

# CHAPTER 1

## THE PROBLEM AND ITS SETTING

### Introduction

This chapter shall begin with the background to the study, the statement of the research problem, the research questions, and purpose of the study, the assumptions, significance of the study, limitations of the study, delimitations and definition of terms as well as the summary of the chapter.

### Background of the study

From the medieval era people with disabilities were not accepted in the communities in which they were born into, they had to suffer many unkind situations. They were killed, abandoned and even forced to live in isolation. Hardman et al (1997) states that people with disabilities were seen as having special powers and treated kindly. Their having special powers according to a few such as Hindus did little to help as only a few of them were treated as Gods.

The type of disabilities people had varied back then and still vary from those who are intellectually challenged, visually impaired, those with physical disabilities and those with hearing impairment among many other different types of disabilities.

For those who were hearing impaired or deaf their disability was and is still an invisible disability because it cannot be seen by merely looking at a person but the problems they face are very serious. Chiinze and Tambara (2000) say the loss of hearing isolates the individual from family, friends and the community as a whole because in a world controlled by the ability to hear sounds and speaking using verbal language is a critical link in the development of communication. They could not be heard or spoken to by the people around them.

There was a change however when some enlightened individuals such as educators saw the potential that was in the disabled people mainly those with hearing impairment. Educators saw that neglect, ill-treatment, inadequate support and inappropriate schooling methods led to lack of communication systems which affected the deaf in their ability to communicate. It was not until the 1960's that the humanitarian movements concerned about civil and social rights brought about changes in the care and treatment of people with disabilities. It was realized that the

hearing-impaired even though they did not have a voice needed to communicate, take part in activities and be heard even to share jokes and laugh with friends and family.

Changes were brought about gradually as sign language became a means of deaf people to communicate. This did not only include sign language but a total communication system which improved the means of communication for the deaf. Through this means of communication the deaf became empowered to be actively involved and also participate in every day issues that concern people.

With the introduction of sign language this did not imply that all their problems were over for the deaf and hard of hearing still face challenges with communication. Hearing people listen and hear without thinking and obtain information through many modes and sometimes incidentally. In most cases the deaf are left out of conversations and rely on what they can pick if there is no one to interpret for them because most hearing people do not use sign language.

Deaf and hard of hearing students face challenges of being labelled, sidelined and stigmatized let alone being victimized due to barriers in communication. It is because of this that one feels the deep anguish and distress that the deaf and hearing impaired face due to communication barriers.

In the primary school level children learn through communication. This kind of communication done through play, sharing, group work discussions as well as through the process of socialization. Through lack of communication the child misses out on language development and fails to perform well not because of low intelligence quotient, but because of a breakdown in the means of communication.

Although there has been an increase in awareness programs, introduction of new technologies and gadgets there are still challenges that the hearing impaired face. People in society still have some misconceptions about people with disabilities not sparing those with hearing impairment as they fail to adequately communicate with them. People with hearing impairment are found everywhere, like every person they like to speak and be spoken to. They love to share jokes, listen to the news, share and communicate their views as well as being heard and answered on any platform that they choose. It is with sorrow that the hearing impaired are found lacking in means of communication which would enable them to speak. These challenges that the hearing impaired face are what has motivated the writer to undertake this study of investigating further

the problems faced by the hearing impaired that is the hard of hearing and deaf with specific reference to communication in the primary school.

### **Statement of the problem**

Most individuals with hearing impairment face challenges especially in communication as they cannot do so by use of oral or spoken language. This makes them depend mainly on others who use the same signed system, but the problem is that only a limited number of people are conversant in this means of communication hence creating barriers between those who are hearing impaired and those who are not.

### **Research questions**

- i. What are the problems that people with hard of hearing face due to barriers in communication?
- ii. In what ways are hearing impaired people affected by difficulties in communication?
- iii. What are the attitudes of teachers and fellow students towards children with communication difficulties?
- iv. Is the school willing to introduce means and ways to eradicate communication barriers in the primary school?
- v. What can be done to close the communication gap between the hearing and the hearing impaired?

### **Purpose of the study**

The study aims to:

- i. Shed more light on the fact that people who are deaf and hard of hearing have problems in communication and that they have a need to communicate effectively with their peers and those in society.
- ii. Educate society on the fact that people who are hearing impaired can be able to communicate effectively with them if necessary steps to help them are taken
- iii. Expose the problem faced due to lack of communication.

- iv. Find ways of improving communication between the hearing and the hearing impaired.

### **Assumptions**

The study assumes that people with hearing impairment have challenges that they face in the primary school. It is also assumed that views held of the hearing impaired by teachers and primary school students are negative due to barriers caused by communication problems. Deaf and hard of hearing primary school students have communication problems and these bring a chain of other problems that arise from the difficulties in communication between them.

### **Significance of the study**

The findings of this study may help to make society aware of the extent to which deaf people face problems in communication and how these problems can be addressed. It is also the writer's hope that the findings of this study may also be used to establish the extent to which administrators, educators and parents could work together to help in the communication of the hearing impaired and thus bring benefit.

As mentioned above different stake holders will benefit such as the children who are hearing impaired begin to perform better after realistic solutions that work are implemented in their schools they could better perform. The pass rate of the hearing impaired children may rise and their schools will have a good reputation in the teaching of the hearing impaired. The administrators will also benefit in that it will be easier to allocate classrooms which have hearing impaired learners to teachers without worrying that teachers will refuse to take classes or accept them with disgruntlement.

Teachers would also benefit as they will also be able to communicate effectively with children who are hearing impaired breaking down the communication barriers that hinder the children from communicating effectively. Work in the classroom situation would also progress as all children will be able to participate in activities allocated for them and there will not be too much deviation from instruction giving techniques. Children will basically receive instruction on the same level reducing the teachers work load. Parents will benefit in that they will have the

assurance that their child is learning well communicating and that the possibility of failure has been minimized for their child.

### **Limitation of the study**

The researcher was inhibited from the thorough collection of data due to insufficient time to conduct the research as well as finding the problems.

The researcher had to use his spare time and on other circumstances had to give appointments to some teachers involved in the research.

A few of the teachers were not enthusiastic to complete the questionnaires as they seemed to be busy with personal duties.

Some questionnaires were not returned in time as per arrangement, the researcher made some follow-ups.

### **Delimitations**

The study is concerned with the problems faced by the deaf and hard of hearing students and other challenges they may face in the primary school. The study covered Sakubva Primary School, Nzeve Deaf Children Centre and Chikanga Primary school in Mutare urban which are institutions identified with hearing impaired children.

### **Definition of terms**

Disability is a condition characterized by loss of physical function or difficulty in learning and social adjustment that significantly interferes with normal growth and development.

Hearing impairment is the loss in hearing the intensity of sounds.

Hearing Aid is device that is used as sound amplifying device by persons who are classified as Hard of Hearing who have residual hearing

Oral language is a language that employs the use of speech in conveying meaning in communication.

Hard of hearing is when audition is deficient but remains somewhat functional. Generally with the hearing aids the person has residual hearing sufficient to enable successful processing of linguistic information through audition.

Deafness is a condition that prevents one from registering information related to language through the use of sound.

Communication is the sharing of information, thoughts and/or feelings and opinions through mutually understood symbols or codes between two or more people.

Sign Language is a manual form communication that uses gestures, facial expressions, body movement and lip pattern to express meaning without the use of audition and/or speech.

Barriers are conditions that makes hinders or create difficulties in progress and achievement on certain objectives.

## **Summary**

The first chapter gave an overview of the study. The writer gave the background to the study and the statement of the problem. It cited the problem faced by people with disabilities from the medieval era. Highlights of what the study hopes to achieve was also given. The aim is that communication will improve and challenges reduced for the deaf in the primary school and radiating into society as a whole. In the next chapter, the writer will carry out literature review related to the study in order to gain insight on what other authorities have written about the problems faced by the deaf due to communication barriers.

# Chapter 2

## LITERATURE REVIEW

### 2.1 Introduction

The previous chapter presented the research problem of the study. This section attempts to review some of the literature concerning the problems faced by hearing impaired children in the primary school with specific reference to communication.

### 2.2 Problems faced by the hearing impaired in the primary school

Hearing impaired people go to school like any other children but they experience many problems due to the disability they have. These problems are worsened by lack of proper help and support that is not given.

According to Wang (2008) many children fail to communicate as they cannot hear what the teacher and other children will be saying and so cannot instantly respond. This becomes a problem due to the fact that they cannot ask the teacher to repeat what they have said in order for them to get better understanding which is essential for effective communication. Wang (2008) goes on to say that the hearing impaired children shy away and will not even ask for special devices such as the hearing aid or a microphone to amplify sound because they want to be the same as other children. This is a serious barrier as assistive devices or hearing aids are what help these children with residual hearing to access sound which is essential for communication.

This surely brings to light the problem that they face of not wanting to present themselves as having a disability because they just want to be seen as not being different to the other children in the primary school. Having a hearing aid removes the uniformity they so much desire with other children. The greater problem here is that communication is hindered because the children do not have adequate tools or necessary aids that improve the child's ability to hear or hearing enhanced, Green (2007) goes on to say that the hearing impaired feel a sense of inadequacy when drawing attention to their disability. This feeling creates a barrier in communication as hearing aids are worth a lot in the communication process as they amplify sound enabling sound to be heard.

In pursuit of this discussion Martin (1997) says all this has social consequences for the children with hearing impairment. Many of them keep to themselves and prefer not to take an active part in the classroom activities. These activities are essential for breaking down communication barriers, but in this sense a barrier is created as the children fail to communicate through activities which are essential in the communication process. Activities also help the hearing impaired acquire language but if there is no active involvement of the child the language for communication is not acquired. Martin (1997) also goes on to say that the hearing impaired watch passively and will not give their contribution even though they may have a valuable contribution which they may fail to communicate to the class.

Due to lack or the inability to communicate simply with others barriers are created. Children with hearing impairment end up having learning difficulties. Ysseldyke et al (2000) describe these as a disorder in one or more of the basic psychological process involved in understanding or in using language spoken or written which may manifest itself in an imperfect ability to listen, think, read, write, spell or do mathematical calculations. Research done by Gandari, Kaputa and Ndoro (2003:30) has shown some of the symptoms of learning difficulties the hearing impaired face. These being linguistic immaturity, inability to use oral and written language attention and behavioral difficulties and social inappropriateness. Authors Gandari, Kaputa and Ndoro (2003:85) go on to add that some of the hearing impaired have poor articulation of sound, confusion of similar sounds such as r' and l' tend to occur. This also implies that there are problems in the pronunciation of words. Once words are pronounced wrongly they may face ridicule from their peers who may laugh at them thus creating a big communication barrier. Due to these problems the hearing impaired may not be taken seriously and again be viewed as dull which may not be the case.

Another barrier that presents itself in the communication by the hearing impaired is that some speak very softly or too loud. Due to lack of sound access which allows them to hear the different pitches of sound they also speak in a mono tone, quietness where they may tend to continue to ask for repetitions or drawing of unnecessary attention due to the loudness of their voice. None of the other children in the class will want to communicate with them.

Not only do the hearing impaired have problems in oral communication. Several studies by Myklebus (1973) and Wesley (1983) have shown that hearing impaired children in the primary



school commit more to punctuation and capitalization errors than their hearing peers. This problem results in the hearing impaired being frustrated. This poses as a barrier to communication as it prevents the learner from scoring high marks as marks are subtracted for these errors. This also creates a bigger barrier in communication as meaning is lost due to wrong sentence construction and language structures. Syder (1992) also adds by saying the hearing impaired have difficulty in fluency and putting words together. Mercer and Mercer (1989) also highlight that the hearing impaired who face difficulty in communication are therefore excluded from social exchange of everyday life.

Besides the punctuation and errors that the hearing impaired makes handwriting is another problem that the hearing impaired have and this poses as a barrier to communication as people also communicate through form of writing. Good handwriting is necessary if one is to express himself well.

Helliman (1989) says that in all the ways of communication handwriting is considered the most concrete of the communication skills because it can be directly observed, evaluated and preserved. Poor handwriting is a barrier in that it is hard to preserve the work that the hearing impaired learner has written if it is not legible and the information being conveyed may not be understood or retrieved for future references. It is however important at this juncture to note that not all hearing impaired learners have bad handwritings as the time spent would have gone to naught if no meaningful information can be used to progress in school work. Owens (1992) also adds to these points by saying that note taking requires legible handwriting, listening, comprehending, retaining information while continuing to process new information and important points into useful formats. He goes on to add that this also requires speed.

Research has shown that students who are deaf or hard of hearing have differing access to sound and this depends on many different factors. This is a barrier in communication as the access to sound may not be frequent. Wang (2008) says sound gives access to spoken language. This means that because sound is not sufficient to the hearing impaired learners then the learner's spoken language is also affected negatively. The learning process in the primary school takes place in different environments the hearing impaired suffer as they are not able to communicate in such an environment as the sound they would like to hear is drowned in the noisy environment. Wang (2008) goes on to say that if the access to sound is impeded then access to

spoken language is also affected to some degree. This therefore means that if spoken language is impeded development of written language would and is impacted upon negatively.

Another problem that the hearing impaired face due to lack of communication or other communication barriers is the lack of attention to the problems that hearing impaired learners have in the primary school by teachers and administrators. Most of the times it has been seen that teachers tend to concentrate on children that do not have a disability who they can easily communicate with and get a quick oral response. Syder (1992) says that lack of attention to the hearing impaired child's problems often results in the child from failing to communicate and is shunned in school.

Once the teacher pays little attention the child does not feel a sense of belonging. The child may face abuse and social problems but may not be able to communicate these problems because there are no willing ears to listen to him. Due to this problem the hearing impaired learner's progress fails as he is not able to communicate his/her problems in order to get a solution to lighten the burden of the problems. Syder (1992) also goes on to say because the child cannot communicate he tends to be tired and has frequent headaches. This implies that the hearing impaired learner acquires problems that he/she does not manufacture due to barriers in communication.

As times moved on and progressed sign language was introduced and seen as an ingenious way for the hearing impaired to communicate and have a voice. It became the most natural form of communication for the hearing impaired student. However, a barrier in communication is present due to the use of sign language. It is not like the English language that is spoken universally.

According to Lucas (1990), Lane and Grosjean (1980) and Wilbur (1987) in Chimedza and Mutasa (2003) sign language has been viewed as a bona fide language with its own syntax and semantics and pragmatics. Chimedza and Mutasa (2003) go on to say that sign language does not have its own writing and things told in Zimbabwe Sign Language are written in Shona and English. The problem arises that children in regular school are not able to socialize and communicate freely with other children who cannot use sign language. They only communicate with sign language users, this is a strong barrier in communication as they are hindered from socializing and getting to know who they want. In the case where the child has been integrated to

the regular classroom communication is limited to the child and specialist teacher making participation of the child in the group activities quite difficult.

There are inequalities in communication process and the hearing impaired learner gets information mainly through sign language. No incidental learning brought about through hearing occurs to the hearing impaired learner, thus when other children discuss hearing impaired has nothing to communicate.

Sign language is a physical way of language it is also a barrier in communication for the hearing impaired. This is so because it is hard to communicate in secret whilst communicating in sign language. Children who are hearing impaired tend to shy out and not say exactly what they would want to say for fear that they may be heard and laughed at. Due to barriers in communication the hearing impaired learner also loses confidence in him/herself. Confidence is essential as it enables the child to venture into use of language in the process of communication.

Although the hearing impaired face challenges in communication it is not the only barrier that poses as a barrier to them. Belveridge (2008) cites improper integration as a major problem that the hearing impaired face. Most of these children are placed in the classes where they are expected to perform just as well as those who are not hearing impaired. Due to this improper integration the child does not do well at all in school. They need to be integrated into the classroom that fully caters for the needs of an individual who is hearing impaired.

Whilst improper integration is a problem to the hearing impaired Belveridge (2008) goes on to say that the hearing impaired face problems of discrimination from the normal regular school. Wang (2008) says that most of the students are institutionalized away from the regular school. Once in these institutions the hearing impaired does not have a chance to interact and socialize with hearing students from other cultures. Due to lack of socialization learning about other cultures and how people relate to one another is limited.

Another problem that the hearing impaired face in the primary school is that teachers in the regular school are not trained to cater for the needs of the hearing impaired. Belveridge (2008) says that teachers panic, abandon and even get nervous as they do not have knowledge and skills to help and enable them to cater and handle the hearing impaired. This is a sorry situation

because when a child comes to school they expect to be shown the way to go in order to get an education.

Haves (2009) goes on to say that the provision of hearing aids and equipment for the hearing impaired is not adequate. Most schools do not provide these and most parents of children with sensory impairment do not have adequate resources to purchase this and this is a big problem for the hearing impaired. Teachers also have difficulties accessing equipment for the hearing impaired. The social services department facilities though they are available take long time for funds to be released.

While the teachers are not specifically trained to teach the hard of hearing and hearing equipment hard to obtain Badza and Chakuchichi (2000) are another problem. The two concur by saying the curriculum in Zimbabwe is meant for people without disabilities. This is a great problem as this leaves the hearing impaired without a specific curriculum tailored especially for them. They need to learn skills that prepare them for adult life and employment. Butler (1990) points out that the curriculum for the deaf that is available is not holistic without the inclusion of vocational skills. Teaching of vocational skills to the deaf enables them to function independently as adults by assuming overall responsibility for their conduct. Without this the hearing impaired has difficulties. Gearheart et al (1992) go on to say that when the curriculum is the same for different children there is no education taking place as it focuses on one specific group of students leaving those with other specific needs not being catered for. There is need for changes to be carried out.

## **2.2 Attitudes towards individuals with communication difficulties**

Though the change has come about from the period of the medieval era where people with disabilities were treated cruelly people still have challenges in communication Gerston, Keating, Yovanoff and Hamiss (2001) say these attitudes are hard to change and may take a while before the communication barrier is broken.

Different people have different attitudes towards hearing impaired. Some teachers who teach the hearing impaired in the regular school have negative attitudes towards them because of their communication challenges. Foster (1987) says they have this attitude because they view the hearing impaired as having lower academic and behavioral expectations from society. This

attitude is harmful as it means that the teacher will not make extra effort to learn to communicate with the child more effectively, Gersten et al (2001) attributes this negative attitude to lack of interactive experiences on social basis. Some teachers also have negative attitudes because as Jarvis and Lantiffi (2006) say they are not adequately equipped to communicate with them. They get frustrated because they cannot communicate or converse with them and then they point fingers at the child blaming the child. They feel it is the child that has a problem and that the child should make an effort to be heard.

Seaver (2013) goes on to add that teachers also have negative attitudes because they want to produce good results and having hearing impaired children in their classrooms who cannot communicate is a barrier to this achievement thus they prefer to let other teachers who are capable to take these children. Wars often erupt in schools with administrators as teachers at times refuse to accommodate some of these children. This has been evidenced by the fact that some headmasters have refused to admit the hearing impaired into their schools. Some have even forced these children to transfer from their schools under the pretext that they need better schools which can better help them and also provide hearing aids for them. Seaver (2013) also brings up another point, he says that people still have negative attitudes towards the deaf who cannot communicate effectively because they view them as being sick and needing a cure so that they can hear and speak. The use of hearing aids worn by the hearing impaired makes this belief worse as children in the primary school believe that the aids are a form of treatment that when they are healed they will stop using these. Their peers also have negative attitudes because they cannot socialize easily with them for they are not able to use sign language as a form of communication.

Parents of children who learn with the hearing impaired also have negative attitudes towards the hearing impaired. They feel that the students who are deaf have got nothing to share and impart to their children. Foster (1987) says parents view them as being inferior and backwards they are not able to communicate with them. In some regular schools parents even bar their children from socializing and communicating with the deaf for fear that their children will end up being like the hearing impaired.

Other parents have actually fueled this negative attitude. Foster (1987) says that some parents have removed their children from schools that have integrated the hearing impaired. This kind of

attitude stems from the fact that parents believe that if the hearing impaired cannot communicate then he/she has nothing beneficial to impart to the hearing child.

Administrators have also succumbed to these negative attitudes as parents have refused the establishment of resource units and deaf class at schools where their children go to. Other negative attitudes also come from communities which believe that the hearing impaired who cannot communicate are suffering because of curse and that they need salvation and exorcising that the evil spirits that hold their voices may leave. Seaver (2013) says that the families of the hearing impaired are accused of knowing the source of their child's communication difficulty. These negative attitudes result in mockery and ridicule of the children and the parents themselves.

However while a lot of people have negative attitudes towards the hearing impaired with communication difficulties others view it in a different way. Genstern et al (2001) say other people including peers, parents and teachers of the hearing impaired feel pity for them. This has led to their accommodation in the school, classroom and the communities in which they live in as a whole. This has proved to be helpful as it helps break the barriers. Through this they learn and communicate better. Jarvis and Lantiffi (2006) supports this by saying better positive attitudes are related to better positive outcomes. Some teachers who also take this attitude of having pity and feeling for children who have communication difficulties also contribute to better outcomes. The attitude of the teacher is essential for it enhances learning. Research has also shown that when teachers have positive attitude and are more knowledgeable and able to communicate with the hearing impaired life and communication becomes easier for the hearing impaired.

### **2.3 What institutions have done to close or eradicate the communication barrier**

According to Seaver (2003) there has been a number of strategies that have been employed to try and break or eradicate the communication barriers.

- I. There has been the introduction of special classes and resource units. The resource units takes in children with special needs and a specially trained teacher is placed to teach the children with special needs. In some schools there are whole classes in regular schools which are specifically for the deaf.
- II. Some schools have established sign language clubs where peers can learn to use sign language which thus improves communication between the hearing impaired and those without a disability.
- III. Sign language training workshops are being held where teachers and other interested parties can attend and get to know more about the hearing impaired and their ways of communicating.
- IV. Some institutions have qualified sign language interpreters who help as communication assistances or interpreters and thus make communication easier for the hearing and the hearing impaired as they can communicate fluently with both parties. Here through the interpreter questions can be asked and answers received without challenges.
- V. In other institutions the hearing impaired are involved with assistive learning devices such as hearing aids, computers and other equipment to aid hearing, this helps in good communication and in breaking barriers to communication.
- VI. Institutions in different places also organize opportunities for the hearing impaired to communicate. These include conferences and sporting events that are specially designed to cater for the deaf and hard of hearing to socialize with other peers and interact thus boosting and breaking communication barriers.
- VII. Rehabilitation services are also provided. Some institutions employ counsellors and speech therapists who come in to assist the children to communicate. Once they have been helped the hearing impaired children can utilize the information learnt.

## **2.4 Means to close the communication gap**

Whilst a lot is being done there are some means that can be implemented to close the communication gap. Braden (1994) lists the following as means that can be used to close the communication gap between the hearing impaired and those who are not impaired.

- I. Use of direct concrete actionable language which the hearing impaired can understand in regard to actions used.
- II. Use of visual aids such as pictures and diagrams for clarity.
- III. The use of computers is effective to convey and communicate oral or written language.
- IV. Information being communicated must be done in the correct form and context.
- V. Express understanding and compassion as the child communicates and show that you are listening genuinely. Whilst showing compassion verify listener comprehension during conversation.
- VI. Set specific goals of what you want the communication process to achieve.

While these are means to close the communication gap it is of great importance to note that it is not up to the hearing impaired to strive to learn to communicate with the hearing. The people who are hearing should also learn how to use sign language and total communication systems so that they can initiate conversations. It is not just to the hearing impaired to make themselves heard, Krupa (2012) also goes on to say qualified interpreters should also be made use of to break barriers. The use examples and role plays to teach the abstract can also be used to break or close the communication gap as children will be able to communicate what they have seen and understood. This means that it is most essential for teachers to plan their work in advance and prepare adequately before-hand to teach the hearing impaired. Krupa (2012) also goes on to say that teacher education should have a compulsory special needs education component to help equip teachers with skills to help them to communicate with the hearing impaired.

## **2.5 Summary**

The chapter revealed the communication barriers that the hearing impaired face in the primary school. It also highlighted other problems other than communication problems they face which



affect their lives. Attitudes of people that interact with the hearing impaired were also focused on and strategies to eradicate these communication barriers were also highlighted. To end the chapter means and ways to close the communication gap were suggested.

# CHAPTER 3

## RESEARCH METHODOLOGY

### 3.1 Introduction

For any research to be carried out successfully there is need for the methodology to be well planned and stated. This chapter focuses on the research methodology. This chapter describes in detail the procedures used and steps followed to collect data, present and analyze the results. The chapter discusses the research design and research method, the population of the study, the sample and sampling procedure, advantages and disadvantages of the questionnaire, data collection, data analysis and the summary.

### 3.2 Research design

The researcher chose the qualitative research design. A qualitative research according to Mc Leod (1994 in Makore and Rukuni (2001) is a process of systematic enquiry into the meanings which people employ to make sense of their experience and guide their actions. Mc Leod (2000) in Rukuni and Makore (2001) adds that qualitative research aims to describe and interpret what things mean to people. This in turn will help answer questions and improve decision making.

However the qualitative research design has its own limitations. One of the limitations is that it is an expensive and time consuming process. Makore and Rukuni (2001) agree that the data analysis process takes a long time to complete.

Despite these short comings the researcher preferred it to obtain a more realistic feel of the world that cannot be experienced through numerical data. Bogdan and Taylor (1975) also go on to say that the qualitative research provides a holistic view of the subject under investigation. The qualitative research method allows the researcher to interact with the research subjects in their own language, environment and on their own terms.

### **3.3 Population**

The Longman Dictionary of Contemporary English (2009) defines population as the total number of people living in an area. Now the population comprised of students and teachers from schools in Mutare urban area. From these schools the researcher chose to use pupils from the Nzeve Deaf Children's Centre, Chikanga Primary and Sakubva Primary as these schools consist of students with hearing impairment and those without hearing impairment. These schools were also chosen because they also have specialist teachers for the hearing impaired and regular teachers who teach children without hearing impairment.

### **3.4 Sample and sampling procedures**

To draw the sample the purposive sampling method was used. Sheskin (1985) states that in purposive sampling elements are chosen or selected for specific purpose and the sample chosen met the criteria required. Nzeve Deaf Children's Centre is the only special school for hearing impaired children in Mutare urban while Sakubva and Chikanga Primary Schools have resource units with hearing impaired children. The sample comprised of 20 hearing impaired children from Nzeve Deaf Centre. From Chikanga Primary School 20 students were taken. These comprised 10 hearing impaired children and 10 were not hearing impaired, the same from Sakubva Primary School 20 students were taken 10 hearing impaired and 10 hearing. Eight teachers were taken from Nzeve 6 from Sakubva and 6 from Chikanga primary school including the school heads.

A total number of 80 people were used in the research. The total number of students taken from Nzeve Deaf Children's Centre was larger because more students were found there while Sakubva and Chikanga had few.

To select the participants the children were placed in a line and every second child selected to participate in the research. The participants were then given a questionnaire to complete. This included both the hearing and non-hearing.

### **3.5 Instruments**

The researcher decided to use a questionnaire as the research instrument. According to Tuckman (1994) a questionnaire is a way of getting data about people by asking them rather than observing their behaviors. The questionnaire comprises of open and closed questions on the subject matter that one would like to find out about or investigate. The questionnaire is then given to the participants who then respond to the questions as best as they can. Here the respondents do not give information about who they are but they just respond to the questions. Closed and open questions were given. Closed questions are those that require structured responses guided by the researcher while open questions were those that gave room for the respondents to give their own input in short phrases.

### **3.6 Advantages of the questionnaire**

The first advantage of the questionnaire is that it can be administered to large numbers of people at the same time. Data can be collected and analyzed easily if the questions are well formulated and in easy and simple language that is easy for the respondents to understand. Because the respondents complete the questionnaire individually it eliminates the possibility of influence of bias from the researcher. It really leaves the respondent to answer the questionnaire personally and answers are also easy to interpret.

### **3.7 Disadvantages of the questionnaire**

A questionnaire is not a very ideal method to those who are not able to read. This means that the researcher may have to interpret for the respondent. This may lead to distortion of the original question being asked. Bias towards a certain answer may also be introduced intentionally leading to a wrong impression or information. Interpreting questions can also be time consuming. Another disadvantage is that the respondent may also lack interest in responding to the questionnaire leading to a low response. Questionnaires are also expensive to produce especially if they are being administered to a large group.

### **3.8 Data collection**

The research first of all made a request to the school heads of Sakubva and Chikanga Primary Schools and Nzeve Deaf Centre to visit them. The researcher then delivered the questionnaire by

hand using the pick and drop strategy. The researcher gave the questionnaire to the respondents and collected the following week.

### **3.9 Data Analysis**

The presentation and analysis of data provides a platform where the understanding of processes can be tested and developed. It gives a view of how the respondents perceive their situation and experiences. Presentation of the results was done through the use of tables, graphs and pie charts.

### **3.10 Summary**

The chapter described the research design and detailed the methods used in data collection. In addition, it discussed the advantages and disadvantages of the research methods. It also described the target population and explained the sampling techniques used to draw the samples. Furthermore the chapter dealt with the research instruments, data collection as well as the data analysis procedure.

# Chapter 4

## DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

This chapter deals with the presentation of data obtained from the questionnaires used during the research. The findings were presented in the form of bar graphs, tables and pie charts. The results were analyzed to find out the challenges faced by the hearing impaired.

### 4.2 Questionnaires to teachers

A total of 20 teachers responded to the questionnaire with 8 special school teachers and 12 mainstream teachers.

#### 4.2.1 Gender of the respondents

Table 1

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	7	35
Female	13	65
Total	20	100

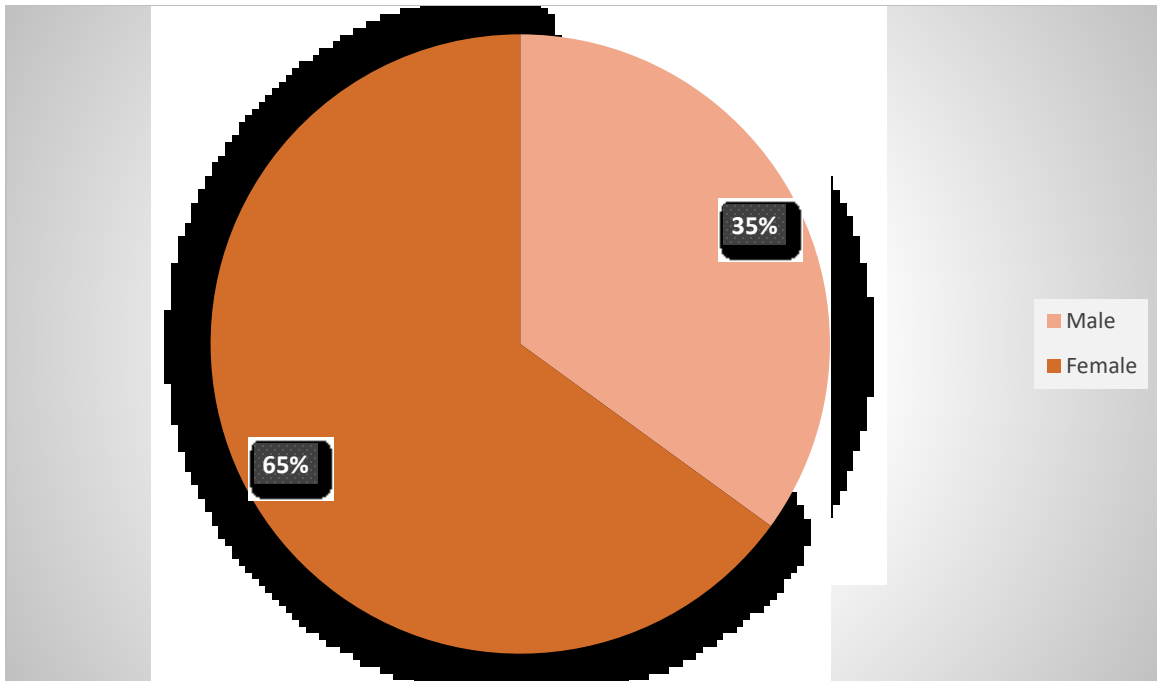


Fig 1 Pie Chart showing gender of respondents.

The implication is that more women than men were involved in contributing towards the research.

#### 4.2.2 Age of respondents

Table 2

Age of Respondents	Frequency	Percentages
20-29	2	10
30-39	8	40
40-49	6	30
50+	4	20
Total	20	100

Table 2 shows that the majority of teachers who taught hearing impaired children had an age range of 30-49 years constituting a frequency percentage of 70%. This indicates the hearing impaired were being taught by mature people.

### 4.2.3 Marital status

Table 3

Marital Status	Frequency	Percentage
Single	3	15
Married	14	70
Divorced	0	0
Widowed	1	5
Separated	2	10
Total	20	100

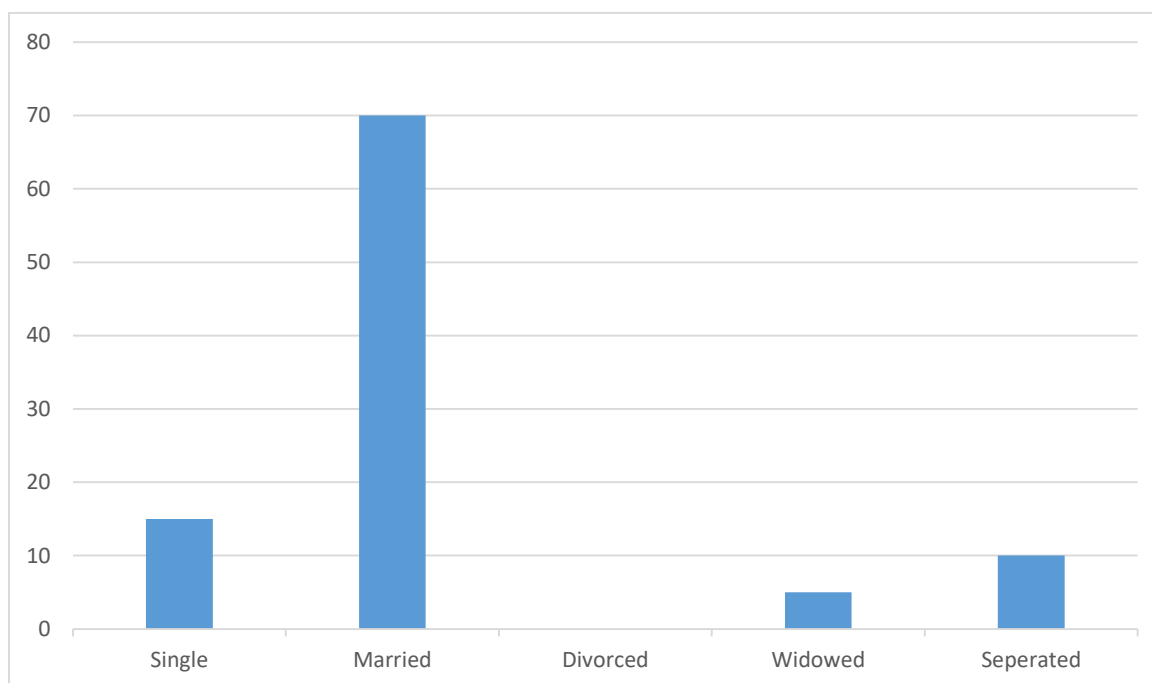




Fig 2 bar graph showing the frequency of marital status of the respondents.

The bar graph shows that the greater number of respondents were people who were in stable marriages and had a feel of children and families. This implies that they were likely to be more patient and tolerant to children with hearing impairment.

#### 4.2.4 Academic Qualifications of respondents.

**Table 4**

<b>Level of education</b>	<b>No of respondents</b>	<b>Percentage</b>
Standard 6	0	0
Z.J.C	0	0
O'Level	12	60
A'Level	8	40
Total	20	100

Table 4 reveals that most of the respondents had O' level while less A' Level, This shows that the majority of teachers generally held high levels of qualification and were in a better position to respond to the questions given.

#### 4.2.5 Professional Qualifications of Respondents

**Table 5**

<b>Qualification</b>	<b>No of Respondents</b>	<b>Percentage</b>
C.E	0	0
DIP Ed	6	30
Bachelor of Education	3	15
B.Sc. Special Needs Ed	8	40
Masters in Ed	3	15
Total	20	100

Table 5 shows that 40% of the respondents were qualified and have experience and training in teaching the hearing impaired, 30% of the respondents held a diploma in education. These went through training and got education on how children should be treated according to their differences.

#### 4.2.6 Qualifications in Special Needs Education

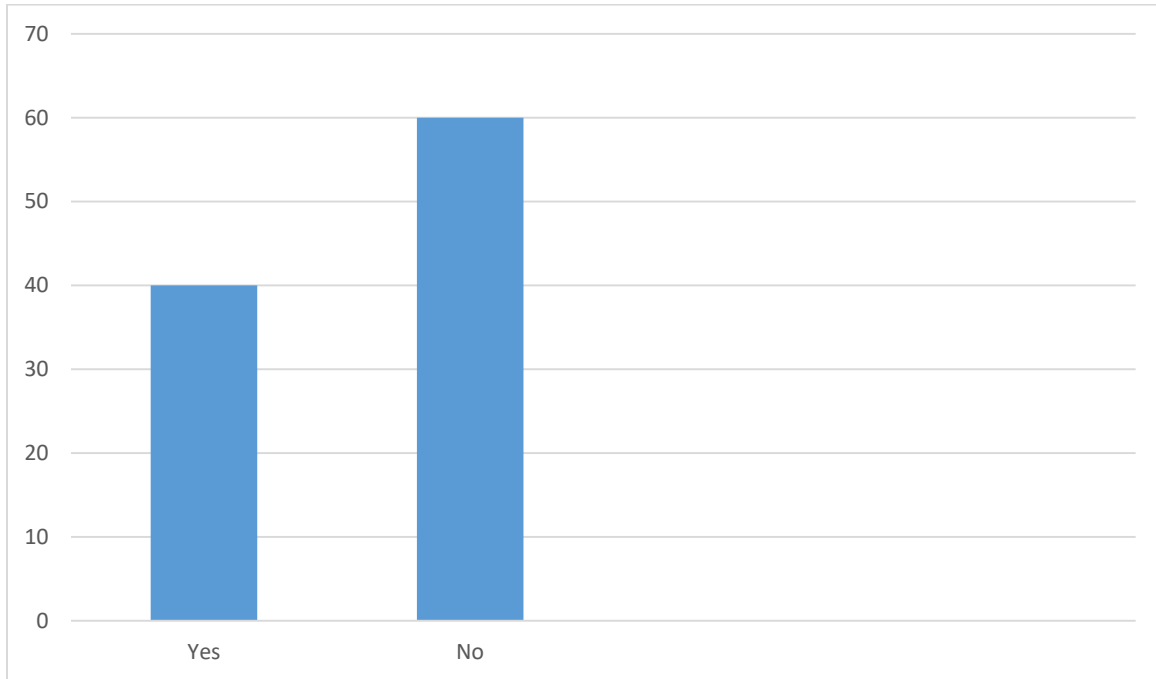


Fig 3 Bar graph showing frequency of the respondents who had qualification in special needs education against those without.

The Bar graph shows that few teachers had qualifications in Special Needs Education. This impacted very much on the communication of the hearing impaired.

#### 4.2.7 Teaching experience of respondents

Table 6 Years of teaching experience

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
10	2	10
10-19	5	20
20-29	10	50
30-39	5	20
Total	20	100

Table 6 shows that more of the respondent teachers had 20-29 years of experience in teaching. This indicated that amongst those teaching the hearing impaired they had a lot of experience and were thus able to assist in activating and bringing about change in the teaching of the hearing impaired and communication problems.

#### 4.2.8 Proportion of Respondents who have experience in teaching the Hearing Impaired

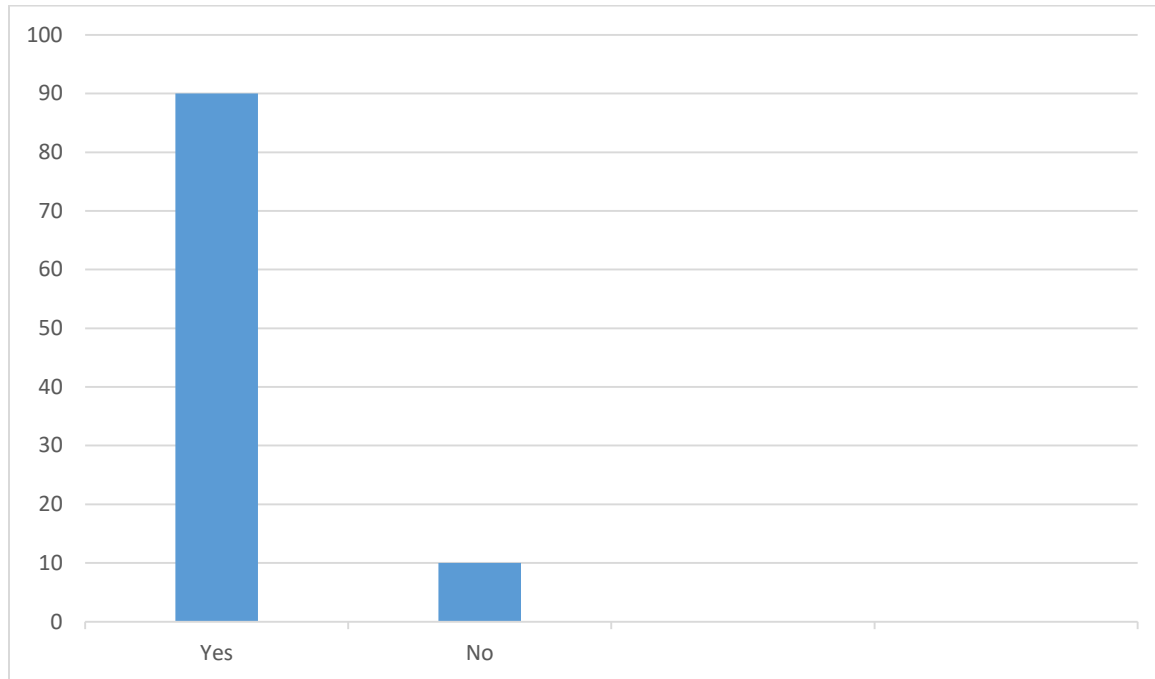


Fig 4 Bar graph showing proportions of teachers who had taught the hearing impaired against those who had not.

The graph shows that a greater proportion of teachers had some experience in teaching children who are hearing impaired. This implies that the responses they gave were most likely to be reliable.

#### 4.2.9 Perceived problems faced by the hearing impaired children in communication according to the respondents.

All the respondents agreed that the major problem that they face is being understood and understanding other people if the mode of communication they use is different. This is so because the hearing impaired use sign language while other people use speech. This shows that there is a large gap in communication between the hearing and the hearing impaired.

#### 4.2.10 Problems faced by the hearing impaired

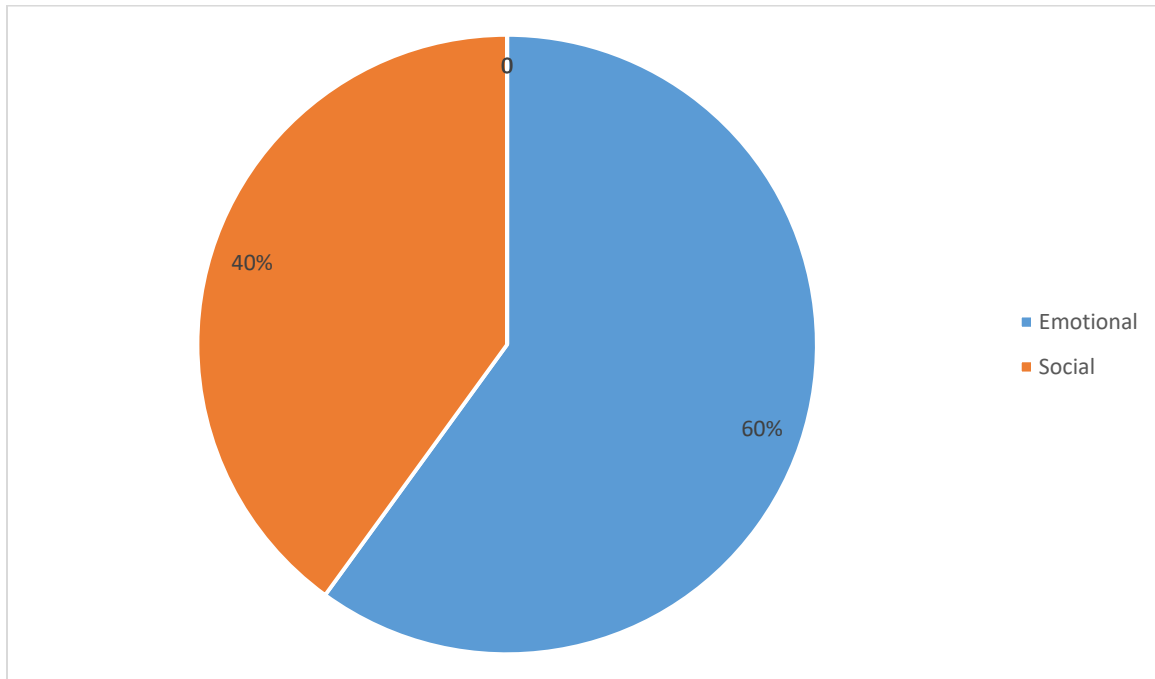
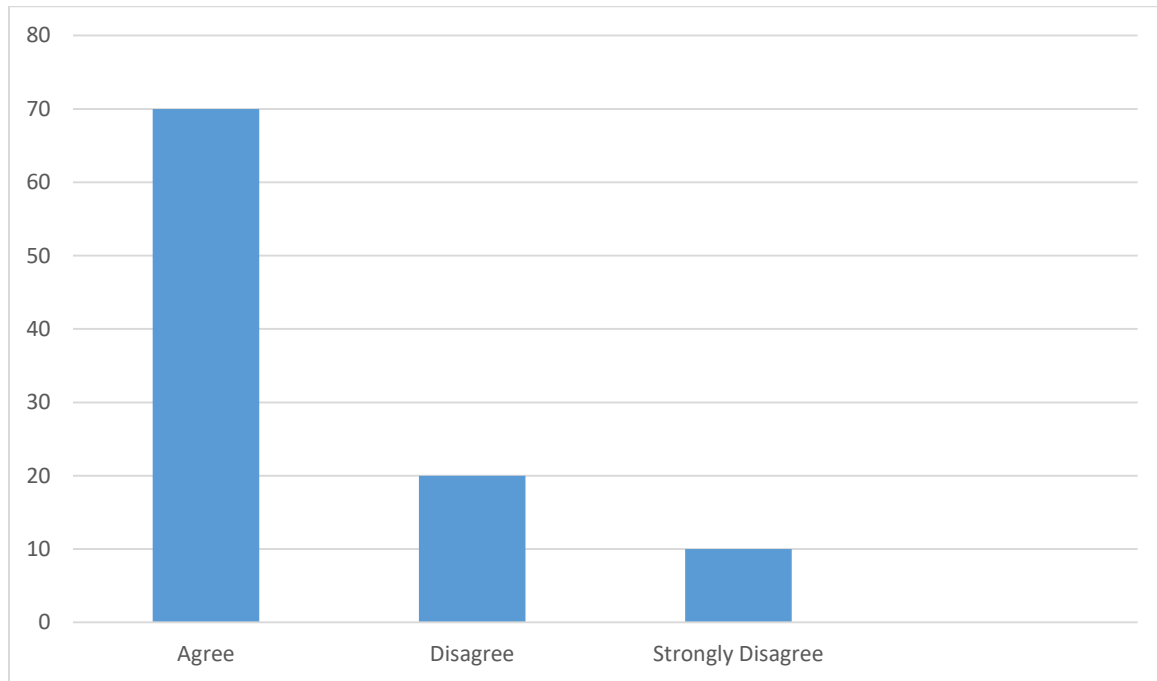


Fig 5 Pie chart problems faced by the hearing impaired children.

The Pie chart shows that the greater number of hearing impaired children were perceived as having or facing emotional problems, this being 60%. This is due to the fact that they find it hard to socialize with people who cannot communicate using Sign language or the mode of communication they understand.

**Fig 4.1.11 Respondents Opinion on whether all Teachers Should be Conversant In teaching Sign Language**



**Fig 6 Bar graph showing teacher perspective on the teaching of sign language**

The Bar graph shows that the greater number of teachers which was 70% was for the motion that people should be conversant with sign language so that the barrier in communication can be closed.

#### **4.2.12 Mode of communication by respondents when communicating with the hearing impaired**

Table 6

<b>Mode of Communication</b>	<b>Frequency</b>	<b>Percentage</b>
Sign Language	8	40
Gestures	3	15
Interpreter	9	45
Total	20	100

The table reflects that most of the respondents communicated in sign language, less use gestures and the majority rely on interpreters. This means that more needs to be done in order to bridge the gap between the hearing impaired and the hearing to improve communication.

#### **4.2.13 Communication with the Hearing Impaired**

All the 20 respondents agreed that there is a communication barrier between the hearing and the hearing impaired.



#### 4.2.14 Closing the gap in communication between the hearing and the hearing impaired

**Table 8**

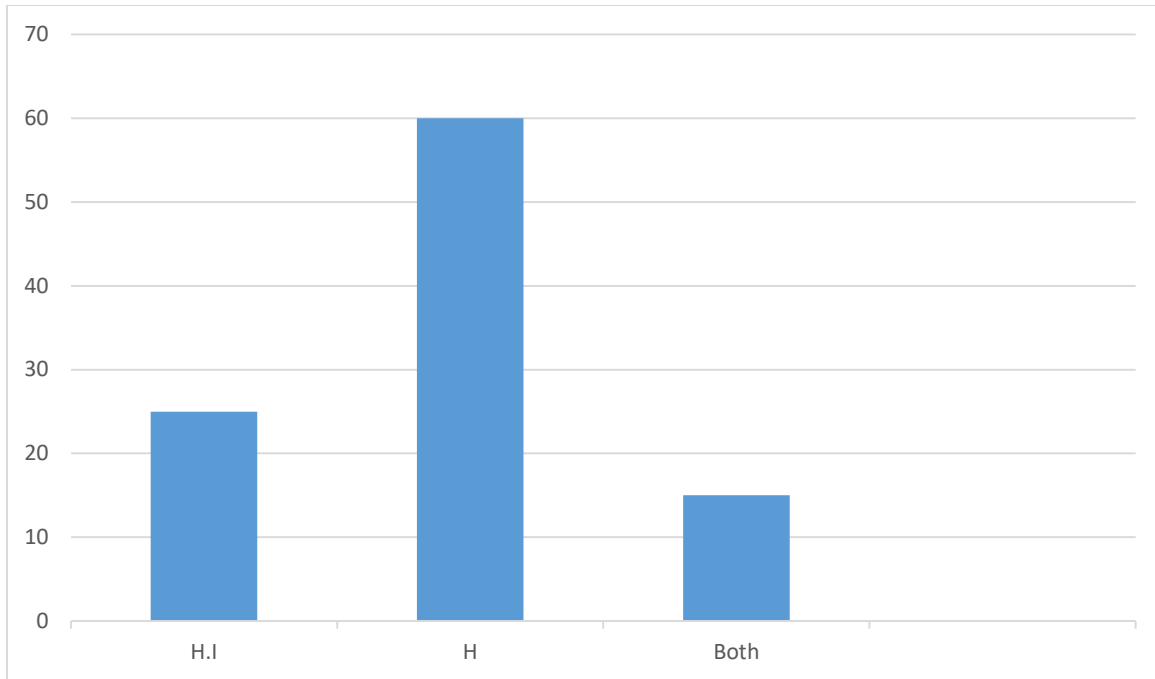
Making Sign Language compulsory in school	14
Institutionalizing the deaf	1
Starting Sign Language clubs in schools	5
Total	20

The table shows that the majority of the respondents are for the idea that the teaching of sign languages should be made compulsory in school. This indicates the respondents desire that they should be a reduction in the communication gap between the hearing and the hearing impaired. Others believed that sign language clubs could help while one was of the opinion that the deaf be institutionalized. This should not be so as advancements to help the disabled are being done.

#### 4.1.15 Preferred group of students to be taught by the respondents

**Table 9**

Group of children	Frequency	Percentage
Hearing Impaired	5	25
Hearing	12	60
Both	3	15
Total	20	100



**Fig 7 Bar graph showing preference of students the respondents prefer to teach**

Most of the teachers preferred to teach hearing children as indicated by the bar graph. A total of 40% of the teachers would not mind teaching those who are hearing impaired. The percentage was low meaning that there is still need to break the communication barrier as it hinders the teachers from having an interest in teaching the hearing impaired.

#### 4.2.16 Attitude of respondents towards hearing impaired children

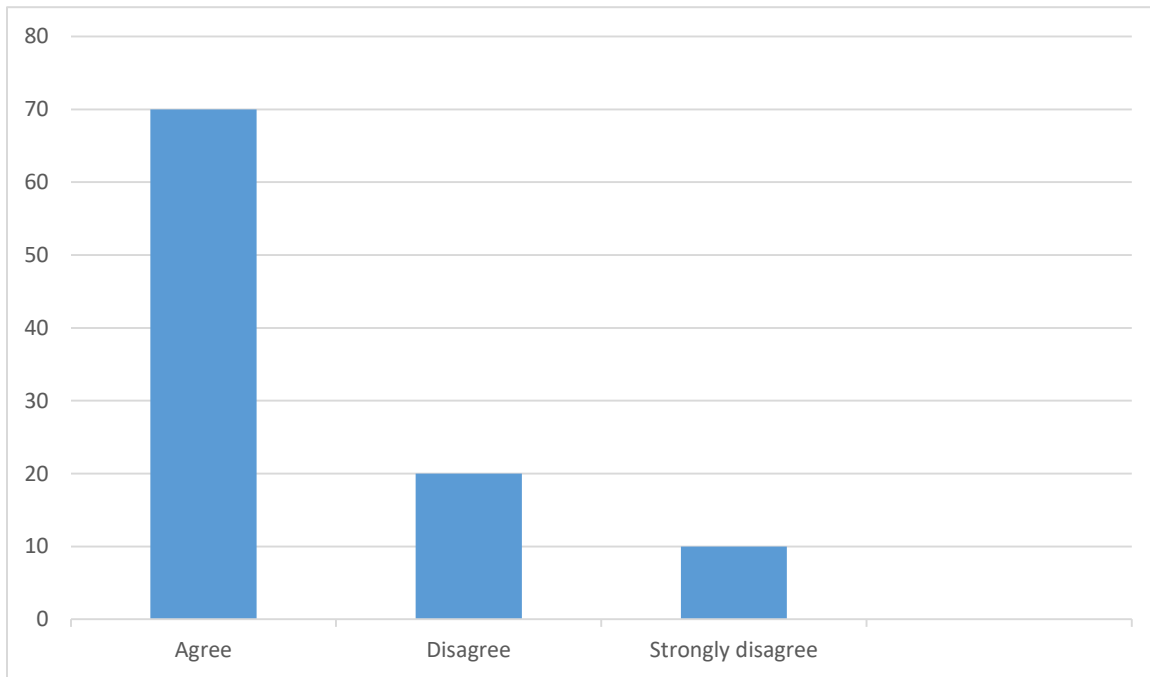


Fig 8 Bar graph showing the attitudes of respondents towards the hearing impaired children.

The bar graph shows that a bigger percentage of the respondents believe that teachers have negative attitude towards the hearing impaired children. This indicates that these attitudes stem from the fact that they are not able to communicate with the hearing impaired children

#### 4.3 Questionnaires to the hearing impaired

##### 4.3.1 Respondents' gender

Male	20
Female	20
Total	40

The gender of the respondents was balanced

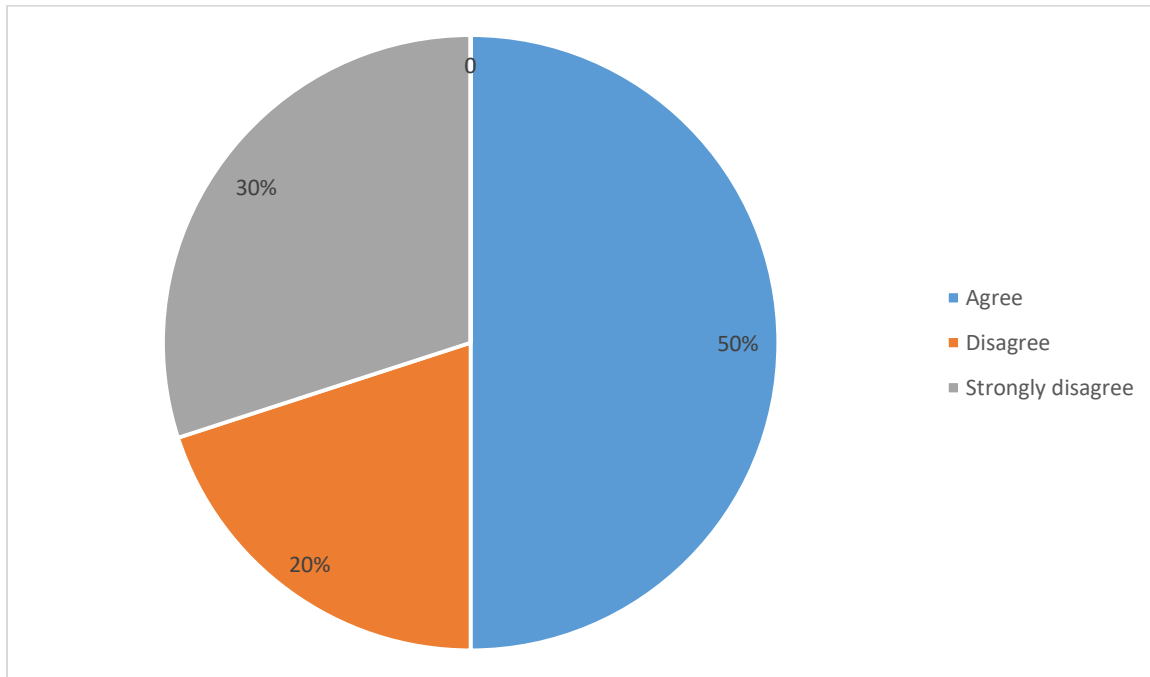
### 4.3.2 Respondents mode of communication

Table 10

Mode of communication	Frequency	Percentage
Sign Language	24	60
Fingerspelling	0	0
Gestures	0	0
All of the above	16	40
Total	40	100

The table shows that the majority of the respondents are more frequent users of sign language and only a few use all the above together. This means that these respondents were relevant for the study.

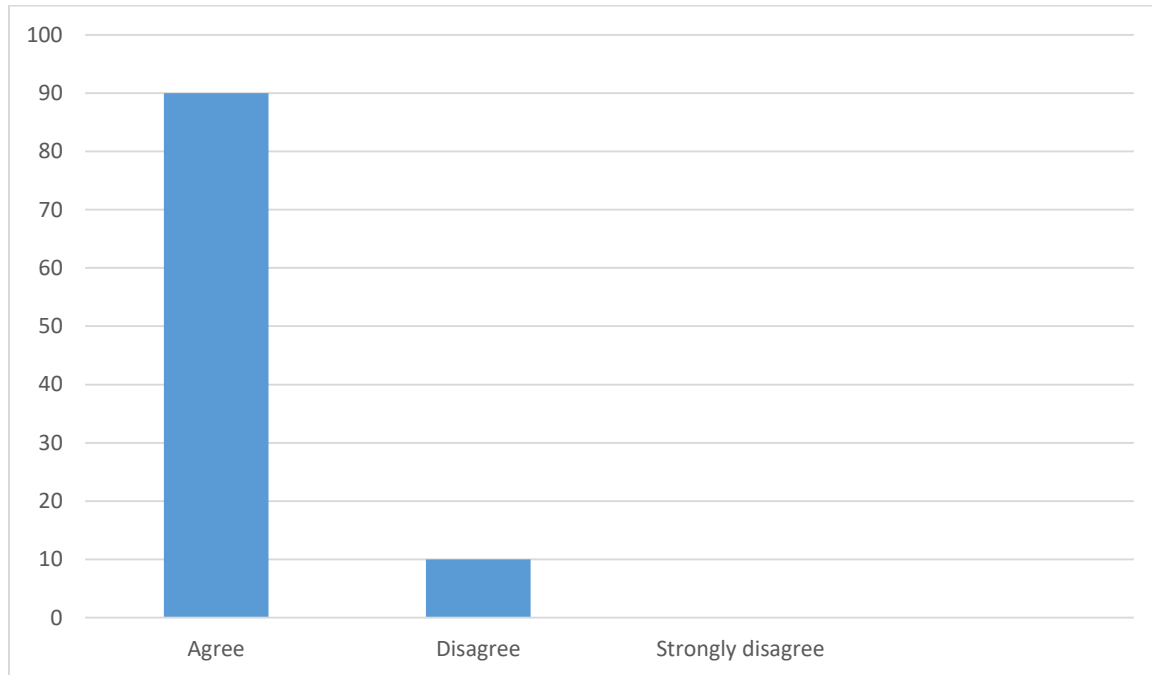
### 4.3.3 Respondents' opinion on the fact that the hearing impaired children should learn with the hearing



**Fig 9 Pie chart showing respondents opinion on the inclusion of the hearing impaired and hearing students.**

The pie chart shows that half of the respondents agreed that hearing impaired students should learn together with the hearing students. This clearly indicates their need to communicate.

#### 4.3.4 Respondents opinion on having friends that are hearing



**Fig 10 Respondents opinion on the socialization with hearing impaired children**

The bar graph clearly shows the hearing like to socialize and communicate with their hearing peers.

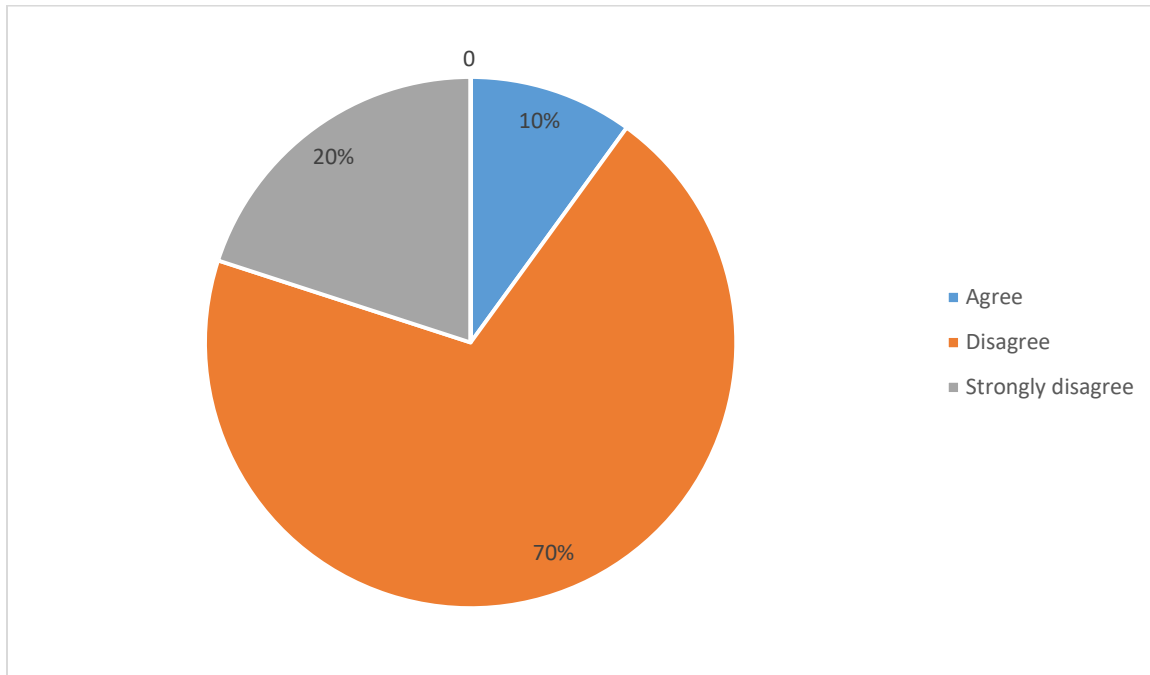
#### 4.3.5 Respondents way of communication with the hearing

Table 11

Mode of communication	Frequency	Percentage
Sign Language	4	10
Gestures	28	70
Interpreter	8	20
Total	40	100

The greater percentage use gestures with the hearing as these are easier to understand. However this means that there is a communication gap.

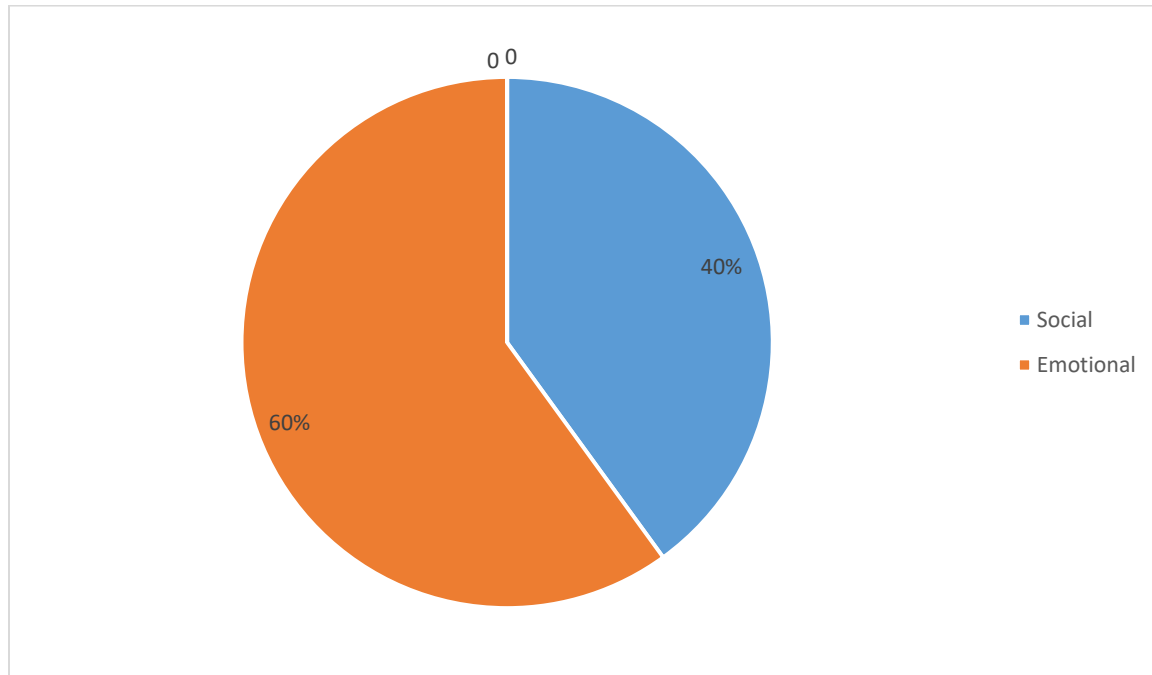
#### 4.3.6 Communication with the hearing is easy



**Fig 11 pie chart shows the opinion of the respondents on how easy it is to communicate with the hearing.**

The pie chart shows that most of the hearing impaired children believe that it is not easy to communicate with the hearing. Only a small number agrees that it is easy. This indicates that the hearing impaired do face difficulties when trying to communicate.

#### 4.3.7 Other problems faced by Respondents other than communication difficulties



**Fig 12 Pie chart showing respondents opinion on other problems other than communication faced.**

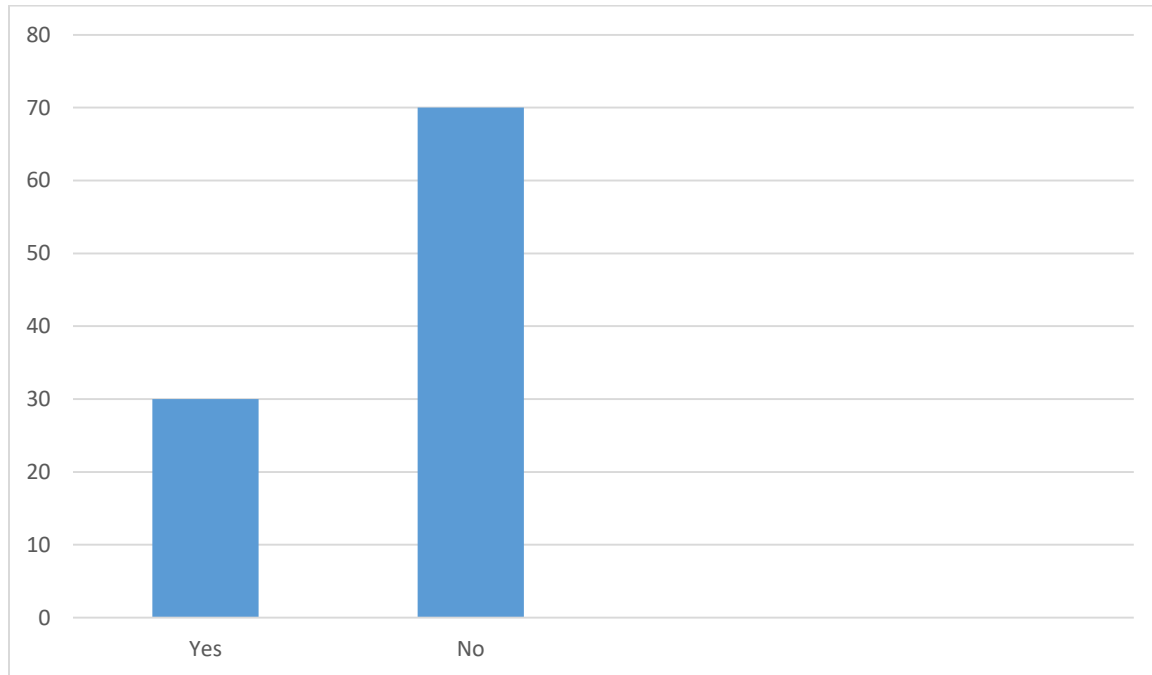
The pie chart shows that a large number of the children faced emotional problems while less face social problems. This shows that these emotional problems stem from depression stigma and low self-esteem when they fail to communicate.

#### 4.3.8 Do All Teachers in your School use Sign Language

All the 40 respondents said that not all their teachers use sign language in communicating. Only their specific teachers use sign language. Other teachers in the school do not do so meaning that they miss out on what these teachers communicate informally.



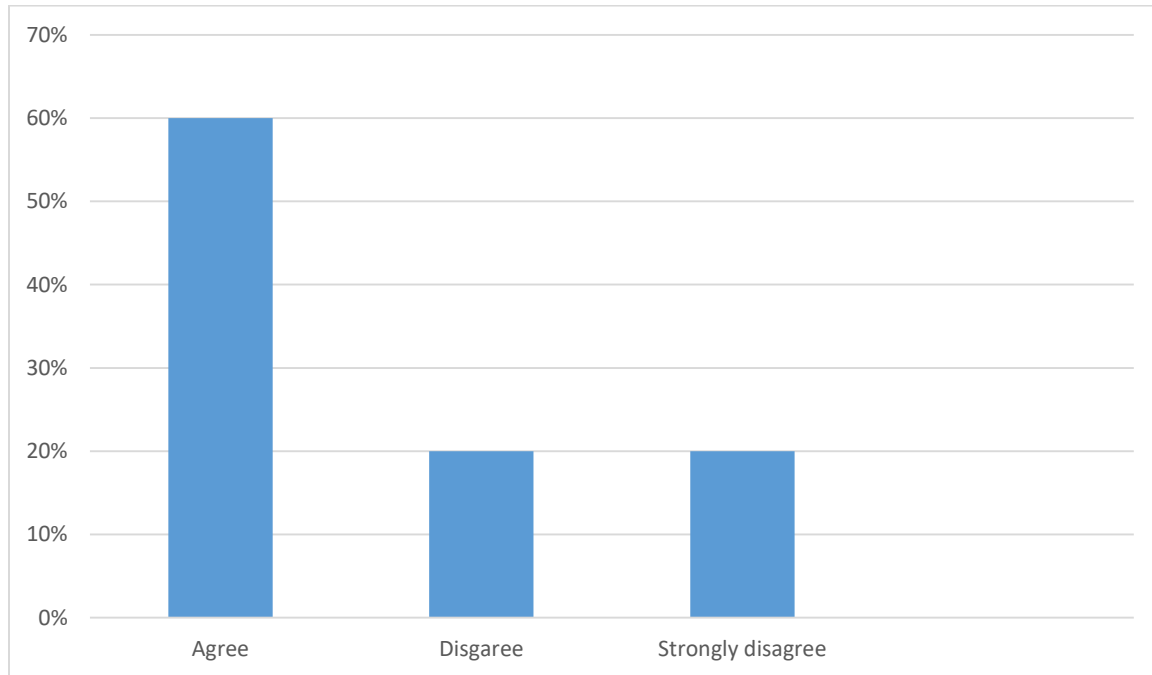
#### 4.3.9 Proportion of teachers who know Sign Language



**Fig 13 Bar graph showing the percentage of teachers who know sign language against those who do not.**

A greater percentage of the teachers do not know sign language posing a problem in communication with the hearing impaired children.

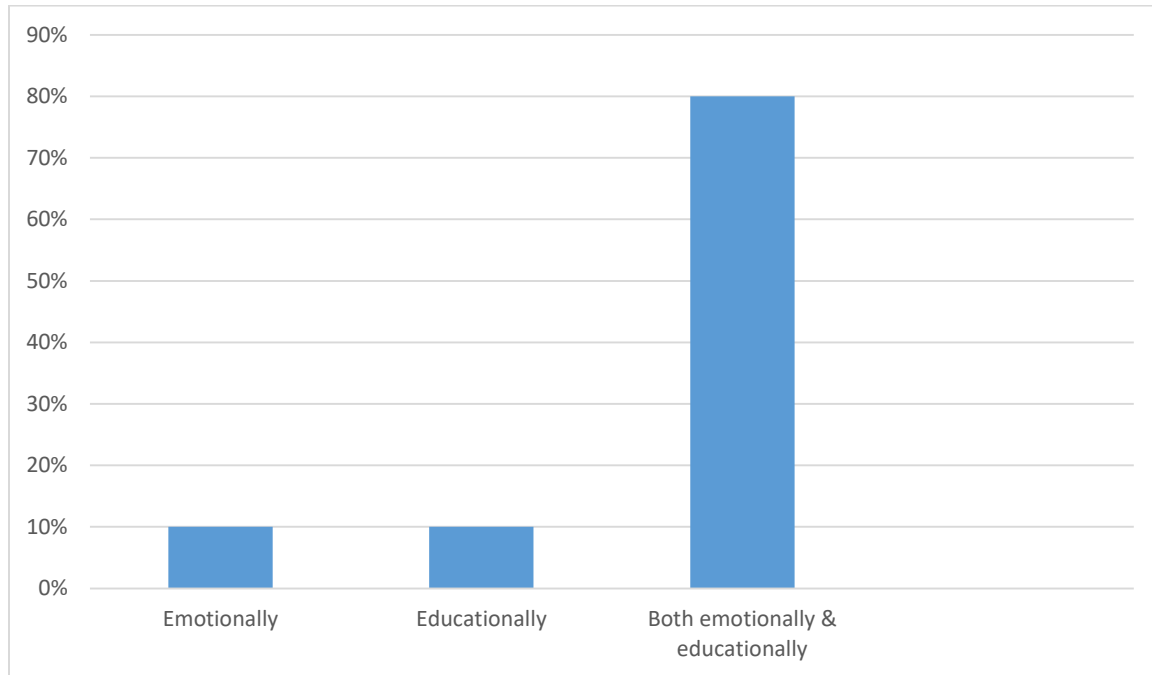
#### 4.3.10 Teachers attitude to hearing impaired children is negative



**Fig 14 bar showing the opinion of the respondents towards the attitude of teachers towards hearing children.**

The bar graph shows that 60% of hearing impaired children believed their teachers have a negative attitude towards them. This indicates a rift between them and their teachers.

#### 4.3.11 Respondents opinion on how negative attitudes of the hearing people affect them.



**Fig 15 Pie chart showing how the respondents were affected by negative attitude.**

The pie chart shows that the majority of the respondents feel that negative attitudes affected them both emotionally and educationally. This therefore creates a barrier in communication as well as educationally.

#### 4.3.12 Respondents opinion on what can be done to close the communication gap.

Table 12

Solution	Frequency	Percentage
Educate people on Sign Language	0	0
Educate people on the need for the hearing impaired to communicate	8	20
Carry out awareness campaigns	0	0
All of the above	32	80
Total	40	10

The table shows that the majority of the respondents concur that educating people on Sign Language, the need of hearing impaired to communicate and carrying out awareness complains can bridge the communication gap between the hearing and the hearing impaired.

#### 4.3.13 Respondents' opinion on inclusion of Sign Language as a compulsory subject in schools.

All the respondents agreed that Sign language should be compulsory in schools. This indicates the hearing impaired students yearning to be able to communicate effectively with everyone in general.

#### 4.4 Questionnaire for hearing students

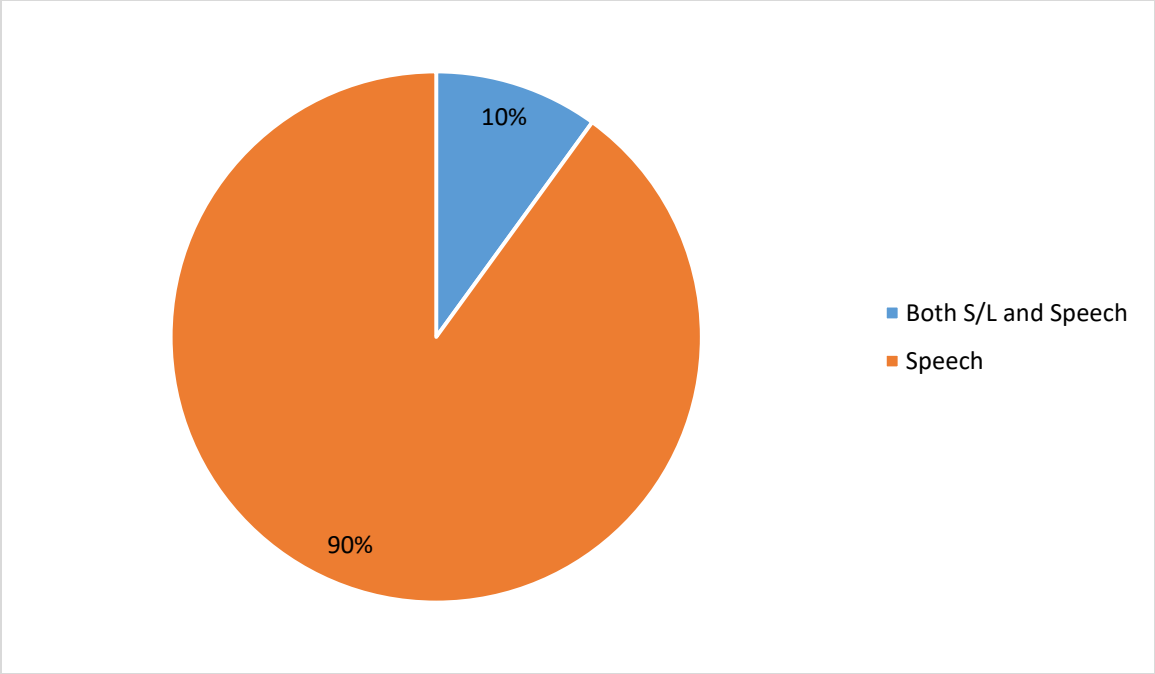
##### 4.4.1 Gender of respondents

Male	12
Female	8
Total	20

##### 4.4.2 Respondents' mode of communication

Table 13

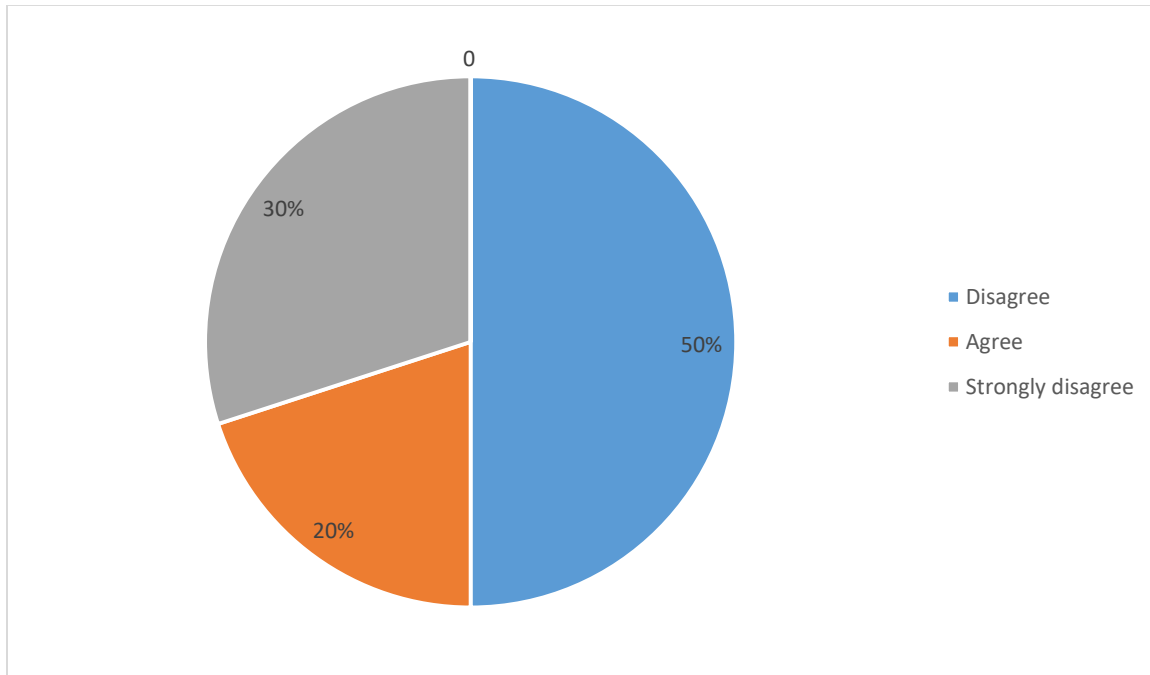
Mode of communication	Frequency	Percentage
Speaking	18	90
Sign Language	0	0
Both	2	10
Total	20	100



**Fig 16 Pie chart showing the mode of communication of the respondents.**

The pie chart shows that a greater percentage of children only communicate through the means of speaking while only a few use both sign language and speaking. This in itself shows that the hearing impaired face a challenge when trying to communicate with people who use speech.

#### 4.4.3 Do respondents enjoy learning with the hearing impaired?



**Fig 17 Pie chart showing opinion on learning with hearing impaired children.**

From the pie chart 50% of the hearing seemed to be intolerant to learning with the hearing impaired children. However the rest did not agree. This shows marginalization of the hearing impaired.

#### 4.4.4 How do the respondents communicate with the hearing impaired?

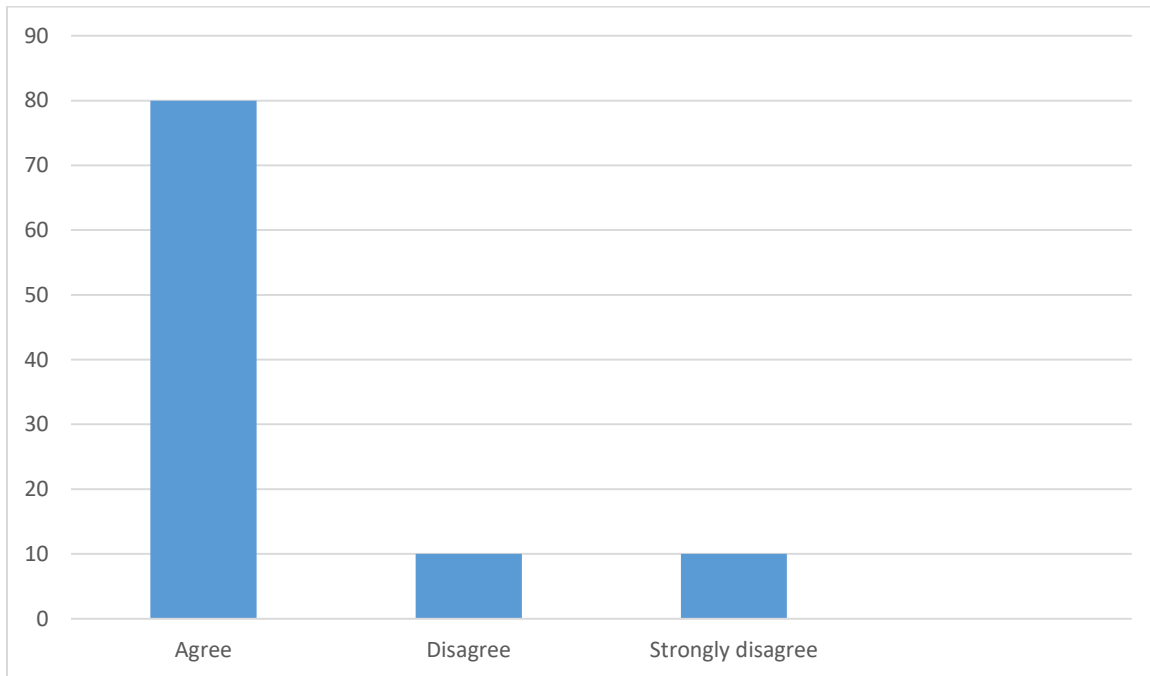
Table 14

Mode of communication	Frequency	Percentage
Sign Language	18	10
Finger Spelling	0	0
Gestures	2	90
Total	20	100

Most hearing students can communicate with the hearing impaired through gestures. This implies that though there is no audial communication through speaking the hearing do want to communicate with the hearing impaired. But this is difficult though as gestures may mean different things.



**4.4.5 Respondents' opinion on whether all children should communicate with the hearing impaired if provisions are made for them to do so.**



**Fig 18 Bar graph showing respondents opinion on whether all children in schools should communicate with the hearing impaired.**

The majority of the respondents agreed that schools should make a provision that enables the hearing impaired and the hearing to communicate effectively.

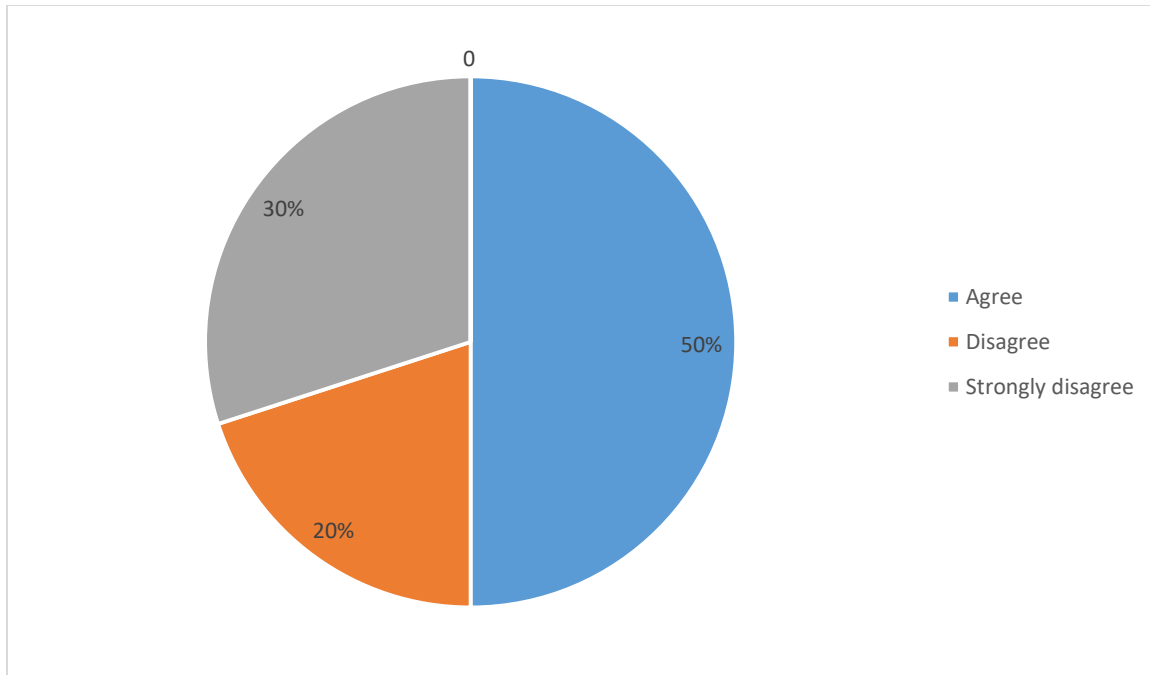
#### 4.4.6 Respondents' opinion on what can be done to improve communication between the hearing impaired and the hearing.

Table 15

Solution	Frequency	Percentage
Making Sign Language compulsory in school	12	60
Bringing in more teachers to teach Sign Language	6	30
Encourage the hearing impaired	2	10
Total	40	100

The table shows the number of the hearing students who are of the opinion that sign language should be made compulsory in schools is greater while the rest say more teachers should be brought in to teach sign language. This implies that both groups of children want sign language to be introduced to have more effective communication with the hearing impaired.

#### 4.4.8 Hearing children have negative attitude towards the hearing impaired.



**Fig 20 Pie chart showing attitude of hearing children towards the hearing impaired**

The pie chart shows that generally 50% of the children believed that hearing children have a negative attitude towards the hearing impaired. This poses a barrier to communication as they will not have the zeal to communicate with them thus increasing the gap in communication.

#### **4.4.9 Respondents opinion on how the teachers and children's attitudes towards the hearing impaired can be improved.**

Table 16

Solution	Frequency	Percentage
Excluding the hearing impaired	2	10
Teaching the hearing Sign language	18	80
Encourage the hearing impaired to speak	2	10
Total	20	100

The responses show the children's willingness to learn Sign language so that they can be able to communicate effectively with their peers.

#### **4.5 Summary**

In this chapter the researcher presented, analyzed and interpreted the research results. It revealed that whilst teachers used under the investigation were well qualified and mature, a few had knowledge on how to handle and communicate with the hearing impaired. It is also shown that the hearing people generally have negative attitudes towards the hearing impaired. This attitude seems to stem from the fact that the hearing do not know what to do when faced with hearing impaired people. This is because they are unable to communicate with them. The chapter also highlighted some measures to be taken to bridge the communication gap.

# Chapter 5

## DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter attempts to summarize the findings of the study. In this chapter the findings were presented followed by the discussion, the conclusions drawn as well as the recommendations put forward.

The researcher noted the following as the major findings. It emerged that there was indeed a communication barrier between the hearing and the hearing impaired. From the responses the problems that the hearing impaired face are social, educational and emotional. One could observe that teachers and fellow hearing students have negative attitudes towards the hearing impaired. It was revealed that the hearing impaired have problems in socializing, interacting and being understood by the people around them. In spite of all the adverse findings school children and teachers are willing to learn language so as to bridge the communication gap. The introduction of compulsory sign language learning, training more specialized teachers and introducing sign language clubs were stated as means to break the communication barrier that the hearing impaired face.

#### 5.1.2 Discussion

The research found out that there is indeed a communication problem between those who are hearing impaired and those who are not. This is because the modes of communication are different. The hearing speak while the deaf use many ways to communicate though mainly sign language. Belveridge (2008) also goes on to say that the use of sign language itself is a barrier as other people do not use it. It is like he is equating sign language to being the same as speaking Chinese language to a native Ndebele speaking person. He or she will not be able to comprehend.

Social, emotional and educational problems were found to be some of the problems the hearing impaired face. This results from being unable to share their thoughts and views about the things they see around them. Martin (1997) agrees with the researcher when he says that lack of

communication for the hearing impaired has social consequences. He goes on to say that due to lack of communication the hearing impaired watch passively and will not give their contribution even though they have a valuable contribution which they may fail to communicate to the class. The barrier here is the ability to use a mode of communication which can be understood by everyone.

The researcher also found that teachers have negative attitudes towards the hearing impaired. This is mainly due to the fact that most primary and secondary school teachers are not able to use sign language to communicate with those individuals that are not able to hear. The negative attitudes also stem from the view that Foster (1987) puts when he said teachers have this view because they perceive the hearing impaired as having lower academic expectations. The Ministry of Education is also advocating for better results and high pass rate expectations from the teachers which only fuels the negative attitude as they do not want to spend more time helping them. Geinsten Al (2001) also attributes this negative attitude to lack of interactive experiences on a social basis. Once teachers have this negative attitude it also affects the child's learning process as he/she will face problems. Syder (1992) says lack of attention to the hearing impaired child's problem often results in the child failing to communicate and shun schooling and all efforts of getting an education come to naught. Being understood is another problem the children with hearing impairment were found to be having. In most cases because of the differences in the mode of communication when the hearing impaired use sign language that are not understood by those who do not know it. This is supported by Lucas (1990), Lane and Crosrean (1980) and Wilbur (1987) in Chimedza and Mutasa (2003) who say that sign language has been viewed as a bona fide language with its own language syntax, semantics and pragmatics. This, therefore means that if one needs to use or speak it they should learn it.

The research findings also revealed that though there is a barrier in communication, teachers and school children were willing to learn sign language as one of the major ways of closing the communication gap. This will actually enable both parties to socialize, interact and share views and ideas as well as getting to understand each other without problems.

Amongst the ways to break the communication barrier it was agreed upon that sign language should be compulsory in schools and should be taught as a subject just like English and Science.

This really shows that there is a real need for people to communicate with one another without there being hindrances to the communication process.

### **5.1.3 Conclusions**

- ❖ The major conclusion based on the findings of the research is that the hearing impaired people face problems due to communication barriers. It was found that the problems are social, emotional and educational including the inability to be understood by people who do not use the same signed systems.
- ❖ The research revealed that teachers and some school children have negative attitudes towards the hearing impaired.
- ❖ The findings also revealed that most individuals viewed the learning of sign language as one major means of closing the communication gap between the hearing and the hearing impaired.
- ❖ The research also revealed that the introduction of compulsory sign language learning was or is another way to break the communication barrier.

### **Recommendations**

The findings of the research suggest that the following recommendations be implemented in order to help alleviate the problems faced by the hearing impaired.

- ❖ To improve communication between the teachers and the hearing impaired individuals the teacher training course should have a course where teachers are taught basic sign language so that they may be able to communicate with the hearing impaired.
- ❖ Staff development and in service training programs should be held frequently in schools on the needs of the hearing impaired and how the effects of having negative attitude towards them affect them.
- ❖ Sign language should be made compulsory and taught in schools so that the hearing children can use sign language not only at school but in their communities and societies because hearing impaired people are universally found and these like everyone else like to communicate.

- ❖ Sign language clubs can also be introduced in schools so that children can go to these clubs and socialize with the hearing impaired.
- ❖ Teacher's attitude towards the hearing impaired need to be positive to help them learn better.
- ❖ Administration should monitor the welfare of the hearing impaired and initiate programs that promote harmony and a permitting environment for them to learn, interact and socialize freely.
- ❖ Government also needs to develop and implement policies that cater for the needs of the hearing impaired such as recruiting and training more special education teachers so that they can be placed in schools even in the most remote parts of the country.



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## Appendix 1

### Questionnaire to the teachers and school heads

This is a questionnaire for heads of schools and teachers information to obtain on the communication of hearing impaired people in Mutare Urban. Would you please provide honest information by ticking the appropriate box or filling in information in the space provided?

1. What is your gender?

Male

Female

2. Age

20 – 29

29 – 39

40- 49

50+

3. Marital Status

Single

Married

Divorce

Widowed

Separated

4. Highest Academic Qualifications

Standard 6

ZJC

O' Level

A' Level

B.A/ BSc Gen

B.A/ BSc (Hon)

5. Professional Qualifications

C.E

Dip Ed

Bed

Med

6. Are you professionally qualified in Special Needs Education?

Yes

No



## Appendix 2

### Questionnaire for the Hearing Impaired

1. What is your gender?

Male

Female

2. Which mode of communication do you commonly use to communicate?

Sign Language

Finger spelling

Gestures

All of the above

3. Do you like to learn with hearing students?

I Agree

I Disagree

I Strongly Disagree

4. Should you have friends that are not hearing impaired?

I Agree

I Disagree

I Strongly Disagree

5. How do you communicate with them?

Sign Language

Fingerspelling

Gestures

6. Communicating with the hearing is easy

I Agree

I Disagree

I Strongly Disagree

7. Besides communication difficulties what other problems do you face?

Social

Physical

Emotional

8. Do all teachers use Sign Language?

Yes

No

9. Do teachers who do not know Sign Language communicate with you?

Yes

No

10. Teachers attitude towards you are negative

I Agree

I Disagree

I Strongly Disagree

11. How do negative attitudes of people towards hearing impairment affect you?

Emotionally

Educationally

All of the above

12. What do you think can be done to close the communication gap?

Teach people Sign Language

Educate people on the need for the hearing impaired to communicate

Carry out awareness campaigns

All of the above

13. Sign Language should be taught in school as a compulsory subject

I Agree

I Disagree

I Strongly Disagree

### Appendix 3

#### Questionnaire for Hearing Students

1. What is your gender?  
Male  Female
2. What is your mode of communication?  
Sign Language  Speaking
3. Are you fluent in Sign Language?  
Yes  No
4. Learning with hearing impaired is enjoyable  
I Agree  I Disagree  I Strongly Disagree
5. Do you communicate with them?  
Yes  No
6. How do you communicate with them?  
Sign Language  Finger spelling   
Gesture  All of the above
7. It is easy for all school children in school to communicate with the hearing impaired  
I Agree  I Disagree  I Strongly Disagree
8. What can be done to improve communication between the hearing and the hearing impaired?  
Bring more teachers to teach sign language   
Making Sign Language compulsory in schools   
Encouraging the hearing impaired to speak
9. The attitude of teachers towards hearing impaired children is negative  
I Agree  I Disagree  I Strongly Disagree
10. The attitude of the hearing towards hearing impaired children is negative  
I Agree  I Disagree  I Strongly Disagree

11. How can their attitude be improved?

Removing the hearing impaired from regular schools

Teaching them Sign Language

Encouraging Hearing Impaired to speak