opinion. The entire questionnaire which was prepared in Tigrigna language for both teachers and students in order to make easily understandable. The questionnaire was distributed to ninety five teachers and

students of the Sewhi Nigus primary school. The questions were developed based on the research title, research question, literature review and the researcher education and rich experience in the area.

### **3.5.2. Interview**

The interview component was composed of semi-structured interview. The questions focuses on the interview were directed to Exploring the status of Ethiopian Sign Language as medium of instruction. For more information, the researcher was supported with video recorder. The interview was used so as to get detail information on the usage of sign language in Sewhi Niguse primary school. The interview questions were prepared for students, principals and expert of SNE. The questions were composed of 6 questions for students, 7 questions for teachers, 8 questions for school and principal 5 questions for Tigray regional Educational Bureau expert of SNE. The questions were prepared by the researcher based on the research title, literature and personal experiences.

### **3.5.3. Observation**

The third data gathering instrument of the study was observation. The observation was employed using observation checklist which is non-participatory observation in the natural setting classroom. As mentioned by Kotharic (2004) observation becomes scientific tool data collection, if it is systematically planed. Observation was used further information for the study. Key themes for observation were developed prior to field work, based on my personal experience.. This tool focused on method of communication in the classroom between teachers and students, availability of sign language text books, and availability of additional material to support the medium of instruction.

### **3.6. Pilot study**

A pilot study was conducted in similar school. The pilot study was conducted for receiving constructive feedback to enhance validity and reliability of instruments. The numbers of participants in the pilot study were n=4 Deaf students from grade 5<sup>th</sup> to 8<sup>th</sup> from each grade, and n=2 teachers (1 male and 1 female). From the distributed questionnaire and the interview questions there were amend ambiguous language usage and order of the questions. Therefore, before disseminating to the respondents the questionnaire were improved based on the constructive feedback of the pilot study.

### **3.7. Method of Data Analysis**

The collected data from respondents were analyzed and interpreted by using both quantitative and qualitative techniques (quantitative major and qualitative to complement) called Sequential explanatory design. Creswell (2009) states that sequential explanatory design is a mixed method of research which is first data collection and analysis quantitative and followed by the collection and analysis of qualitative data second based on the initial quantitative results.

Depending on the collected data both quantitative and qualitative methods of data analysis were employed. Data collected through questionnaire were presented in table and figure analyzed. The data that were obtained from close-ended questionnaire were analyzed by descriptive statistic frequency, percentage, mean and standard deviation. The data obtained from semi-structured interview and open-ended questions were analyzed qualitatively and presented in summary of responses of the respondents' in words about the existing status of Ethiopian Sign Language as medium of instruction.

### **3.8. Ethical Consideration**

Participants were fully informed and understand about the purpose of the study by explaining and describing, contents and procedures of the research. The data collection phase of the study was gathering with informed consent and willingness of the participants. Throughout the study privacy and confidentiality were maintained.

## **CHAPTER FOUR**

### **FINDINGS**

This chapter thoroughly deals with data presentations and analyses of responses from questionnaire, interview and classroom observation to answer the basic research question to exploring the status of 'Ethiopian Sign Language' as medium of instruction in 'Sewhi Nigus primary school for the Deaf', Mekelle. The collected data through the questionnaire were presented in tables, figures and pie charts, and the analysis were interpreted and explained below each tables, figures and pie charts. Data obtained from interview and observation were transcribed and presented word by word and summarized responses from respondent to supplement the quantitative findings.

This chapter has seven sections. In the preliminary section the general demographic characteristics of the respondents were clearly described keeping in the sequence of data analysis. The second section contains sign language as medium of instruction in the study sampled school. The third section, teachers and students used method of communication for Deaf students in the classroom. Fourth section, opportunities and challenges of sign language as medium of instruction. In the fifth section, availability of teaching materials in sign language. In the sixth section, teachers skill training in sign language, in the seventh section, deals with attitude of teachers' and students' towards sign language as medium of instruction are explained in detailed from the sampled school.

## 4.1. General Description Characteristics of the Respondents

**Table: 2 Demographic Characteristics of the Respondents**

Variables	Characteristics	Respondents			
		Teachers		Students	
		F	%	F	%
Sex	Males	10	62.5	31	39.2
	Females	6	37.5	48	60.8
Age	11-12 years	-	-	7	8.9
	13-14years	-	-	46	58.2
	above 15 years	-	-	26	32.9
	19-25 years	1	6.25	-	-
	26-30 years	2	12.5	-	-
	31-36 years	9	56.25	-	-
	37 and above years	4	25.0	-	-
Educational qualification	TTI	2	12.5	-	-
	Diploma	12	75.0	-	-
	Degree	2	12.5	-	-
	Other	-	-	-	-
Field of study	Special Needs Education	7	43.75	-	-
	Sign language and Deaf culture	2	12.5	-	-
	Social Science	1	6.25	-	-
	Natural science	4	25.0	-	-
	Language	2	12.5	-	-
Teaching experience	1-5 years	10	62.5	-	-
	6-10 years	4	25.0	-	-
	11-15 years	2	12.5	-	-
	Above 15 years	-	-	-	-
Hearing status	Hearing	11	68.75	52	65.8
	Deaf	5	31.25	27	34.2
First language	Tigrigna	14	87.5	78	98.7
	Amharic	1	6.25	1	1.3
	Other	1	6.25	-	-

As has been shown in table 2, the ratio of male and female, 10 (62.5%) and 6(47.5%) of the teachers respondent were males and females respectively. The student respondents were

31(39.2%) males and 48(60.8%) females. This indicates that the proportion of gender in primary education and teaching profession in the school of Sewhi Nigus is not balanced.

Table 2 shows that the age of the respondents, 1(6.25%) of teacher were between the age 19-25, 2(12.5%) of the respondent 26-30 years, 9(56.25%) of the respondents 31-36 years, and 4(25%) of the respondents above 37 years old were teachers in the school. From this data, anyone can understand that the majority of the teachers were young adult, productive and more energetic who could effectively carry out the SL as medium of instruction in the program. 7(8.9%) of students reported that they were 11-12 years old, 46(58.2%) of the students responded that 13-14 years old and 26(32.9%) of the students replied that they were above 15 years old. This indicates that a child start education with age 7 expects to complete grade 8<sup>th</sup> at age 15. However, there are a significant number of students who attended above their grade level whether they are repeated in the grade or dropout rate or they started late education.

Table 2 reflects that, the educational qualification of respondents, 2(12.5%) of teachers were Degree holder, 12(75%) teachers were diploma holders, whereas 2(12.5%) were TTI certificate holders. Hence, the majority of the respondents were diploma holder. This implies that they are qualified to the position of primary school to carryout education for students but they lack to qualify sign language.

Table 2 shows that, the field of study teachers, 7(43.75%) were graduated in Special Needs education, whereas 2(12.5%) were graduated in SL and Deaf culture, 1(6.25%) were graduated in Social Science, 4(25%) were graduated in Natural Science and 2(12.5%) were graduated in language field. This indicates that the majority of the teachers were graduated in Special Needs education, thus, students can get more support in sign language from these teachers.

Table 2 revealed that, teachers' teaching experience in school for Deaf students, 10(62.5%) of the teachers' reported that they had 1-5 years, whereas 4(25%) of teachers had 6-10 years' experience and 2(12.5%) of the teachers' reported that 11-15 years work experience in school for Deaf students. Therefore, majority of the respondents had less working experience in the school as compared to establishment of the school. From table 2, anyone can realize that experienced teachers are drainage from the school or inexperienced teachers are transfer from other school in order to favor for teachers nearby home rather than appropriate skillful teacher assigned in the school.

Table 2 shows us that hearing status of teachers and students as reported, 11(68.75%) of the teachers were hearing, whereas 5(31.25%) of the teachers were hearing impaired. 52(65.82%) of the students replied that they were hearing, whereas 27(34.17%) of the students reported that they were hearing impairment. This implies that there is an opportunities among the school community to communicate with sign language.

Table 2 shows that, first language of teachers and students, 14(87.5) of the teachers responded that Tigrigna was their first language (mother tongue), whereas 1(6.25%) of the teachers were responded that Amharic was first language of the respondent and 1(6.25%) of the teachers respondent were reported that other language was first language of the respondent .78(98.7%) of the students reported that Tigrigna was their first language, whereas, 1(1.3%) of the students respondent replied that Amharic was his/her first language. This implies that all of the respondents' of teachers and Students who are Deaf were not considered Ethiopian Sign Language is as their mother tongue language. specially, Students who are Deaf do not have sign language environment at home rather they acquire sign language late in the school.

## 4.2. Subjects taught with and without Sign language in the School

Students learn Subject from grade 5<sup>th</sup> to 8<sup>th</sup> with and without sign language as medium of instruction were present in the following table.

**Table 3: Subjects taught with and without sign language from Grade 5<sup>th</sup> to 8<sup>th</sup>**

Variables	Do you learn the following subjects using Ethiopian Sign language?							
	n=26 grade 5 <sup>th</sup> and 6 <sup>th</sup>				n=53 grade 7 <sup>th</sup> and 8 <sup>th</sup>			
	F		%		F		%	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Amharic	26	-	100	-	53	-	100	-
2 Tigrigna	26	-	100	-	53	-	100	-
3 Sign language	-	26	100	-	-	53	100	-
4 English	26	-	100	-	53	-	100	-
5 E. Science	-	26	-	100	-	-	-	-
6 Mathematics	6	20	23.1	76.9	-	53	-	100
7 Civic education	23	3	88.46	11.54	-	53	-	100
8 S. Science	-	-	-	-	-	53	-	10
9 Physics	-	-	-	-	-	53	-	100
10 Chemistry	-	-	-	-	-	53	-	100
11 Biology	-	-	-	-	-	53	-	100

Note: students with hearing impairment were taught with sign language skilled teachers in grade 5<sup>th</sup> and 6<sup>th</sup> (Amharic, Tigrigna, English, E. Science, Mathematics and Civic and Ethical Education) and students with hearing impairment were taught with sign language skilled teachers in grade 7<sup>th</sup> and 8<sup>th</sup> (Amharic, Tigrigna, English, Mathematics and Civic and Ethical Education, S. Science, Physics, Chemistry and Biology)

Table 3 indicates that, 26(100%) of the respondents 12 Deaf and 14 hearing students and 53(100%) of students respondent 15 Deaf students and 38 hearing students reported that they were taught Amharic, Tigrigna and English from grade 5<sup>th</sup> to 8<sup>th</sup> with sign language Skilled teachers using sign language as medium of instruction. Whereas 23(88.46%) and 6(23.1%) of the students in grade 5<sup>th</sup> and 6<sup>th</sup> respondent answered that they have been taught with sign language skilled teachers the subject Civic and Ethical Education and Mathematics. Nevertheless, 20(76.9%) and 3(11.54) of the students respondent reported that they were not taught with sign language skilled teachers subjects Mathematics and Civic and Ethical Education in grade 5<sup>th</sup> and 6<sup>th</sup>.

On the other hand, 26(100%) and 53(100%) of the students respondent reported that they were not taught subjects like Environmental Science in grade 5<sup>th</sup> and 6<sup>th</sup> and 53(100%) of the students respondent responded that they were not taught with sign language skilled teachers Physics, Mathematics, Civic and Ethical Education, Chemistry and Biology respectively in grade 7<sup>th</sup> and 8<sup>th</sup>.

As has been realized from the table 3, 79 (100%) of the students respondents responded that they were not learned sign language as subject language from grade 5<sup>th</sup> to 8<sup>th</sup>. The above three responds for questions implies that sign language was not provided as subject language in primary education in the study area. Therefore, sign language is difficult to use in academic wings for Deaf students.

These indicates that the basic school curriculum educations in the language area for students were taught appropriately and accessibly by teachers based on the mother tongue of the students from grade 5<sup>th</sup> to 8<sup>th</sup>. In contrast, subjects like Physics, Mathematics, Civic and Ethical Education, Chemistry and Biology were not in favor of learning in Sewhi Nigus primary school as hearing students from 5<sup>th</sup> to 8<sup>th</sup> based on the grade level subject.

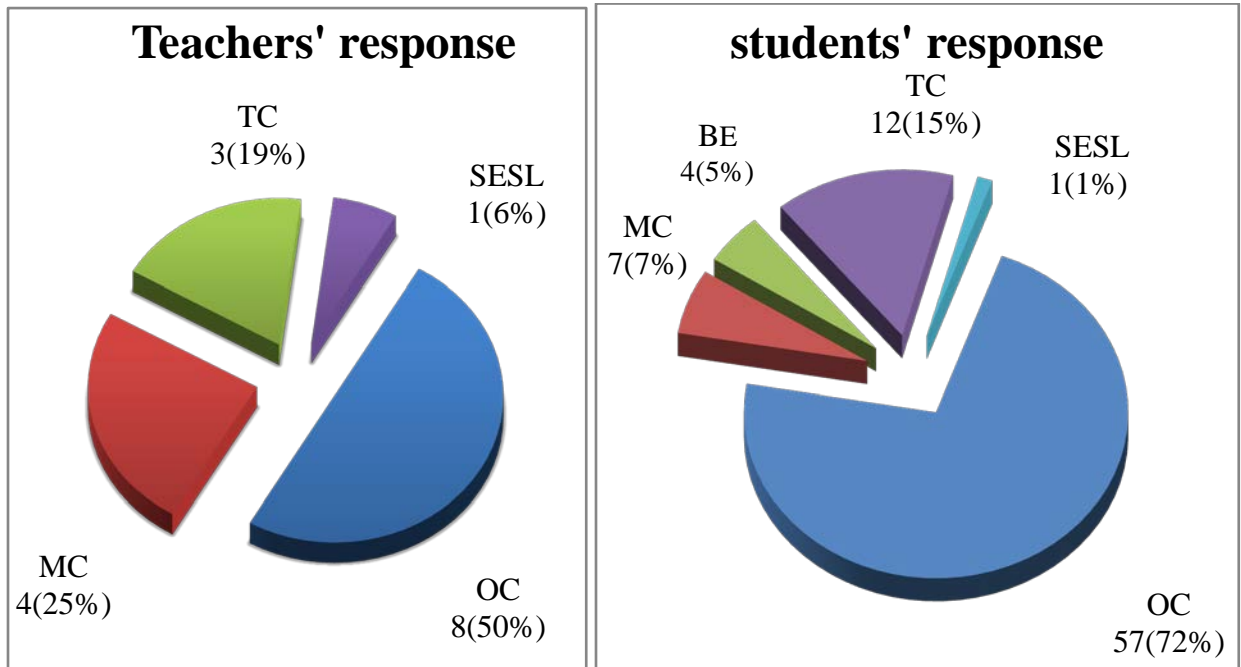
During classroom observation, the researcher confirmed that subjects such as Mathematics, E. Sciences, and Civic and Ethical education in grade 5<sup>th</sup> and 6<sup>th</sup> and Mathematics, Physics, Chemistry and Biology were not given in sign language in grade 7<sup>th</sup> and 8<sup>th</sup>. Therefore, anyone can conclude that from the above data Deaf students were not taught the majority subjects' of the basic school curriculum. Consequently, Deaf students will be low achiever in the academic area, and misinterpreting their educational performance, and failed to achieve the education goal.

During the interview, teachers' confirmed that they were not taught their subjects like Biology, Chemistry, Social Science, Mathematics, Civic and Ethical Education with Ethiopian sign language. This implies that as the grade level from grade 5<sup>th</sup> to 8<sup>th</sup> increases the subjects of taught using Ethiopian Sign Language in the school is seriously challenging due to lack of sign language training.

In conclusion, 4(66.66%) and 6(66.66%) of the majority basic school curriculum Deaf students were not taught with sign language in grade 5<sup>th</sup> and 6<sup>th</sup> and 7<sup>th</sup> and 8<sup>th</sup> respectively form the target subject study. The major findings shows that as the grade level from grade 5<sup>th</sup> to 8<sup>th</sup> increases the teaching subjects in sign language in the school is seriously challenged for teachers. Therefore, the basic school curriculum is not accessible for Deaf students due to language barriers. As a result of all these Deaf students are facing high dropout rate, low achievement, and repetition rate will happen. The quality of learning for Deaf students may suffer at large.

### 4.3. Teachers' and Students' Response Towards Methods of Communication

Figure 1: Teachers' used method of communication as medium of instruction



Note: Total communication (TC), Signed Exact spoken Language (SESL), manual Communication (MC), and Oral communication (OC)

In the above figure 1, the proportion of teachers' method of communication in teaching their subjects' are presented. As a result, 8(50%) of the teachers and 57(72.2%) of the student responded that oral communication is used in teaching and learning process. On the other hand, 4(25%) of the teachers. Furthermore, 5(6.3%) of the students respondent replied that the Ethiopian Sign Language (manual communication) is used, and 3(18.5%) of the teachers reported that they were communicated with total communication and 1(6.25%) of the teachers and only 1(1.3%) of the students responded that the signed exact spoken language is used as a

method of communication. Whereas 4(5.1%) of the students respondents replied that teachers used to communicate with bilingual education to teach Deaf students.

This indicates that in Sewhi Nigus primary school for the Deaf, the major medium of instruction in the classroom is oral communication. Secondly, sign language is used. Thirdly, total communication is used whereas Signed exact Tigrigna is used at fourth level. Moreover, a finding has also been obtained during the classroom observation that majority of school teachers were observed use oral communication. Some teachers used total communication in the classroom.

The teachers were not seen usage manual communication, total communication, Signed exact spoken language, and Bilingual education. They were failed to use Ethiopian Sign Language while they taught in the classroom the following subjects: Mathematics, physics, chemistry, Civic and Ethical Education and Biology. Even during lecturing, there was no face to face communication. Students faced with confusion and difficulty for understanding what the teachers commanded them like do this activity rather they were observed they imitate that their classmates actions. Teachers did not consider the presence of Deaf students in the classroom. The Mathematics teacher gave a chance for Students who are Deaf to respond mathematical operation but they could not perform what the teacher asked them.

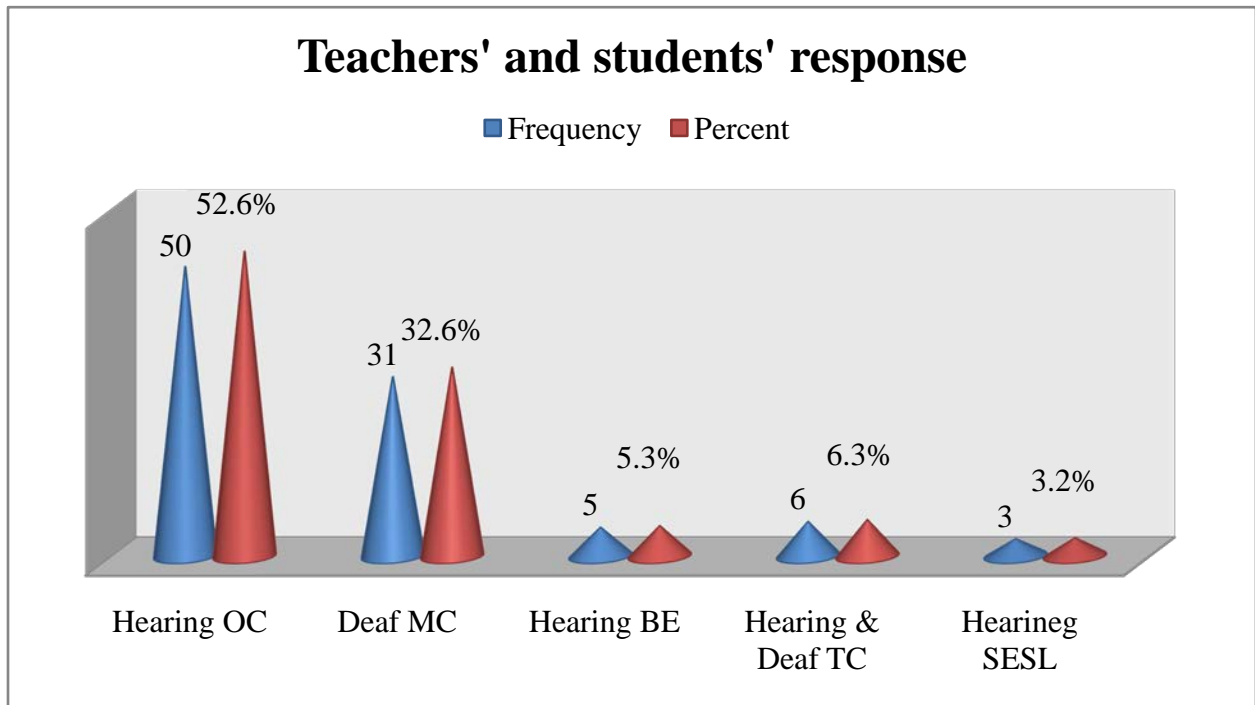
For further investigation, an interview was carried out with students. Accordingly, the interviewees were asked the method of communication used in classroom; the Students who were participated from grade 5<sup>th</sup> to 8<sup>th</sup> in the interview confirmed that teachers did not teach them with manual communication in social science, environmental science, Mathematics, physics, chemistry, Civic and Ethical Education and Biology.

On the other hand, Tigrigna teachers, Amharic Teachers and English teachers taught their Deaf students using sign language. One of the 7<sup>th</sup> grade student's respondent reported about the mode of communications in the following ways:

*“I am interested in learning all subjects using sign language. However, our teachers did not ever use sign language; consequently, I hate to learn these subjects without sign language. Surprisingly, one of our teachers told us that do not use sign language. You should practice oral language since you will not learn with sign language in High school”*

These implied that majority of the basic school curriculum teachers were communicating with oral communication in the classroom and Deaf students face problem to learn these subjects. Quencesqently, many students who are Deaf are failed in from classroom, and many others dropped from class.

**Figure 2: The easier for communication as medium of instruction used in the classroom with Deaf**

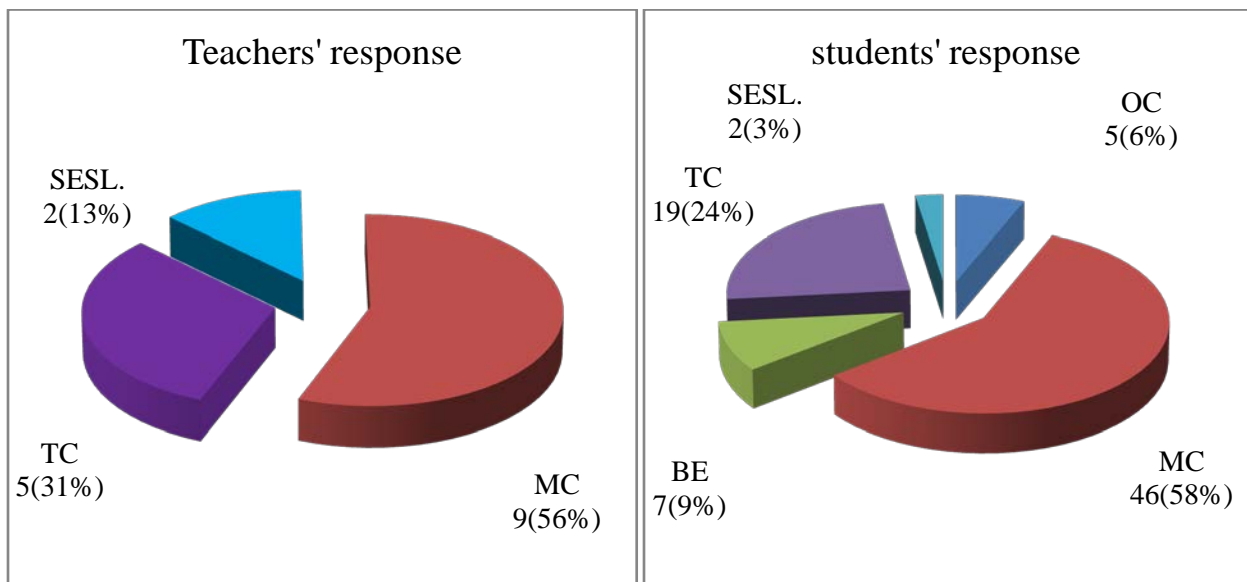


Note: total communication (TC), Signed Exact spoken Language (SESL), manual Communication (MC), and oral communication (OC)

In the figure 2 , the question was raised ‘the easier method of communication to use as medium of instruction by teachers and students in the classroom for Deaf students’ shows that, 50(52.6%) of the hearing teacher and hearing student respondents reported that they could easily communicate using oral communication. On the other hand, 31(32.6%) of the Deaf teacher and Deaf student respondents reported that they could easily communicating using manual communication, whereas 5(5.3%) of the hearing teacher and hearing student respondents prefer bilingual education and also 6(6.3%) of Deaf and hearing students and teachers preferred total communication whereas 3(3.2) of hearing student and teacher respondents preferred signed exact spoken language with Deaf students in the classroom.

These imply the majority of the hearing teachers and students preferred the easiest to communicate with Deaf students is oral communication since their mother tongue is spoken language. on the other hand, the Deaf teachers and Deaf students preferred easily to communicate with Deaf in classroom is manual communication(sign language) because of their natural language is sign language. Therefore, Deaf Students are disadvantageous in communication with the school community during educational presentation and discussion.

Figure 3: The preferable of method of communication by Deaf students



Note: total communication (TC), Signed Exact spoken Language (SESL), manual Communication (MC), and oral communication (OC)

In Figure 3, preferable method of communication by Deaf students shows that, 9(56.25%) and 46(58.22%) of the teacher and student respondents reported that they preferred to use sign language to communicate respectively, whereas 5(31.25%) and 19(24.05%) of the teacher respondents and students replied that they preferred to use Total Communication respectively. Besides, 2(12.5%) of the teachers and 2(2.53%) of students responded that they preferred to use

Signed Exact Tigrigna, English and Amharic, and 5(6.3%) of the students reported that oral communication preferable for them, 7(8.86%) of the students replied that Bilingual Education is the appropriate communication for Deaf students.

These indicate that there is a gap between the students' preference of method of communication and the practical usage of communication among the school teachers due to lack of skillful sign language professionals . .

During the interview, the participant of students with and without hearing impairment were interviewed about their preferable method of communication. They confirmed that students with and without hearing impairment who were participated in the interview show that their interest to learn by teachers who can use sign language than being taught by those teachers who cannot teach them with sign language. All the interviewee students preferred to learn with Ethiopian Sign Language, but teachers were communicating with oral language. an interview were asked the preference of sign language in the following way: 'It is a natural language for students who are Deaf to prefer sign language. however, hearing students are preferred as job opportunity in sign language interpreting, to make easily communicating with students who are Deaf.

#### **4.4. opportunities and challenges of usage Sign language as medium of instruction**

The teacher and student respondents were asked about opportunities and Challenges of teaching and learning basic school curriculum using sign language as medium of instruction. The data obtained from interview, open ended question and observation were summarized and presented below:

#### **4.4.1. Opportunities of Sign language as Medium of instruction**

Regarding the opportunities teachers, students and school principal were asked the question ‘What are the opportunities of using Ethiopian Sign Language as medium of instruction for teaching the basic school curriculum?’

One of the teachers who participated in the interview replied that the opportunities of sign language as medium of instruction narrows communication gap among teachers and students; students enhances their confidence in education; and promotes self-esteem among students.

As one of the teacher respondents reported that sign language as medium of instruction benefits for both Students who are Deaf and hearing students; for developing sign language for academic purpose; Students feel ownership of their academic results; who are Deaf and hearing students have greater understanding concepts of subjects and motivating to learn; there is sense of achievement; promote effective teaching and learning the basic school curriculum; who are Deaf and hearing students keep on task during classroom presentation and having sign language teachers with hearing impairment in the school.

Another teachers respondent said that sign language usage as medium of instruction is helping me that as an opportunity to upgrade my education, to transfer lesson easily and make direct communication with students.’

As the school principal the opportunities of SL reported that who are Deaf and hearing students are learning happily when sign language is used, increase student enrollment, keeping education continues, decrease repetition rate and achievement of educational goal. There are also other benefits for teachers’ employment, students’ motivation to learn sign language and help each other.

#### **4.4.2. Challenges of Sign language as Medium of instruction**

The school principal was interviewed about the major challenges of Ethiopian Sign Language as medium of instruction. Accordingly the challenges were explained as:

*'lack of sign language trained teachers, students question were not responded appropriately due to lack of communication among teachers and students, inadequate learning materials such as sign language books, Video sign language, inaccessible classroom and lack of in-service sign language training.*

Teachers who teach subjects Physics, Chemistry, Biology, Social Science, and Mathematics have challenge to use sign language due to lack of sign language skilled teachers.

As one of the student respondents reported that: 'I am Deaf. I have difficulty in oral communication in participating while group discussion and following verbal instruction are given teachers and classmates, and absence of sign language text books'

As one of the teacher respondents reported that the most challenging factor for sign language as medium of instruction is lack of in-service training, absence of sign language subject in the curriculum, less incentive for teachers (like 30 birr per a month) and transfer sign language skilled teachers from the sampled school without considering sign language skill of other teachers.

#### 4.5. Availability and adequacy of teaching materials in Sign language

The respondents were asked about the availability, relevance and adequacy of teaching and learning materials. The availability of teaching materials for sign language is presented in the table below.

Table 4: teaching material of sign language

Item	n= 16 teachers			n=79 Students		mean=x	st.D
	Respond	F	%	F	%		
1. The presence of additional sign language materials( sign language dictionary, Standard sign language for each subject text, Sign language video etc)	low	14	87.5	63	79.7	1.1250	.34157
	MEDIUM	2	12.5	11	13.9		
	HIGH	-	-	5	6.3		
2. The presence of Curriculum materials ( student text book, teachers guide, syllabus etc)	LOW	12	75	53	67.1	1.2500	.44721
	MEDIUM	4	25	22	27.8		
	HIGH	-	-	4	5.1		

As depicted in table 4 item 1, 14(87.5%) and 63(79.75%) of the teachers and students respondent reported that there are scarce/low distribution of sign language materials respectively, 2(12.5%) of the teacher respondents and 11(13.9%) of the student respondents reported that it as medium, but 5(6.3%) of the students replied that there high additional materials like sign language dictionaries, standard sign for each subjects and sign language video in Sewhi Nigus primary school. Thus, there is no sign language teaching and learning materials in the sampled school.

As table 4 in item 2 shows that, 6(37.5%) of the teacher respondents and 53(67.1%) of the students reported that there were low, 8(50%) of the teachers and 22(27.8%) of the students reported that the distribution is medium but 2(12.5%) of teachers and 4(5.1%) of students reported that there are high distribution of sign language.

The school teachers, students, principal, and Tigray Regional Educational Bureau expert of SNE were asked about availability and adequacy of sign language teaching materials. Concerning the interview they said as follows:

The shortage of sign language text books is one of the major challenges and constraints for using sign language as medium of instruction or method of communication students who are Deaf. All the interviewed respondents said that there are no Ethiopian Sign Language text book, sign language dictionary and Video sign language in the school. The researcher tried to observe the availability of any sign language materials in the classroom as well as in the school compound there was no sign language materials.

From the personal experience of the researcher, sign language dictionaries were observed outside of the school, that dictionaries contained more than 1300 signs with Amharic version. These dictionaries are not adequate enough to teach for teaching and learning process for the main subjects such as mathematics, Chemistry biology, and Social Sciences because these abstract concepts are do not have sign words. The sign words of these dictionaries have unfamiliar to basic school curriculum.

According to the Tigray Regional Educational Bureau expert of SNE response', in the future there is a plan to provide sign language as subject now we are on preparation. The Amharic

version was already prepared from grade one to grade eight. Now we are translating to regional language the Amharic script to Regional script not the sign language.

#### 4.6. Teachers Skill training in SL to support as Medium of instruction

Teachers were asked concerning the Ethiopian Sign Language Skills and training, and the finding is presented as follows:

Table 5: pre-service and in-service SL teachers training

Item	response	F	%
1. Were you taken pre-service sign language training before you teach Students who are Deaf?	yes	5	31.25
	No	11	68.75
2. Have you taken sign language in-service training to teach Students who are Deaf?	yes	4	25.0
	No	12	75.0
3. Do you taken a relevant range of training for your teaching and learning sign language as medium of instruction?	YES	4	25.0
	NO	12	75.0

As depicted in table 5 item 1, 11(68.75%) of the teachers respondent taught their subjects without qualified in sign language during pre-service, whereas only 5(31.25%) of them reported that they were trained in pre-service program sign language and taught their subject with sign language in the study area. Majority of the teacher respondents were not provided with any training. This indicates that majority of the teachers had difficulty in carrying out their effective teaching and learning process. As a result of this, Students who are Deaf were not taught their

basic school curriculum and boring to learn these subjects and to achieve below the school benchmark, it might be increases dropout rate and repetition rate in the school.

Table 5 in item 2, revealed that majority 12(75%) of the teachers responded that they were not get in-service training after starting teaching Deaf students, but 4(25%) some of the teachers respondent were taken in-service training. Besides, One of the teacher interviewees the situation in his own words the following ways:

*“I was trained sign language for two days when I came to this school. The training was covered Amharic alphabet finger spelling, greeting with Sign language, and asking questions whether students were understood or not the lesson. This is good try but it is not sufficient to teach my social science subject. Due to the fact of that, I taught my subject with oral communication. The lack of communication with sign language leads to Students who are Deaf to classroom disturbance, boring to follow oral lecture. In my opinion, I suggest that Students who are Deaf were better to learn in separate classroom not with hearing in order to communicate each other.”*

Form the above findings one can understand that in-service training for teachers were not provided adequate enough to support sign language as medium of instruction.

Table 5 in item 3 shows that 12(75%) of teachers did not get any training related to language as medium of instruction, but 4(25%) of the teacher respondents were trained in relevant to language as medium of instruction. This indicates that trainers did not consider the issue of education for Deaf students. These school teachers were not considered as having challenges to communicate with

Deaf students. This indicates that teachers need extensive training to address the need of education for Deaf students.

In line to this, a rigorous attempt was made by the researcher to find out additional information from Tigray Education Bureau expert of SNE, on the issue of Ethiopian Sign Language training.

The Tigray Regional Educational Bureau, expert of SNE said:

*“To teach sign language as a language and use as method of communication, there must be training. But, now we do not have trained and skilled teachers in the area of Mathematics, Biology, Chemistry, Social science and Civics and Ethical Education. In the future, there is a plan to assign a sign language interpreter in each school in the region and sign language resource center.”*

Table 6: teachers’ duration of training and area of training

Items	Respond n=16	F	%
1. If your response for question number 1 is “yes”, please choose for how long was the training?	less than a month	1	6.25
	for a month	1	6.25
	for a semester	2	12.5
	for a year	1	6.25
2. The area of training you took was	General method of teaching sign language	5	31.25
	Subject area of teaching using sign language	-	-
	General Methods of communication	-	-

As depicted in table 6 item1, regarding the duration of training, 1(6.25%) of the respondent teachers were trained for less than a month, 1(6.25%) of the teachers for a month, 2(12.5%) of the teachers were trained for a semester 1(6.25%) of teachers were trained for a year. This

shows that the duration of training is not formally designed to produce sign language skilled professional teachers or for those who teach Students who are Deaf.

Table 6 in item 2 shows that, 5(31.25%) of the respondent teachers had taken training of general method of communication teaching sign language as medium of instruction.

Furthermore, teachers were interviewed that the area of training and duration of training time for how long was trained. As one of the teachers explained that:

*“As compared to other language of training sign language was not given attention. I had been trained in Adwa College of Teachers Education and educational leadership, in SNE. I had taken SL but it was not more than a sign word. This does not tell us the grammar of the SL, rather it is a group of sign words. The duration also for semester with two contact hour per a week.”*

This shows us sign language training was not given adequately as subject language and as medium of instruction, and less contact hour and still not yet studied grammar of sign language. Due to this, there is lack of trained sign language teachers in the school.

Table 7: teachers feeling towards training of sign language

Item	respond	F	%
1. Do you feel that you have enough <b>sign</b> language skill to teach your subject in the class?	YES	5	31.25
	NO	11	68.75
2. Is there any program to practice <b>sign</b> language with your colleagues in your school?	YES	-	-
	NO	16	100.0

Table 7 item 1 shows that, 11(68.75%) of the teacher respondents replied that they were not happy enough to teach their subject using sign language, whereas 5(31.5%) the teachers reported that they were happy enough in teaching their subject using Ethiopian Sign Language.

As depicted in table 7 item 2, 16(100%) of the teachers responded that there is no program to practice sign language to staff members of the school.

This gives us bits of information that the majority of the school teachers were not skillful in sign language. As a result, Students who are Deaf were not taught as equal as their hearing peers. The teachers were less confident to teach using SL the basic school curriculum.

## 4.7. Attitudes of teachers' and students' towards SL as medium of instruction

### 4.7.1. Teachers' and students' attitude towards SL as medium of instruction

Table 8: teachers' and students' attitude towards SL as medium of instruction

Items	Teachers' response						X= mean	St.D	Students' response						X= mean	St.D	
	Low=1		Medium=2		High=3				Low=1		Medium=2		High=3				
	F	%	F	%	F	%			F	%	F	%	F	%			
1	12	75	2	13	2	13	1.3	0.9	23	29	36	45	20	25	1.9	0.7	
2	10	63	5	31	1	6.3	1.4	0.6	60	75	14	18	5	6.3	1.3	0.6	
3	8	50	6	38	2	13	1.6	0.7	22	28	41	51	16	20	1.9	0.7	
4	11	69	3	19	2	13	1.4	0.7	26	33	27	34	25	31	1.9	0.8	
5	12	75	4	25			1.2	0.4	26	33	43	54	10	13	1.7	0.6	
6	7	44	7	44	2	13	1.6	0.7	12	15	38	48	29	36	2.2	0.7	
7	14	88	2	13	-	-	1.1	0.3	4	5	25	31	50	63	2.5	0.6	
Teachers' grand mean=							1.3		Students' Grand mean =							1.9	

As depicted in table 8 item 1, 12 (75%) of the teacher respondents and 20(25%) of the student respondents supported usage of sign language as medium of instruction that prevents high repetition rate of students is high. On the other hand, 2(12.5%) of the teacher respondents and 23(28.8%) of student respondents responded that usage of sign language as medium of instruction helps to prevent repetition rate is low. whereas 4(25%) and 36(50%) of the respondent teachers and students undecided. This implies use of sign language as medium of instruction results for minimizing repetition rate of students is low, whereas students.

As shown in table 8 item 2, 10(62.5%) and 60(75%) of the teacher and student respondents reported that they agreed on the magnitude of sign language as medium of instruction in the classroom is low. Whereas 5(31.3%) and 14(17.5%) of the teachers and students neither low nor high respectively.

This shows us majority of the teachers and students confirmed that the magnitude of using sign language among teachers and students is low in the classroom. As a result of this students who are failed to learn the basic school curriculum as the lesson intended.

As indicated in table 8 item 3, majority 8(50%) and 22(27.5%) of the teachers and students agreed that the usage of sign language in class presentation and discussion is low respectively whereas 6(37.5%) and 41(51.3%) of the teacher and student respondents reported that it is medium.

As depicted in table 8 item 4, as 11(68.8%) and 26(32.5%) of the teacher and student respondents agreed that the usage sign language as medium of instruction promoting in school communities is low respectively. On the other hand, 2(12.5%) and 25(31.3%) of the teachers and students promoted sign language as medium of instruction. This implies that majority of the students promote sign language as medium of instruction in the school but on the side of teachers and school principal is lack.

As shown item 5 in table 8, majority of the teachers and students 12(75%) and 43(53.8%) reported that they portrayed their agreement using sign language as medium of instruction supports for exam performance is low whereas 4(25%) and 43(53.8%) neither low nor medium. In contrast, 10(12.5%) of the students responded that the use of sign language as medium of instruction for exam performance is high. This implies that majority of the teacher and student

respondents reported that the use of sign language as medium of instruction does not help on students' exam performance.

During the interview, sign language as medium of instruction is helping for students' exam performance. As one of the student responders confirmed that since sign language was not given, thus, it does not make me confidence in my exam performance.

In table 8 item 6 shows that, 7(43.8%) and 12(15%) of the teachers and students agreed that learning sign language as medium of instruction challenges for learning second language is high whereas 7(43.8%) and 38(47.5%) of teachers and students responded it as medium. On the other hand, 2(12.5%) and 29(36.3%) of the teachers and students reported that using sign language as medium of instruction limits on second language skills is high.

This implies that majority of the students show that learning using sign language has a negative impact on second language skill. In contrast, majority of the teachers were in a position of sign language helps to learn second language.

As depicted in table 8 items 7, majority of the teachers 14(87.5%) responded that using sign language as medium of instruction gives students confidence in future learning is low. On the other hand, majority of the students 50(62.5%) responded that using sign language as medium of instruction enable students to build confidence in future learning is high. This implies that majority of teachers have negative attitude towards using sign language whereas students have positive attitude.

To sum up, as indicates in table 8 item 1,2,3,4,5,6,and 7 the mean is presented as follows: prevention of repetition rate (1.3), magnitude of using in the classroom discussion (1.4), presentation in class(1.6), promoting school community (1.4), helps in exam performance(1.2),

helps second language learning (1.6), and make confidence in future learning (1.1) with grand mean (1.3) of teacher respondents reported that is low. This implies that sign language as medium of instruction to prevent repetition rate, magnitude of using in classroom, teachers supporting in practice, helping in exam performance, limit on second language skills, and confidence in future learning by teachers is low which is negative to practice sign language as medium of instruction.

On the other hand, student respondents respond reported that prevention repetition rate (1.9), magnitude of using in the n classroom discussion (1.3), presentation in class(1.9), promoting school community (1.9), helps in exam performance(1.7),helps second language learning (2.2), and make confidence in future learning (2.5) with grand mean(1.9) of respondent reported that medium. This implies that sign language as medium of instruction to prevent repetition rate, magnitude of using in classroom, teachers supporting in practice, helping in exam performance, limit on second language skills, and confidence in future learning is responded by students as medium which is positive to practice sign language as medium of instruction.

#### **4.7.2. Attitude towards Sign language as medium of instruction**

The intention of this likerte scale items was to investigate the students' attitude towards sign language as medium of instruction. The result of the respondents were calculated and presented in the table below. Statements in the table 8 were prepared to assess the students' attitude towards sign language as medium of instruction.

### 4.7.3. Students attitude towards Sign language as medium of instruction

Table 9: Attitude of students towards sign language as medium of instruction

Items	1 =SD		2= DS		3=U		4=A		5=SA		Mean=X	St.D	Missing	
	F	%	f	%	F	%	f	%	f	%			F	%
1	6	7.6	9	11.4	12	15.2	14	17.7	37	46.8	3.8	1.33	1	1.3
2	8	10.1	21	26.6	7	8.9	4	5.1	37	46.8	3.5	1.55	2	2.5
3	3	3.8	7	8.9	13	16.5	11	13.9	41	51.9	4.06	1.5	1	1.3
4	14	17.7	13	16.5	15	19	11	13.9	25	31.6	3.25	1.21	4	5.1
5	6	7.6	15	19	17	21.5	11	13.9	29	36.7	3.53	1.36	1	1.3
6	7	8.9	12	15.2	15	19	9	11.4	34	43	3.66	1.41	2	2.5
7	16	20.3	7	8.9	21	26.6	3	3.8	29	36.7	3.28	1.56	3	3.8
8	11	13.9	9	11.4	8	10.1	17	21.5	31	39.2	3.63	1.47	3	3.8
9	8	10.1	5	6.3	16	20.3	13	16.5	34	43	3.78	1.35	3	3.8
10	7	8.9	13	16.5	10	12.7	15	19	33	41.8	3.69	1.39	1	1.3
Grand Mean=G X											3.62			

Note: SD (strongly disagree,)=1= 2= D(Disagree)=2, U (Undecided)= 3 A( Agree)= 4, 5 = SA (strongly agree)= 5, G.X=(grand mean), and St.d (Standard deviation)

Item 1 table 9, student respondents were asked to respond about ‘total communication is better for teaching and learning for SWHI’. Regarding to this question 6(7.6%) of students reported as favored to ‘strongly disagree’, 9 (11.4%) of students respondent favored to ‘Disagree’, 12 (15.2%) of students respondent favored to ‘Undecided’ and 14 (17.7%) of students respondent favored to ‘Agree’ and 37 (46.8%) of students respondent favored to ‘Strongly Agree’. The mean value (3.8) of the students’ respondents tended to ‘Disagree’. This indicates that Total communication is favorable by students to communicate with Deaf students.

Item 2 table 9, student respondents were asked about whether they were taught as equal as hearing student using Sing Language', regard to this question, 8(10.1%) of student respondents favored to 'strongly disagree', 21(26.6%) of students respondent favored to 'Disagree', 7 (8.9%) of students respondent favored to 'Undecided', and 4 (5.1%) of students respondent favored to 'Agree' and 37 (46.8%) of student respondents favored to 'Strongly Agree'. The mean value (3.5) of the student respondents tended to 'Agree'. This indicates that teachers were unfavorable to teach students who are Deaf with sign language.

Item 3 table 9 depicts that, student respondents were asked to respond the question whether 'the school students are skillful to use Ethiopia Sign Language as medium of instruction' 3(3.8%) of teacher respondents were favored to 'Strongly disagree', 7(8.9%) of the student respondents favored to 'Disagree' and 13(16.5%) of the students respondent favored to 'Undecided', 11(13.9%) of the student respondents favored to 'Agree' and 41(51.9%) of the students respondent favored to 'Strongly Agree'. The mean value (4.06) confirmed that their favorable tends to 'Agree'. This indicates that teachers were not skillful in sign language to carryout education.

Item 4 table 9 depicted that teachers were asked the question regarding to whether 'students can get the full concepts of the subject using sign language as medium of instruction' 14(17.7%) of student respondents were favored to 'Strongly disagree', 13(16.5%) of the student respondents favored to 'Disagree', 15(19%) of the student respondents favored to 'Undecided' and 11(13.9%) of the student respondents favored to 'Agree' and 25(31.6%) of the student respondents favored to 'Strongly Agree'. The mean value (3.25) confirmed that their favorable tends to 'Undecided'. This indicated that students confirmed that their opinion towards sign language transfer concept as spoken language.

Generally, as it can be seen in table 9, the student respondents indicated that most of them have a favorable towards sign language as medium of instruction in Sewhi Nigus Primary school. The grand mean value (3.6) that tends to the value for 'Agree' this confirms that students have favorable opinion towards Ethiopian sign language as medium of instruction.

Students were asked their opinion about sign language as medium of instruction. Accordingly the student interviewees confirmed that they have positively towards sign language as medium instruction during the interview. As the majority of interviewees explained : Students with and without hearing impairment were participated in the interview they and expressed that their feeling as to them they were interested in being taught by teachers who can decided in sign language than being taught by these teachers who cannot use sign language.

#### 4.7.4. Teachers attitude towards sign language as medium of Instruction

Table: 10 attitude of teachers towards sign language as medium of instruction

Items	1=SD		2=DS		3=U		4=A		5=SA		Mean=X	St.D	Missing	
	F	%	f	%	F	%	f	%	f	%			F	%
1	7	43.8	3	18.8	3	18.8	3	18.8	-	-	2.12	1.2		
2	5	31.3	8	50	3	18.8	-	-	-	-	2.06	1.06		
3	6	37.5	5	31.3	1	6.3	-	-	3	18.8	2.3	1.58	1	6.3
4	3	18.8	5	31.3	4	25	2	12.5	2	12.5	2.68	1.3		
5	6	37.5	6	37.5	-	-	1	6.3	3	18.8	2.25	1.48		
6	3	18.8	8	50	3	18.8	1	6.3	1	6.3	2.3	1.07		
7	8	50	2	12.5	3	18.8	1	6.3	2	12.5	2.18	1.47		
8	8	50	3	18.8	2	12.5	3	18.8	-	-	1.9	1.12		
9	-	-	9	56.3	3	18.8	3	18.8	1	6.3	2.75	1		
10	-	-	9	56.3	6	37.5	-	-	1	6.3	2.9	1.12		
Grand Mean=G X											2.34			

Note: SD (strongly disagree,)=1= 2= D(Disagree)=2, U (Undecided)= 3 A( Agree)= 4, = SA (strongly agree)= 5, G.X=(grand mean), and St.d (Standard deviation)

The above table 10 was prepared to collect data from teachers regarding to their attitude towards Ethiopian Sign Language as medium of instruction.

Item 1 table 10, teachers were asked to respond about whether ‘total communication is better for teaching and learning for students who are Deaf. Regarding to this question 7(43%) of teacher respondents favored to ‘strongly disagree’, 3 (18.8%) of teacher respondents favored to ‘Disagree’, 3 (18.8%) of teacher respondents favored to ‘Undecided’ and 3 (18.8%) of teacher

respondents favored to 'Agree'. The mean value (2.12) of the teacher respondents tended to 'Disagree'. This indicates that Total communication is unfavorable by teachers to communicate with students with hearing impairment.

Item 2 table 10 teachers were asked about whether they were teaching as equal as hearing student using Sing Language', regard to this question 5(31.3%) of teacher respondents favored to 'strongly disagree', 8 (50%) of teachers respondent favored to 'Disagree', 3 (18.8%) of teacher respondents favored to 'Undecided'. The mean value (2.06) of the teacher respondents tended to 'Disagree'. This indicates that teachers were unfavorable to teach students who are Deaf with sign language.

Item 3 table 10 depicted that, teacher respondents were asked to respond the question 'the school teachers are skillful to use sign language as medium of instruction, 6(37.7%) of teachers respondent were favored to 'Strongly disagree', 5(31.3%) of the teachers respondent favored to 'Disagree' and 1(6.3%) of the teachers respondent favored to 'Undecided'. The mean value (2.3) confirmed that their favorable tends to 'Disagree'. This indicated that teachers were not skillful sign language to carry out the education.

Item 4 table 10 depicted that teachers were asked the question regarding to 'students can get the full concepts of the subject using sign language as medium of instruction' 3(18.8%) of teacher respondents were favored to 'Strongly disagree', 5(31.3%) of the teacher respondents favored to 'Disagree',4(25%) of the teacher respondents favored to 'Undecided' and 2(12.5%) and 2(12.5%) of the teacher respondents favored to 'Agree' and 'Strongly Agree' . The mean value (2.68) confirmed that their favor tends to 'Undecided'. This indicated that teachers were not confirmed their attitude sign language transfer concept as spoken language.

In item 5 table 10 teachers were asked to respond the question of ‘sign language training plan is established for teacher to improve sign language skill’ 6 (37.5%) the teachers show that their attitude towards sign language training ‘Strongly disagree’, 6 (37.5%) of the respondents teacher were show their favorable to ‘Disagree’, 1(6.3%) of the teachers were show their favored to ‘Agree’ whereas 3(18.8%) of the respondents were favored to ‘Strongly Agree’. The mean value (2.25) of the respondents was a favored to ‘Disagree’. This tells us the attitude’ of teachers towards sign language training was expressed unflavored.

In item 6 table 10 teachers were asked to express their attitude in the question “no challenges to understand the sign language in the classroom’ 3(18.8%) of the teachers rated ‘Strongly Disagree’, 8(50%) of the teachers rated ‘Disagree’3(18.8%) of the teachers rated ‘undecided’ 1(6.3%) of the teachers rated ‘Agree’ 1(6.3%) ‘Strongly Agree’. The mean value (2.3) of teachers denotes ‘Disagree’. This finding revealed that teachers used sign language in the classroom was challenged to understand by students.

In item 7, table 10, teachers were asked to express their opinion to the question ‘due to lack of educational materials it is not difficult in using sign language as medium of instruction’ 8(50%) of the teachers by rated ‘Strongly Disagree’, 2(12.5%) of the teachers rated ‘Disagree’ 3(18.8%) of the teachers rated ‘Undecided’, 1(6.3%) of the teachers respondent rated ‘Agree’, and 2(12.5%) of teachers were rated ‘Strongly Agree’. The mean value (2.18) of the respondents as evidence in table 9 denoted ‘Disagree’.

To sum up, as it can be shown that from the table 9 almost the majority of teachers respondent were expressed their attitude for ‘Disagree’. With the grand mean value(2.34) confirmed that their attitude expressed unfavorable towards sign language as medium of instruction, to

expressing concepts using sign language, grammar of sign language, training of sign language, educational materials, subject teaching using sign language, and sign language were not considered as Spoken language.

Interview was carried out with teachers about their opinion towards sign language as medium of instruction. Their attitude was unflavored towards sign language as medium of instruction. One of the teacher interviewees reflected as: “sign language can consume time while students are using interpreter, therefore, to save time and cover the subject content Students who are Deaf learn better when they learn alone.”

Finally, the data obtained from teacher, student, school principal and Tigray Region Educational bureau expert of SNE respondents’ suggestion to maximize sign language as medium of instruction will be summarized as follows:

- Using sign language as a medium of instruction is appropriate for the Deaf students. The teachers can trained and well skilled to teach using Ethiopian Sign Language or encourage sign language interpreters.
- Providing in-service sign language training for teachers and school principal,
- Prepare and provide sign language text books, and teaching materials
- Sign language is the natural language of the students who are Deaf so it should be used in teaching and learning process.
- Due to lack of skilled sign language teachers, students were not taught subjects’ physics, chemistry, Biology, Mathematics, Social science. Therefore, all subjects should be taught use sign language when students who are Deaf are expecting to achieve their goal of education.

- During transfer teachers ought transfer from school to school considering the advantage of Deaf students education rather they nearby home and urbanization also Skillful sign language teachers can be considered
- Sign language should be given as subject language in all level with specific credit like Amharic, English and Tigrigna.

#### **4.8. Summary of the major findings**

The following major findings were obtained from this study:

- The current study shown that the dominant method of communication used by teachers in the classroom to communicate with students who are Deaf is oral communication.
- The preferable method of communication by students who are deaf is sign language.
- The basic school curriculum is not accessible for students who are Deaf due to language barriers. In addition to this, as the grade level from 5<sup>th</sup> to 8<sup>th</sup> increases the teaching and learning subjects with sign language as medium of instruction in the school is seriously challenged for teachers teaching subjects, such as Mathematics, Physics, Chemistry, Biology, Social Science, Civic and Ethical Education. Contrary to this, subjects like Amharic, English and Tigrigna are accessible with sign language teachers in all grade level in the sampled school study.
- In the sampled school of this study the major challenge is shortage of sign language text book, absence of standard dictionaries to refer for teaching and

learning process for the main subjects such as mathematics, Chemistry biology, and Social Sciences because these abstract concepts are do not have sign words.

- Lack of adequate training in pre-service and in service of sign language is the bottle neck challenges for teachers to use sign language as medium of instruction in the school.
- The majority of Students have a favorable attitude towards sign language as medium of instruction with the grand mean value (3.6) which tend to “agree”. On the other hand, majority of teachers have unfavorable attitude towards sign language as medium of instruction with the grand mean value(2.34) which tends to ‘disagree’
- Opportunities of sign language as medium of instruction narrows communication gap among teachers and students, enhances confidence of learning, feel ownership of academic results, great understanding of subject concepts, keep on task during classroom presentation, sense of achievement, increase students enrollment, decrease repetition rate, achievement of educational goal, for teachers employment, and continued education for teachers.
- Challenges of using sign language as medium of instruction in the sampled study school have lack of sign language skilled teachers in natural science, lack of pre-service and in-service training sign language, less incentive for teachers, and drainage of sign language teachers, absence of sign language subject in the curriculum.

## CHAPTER FIVE

### DISCUSSION

#### 5.1. Discussion

This chapter discusses the major findings related to Exploring the status of ‘Ethiopian Sign Language’ as a medium of instruction for Students who are Deaf in Sewhi Nigus primary school, in Mekelle. These major findings are presented based on the following objectives of the research: practice of sign language(SL) as medium of instruction, method of communication, opportunities of teaching and learning basic school curriculum using SL, challenges of teaching and learning basic school curriculum using SL, the availability of learning materials in SL, adequate teachers training in SL and teachers and students attitude towards teaching and learning via SL as medium of instruction. The major findings are presented side by side with the previous literatures as follows:

The current study findings show that there is an effective communication and access in the subjects of Amharic, Tigrigna and English with sign language skilled teachers from grade 5<sup>th</sup> to 8<sup>th</sup> in the sampled study school. In contrast to this, previous study showed that by (Fikert, & Tewodros, 2014, & Alemayehu, 2016), state that the communication between teachers and Deaf students is not satisfactory to induce efficient understanding of subjects. The language subjects except sign language as language subject is accessible for Students who are Deaf in the study area.

In this study finding shows that Natural science and social since subjects have been given without sign language skilled teachers or sign language interpreters. Similarly, in line with this, (Andrews et al.,2006, & Ruth,2012) students who are Deaf have complexity challenged to learn

social science education, mathematics, physics, and chemistry, this is due to lack of sign language in the grade level. On the other hand, sign language skilled teachers are explaining scientific concepts mathematics, physics leads to active classroom participation, eager to learn subject concepts, and innovativeness among Deaf students (Lang, McKee, & Conner, 1993, cited in Namukoa, 2012). Therefore, the current study is similar with Andrews et al., and Ruth. In contrary to formere researchers. This shows that there is communication gap among teachers and Deaf students in teaching and learning social science and natural science concepts.

The current study findings show that teachers' method of communication use with students who are Deaf in classroom is 8(50%) oral communication, 4(25%) sign language, 3(18.75%) total communication and 1(6.25%) Signed exact spoken language. , the majority of teachers are preferred first Oral Communication, second Total Communication and third sign language. In line with this, past study showed by Gallaudet Research Institutes (GRI, 2006) clearly a show that methods of communication primarily were used in teaching is oral communication 51.3 percent, total communication 38.2 percent, and sign language 10.8 percent. In line with this, this finding is related with GRI in oral communication. But in sign language and total communication the result is reversing

In the current study the major method of communication is oral communication. However, students' preference of communication is sign language. The previous study showed that by Musyoka, Gentry, and Bartlett (2016) state the most communication method for Deaf students are using American Sign Language and total communication. As (Alemayehu, 2000; Lekoko & Mukhopadhyay; & pawlos, 2008) states that sign language is a perfect suited for students who are Deaf. Similarly, (Khejeri, 2014; Naong & Koeane, 2015) state that oral method of communication is discouraging with a natural sign language in the classroom as medium of

instruction. The current finding shows similar with students who are Deaf preference whereas are contrary to teachers' communication in the sampled study school.

The current study points out that lack of sign language training during per-service and in-service respectively. Teachers are inadequate skillful in sign language particularly in natural Science. In line with this, Past studies in by (ENAD, 2010, Ruth, 2012, & Hailemariam, 2014) state that major challenges of education for Deaf students are lack of adequate trained teachers on sign language. One of the challenges for students who are Deaf education is lack of sign language teachers in the previous and the current studies.

The current study also confirms these findings. There is absence of sign language text books in each grade level, and lack of academic sign language dictionary in natural science and natural science symbols of abstract concepts and formulas. Previous studies also show that by (Hailemariam, & Muiti, 2014) state that sign language textbooks are not prepared based on the grade level of Deaf students and inadequate teaching and learning resources. This study also confiner with the previous studies.

This study shows that students' have favorable attitude towards sign language as medium of instruction whereas teachers have unfavorable attitude towards sign language as medium of instruction. The previous study findings by (Mukhopadhyay & Lekoko 2008) students' have favorable attitude state that students and teachers are showing more interest on sign language as medium of instruction in the classroom. Similarly, Hailemariam (2014) states that Students and teachers have positive attitude towards Ethiopian Sign Language as medium of instruction for the Deaf students. Also emphasized by Naom and Sarah (2014) that no educational programme succeeds without teachers and students positive attitudes towards sign language as medium of

instruction. This current study is similar to previous in students attitude whereas contrary to teachers attitude.

The present study find out that opportunities sign language as medium of instruction narrows communication gap among teachers and students; enhances their confidence in education; and Promotes self-esteem among students; benefits for both Deaf students and hearing students; developing their sign language for academic purpose; Students feel ownership of their academic results; have greater understanding concepts of subjects and motivating to learn; sense of achievement; Promote effective teaching and learning the basic school curriculum. Deaf students keep on task during classroom presentation. In line with this, Past studies indicated that mother tongue medium of instruction is play key roles in teaching and learning process to promote quality education, keeping on educational continuity and to learn content. It is important for their overall language and cognitive development and their positive academic achievement (MOE, 2007 & UNESCO, 2011). Therefore, students who are Deaf are accessible by sign language as medium of instruction.

The current study also confirms these findings. There is absence of sign language text books in each grade level, and lack of academic sign language dictionary in mathematics, Chemistry, biology, Social Science to represent symbols of abstract concepts and formulas. In line with this, past study indicates that lack of sign language textbooks and inadequate teaching and learning materials (Muiti, 2014 & Hailemariam, 2014). As result, sign language as medium of instruction is challenged to use in the academic for Deaf students.

The current study findings show that students' have favorable attitude towards sign language as medium of instruction. On the other hand, teachers have unfavorable attitude towards sign

language as medium of instruction. Previous study indicated that Students and teachers have more interest on sign language as medium of instruction in the classroom for the Deaf (Mukhopadhyay & Lekoko, 2008 & Hailemariam, 2014). The current study finding is similar to the previous study findings in which students' have favorable attitude sign language as medium of instruction. Contrary to the previous studies teachers have unfavorable attitude towards sign language as medium of instruction.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATION

#### 6.1. Conclusions

Based on the major findings of this study, the following conclusions are drawn:

- The current study showed that the dominant method of communication that teachers use in the classroom to communicate with students who are Deaf is oral communication. The oral method of communication disregarded the educational right of students who are Deaf to learn in their own sign language. As a result, oral communication puts students who are Deaf at risk of using sign language in education, and have negative impacts on their academic achievement.
- Significant number of subjects are not accessible for Deaf students due to lack of sign language as medium of instruction in the classroom. On top of these, the use of sign language as medium of instruction in the sampled school is decreasing particularly for Mathematics, Physics, Chemistry, Biology, Social Science, Civic and Ethical Education. Such inaccessible classroom environment creates dependency academic syndrome, for their learning. As a result, this again creates lack of confidence, dropout from school and high repetition rate . The problem is further aggravated by lack of learning materials such as sign language text book, standard dictionaries of SL. Besides, lack of adequate training in pre-service or in- service of sign language teachers hinders teachers to use sign language as medium of instruction in the sampled school. Unfavorable attitude of teachers towards sign language as medium of instruction further aggravates the problem.

Finally, this study was not without limitation. This study only covered to Exploring the status of 'Ethiopian of Sign Language' as medium of instruction in Sewhi Nugsi primary school, in Mekelle. It is limited to generalised the study. Therefore, this study did not cover all the Exploring the status of 'Ethiopian Sign Language' out of the teaching learning process. It did not cover Amharic, English and Tigrigna as medium of instruction. The student researcher cannot make the study in depth and exhaustively the sign language grammar. Therefore, Other researchers or I may come back to this concern in the future.

## **6.2. Recommendations**

Based on the major findings of the study and conclusion the following measures are recommended for those who are responsible for the education of Deaf students in 'Sewhi Nigus primary school of the Deaf', Mekelle:

- Tigray Region Education Bureau, Abbiy Addi/ Adwa College of Teacher Education and Educational leadership, and NGOs should design and allocating enough budgets for sign language training to produce professional teachers or sign language interpreters who can teach or interpret natural science and social science for Deaf students.
- MOE, Tigray Region Education Bureau, NGOs, and stakeholders should develop and provide Ethiopian Sign Language textbooks, standard sign language dictionaries for basic school curriculum to support Education for Deaf students.
- Ethiopian Sign Language should be included in the basic school curriculum as subject language for Deaf students in primary education like other mother tongue language.
- The medium of instruction for Deaf students should use sign language in teaching and learning Subjects such as Mathematics, Physics, Chemistry, Biology, Civic and Ethical

Education, Environmental Science and Social science rather than oral communication or total communication

- Teachers should encourage school community using Ethiopian Sign Language for teaching Deaf students.
- The Tigray Regional Educational Bureau should encourage more research, early intervention in sign language and resources availability to Sewhi Nigus primary school for the Deaf students.
- Developing a culture of using sign language can be the language as medium of instruction for all subjects at Sewhi Nigus primary school for the Deaf must be worked at so that other schools in the region will have good model to upgrade the practices.

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**Appendix I**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Special Needs Educations**

Questionnaire to be filled by students

Dear students:

This questionnaire is planned to Exploring the status of Ethiopia Sign Language as medium of instruction in primary school. Experience from the school Sewhi Nigus primary school Mekelle. You are one among those who are chosen to participate in this study. Thus, the researcher requests you for your valuable response. First of all, I would like to thanks for your willingness to support the research efforts. You need not write your name. All information that is collected in this study will be treated confidentially and will be used only for this academic research. Participation in this study is voluntary and any individual may withdraw at any time.

Thank you in advance for your participation!

Fill in the spaces provided or put a tick mark (√) one of the given alternatives.

Section one: Respondent demographic characteristics

1. Age             11-12 years             13-14 years
2. Sex             Male             Female
3. Hearing status :     Hearing             Deaf             Hard of Hearing
4. Grade level: \_\_\_\_\_
5. First language :  
 Tigrigna     Amharic             other

Section two: Questions related to method of communication used to teach in classroom.

1. Most of the time which method of communication do your teachers use in the classroom as medium of instruction?

Speak orally                       signing sign language                       signing and writing  
 Speak orally and signing sign language

If any other please specify \_\_\_\_\_

2. Which one is easy for you to communicate in the classroom with Deaf students?

Speak orally                       signing sign language                       signing and writing  
 Speak orally and signing sign language

If any other please specify \_\_\_\_\_

3. Which method of communication do you prefer to be the medium of instruction in your primary school?

Speak orally                       signing sign language                       signing and writing  
 Speak orally and signing sign language

If any other please specify \_\_\_\_\_

4. The following subjects are listed below in the table. Indicate by tick mark (√) whether a teacher uses sign language while teaching the subjects. Mark only the subjects you are attending

Your grade level \_\_\_\_\_

S/No-	Do you learn the following subjects using Ethiopian Sign Language?	Yes	No	Remark
	1.1.Amharic			
	1.2.Tigrigna			
	1.3.Ethiopia Sign Language			
	1.4. English			
	1.5.Mathematics			
	1.6. Chemistry			
	1.7. Physics			
	1.8. Biology			
	1.9. Environmental science			
	1.10. Social science			
	1.11. Civic and Ethical education			

Section three: practice of Ethiopian Sign Language as medium of instruction

1. The use of Ethiopia Sign Language as medium of instruction to prevent students' repetition rate is\_\_\_\_\_  Low  Medium  High
2. The magnitude of using sign language as medium of instruction in the classroom among the teachers and students is\_\_\_\_\_  Low  Medium  High
3. The extent to which Students who are Deaf use sign language in class presentation and group discussion\_\_\_\_  Low  Medium  High
4. The degree of promoting sign language as medium of instruction in the school by teachers, school principals, students and staff members\_\_\_\_\_  Low  Medium  High
5. What is the level of teaching and learning using sign language as medium of instruction in helping SWHIs in exams performance?  Low  Medium  High
6. The degree of teaching and learning using sign language as medium of instruction limits on second language skills.  Low  Medium High
7. The scope of teaching and learning subject content using sign language in primary school gives students confidence in your future learning.  Low  Medium  High

Section four: Question related to learning materials in sign language

1. The presence of additional sign language materials (sign language dictionary, Standard sign language for each subject text, sign language video etc) to support sign language as medium of instruction.

Low       Medium       High

2. The presence of Curriculum materials ( student text book, teachers guide syllabus etc) to support sign language as medium of instruction is \_\_\_\_\_

Low       Medium       High

Section five: attitudes of teachers' and students' towards Using Ethiopia Sign Language as medium of instruction in classroom.

The aim of this study is to investigate your attitudes towards to Ethiopia Sign Language as medium of instruction to learn school basic curriculum in classes. Please, be informed that all the collected data is confidential and will only be used for research purposes. Therefore, I will be grateful if you respond to the following sentences honestly as your answers will help teachers and educators to better understand your needs. Your input is very important to understand the value of using Ethiopia Sign Language as medium of instruction.

Please put a tick (✓) mark answer, which best reflects your opinion on the given statements.

1= strongly disagree, 2= Disagree 3= Agree 4= Undecided 5 = strongly agree

S/No_	Statements	1	2	3	4	5
1	In my opinion, total communication is better for teaching and learning for Deaf students.					
2	In my opinion, I can learn my subjects as equal as hearing student using Ethiopia Sing Language.					
3	In my opinion, the school teachers are skillful to use Ethiopia Sign Language as medium of instruction.					
4	In my opinion, in this school sign language training plan is established for teacher to improve sign language skill.					
5	In my opinion, I can get the full concepts of the subject using Ethiopia Sign Language as medium of instruction.					
6	In my opinion, I have no challenges to understand the Ethiopia Sign Language the teacher use in the classroom.					
7	In my opinion, due to lack of educational materials it is not difficult in using Ethiopia Sign Language as medium of instruction.					
8	In my opinion, the attitude of teachers towards using Ethiopia Sign Language as medium of instruction is positive.					
9	In my opinion, my teachers are tolerating SWHIs written assessment based on sign language grammar.					
10	In my opinion, the attitude of students towards using Ethiopia Sign Language as medium of instruction is positive.					

## **Appendix II**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Special Needs Education**

The purpose of this interview is to Exploring the status of Ethiopian Sign Language as medium of instruction in an inclusive classroom. This information is come up with solution for teaching and learning in an inclusive classroom for Deaf students.

Therefore, your participation and contribution is very important and you are required to provide genuine and honest responses. I kindly requested to genuinely respond to the following interview questions presented. The researcher would like to assure that your information should be confidential.

Thank you in advance for your participation!

Interview guide for students

1. Can you communicate using Ethiopia Sign Language?
2. Do your teachers and hearing peers communicate in the classroom using Ethiopian Sign Language in the classroom to teach subject?
3. What are the opportunities for you learning basic school curriculum using Ethiopian Sign Language as medium of instruction?
4. What problems do you face in using Ethiopian Sign Language as medium of instruction? How do you overcome these challenges?
5. How do you feel your learning using Ethiopia Sign Language as medium of instruction for the basic school curriculum?
6. What do you suggest about Ethiopian Sign Language as medium of instruction in a classroom?



10. Field of study:  special Needs Education  Sign language and Deaf culture  
 Social science  Natural science  language

11. Hearing status:  Hearing  Deaf

12. First language

Tigrigna  Amharic  other

13. List the subject you are teaching : \_\_\_\_\_

The grade levels you are teaching \_\_\_\_\_

#### Part two: Related to Ethiopian Sign Language training

1. Were you taken pre service Ethiopia Sign Language training before you teach Deaf students?  Yes  No

2. If your response for question number 1 is “yes”, please choose for how long was the training?  Less than a month  for a month  For a semester  
 For a year

3. The area of training you took was

- General method of teaching Ethiopian Sign Language
- Subject area of teaching using Ethiopian Sign Language
- General Methods of communication

If any other please Specify \_\_\_\_\_

4. Have you taken Ethiopia Sign Language in-service training to teach Students who are Deaf?  Yes  No

5. If your response for question number 1 is “yes”, Please specify the area of training

\_\_\_\_\_

6. Do you taken a relevant range of training for your teaching and learning Ethiopia Sign Language as medium of instruction?  Yes  No
7. If your response for question number 5 is “NO”, how do you teach your subject for Deaf students in classroom?
- Signed Amharic  Signed Tigrigna  Body language  other
8. Do you feel that you have enough Ethiopian Sign Language skill to teach in the class?
- Yes  No
9. Is there any program to practice Ethiopian Sign Language with your colleagues in your school?
- Yes  No
10. If your response for question number 9 is “Yes”, how often do you practice per a week?
- 

**Part three: Questions related to method of communication used to teach in classroom.**

1. Which method of communication do you use in the classroom as medium of instruction?
- Oral communication  Manual communication  Bilingual Education
- Total communication  Singed exact spoken language
- If any other please specify \_\_\_\_\_
2. Which method of communication is easy for you to teach Deaf students?
- Oral communication  Manual communication  Bilingual Education
- Total communication  Singed exact spoken language
- If any other please specify \_\_\_\_\_
3. Which method of communication do you think is appropriate for Students who are Deaf?
- Oral communication  Manual communication  Bilingual Education
- Total communication  Singed exact spoken language
- If any other please specify \_\_\_\_\_

#### Part four: Attitudes towards Ethiopian Sign Language as medium of instruction

1. The use of Ethiopia Sign Language as medium of instruction to prevent students' repetition rate

Low       Medium       High

2. The magnitude of using sign language as medium of instruction in the classroom among the teachers and students is\_\_\_\_\_

Low       Medium       High

3. The extent to which Students who are Deaf use sign language in class presentation and group discussion\_\_\_\_

Low       Medium       High

4. The degree of promoting sign language as medium of instruction in the school by teachers, school principals, students and staff members\_\_\_\_\_

Low       Medium       High

5. What is the level of teaching and learning using sign language as medium of instruction in helping SWHI in exams performance?

Low       Medium       High

6. The degree of teaching and learning using sign language as medium of instruction limits on second language skills.

Low       Medium       High

7. The scope of teaching and learning subject content using sign language in primary school gives students confidence in your future learning.

Low       Medium       High

**Part five: Question related to learning materials**

1. The presence of additional sign language materials (sign language dictionary, Standard sign language for each subject text, sign language video etc) to support sign language as medium of instruction.

Low       Medium       High

2. The presence of Curriculum materials ( student text book, teachers guide syllabus etc) to support sign language as medium of instruction is \_\_\_\_\_

Low       Medium       High

Part five: Attitude in using Ethiopian Sign Language as medium of instruction Please read each statement and put a tick mark (√) in the table indicating how much you agree or disagree using Ethiopian Sign Language as medium of instruction in Sewhi Nigus primary school for the Deaf for Students who are Deaf using the following scale.

1= strongly disagree, 2= Disagree 3= Undecided 4= Agree 5 = strongly agree

S/No_	Statements	1	2	3	4	5
1	In my opinion, total communication is better for teaching and learning for Students who are Deaf					
2	In my opinion, I can teach my students as equal as hearing student using Ethiopia Sign Language.					
3	In my opinion, the school teachers are skillful to use Ethiopia Sign Language as medium of instruction.					

4	In my opinion, students can get the full concepts of the subject using Ethiopia Sign Language as medium of instruction.					
5	In my opinion, in this school sign language training plan is established for teacher to improve sign language skill.					
6	In my opinion, My students have no challenges to understand the Ethiopia Sign Language I use in the classroom.					
7	In my opinion, due to lack of educational materials it is not difficult in using Ethiopia Sign Language as medium of instruction.					
8	In my opinion, the attitude of teachers towards using Ethiopia Sign Language as medium of instruction is positive.					
9	In my opinion, I tolerate Students who are Deaf written assessment based on sign language grammar.					
10	In my opinion, the attitude of students towards using Ethiopian Sign Language as medium of instruction is positive.					

## **Appendix IV**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Special Needs Education**

The purpose of this interview is to 'Exploring the status of Ethiopian Sign Language as medium of instruction' in classroom. This information is come up with solution for teaching and learning in classroom for Students who are Deaf.

Therefore, your participation and contribution is very important and you are required to provide genuine and honest responses. I kindly requested to genuinely respond to the following interview questions presented. The researcher would like to assure that your information should be confidential.

Thank you in advance for your participation!

Interview guide for teachers

1. Do you teach your subject using Ethiopian Sign Language for Students who are Deaf?
2. Have you taken sign language training after you started teaching Students who are Deaf?
3. What method of communication do you use to teach Students who are Deaf? (Example total communication, oral communication etc.)
4. What are the benefits to learning basic school curriculum using Ethiopian Sign Language as medium of instruction?
5. To what extent problems do you face in using sign language as medium of instruction? How do you overcome the challenges?
6. What is your opinion about using Ethiopian Sign Language as medium of instruction for the basic school curriculum?
7. What do you suggest to maximize the use of sign language in the classroom?

## **Appendix V**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **Department of Special Needs Education**

Interview guide for school principals

1. Can you communicate using Ethiopia Sign Language?
2. Do all teachers teach their subjects using Ethiopian Sign Language?
3. Do all teachers taken Ethiopian Sign Language or Special Needs Education?
4. What are the opportunities using Ethiopian Sign Language as medium of instruction for teaching the basic school curriculum?
5. What challenges do face in teaching and learning using Ethiopia Sign Language as medium of instruction for Students who are Deaf in your school? Related teaching materials and trained teachers. How does the school overcome these challenges?
6. What should be done to use Ethiopian Sign Language as medium of instruction for Students who are Deaf?
7. What are your school community opinions about using Sign Language as medium of instruction for the basic school curriculum?
8. What do you suggest to maximize the use of sign language in the classroom

## **Appendix VI**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Special Needs Education**

Interview guide with Tigray Regional Educational Bureau expert of SNE

1. What preparations have been made to enable Ethiopian Sign Language to serve as a medium of instruction in primary schools? To what extent?
2. How much has Ethiopian Sign Language as medium of instruction helped learning? What were the challenges and opportunities?
3. What is the attitude of students towards education through their sign language in primary schools?
4. What plans and activities are put in place to further develop sign language as medium of instruction? For instance: textbooks supply, supplementary reading materials, dictionaries, etc.
5. What do you suggest to maximize the use of sign language as medium of instruction in the classroom?

**Appendix VII**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Special Needs Education**

Observation check list

This observation checklist is prepared to observe the actual practice of the status of Ethiopian Sign Language as medium of instruction in ‘Sewhi Nigus primary schools for the Deaf’, Mekelle for teaching and learning different subjects.

Name of school \_\_\_\_\_

Name of observer one \_\_\_\_\_ Name of observer Two \_\_\_\_\_

Subject \_\_\_\_\_ Topic \_\_\_\_\_ sub topic \_\_\_\_\_

Grade observed \_\_\_\_\_ section \_\_\_\_\_ Date of observation \_\_\_\_\_

Time duration of observation \_\_\_\_\_ to \_\_\_\_\_

1. What are the teacher’s major methods of communication as medium of instruction in the classroom to teach their subject?

Observation areas:

1.1.Signed spoken language (Amharic, Tigrigna, and English)

\_\_\_\_\_

1.2. Bilingual education

\_\_\_\_\_

1.3.Manual communication (sign language)

\_\_\_\_\_

1.4.Total communication

\_\_\_\_\_

1.5.Oral communication

\_\_\_\_\_

2. What are the student's major methods of communication as medium of instruction in the classroom observation

---

3. What are the student's participation to learn using Ethiopia Sign Language as medium of instruction in this observation

---

4. The availabilities of text book or other related materials sign language in the classroom and in the school observation

---

5. What are the major challenges of using Ethiopia Sign Language as medium of instruction in the school

---

**ዩኒቨርሲቲ አዲስ አበባ**  
**ኮሌጅ ስነ- ትምህርቲን ስነ-ባህሪ መፅናዕትን**  
**ክፍሊ ትምህርቲ ፍሉይ ድሌየት**

**ፅሕፋዊ መሕትት ንመምህራን**

እዚ ፅሕፋዊ መሕትት እዚ ብዛዕባ ደህሳስ ኩነታት ቋንቋ ምልክት ኢትዮጵያ ከም መምህራ ቋንቋ ኣብ ቀዳማይ ብርኪ ቤት ትምህርቲ ሰውሒ ንጉስ ቀዳማይ ብርኪ ቤት ትምህርቲ መቐለ ንምፅናዕ/ ንምድህሳስ ዝዓለመ እዩ። ኣብዚ መፅናዕቲ እዚ ንስኽን ወይ ንስኹም ንዚ መፅናዕቲ ተሓሪኽን/ኹም ኣለኹም ስለዚ ንዝትህባኒ/ቡኒ መረዳእታ ኣዝዩ ወሳኒ ምዃኑ እናሓበርኩ ኣብዚ መፅናዕቲ ፍቓደኛ ኾንክን/ኩም ብምስታፍኩም ኣዝዩ ከመስግን እፈቱ። ኣብዚ ፅሕፋዊ መሕትት ወረቐት ስም ምፅሓፍ ኣየድልን። ኣብዚ መሕትት እዚ ዝተረኸበ መረዳእታ ሚስጥሩ ዝተዓቀበ ምዃኑ ንትምህርታዊ መፅናዕቲ ጥራሕ ዝውዕል ምዃኑን ከረጋግፀልክን/ኩም እደሊ። ተሳተፍቲ እዚ መፅናዕቲ እዚ ብድሌየት ኾይኑ ኣብ ዘይጠዓሞ እዋን ድማ ንገዛ ርእሱ ከቋርፅ ይኽእል እዩ።

ነዚም ዝስዕቡ እዚ ምልክት ብምጥቃም (✓) ኣብቲ ሳንዱቕ ሓስብኩም ግለፁ/ዓ።

**ክፍል ሓደ፡ ድሕረ ባይታ ተሳተፍቲ**

1. ዕድመ  19-25 ዓመት  26-30 ዓመት  
 31-36 ዓመት  37 ንልዕሊኡን ዓመት
2. ፆታ  ተባዕታይ  ኣንስታይ
3. ዘለዎም/ን ስራሕ ልምዲ ኣብ ምስትምህርቲ፡  1-5 ዓመት  6-10 ዓመት  
 11-15 ዓመት  ልዕሊ 15 ዓመት
4. ኩነታት ደረጃ ትምህርቲ ፡  ቀዳማይ ድግሪ  
 ዲፕሎማ  ስርቲፊኬት(TTI)  ካልእ
5. ዘፅንዕዎ ሞያ ትምህርቲ፡  
 ትምህርቲ ፍሉይ ድሌየት  ቋንቋ ምልክት  ኢትዮጵያን ባህሊ ምስማዕን  
 ዝተስኣምን  ማሕበራዊ ሳይነስ  ተፈጥሮ ሳይነስ  ቋንቋ
6. ኩነታት ምስማዕ፡  ፀገም ምስማዕ የብለይን  ፀገም ምስማዕ ኣለኒ

7. ቋንቋ ኣፍ መፍትሒ:

- ትግርኛ
- አማርኛ
- ካልእ

8. ዘምህሮ ዓይነት ትምህርቲ \_\_\_\_\_

9. ዘምህሮ ደረጃ ክፍለ. \_\_\_\_\_

**ክፍል ክልተ : ኣብ ስልጠና ቋንቋ ምልክት ኢትዮጵያን ዘድሃበ መሕትት**

1. ቅድሚ ተምሃሮ ምስማዕ ዝተስኣኖም ምምሃር ምጅማርኩም/ክን ቋንቋ ምልክት ኢትዮጵያ ስልጠና ወሲድኩም/ክን ዶ?

- እወ
- ኣይፋልን

2. እንድሕር መልስኹም/ኸን “እወ” ኾይኑ ንቁፅሪ “1” እቲ ስልጠና ንክንደይ እዋን ነይሩ?

- ንሓደ ዓመት
- ንሓደ ወርሒ
- ትሕቲ ሓደ ወርሒ
- ንሰሚሰተር

ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

3. እቲ ዝሰልጠንኹምሉ/ኸን ስተኩር

- ሓፈሻዊ ሜላ ምስትምህር ቋንቋ ምልክት ኢትዮጵያ
- ዓይነት ትምህርቲ ንምስትምሃር ዝግለም ቋንቋ ምልክት ኢትዮጵያን
- ሓፈሻዊ ሜላ ምርድዳእ

ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

4. ኣብ ስራሕ እንዳሃለኹም/ኸን ቋንቋ ምልክት ኢትዮጵያ ስልጠና ተዋሂቡኩም/ክን ዶ?

- እወ
- ኣይፋልን

5. እንድሕር መልስኹም/ኸን “እወ” ኾይኑ ንቁፅሪ “4” ትሕዝቶ እቲ ስልጠና ነይሩ በሓዲሩ ይገለፅ? \_\_\_\_\_

6. ዝተፈላለዩ ዝምድና ዘለዎም ስልጠናታት ቋንቋ ከም መስተምሃሪ ካልእ ዓይነታት ተምህርቲ ስልጠ.ንኩም/ንክ ዶ?

- እወ
- ኣይፋልን

7. ድሕር መልስኹም/ኸን “ኣይፋልን” ኾይኑ ንቁፅሪ “6” ብኸመይ ንተምሃሮ ምስማዕ ዝተስኣኖም ዝሓዝክምዎ ትሕዝቶ ተምህርቲ ተምህሩ በሓዲሩ ይገለፅ?

- ልክት አማሓርኛ
- ምልክት ትግርኛ
- ምልክት ሰውነት
- ክልእ

8. ኣብ ምስትምሃር እኩል ዝኾነ እክእለት ቋንቋ ምልክት ኢትዮጵያ ኣለኒ ዶ ትብሉ/ላ?

እወ  ኣይፋልን

9. ኣብ ቤት ትምህርትኩም/ክን ምስ መሳርሕከትኩም/ክን ልምምድ ቋንቋ ምልክት ኢትዮጵያ እትገብርሉ/ላ ፕሮግራም ዶ ኣለኩም/ክን?

እወ  ኣይፋልን

10. እንድሕር መልስኹም/ክን “እወ” ኾይኑ ንቁፅሪ “9” ኣብ ሰሙን ንክንደ እዋን ተካይዱ?

**ክፋል ሰለስተ: መሕተት ትግበራ ቋንቋ ምልክት ከም መስተምሃሪ ቋንቋ ኣብ ምስትምሃር ቀዳማይ ብርኪ ቤት ትምህርቲ**

1. ኣየናይ ሜላ ምርድዳእ ኣብ ምስትምሃር ተምሃሮ ምስማዕ ዝተስኣኖም ትጥቀሙ/ማ?

ድምፃዊ ምርድዳእ  ቋንቋ ምልክት ምርድዳእ  ቋንቋ ምልክት ን ብዕሕፈትን  
 ቋንቋ ምልክት ን ድምፃዊ ምርድዳእ  ስርዓት ምልክት ዝርርብ ቋንቋ

ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

2. ኣየናይ ሜላ ምርድዳእ እዩ ዝቐለለ ንዓኹም/ክን ኣብ ምስትምሃር ተምሃሮ ምስማዕ ዝተስኣኖም

ድምፃዊ ምርድዳእ  ቋንቋ ምልክት ምርድዳእ  
 ቋንቋ ምልክት ን ብዕሕፈትን  ቋንቋ ምልክት ን ድምፃዊ ምርድዳእ  
 ስርዓት ምልክት ዝርርብ ቋንቋ

ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

3. ኣየናይ ሜላ ምርድዳእ እዩ ንተምሃሮ ምስማዕ ዝተስኣኖም ኣብ ምስትምሃር ከ ዝሓበለፀ ኢልኩም ትሓስቡ ?

ድምፃዊ ምርድዳእ  ቋንቋ ምልክት ምርድዳእ  ቋንቋ ምልክት ን ብዕሕፈትን  
 ቋንቋ ምልክት ን ድምፃዊ ምርድዳእ  ስርዓት ምልክት ዝርርብ ቋንቋ  
ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

**ክፋል ኣርባዕተ፡ ኣመላኻኻታን ኣረኣኢያን መምሃራን ኣብ ኣጠቓቕማን ቋንቋ ምልክት ከም ምስትምሃርን ናውቲ ምስትምሃርን**

1. ቋንቋ ምልክት ኢትዮጵያ ከም መስተምሃሪ ምጥቃም መጠን ምድጋምን ተምሃሮ ይቐንስ እዩ።

ትሑት                       ማእኸላይ                       ልዑል

2. መጠን ኣጠቓቕማ ቋንቋ ምልክት ኢትዮጵያ ከም ምስትምሃር ቋንቋ ብተምሃሮን መምህራን ኣብ ውሽጢ ክፍሊ

ትሑት                       ማእኸላይ                       ልዑል

3. ተምሃሮ ክንደይ ዝኣክል እዮም ቋንቋ ምልክት ኢትዮጵያ ተጠቂሞም ውልቀ ዕዮን ጉጅለ ዕዮን ዘቕርቡ።

ትሑት                       ማእኸላይ                       ልዑል

4. ማሕበረሰብ(ተምሃሮ፣ መምህራን ፣ ርእሰ መምህርን ካልኣትን) ቤት ትምህርቲ ክንደይ ዝኣክል እዩም ቋንቋ ምልክት ኢትዮጵያ ንምዕባይ ዝሕገዙ

ትሑት                       ማእኸላይ                       ልዑል

5. ብቋንቋ ምልክት ኢትዮጵያ ከይዲ ምምሃር ምስትምሃር ምጥቓም ንተምሃሮ ምስማዕ ዝተስኣኖም ኣብ ተፍታሽ ተምሃሮ ክንደይ ዝኣክል መጠን ብቕዓቶም ንምርኣይ ይሕገዙም

ትሑት                       ማእኸላይ                       ልዑል

6. ተምሃሮ ምስማዕ ዝተስኣኖም ብቋንቋ ምልክት ኢትዮጵያ ከይዲ ምምሃር ምስትምሃር ምጥቓም ኣብ ዝርርብ ቋንቋ ክእለቶም ትሑት ክኸውን ይገብር እዩ።

ትሑት                       ማእኸላይ                       ልዑል

7. ትሕዝቶ ትምህርቲ ዓነታት ትምህርቲ ብቋንቋ ምልክት ኢትዮጵያ ምምሃሮም ኣብ ቀዳማይ ብርኪ ቤት ትምህርቲ ኣቐፃላው ብርኪ ትምህርቶም ዓርሰ ምትእምማን ንክህልዎም ይገብር እዩ።

ትሑት                       ማእኸላይ                       ልዑል

**ክፋል ሓሙሽተ፡ ቐረብ ናውቲ ትምህርቲ ቋንቋ ምልክት ኢትዮጵያ**

1. ብቋንቋ ምልክት ኢትዮጵያ ኣብ ከይዲ ምምሃር ምስትምሃር ንምጥቓም ሓገዝቲ ዝኮኑ ናውቲ መፃሕፍቲ ኣብ ቤት ትምህርቲ ኣሎ።

ትሑት                       ማእኸላይ                       ልዑል

2. እኩል ዝኮነ ናውቲ ትምህርቲ (መፅሓፍ ተምሃሪ፣ መምርሒ መምህር፣ ሲለለበስን ካልኣትን) ኣብ ቤት ትምህርቲ ኣሎ።

ትሑት                       ማእኸላይ                       ልዑል

ክፍሊ ሐሙሽተ፡ አመለካከታ መምህራን ኣብ ኣጠቓቕማን ቋንቋ ምልክት ከም መስተምሃሪ ቋንቋ ነዞም ዝስዕቡ ሕቶታት መዕናዕቲ ኣብ ኣጠቓቕማ ቋንቋ ምልክት ኢትዮጵያ ንክይዲ ምምሃር ምስትምሃር ዘተኸሩ ድሕሪ ምንባብ ኩነታት ምስምዕማዕኩምን ዘይምስምዕማዕኩምን እዚ ምልክት (✓) ኣብቲ ሳብዱቕ ኣስፍሩ።

1= ብጣዕሚ ኣይስማዕማዕን, 2= ኣይስማዕማዕን 3=እወሰንኩን 4= ይስማዕማዕ 5 = ብጣዕሚ ይስማዕማዕን

S/No_	ሙሉእ ሓሳብ	1	2	3	4	5
1	ከምናተይ ኣረኣእያ ተምሃሮ ምስማዕ ዝተስኣኖም ብቋንቋ ምልክትን ዝርርብን ምስትምሃር ዝበለፀ እዩ።					
2	ከምናተይ ኣረኣእያ ተምሃሮ ምስማዕ ዝተስኣኖም ብማዕረ ከም ዝሰምዑ ተምሃሮ ብቋንቋ ምልክት ኢትዮጵያ የምህር እዩ።					
3	ከምናተይ ኣረኣእያ ኣብ ቤት ትምህርትና ዘለው መምህራን እኹል ክእለት ቋንቋ ምልክት ኢትዮጵያ ኣብ ምስትምሃር ኣለዎም።					
4	ከምናተይ ኣረኣእያ ኣብብ ቤት ትምህርት ቋንቋ ምልክት ኢትዮጵያ ስልጣና ኣብ ምምሕያሽ ክእለት ኣገዳሲ እዩ።					
5	ከምናተይ ኣረኣእያ ተምሃሮ ምስማዕ ዝተስኣኖም ሙሉእ ፅንሰ ሓሳብ እቲ ዝመሃርዎ ትምህርቲ ብቋንቋ ምልክት ኢትዮጵያ ይመሃሩ እዮም።					
6	ከምናተይ ኣረኣእያ ተምሃሮ ምስማዕ ዝተስኣኖም ብቋንቋ ምልክት ኢትዮጵያ ተጠቒመ እንተምህርም ዘፀግመሎም የለን።					
7	ከምናተይ ኣረኣእያ ብምክንያት ሕዕረት ናውቲ ኣብ ምጥቓም ቋንቋ ምልክት ኢትዮጵያ ዝረከ ፀገም የለን።					
8	ከምናተይ ኣረኣእያ ኣመለካከታ መምህራን እዚ ቤት ትምህርቲ ኣብ ምጥቓም ቋንቋ ምልክት ኢትዮጵያ ከም መምህሪ ቋንቋ ኣዎንታዊ እዩ።					
9	ከምናተይ ኣረኣእያ ተምሃሮ ምስማዕ ዝተስኣኖም ኣብ እዋን ተፍታሽ ብሰዋስ ቋንቋ ምልክት ኢትዮጵያ መልሲ እንትዕሕፉ እርመሎም ይሕሰበሎም እዩ።					
10	ከምናተይ ኣረኣእያ ኣመለካከታ ተምሃሮ እዚ ቤት ትምህርቲ ኣብ ምጥቓም ቋንቋ ምልክት ኢትዮጵያ ከም መምህሪ ቋንቋ ኣዎንታዊ እዩ።					

**ዩኒቨርሲቲ አዲስ አበባ**

**ኮሌጅ ስነ- ትምህርቲን ስነ-ባህሪ መፅናዕትን**

**ክፍሊ ትምህርቲ ፍሉይ ድሌዎት**

ዕላማ እዚ ቃለ መጠይቅ እዚ ደህሳስ ኩነታት ቋንቋ ምልክት ኢትዮጵያ ከም መምህራ ቋንቋ ኣብ ቀዳማይ ብርኪ ቤት ትምህርቲ ሰውሒ ንጉስ ሙሉእ ቀዳማይ ብርኪ ቤት ትምህርቲ መቐለ ንምፅናዕ/ ንምድህሳስ ዝዓለመ እዩ። እዚ መረዳኢታ እዚ ንክይዲ ምምህርን ምስትምህርን ተምህሮ ምስማዕ ዝተስኣኖም ከም መፍትሒ ዝጠቅም እዩ። ስለዚ ናህትኩም ዕዘዝ ተሳትፎ ዓብይ ረብሓ ስላዘለዎ ንዝወሃብ ሓበሬታ ብቐንዕናን ብተገዳስነትን ንክኸውን ብእክብርት ክሓትት እፈቱ። ንዝተውሃብኒ መረዳኢታ ሚሽጢራውነቱ ዝተሓለወ እዩ።

**ንተሳትፎኹም/ኸን ኣቐዲመ ከመስግን ይፈቱ!**

**ቃለ መጠይቅ ንመምህራን**

1. ንተምህሮ ምስማዕ ዝተስኣኖም ቋንቋ ምልክት ኢትዮጵያ ተጠቐምኩም/ክን ዶ ተምህርዎም?
2. ብዛዕባ ቋንቋ ምልክት ኢትዮጵያ ስልጠና ሰልጢንኩም ዶ ትፈልጡ/ጣ?
3. ኣየናይ ሜላ ምርድዳ ተጠቐምኩም ተምህሮ ምስማዕ ዝተስኣኖም ተምህሩ/ራ? (ንኣብነት፡-ቋንቋ ምልክትን ድምፃዊ ምርድዳእን , ቋንቋ ዝርርብ ወዘተ.)
4. ስርዓተ ተምህርቲ(ዓይነታት ትምህርቲ) ብቋንቋ ምልክት ኢትዮጵያ ክመሃሩ ምግባር እንታይ ረብሓታት ኣለዎ?
5. ስርዓተ ተምህርቲ(ዓይነታት ትምህርቲ) ብቋንቋ ምልክት ኢትዮጵያ ክመሃሩ ምግባር እንታይ ፀገማት የጋጥም? በኸመይ ኸ ይፍታሕ?
6. ንዝወሃብ ትምህርቲ ብቋንቋ ምልክት ኢትዮጵያ ከም ምስትምህር ምጥቓም ዘለኩም/ክን ኣመለካክታ እንታይ ይመስል?
7. ቋንቋ ምልክት ኢትዮጵያ ንምዕባይ እንታይ ሪኢቶ ኣለኩም/ክን?

**ቃለ ምሕትት ንርእሳነ መምህራን**

1. ብቋንቋ ምልክት ኢትዮጵያ ምርድዳእ ትክክል ዶ?
2. ከሎም መምህራን ብቋንቋ ምልክት ኢትዮጵያ ዶ የስተምህሩ ?
3. ከሎም መምህራን ስልጠና ቋንቋ ምልክት ኢትዮጵያ ወይ ፍሉይ ድልየት ትምህርቲ ወሲዶም ዶ?
4. ስርዓተ ተምህርቲ(ዓይነታት ትምህርቲ) ብቋንቋ ምልክት ኢትዮጵያ ክመሃሩ ምግባር እንታይ ረብሓታት ኣለዎ?
5. ስርዓተ ተምህርቲ(ዓይነታት ትምህርቲ) ብቋንቋ ምልክት ኢትዮጵያ ክመሃሩ ምግባር እንታይ ፀገማት የጋጥም? (ብፍላይ ድማ ምስ ናውቲ ትምህርቲ፣ ዝሰልጠነ በዓል ሞያ መምህርን ካልኦትን)። እቶም ፀገማት ከ ብከመይ ትፈትሖዎም ብደረጃ ቤት ትምህርትኩም?
6. ብቋንቋ ምልክት ኢትዮጵያ ከም ምስትምሃር ንምጥቓም እንታይ ክስርሑ ኣለዎም ትብሉ?
7. ማሕበረሰብ ቤት ትምህርተኩም ኣብ ቋንቋ ምልክት ኢትዮጵያ ምጥቓም ዘለዎ ኣመለካኽታ እንታይ ይመስል?
8. ቋንቋ ምልክት ኢትዮጵያ ንምዕባይ እንታይ ሪኢቶ ኣለኩም/ክን?

**የኒቨርስቲ አዲስ አበባ**

**ኮሌጅ ስነ- ትምህርቲን ስነ-ባህሪ መፅናዕትን**

**ክፍሊ ትምህርቲ ፍሉይ ድሌየት**

**ትዕዛዝቲ**

እዚ ትዕዛዝቲ እዚ ፀጋታትን ቋንቋ ምልክት ኢትዮጵያ ከም መምሃሪ ቋንቋ ኣብ ቀዳማይ ብርኪ ቤት ትምህርቲ ሰውሒ ንጉስ ሙሉእ ቀዳማይ ብርኪ ቤት ትምህርቲ መቐለ ንድህሳስ ዝዓለመ እዩ። ከይዲ ምምሃርን ምስትመሃርን ተምሃሮ ምስማዕ ዝተስኣኖም ብካየድ ትእዛዝቲ እዩ።

ስም ቤት ትምህርቲ \_\_\_\_\_

ስም ተዓዛቢ ሓደ \_\_\_\_\_ ስም ተዓዛቢ ክልተ \_\_\_\_\_

ዓይነት ትምህርቲ \_\_\_\_\_ ርእሲ \_\_\_\_\_

ንኡስ ርእሲ \_\_\_\_\_

ዝዕዘብቲ ዝተገበረሉ ደረጃ ክፍሊ \_\_\_\_\_ ስክሽን \_\_\_\_\_ ትዕዛዝቲ ዝተካየደሉ ዕለት \_\_\_\_\_ ንውሓት ግዜ ካብ \_\_\_\_\_ ናብ \_\_\_\_\_

1. መምህርን ብዓብላላይነት ዝጥቀምሉ ሜላ ምርርድዳእ ኣብ ምስትምሃር ተምሃሮ ምስማዕ ዝተስኣኖም አየናይ እዩ?

ትዕዛዝቲ ዝግበረሉ፡

1.1. ምልክት ዝርርብ ቋንቋ ( አማርኛ፣ ትግርኛን እንግሊዝኛን)

\_\_\_\_\_

1.2. ቋንቋ ምልክት ን ብፅሕፈትን

\_\_\_\_\_

1.3. ቋንቋ ምልክት

\_\_\_\_\_

1.4. ቋንቋ ምልክትን ዝርርብን

\_\_\_\_\_

1.5. ሜላ ዝርርብ ቋንቋ

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2. ተምሃሮ ብዓብላላይነት ዝጥቀሙሉ ሜላ ምርርድዳኛ ኣብ ምስትምሃር ተምሃር ምስማዕ ዝተስኣኖም ኣየናይ እዩ? ትዕዝብቲ ዝግበረሉ:

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3. ተሳትፎ ተምሃሮ ቋንቋ ምልክት ኢትዮጵያ ከም ምስትምሃር ንከገልግል ተሳትፍ ተምሃሮ እንታይ ይመስል \_\_\_\_\_

3. ኣብ እቲ ቤት ተምህርቲን መምህራ ክፈለ. ናውቲ ቋንቋ ምልክት ምህላዎም ምእዛብ \_\_\_\_\_ ስርዓተ ተምህርቲ(ዓይነታት ትምህርቲ) ብቋንቋ ምልክት ኢትዮጵያ ክመሃሩ ምግባር እንታይ እንትይ ፀገማት የጋጥም?

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**ዩኒቨርሲቲ አዲስ አበባ**  
**ኮሌጅ ስነ- ትምህርቲን ስነ-ባህሪ መፅናዕትን**  
**ክፍሊ ትምህርቲ ፍሉይ ድሌየት**

**ዕህፍታዊ መሕትት ንተምሃሮ**

እዚ ዕህፍታዊ መሕትት እዚ ብዛዕባ ደህሳስ ኩነታት ቋንቋ ምልክት ኢትዮጵያ ከም መምሃሪ ቋንቋ ኣብ ቀዳማይ ብርኪ ቤት ትምህርቲ ሰውሒ ንጉስ ቀዳማይ ብርኪ ቤት ትምህርቲ መቐለ ንምድህሳስ ዝዓለመ እዩ። ኣብዚ መፅናዕቲ እዚ ንስኽን ወይ ንስኹም ንዚ መፅናዕቲ ተሓሪኽን/ኹም ኣለኹም ስለዚ ንዝትህባኒ/ቡኒ መረዳኢታ ኣዝዩ ወሳኒ ምዃኑ እናሓበርኩ ኣብዚ መፅናዕቲ ፍቓደኛ ኸንክን/ኩም ብምስታፍኩም ኣዝዩ ከመስግን እፈቱ። ኣብዚ ዕህፍታዊ መሕትት ወረቐት ስም ምፅሓፍ ኣየድልን። ኣብዚ መሕትት እዚ ዝተረኸበ መረዳኢታ ሚስጥሩ ዝተዓቀበ ምዃኑ ንትምህርታዊ መፅናዕቲ ጥራሕ ዝውዕል ምዃኑን ከረጋግፀልክን/ኩም እደሊ። ተሳተፍቲ እዚ መፅናዕቲ እዚ ብድሌየት ኸይኑ ኣብ ዘይጠዓሞ እዋን ድማ ንገዛ ርእሱ ከቋርፅ ይኸእል እዩ።

ኣቐዲመ ንተሳትፎኩም የመስግን!

ነዚም ዝስዕቡ እዚ ምልክት ብምጥቃም (✓) ኣብቲ ሳንዱቕ ሓስብኩም ግለፁ/ዓ፡፡

ክፍል ሓደ፡ ድሕረ ባይታ ተሳተፍቲ

- 1. ዕድመ  11-12 ዓመት  13-14 ዓመት  15 ንልዕሊኡን ዓመት
- 2. ፆታ  ተባዕታይ  ኣንስታይ
- 3. ደረጃ ክፍሊ \_\_\_\_\_
- 4. ኩነታት ምስማዕ፡  ፀገምምስማዕ የብለይን  ፀገም ምስማዕ ኣለኒ
- 5. ቋንቋ ኣፍ መፍትሒ ፡  
 ትግርኛ  አማርኛ  ካልእ

ክፍል ክልተ፡ መሕትት ትግበራ ቋንቋ ምልክት ከም መስተምሃሪ ቋንቋ ኣብ ምስትምሃሪ ክፍሊ..

- 1. መብዛሕቲኡ ግዜ ኣብ ውሽጢ ክፍሊ እንትምህሩ መምህራን ዝትቀምሉ ሜላ ምርድድእ ኣየናይ ሜላ ይጥቀሙ/ማ?  
 ድምፃዊ ምርድዳእ  ቋንቋ ምልክት ምርድዳእ  ቋንቋ ምልክት ፅሕፈትን  
 ቋንቋ ምልክት ን ድምፃዊ ምርድዳእ  ስርዓት ምልክት ዝርርብ ቋንቋ  
ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

2. ኣየናይ ሜላ ምርድዳኢ እዩ ዝቐለለ ንዓኹም/ክን ኣብ እትመሃርሉ

- ድምፃዊ ምርድዳኢ     ቋንቋ ምልክት ምርድዳኢ     ቋንቋ ምልክት ን ብዕሕፈትን  
 ቋንቋ ምልክት ን ድምፃዊ ምርድዳኢ     ስርዓት ምልክት ዝርርብ ቋንቋ

ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

3. ኣየናይ ሜላ ምርድዳኢ እዩ ንተምሃሮ ምስማዕ ዝተስኣኖም ኣብ ምስትምሃር ከ ዝሓበለዎ ኢልኩም ትሓስቡ ?

- ድምፃዊ ምርድዳኢ     ቋንቋ ምልክት ምርድዳኢ     ቋንቋ ምልክት ን ብዕሕፈትን  
 ቋንቋ ምልክት ን ድምፃዊ ምርድዳኢ     ስርዓት ምልክት ዝርርብ ቋንቋ

ካልእ እንተልዩ ይገለፅ \_\_\_\_\_

4. ነዞም ዝስዕቡ ዝተዘርዘሩ ዓይነት ትምህርቲ ኣብ ሰደጃ ብቋንቋ ምልክት ዝጥቀሙም ምልክት ብምጥቃም (✓) ኣብቲ ሳንዱቕ ሓስብኩም ግለፁ/ዓ::

ዝትመሃርሉ ደረጃ ክፍሊ \_\_\_\_\_

ሪጋ	ነዞም ዝስዕቡ ዓይነታት ትምህርቲ ብቋንቋ ምልክት ኢትዮጵያ ትምሃሩዶ ?	እወ	ኣይፋልን	መብርሂ
1	አማርኛ			
2	ትግርኛ			
3	ቋንቋ ምልክት ኢትዮጵያ			
4	እንግሊዝኛ			
5	ሒሳብ			
6	ኬሚስትሪ			
7	ፊዚክስ			
8	ስነ ሂወት			
9	ከባብያዊ ሳይንስ			
10	ሕብረተሰብ			
11	ስነ ጤጋ			

ክፋል ሰለስተ፡ ኣመላኻኽታን ኣረኣኢያን መምህራን ኣብ ኣጠቓቕማን ቋንቋ ምልክት ከም ምስትምህርን ናውቲ ምስትምህርን

1. ቋንቋ ምልክት ኢትዮጵያ ከም መስተምህሪ ምጥቃም መጠን ምድጋም ተምህሮ ይቐንስ እዩ።

ትሑት       ማእኸላይ       ልዑል

2. መጠን ኣጠቓቕማ ቋንቋ ምልክት ኢትዮጵያ ከም ምስትምህር ቋንቋ ብተምህርን መምህራን ኣብ ውሽጢ ክፍሊ.

ትሑት       ማእኸላይ       ልዑል

3. ተምህሮ ክንደይ ዝኣክል እዮም ቋንቋ ምልክት ኢትዮጵያ ተጠቒሞም ውልቀ ዕዮን ጉጅለ ዕዮን ዘቐርቡ።

ትሑት       ማእኸላይ       ልዑል

4. ማሕበረሰብ(ተምህሮ፣ መምህራን ፣ ርእሰ መምህርን ካልኦትን) ቤት ትምህርቲ ክንደይ ዝኣክል እዮም ቋንቋ ምልክት ኢትዮጵያ ንምዕባይ ዝሕገዙ

ትሑት       ማእኸላይ       ልዑል

5. ተምህሮ ምስማዕ ዝተስኣኖም ብቋንቋ ምልክት ኢትዮጵያ ከይዲ ምምህር ምስትምህር ምጥቓም ኣብ ዝርርብ ቋንቋ ክእለቶም ትሑት ክኸውን ይገብር እዩ።

ትሑት       ማእኸላይ       ልዑል

6. ትሕዝቶ ትምህርቲ ዓነታት ትምህርቲ ብቋንቋ ምልክት ኢትዮጵያ ምምህርም ኣብ ቀዳማይ ብርኪ ቤት ትምህርቲ ኣቐፃላው ብርኪ ትምህርቶም ዓርሰ ምትእምማን ንክህልዎም ይገብር እዩ።

ትሑት       ማእኸላይ       ልዑል

**ክፋል ሓሙሽተ ሕቶታት ናውቲ ምስትምሃር**

1. ቋንቋ ምልክት ኢትዮጵያ ኣብ ከይዲ ምምሃር ምስትምሃር ንምጥቓም ሓገዘቲ ዝኮኑ( መዝገበ ቃላት፣ ምዕሩይ ቃላት፣ ብምስሊ ዝተቐረፁ ቋንቋ ምልክት ኢትዮጵያ ወዘተ.)ናውቲ መፃሕፍቲ ኣብ ቤት ትምህርቲ ኣሎ።

ትሑት       ማእኸላይ       ልዑል

2. እኩል ዝኮነ ናውቲ ትምህርቲ (መፅሓፍ ተምሃሪ፣ መምርሒ መምህር፣ ሲለለበስን ካልኦትን) ኣብ ቤት ትምህርቲ ኣሎ።

ትሑት       ማእኸላይ       ልዑል

**ክፍሊ ሓሙሽተ፡ ኣመላኻኻታ መምሃራን ኣብ ኣጠቓቕማን ቋንቋ ምልክት ከም መስተምሃሪ ቋንቋ ነዞም ዝስዕቡ ሕቶታት መፅናዕቲ ኣብ ኣጠቓቕማ ቋንቋ ምልክት ኢትዮጵያ ንከይዲ ምምሃር ምስትምሃር ዘተኾሩ ድሕሪ ምንባብ ኩነታት ምስምዕማዕኩምን ዘይምስምዕማዕኩምን እዚ ምልክት (✓) ኣብቲ ሳብዱቕ ኣስፍሩ።**

1= ብጣዕሚ ኣይስማዕን፣ 2= ኣይስማዕን 3=እወሰንኩን 4= ይስማዕን 5 = ብጣዕሚ ይስማዕን

S/No_	ሙሉእ ሓሳብ	1	2	3	4	5
1	ከምናተይ ኣረኣኢይ ተምሃሮ ምስማዕ ዝተስኣኖም ብቋንቋ ምልክትን ዝርርብን ምስትምሃርና ዝበለፀ እዩ።					
2	ከምናተይ ኣረኣኢይ ንሕና ተምሃሮ ምስማዕ ዝተስኣኖና ብማዕረ ከም ዝሰምዑ ተምሃሮ ብቋንቋ ምልክት ኢትዮጵያ ንመሃር ኢና።					
3	ከምናተይ ኣረኣኢይ ኣብ ቤት ትምህርትና ዘለው መምህራን እኹል ክእለት ቋንቋ ምልክት ኢትዮጵያ ኣብ ምስትምሃር ኣለዎም።					
4	ከምናተይ ኣረኣኢይ ኣብቤ ቤት ትምህርት ቋንቋ ምልክት ኢትዮጵያ ስልጣና ኣብ ምምሕያሽ ክእለት ኣገዳሲ እዩ።					
5	ከምናተይ ኣረኣኢይ ንሕና ተምሃሮ ምስማዕ ዝተስኣኖና ሙሉእ ዕንስ ሓሳብ እቲ ትምህርቲ ብቋንቋ ምልክት ኢትዮጵያ ንመሃር ኢና።					
6	ከምናተይ ኣረኣኢይ ተምሃሮ ምስማዕ ዝተስኣኖና ብቋንቋ ምልክት ኢትዮጵያ ተጠቒምና ንክንመሃር ኣየፀግመልናን።					
7	ከምናተይ ኣረኣኢይ ብምክንያት ሕፀረት ናውቲ ኣብ ምጥቓም ቋንቋ ምልክት ኢትዮጵያ ዝረከ ፀገም የለን።					
8	ከምናተይ ኣረኣኢይ ኣመለኻኻታ መምህራን እዚ ቤት ትምህርቲ ኣብ ምጥቓም ቋንቋ ምልክት ኢትዮጵያ ከም መምህራ ቋንቋ ኣዎንታዊ እዩ።					
9	ከምናተይ ኣረኣኢይ ተምሃሮ ምስማዕ ዝተስኣኖም ኣብ እዋን ተፍታሽ ብሰዋስ ቋንቋ ምልክት ኢትዮጵያ መልሲ እንትፀሕፍ ይኸረመልና እዩ።					
10	ከምናተይ ኣረኣኢይ ኣመለኻኻታ ተምሃሮ እዚ ቤት ትምህርቲ ኣብ ምጥቓም ቋንቋ ምልክት ኢትዮጵያ ከም መምህራ ቋንቋ ኣዎንታዊ እዩ።					