

**BARRIERS IN THE IMPLEMENTATION OF KENYAN SIGN LANGUAGE AS  
A MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS FOR THE DEAF IN  
HOMA BAY COUNTY: A CASE OF NYANGWESO SPECIAL SCHOOL FOR  
THE DEAF**

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**A Thesis Submitted in Partial Fulfillment of the Requirements of the Degree of  
Master of Education in Special Needs Education of the Department of Educational  
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**DECLARATION**

Declaration by the Candidate

This thesis is my original work and has not been presented for the award of a degree in any other University. No part of this thesis maybe reproduced without prior written permission of the author and/or Rongo University.

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## **DEDICATION**

This work is dedicated to my mother Cecelia Ngala and Nephew Humphrey Ngala for their tireless moral support and prayers during the research work.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

Kenyan Sign Language is the visual-gestural language used by deaf people in Kenya. It can also be learned and used by people who have hearing abilities. Kenyan Sign Language (KSL) is the utilization tool in the education of learners. The purpose of the study was to explore the barriers in the implementation of KSL as a medium of instruction in primary schools for deaf learners in Homa Bay County. The objectives of the study were to: Identify hindrances that teachers face as they use KSL as a medium of instruction in primary schools for the deaf, determine how classroom facilities hinder the implementation KSL as a medium of instruction in primary schools for the deaf and Identify the learners' views in the implementation of KSL as a medium of instruction in primary schools for the deaf. The study was based on the Inmates Theory of Language Acquisition by Noam Chomsky (2002) who argued that children are born with the innate ability to acquire language and the language learnt should be nurtured by exposing learners to rich learning environment. The study employed a case study design to give detailed information. Data collection tools used were questionnaires, interview schedule and observation checklist, the data collected were both qualitatively and quantitatively analyzed. Stratified random sampling was used to sample learners while teachers and the head teachers were purposively sampled to get a sample size of 1 head teacher, 16 teachers and 59 learners totaling to a sample size of 76 participants. Piloting was done in Lambwe Christian School for the deaf while the actual study was done in Nyangweso special school for the deaf. Reliability of the instruments was done through the test-retest method while validity of the research instruments was done by the researcher's supervisors who checked and deleted the invalid ones. The Study findings revealed that: teachers lacked competence in using KSL as a medium of instruction due to lack of basic training in KSL, Inadequate number of teachers who are deaf to act as role models in the use of KSL, inadequate KSL teaching and learning resources, and need of early exposure of deaf learners to use of KSL. Based on the study findings, the study recommended Ministry of Education to liaise with KISE to introduce frequent induction courses for teachers in basic KSL, M.O.E.to equip schools for the deaf with adequate KSL teaching and learning resources and need for early intervention and placement programs for Deaf learners. Teachers Service commission should also employ more teachers who are deaf in schools for the deaf to act as role models in the use of KSL. Further research was suggested on KSL competence among the deaf learners in Homa Bay County, availability and accessibility of KSL teaching and learning resources and a similar study to be done other counties.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>AIC</b>	:	Africa Inland Church
<b>ASL</b>	:	American Sign Language
<b>COC.</b>	:	Classroom Observation Checklist
<b>DEB</b>	:	District Education Board
<b>DSL</b>	:	Danish Sign Language
<b>EFA</b>	:	Education for All
<b>FPE</b>	:	Free Primary Education
<b>HCA</b>	:	Education of All Handicapped Children Act
<b>HI</b>	:	Hearing Impairment
<b>HQ</b>	:	Head teachers' Questionnaire
<b>ISL</b>	:	Interview Schedule for Learners
<b>KICD</b>	:	Kenya Institute of Curriculum Development
<b>KSL</b>	:	Kenyan Sign Language
<b>KNEC</b>	:	Kenya National Examination Council
<b>KSDC</b>	:	Kenya Society for the Deaf Children
<b>KICD</b>	:	Kenya Institute of Curriculum Development
<b>KISE</b>	:	Kenya Institute of Special Needs Education
<b>KCSE</b>	:	Kenya Certificate of Secondary Education
<b>KCPE</b>	:	Kenya Certificate of Primary Education
<b>MT</b>	:	Mother Tongue
<b>MOE</b>	:	Ministry of Education
<b>NGO</b>	:	Non- Governmental Organization
<b>NACOSTI</b>	:	National Commission for Science Technology and Innovation
<b>OSV</b>	:	Object Subject Verb
<b>PWD</b>	:	Persons with Disabilities
<b>UNCRPWD.</b>	:	United Nations Convention on the Rights of Persons with Disabilities
<b>SDGs</b>	:	Sustainable Development Goals
<b>SNE</b>	:	Special Needs Education
<b>SEE</b>	:	Signed Exact English

<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>TC</b>	:	Total Communication
<b>TOWL</b>	:	Test of Written Language
<b>TORC</b>	:	Test of Reading Comprehension
<b>TSC</b>	:	Teachers Service Commission
<b>TQ</b>	:	Teachers' Questionnaires
<b>TTCs</b>	:	Teacher Training Colleges
<b>WFD</b>	:	World Federation of the Deaf.

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# CHAPTER ONE

## INTRODUCTION TO THE STUDY

### **1.0 Introduction**

In this section of the thesis the following areas were discussed: the study's background, problem statement, purpose, objectives, research questions, significance of the study, the study's scope, limitations, assumption of the study, the study's theoretical framework, conceptual framework and operational definitions of terms.

### **1.1 Background to the Study**

In the past groups of people from many languages and cultures were encouraged to communicate through use of gestures. This was until when a Spanish Monk named Pedro Ponce De Leon, worked with deaf students, Pedro De Leon developed one of the first manual alphabets, which is where the usage of Sign Language can be traced back to date. After 30 years an Italian Physician by the name of Geronimo Cardano decided that hearing was not necessary for education and begun applying his teaching methods for the education of his own deaf child. The first book using the manual alphabet was later published by Juan Pablo de Bonnet published in 1620. Abbe Charles de l'Epee founded the first school for the deaf in France in 1755, this marked the beginning of the use of sign language in the education of the deaf learners. In America, Thomas Hopkins Gallaudet who was a student of Abbe Charles developed American education for the deaf and founded the first school for the deaf in America in 1817. Later, similar schools emerged across the country including those founded by Alexander Graham Bell who strongly believed in oral education among deaf learners. The Millan Conference of 1880 which declared that the deaf should be taught through speech as opposed to Sign Language had some drawbacks in the development of Sign Language in schools since oral speech had no positive impact in the education of learners who are deaf.

In Africa, South Africa was the first country to embrace deaf education in 1863 when the first school for the deaf was formed by the Irish Missionaries where deaf children from all racial backgrounds were taught in common classrooms and the language used for communication was Sign Language. When the Nationalist government came to power in 1948, more schools for the deaf were started based on their racial backgrounds.

In East Africa, the documented use of Sign Language can be traced to the government of Kenya after the founding of the Kenya Society for the Deaf Children (KSDC) and the Aga Khan School for the in deaf 1958 within the Coastal region, Nyang'oma and Mumias schools for the deaf in 1961 in Western Kenya. The Republic of Kenya (1988), noted that lack of definite sign language for Kenyans was one of the problems experienced in teaching learners who are deaf, this, therefore, led to the start of Machakos school for the deaf to pilot a suitable way of educating deaf learners.

Within the Nyanza region of Kenya, the first deaf school to be started was Nyang'oma within the Western part of Kenya by the Catholic Church in 1961. The education of the deaf in Homa Bay County was started when Nyangweso school for the deaf was founded by the (KSDC) in (1988) under the management of the then South Nyanza District Education Board (DEB). This was to ensure that deaf learners from Homa Bay were not left out of education and in the use of Kenya Sign Language as a medium of instruction.

Even though Kenyan Constitution (2010) acknowledges the legitimacy of KSL as the third national language in Kenya, (KSL, Bill 2019), argued out that KSL can be a first language for the Deaf or a preferred language to others who have learned it. This therefore, showed that the suitable mode of communication for learners who are deaf was still a challenge and therefore factors that influenced the growth and expansion on use of KSL in Homa Bay County would depend on the medium of instruction in learning institutions where teaching deaf learners using sign language started in 1988.

### **1.1.1 Meaning of Sign Language**

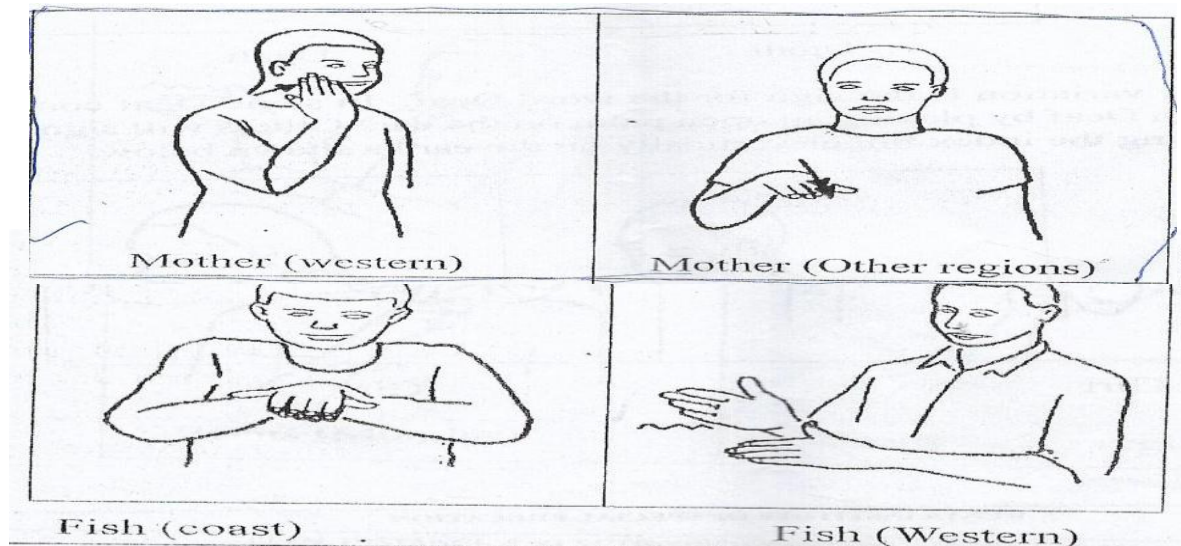
Sign Language had little recognition during the 20<sup>th</sup> Century because Sign Language majorly relied on the manipulation of fingers to form different hand shapes for communication which very few, not even the deaf people who used Sign Language in their daily lives noticed. It was assumed that Sign Language was an ungrammatical form of English in the English Language. Sign Language is a language that uses visual and body movements and has four basic elements: different hand shapes, place where sign is located, movement of the hand and orientation of the hand (KISE (2002)). All these performed similar functions just as spoken languages are used to communicate, convey social relationships and express cultural diversity. The above four basic elements apply to Kenyan Sign Language. According to the Special Needs Education Policy (2009), sign



language is defined as the visual language that uses manual signs with structure and meaning just like another language, in this case, the primary or first language of deaf children in Kenya uses Kenyan Sign Language as a medium of instruction and communication within and outside the school environment.

Although Sign Languages have evolved in the deaf communities as indigenous languages, the difference between Sign Languages and the spoken languages are in vocabulary and syntax. Like spoken languages (Ndegwa, 2007), argued that sign languages demonstrates similar types of variations: according to region, social or ethnic group, social situation, age and gender. Sign languages are the first or preferred language for many pre-lingual deaf people just like there are variations and synonyms in other languages. Kenyan Sign Language has variations and synonyms as shown in the examples below:

An example of a sign variation



**Source: KISE Module KSL IE 030**

Kenyan Sign Language is a language just like any other language has its own sets of grammatical rules and sentence characteristics. The origin of KSL is designed according to the shapes of objects in the space, concept formation, policies and principles formulated by the ideology of the region (Raga, 2014). Education policy for deaf children, the World Federation of the Deaf noted that it is the right of children who are deaf to children to access quality learning just like other children. Barriers such as lack of family and community support made deaf children lag behind in Sign Language

acquisition since the deaf children have to wait until they begin schooling, employment of qualified teachers to equip deaf children with strong Sign Language foundation, deaf children rely on their visual sense for learning and enriched environment for learning was key a requirement and exposure to adult exemplars who are confident and fluent in the use of Sign Language to achieve full intellectual. Social and emotional development also gave some drawbacks in the education of the deaf children (WFD, 2016).

The education system in Kenya requires deaf children to be taught in their dominant language of instruction which in this study is Kenyan Sign Language. For this to be achieved there was the need for the development of instructional materials, mainstreaming of KSL in the teacher training curriculum and provision of adequate teachers for the deaf children. (KSL Bill, 2021). Studies have hardly been done on Barriers in the implementation of KSL as a medium of instruction in primary schools for the deaf, this study therefore, provided the impetus for the researcher to carry out a study in Homa Bay County to identify the barriers in the implementation of KSL as a medium of instruction in primary schools for the deaf.

## **1.2 Problem Statement**

The challenges to using Kenyan Sign Language (KSL) as a medium of instruction in primary schools for the deaf in Homa Bay County, Kenya, were the focus of this study. In order to promote the academic development of deaf learners, Kenya as a nation made suitable steps to facilitate the learning of KSL and provide educational support for children who are deaf in the proper language of instruction to maximize the academic and social development of the deaf learners. Kenyan Sign Language is documented as one of the national languages in Kenya, what are the effects of using Kenyan Sign Language (KSL) as a medium of instruction in primary schools for the deaf if it is recognized as one of the national languages in Kenya.

Even though the special schools receive funding from the national government both for infrastructural development and instructional materials, medium of instruction in primary schools for the deaf still posed challenges that needed to be addressed. The government under the Free Primary Education (FPE) program provides instructional materials, deaf learners rely on their visual sense to learn and require an enriched classroom environment, but inadequate KSL instructional materials were still a challenge. Deaf

children should be taught by teachers who are qualified/trained in KSL to equip the deaf children with strong language foundation skills.

Although children are born with the innate ability to acquire language, but the language has to be learned, developed and nurtured. For deaf learners to achieve intellectual, emotional, and social development such learners should have early exposure to the use of KSL due to a lack of parental/community support deaf learners lag in the acquisition of KSL since they must wait until they start schooling. Nurturing deaf learners in KSL, they need deaf adult role models who are fluent signers. This brings the attention as to what is the learners' opinion on Kenyan Sign Language as a medium of instruction in primary schools for the deaf.

The academic achievement of deaf learners, the use of KSL in teaching and learning, and use of KSL as a medium of instruction and a mother tongue for deaf learners, were all topics of many sorts of research. Despite the fact that a study on the Factors Influencing the use of Sign Language in Teaching and Learning in public primary schools for the deaf was conducted. the study focused on the use of Sign Language in teaching and learning. The scholar's perception about the preferred sign language was vague because there are as many different sign languages used around the World. Effective use of KSL as a medium of instruction led to improved performance among deaf learners and the absence of a study like this one that concentrated on barriers in the implementation of KSL as a medium of instruction, prompted the current study to investigate on the barriers in the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay County.

### **1.3 Purpose of the Study**

The study intended to explore barriers in the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County.

### **1.4 Study Objectives**

The following objectives guided the study. To:

- a) Identify hindrances that teachers face as they use Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County.

- b) Determine how classroom facilities hinder the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County.
- c) Identify the learners' views in the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County.

### **1.5 Research Questions**

The following research questions guided the study. They have been stated with the location of the study which in this case was Nyangweso Special School for the deaf

- a. What are the hindrances that teachers face as they use Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County?
- b. How do classroom facilities hinder the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County?
- c. What are the learners' views in the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County?

### **1.6 Significance of the Study**

The Study findings will be helpful to the government organizations like the Ministry of Education (MOE) and the Kenya Institute of Curriculum Development (KICD) as they work to overcome to the challenges in the implementation of Kenyan Sign Language as a Medium of Instruction. KICD will address the inadequate KSL teaching and learning resources while MOE will address the KSL competence among teachers and lack of early exposure to deaf learners in the use of KSL.

### **1.7 The Scope of the Study**

The study was based on barriers to the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay County. There were two public primary schools for the deaf in Homa Bay County, two head teachers, twenty- eight teachers, and two hundred and thirty- eight learners. Piloting was carried out in Lambwe Christian School for the deaf while Nyangweso Special School for the deaf took participated in the main study. Collection of data was carried out using an observation checklist, interview schedules and questionnaires. The Study considered public primary schools for the deaf where learners use KSL as a medium of instruction

### **1.8 Limitations of the Study**

The study was mainly limited to the views of the selected teachers and deaf learners of which only the selected number of respondents participated in the Study and the findings

were limited to the respondent's knowledge. Information gathered from the classrooms was limited to classes five, six and seven during the learners' interview. The study findings were generalized to the whole County since the study was limited to the case of Nyangweso special school for the deaf.

### **1.9 Assumption of the Study**

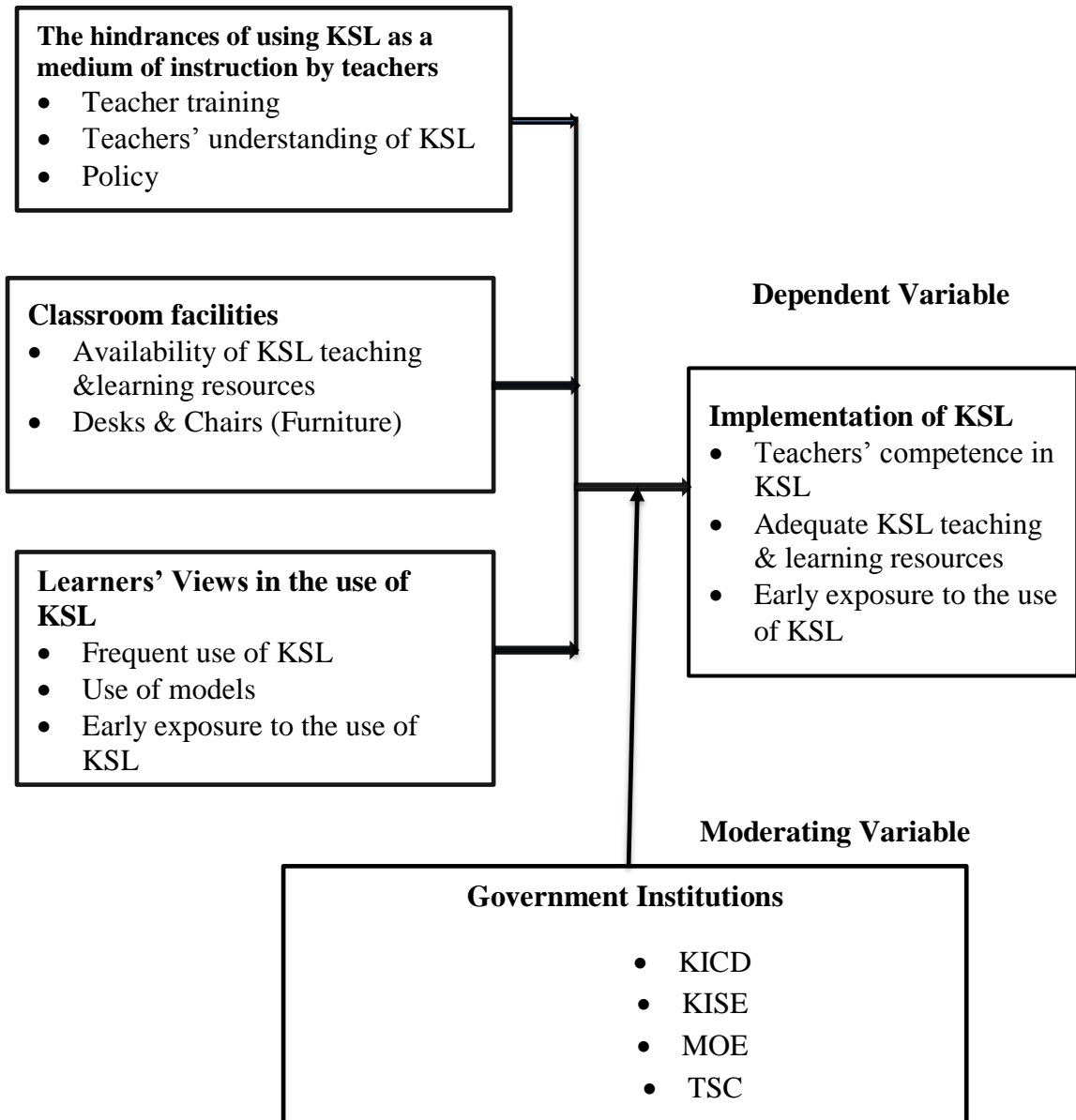
The study assumed that;

- a. KSL was used as a medium of instruction in primary schools for the deaf
- b. The respondents gave honest and accurate views of the instruments
- c. Interview Schedule, Questionnaire, and Classroom observation checklist were the most reliable tools for data collection

### **1.10 Theoretical Framework**

Noam Chomsky (2002) developed the Innates theory of language acquisition where the scholar argued that language is an innate capacity and children are born with an innate ability to acquire language. Chomsky further argued that language needs to be learned and developed through social interaction with the environment for cognitive development. (Chomsky, 2002), further argued that a child learns language when placed in an environment with appropriate stimulants relating to this study which focused on deaf children learning in schools for the deaf and where KSL is used as a medium of instruction by teachers and learners. Crain and Lillo-Martin (1999) argued that although language acquisition is innate its cognitive development is through the socialization process where the child interacts freely with the family, school, and society. Relating to this study, school is part of the environment that nurtures the language development of a child since at school the teachers use KSL as a medium of instruction. Teachers should be competent in KSL signing skills, provide classroom environments which is conducive, enriched with instructional materials and talking walls to the growth of Kenyan Sign Language as a medium of instruction. It is also believed that at school, deaf learners interact freely with their deaf peers and can argue out their views about barriers in the implementation of KSL as a medium of instruction.

## Independent Variables



**Figure 1.1**

*Conceptual Framework*

Kenyan Sign Language is core in the education of deaf children for its use to be realized as a medium of instruction in primary schools; teachers must undergo training in Kenyan Sign Language to equip them with basic skills as this would also enhance good understanding of the language and enhance competence level in KSL. Teachers ought to be made aware of the existing policies on the use of KSL as a medium of instruction and its use in the education of deaf children. Deaf learners use their sense of sight to learn and need to be visually motivated in the use of KSL as a medium of instruction. Therefore varied KSL teaching and learning resources which are adequate and readily available for learners' use with appropriate desks and chairs must be availed inside the classrooms. Learners who are deaf need to be exposed early to the use of KSL and encouraged to frequently use KSL both at school and at home so that they can master KSL skills as this would also enhance their understanding of the language and competence level. To intervene on the barriers, government institutions such as the Kenya Institute of Curriculum Development and Ministry of Education to ensure the adequacy of KSL teaching and learning resources in primary schools for the deaf. Ministry of Education and Kenya Institute of Special Needs Education should ensure that teachers teaching deaf learners are well trained in KSL.



### **1.12 Operational Definition of Terms**

- Hindrance** : Is any form of obstruction in learning
- Classroom Facilities** : Suitable learning environment, equipment and resources  
or deaf learners
- Deaf** : A person who cannot hear sound
- Disability** : is any loss or inability of any part of the body to function normally.
- Medium of Instruction** : a means of passing or sharing information can be language such as English Kiswahili or standard Sign Language
- Sign Language** : this is a visual and gestural language that uses manual signs
- Kenyan Sign Language** : is a national language used by the deaf people in Kenya.
- Learners' Views** : this is the opinion of deaf children on the implementation of KSL As a medium of instruction.
- Special Needs Education:** This is a type of education which caters for learners with disabilities.
- Total Communication** : this is a teaching approach which gives a teacher freedom of choosing appropriate mode of communication which is relevant to children.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this section, literature has been reviewed using subtopics emanating from the main topic of the study. The sub- topics are; To identify the hindrances that teachers face as they use Kenyan Sign Language as a medium of instruction in primary schools for the deaf, how classroom facilities hinder the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the deaf and the Learners' views in the implementation of Kenyan Sign Language as a medium of instruction.

#### **2.1 Hindrances that teachers face as they use Kenyan Sign Language as a Medium of Instruction**

The EFA- Kenya 2001 which advocated for free education for all Kenyans by the year 2015 as cited in (Ngugi, 2002) on introduction to inclusive education, was in agreement with the Basic Education Act (2013) and the Special Needs Education Policy Framework (2009). The policy documents clearly spelled out that all learning institutions admitting learners with disabilities should have the following; teachers who are trained in special needs education, appropriate buildings for physical accessibility, learning materials which are suitable to individual learner's learning needs and suitable assistive devices and/or equipment for such learners. This would enhance the participation of learners with disabilities in learning and realize their full potential towards achieving their educational goals. For learners who are deaf a barrier free environment is that which is free from any form of visual obstruction and requires an auditory accessible medium.

The teacher is the facilitator during the teaching and learning process and for this to be effective, he/she must be competent in the language used during teaching/learning sessions. A Study done in schools for the deaf in Kenya by (Mweri, 2014) aimed to examine the importance of the Mother Tongue (Kenyan Sign Language) in imparting knowledge to the deaf children in acquisition of second and third languages. The study findings showed that oral method of teaching the deaf was highly emphasized. This is where the deaf children were taught to use speech in learning and were not allowed to use Kenyan Sign Language in learning institutions for the deaf, this led to lack of prioritization of the language and undermined the deaf child's ability to appropriate

education. The study recommended KSL as the main language that can be used to give knowledge and basic skills to the deaf children. The previous study focused on the use of KSL as a Mother Tongue (MT) of the deaf and its importance in learning both 2<sup>nd</sup> and 3<sup>rd</sup> languages whereas the current study identified the hindrances that teachers face as they use Kenyan Sign Language as a medium of instruction in primary learning institutions for learners who are deaf. Similarly, the previous study and the current study both advocated for the use of KSL in the education of deaf children although the previous study pointed out that the continued denial on use of KSL in schools for the deaf, undermined the deaf child's ability to appropriate education.

In a research on Strategies promoting Kenyan Sign Language Progress in primary schools for learners with hearing impairment in the Western Province of Kenya, Awori, Imbiti and Kwena (2014) states that. The study sought to identify the strategies in terms of resources, teaching methods, instructors' readiness for and attitudes about the use of KSL in schools for the hearing impaired, as well as teachers' use of KSL in handling lessons. Tools used to collect data were questionnaires and observation schedules, the study used purposeful and proportionate random sampling to sample twenty-eight instructors, and two principals from two schools for the hearing impaired. The qualitative data was studied as in depth interviews while the quantitative data was organized, classified and presented in frequency tables and bar charts. The study established that teachers promoted the use of classroom discussions, demonstrations and question- and-answer methods in teaching, inadequate teachers who are hearing impaired and teachers had positive attitude towards the use of KSL but lacked basic training skills in KSL. The study recommended the employment of more teachers with hearing impaired and training of teachers in KSL to enable the learners with hearing impaired to grow up in the surrounding where KSL is given priority.

The previous study focused on strategies for teachers' use of KSL in handling lessons while the current study identified hindrances that teachers face as they use KSL as a medium of instruction in primary schools for the deaf. In the previous study tools used to collect data were observation schedules and questionnaires whereas in the current study, questionnaires, observation, checklists, and interview schedules were used. Purposeful and proportionate sampling was used to get a sample of twenty- eight teachers and two

principals from two schools, whereas the current study used purposeful sampling to get one head teacher and 16 teachers, to get 59 learners from one primary school for the deaf simple random sampling was used. Quantitative data collected from the previous study was categorized, ordered, coded, analyzed and presented in frequency tables and bar charts whereas, in the current study's quantitative data was coded, analyzed, and showed in graphs and tables. While the qualitative data were descriptively analyzed.

In the previous study it was noted that there were inadequate teachers who are deaf and teachers lacked basic KSL skills and knowledge due to lack of training as some of the barriers in the implementation of Kenyan Sign Language as a medium of instruction in primary learning institutions for learners who are deaf. (Kalya, 2020), carried out a study on the effect of Kenyan Sign Language on the academic performance of learners with hearing impairment which aimed to establish effect of KSL on the academic performance of learners with hearing impairment while the study findings revealed that KSL was not used in schools because teachers lacked training in KSL and further recommended for the Ministry of Education (MOE) to train teachers in KSL through workshops, seminars and in-service and Teachers Service Commission (TSC) to employ more teachers trained in KSL to special schools. The previous study aimed to establish effect of KSL on academic performance for deaf learners whereas the current study identified the hindrances that teachers face as they use KSL as a medium of instruction in primary schools for the deaf, similarly, both the previous study and the current study were case study research designs in which the previous study findings noted that teachers lacked adequate training in KSL as some of the reasons why KSL is not used in schools. The previous study further recommended teacher training through workshops, seminars, and in service as earlier noted by (Aworu et al, 2014).

According to the study done in primary schools for the hearing impaired in Embu and Isiolo Counties by Rwaimba (2016), established that only 25% of the teachers have had training in KSL and further recommended to TSC to employ more teachers who are appropriately trained and skilled to teach KSL. Although the previous study aimed at establishing factors within primary schools which affect the learning of KSL, whereas the current study aimed at identifying the hindrances that teachers face as they use KSL as a medium of instruction in primary schools for the deaf in Homa Bay County. The

data collection tools used in the previous study were; questionnaires, observation schedules and interview guides. The quantitative data collected was presented diagrammatically using pie charts, bar graphs and frequency tables while the qualitative data was descriptively analyzed and presented in qualitative format. Whereas data collection tools employed in the current study were; questionnaire, observation checklist and interview schedules of which qualitative data was analyzed and presented in narrative form while quantitative data was analyzed in quantitative format.

The previous study pointed out the inadequate training in KSL among teachers as the barrier to the implementation of KSL as a medium of instruction in primary schools for the deaf. The objective of the study carried out in Kilifi County by (Mwanyuma, 2016), on Factors that influence the academic performance of deaf learners was on the language of instruction, the targeted population was 46 and quantitative data were analyzed using tables and mean standard deviation. The current study targeted a population of 147 and sampled 76 respondents, the sampled respondents comprised of one head teacher, sixteen teachers, and fifty nine pupils. From the study findings it was revealed that the teachers had not acquired fluency in the use of KSL and the community's negative attitude toward deaf learners influenced their educational achievements.

The previous study focused on the language of instruction in primary schools for the deaf whereas the current study aimed at identifying the hindrances that teachers face as they use KSL as a medium of instruction in primary schools for the deaf. The intervening measure was that teachers teaching learners who are deaf required to be given in-service training to improve their signing skills in the use of KSL as a medium of instruction and the community's positive attitude towards deaf learners. The study also revealed that teachers that most commonly use gestures, fingerspelling, sign language and writing on paper to communicate with deaf learners. In this study the researcher concurs with the above scholar; Kenyan Sign Language just like any other language in Kenya is growing. However, the research in Homa Bay County was to inform on the practice of using KSL as a medium of instruction in primary schools for the deaf.

In Kiambu County, Kenya's public primary schools, Pakata (2015) looked into factors that affected the usage of sign language for instruction and learning. The 1977 theory of

language acquisition by Noam Chomsky served as the study's foundation. According to the study's findings, teachers' factors and the usage of sign language are important to consider when deaf children are being taught and are learning, since they might have an impact on the curriculum in public primary schools. In contrast to the previous study, which focused on the use of sign language in teaching and learning, this one sought to discover the hindrances that teachers face as they use KSL as a medium of instruction. The previous study recommended refresher courses for teachers on Sign Language and M.O.E to enhance a good Sign Language environment to enhance the use of Sign Language as an intervening factor.

According to (Kilanya, 2016) on the Effects of Kenyan Sign Language on the acquisition of English Language: A Study of Esageri School for the Deaf, Mogotio, Baringo County, Kenya was done. The study objective was to find out how the use of KSL was affecting the learning of the English Language. The study findings revealed that KSL grammatical structures differed from the English grammatical structures and the introduction of KSL had no positive impact in learning in schools for Hearing Impaired learners. The previous study objective was to find out how the use of KSL was affecting the learning of the English Language whereas, this study's objective was to identify the hindrances that teachers face as they use KSL use as a medium of instruction in primary schools for the deaf. The previous study findings revealed that the introduction of KSL had not boosted learning institutions for the Hearing Impaired and this therefore limited employment opportunities for deaf people in Kenya and further recommended for training of more teachers to equip them with adequate skills for teaching KSL language as the intervention procedure.

### **2.1.1 Policies on Use of Kenyan Sign Language as a Medium of Instruction**

Education for deaf learners has been supported by the World Conference on Special Needs Education (1994) and the Jomtien Declaration on Education for All (EFA) of (1990) all of which Kenya is a signatory. These educational policies advocated for the rights of all children to access education regardless of their individual differences and it's the duty of the government to cater to each child's educational needs. According to the World Federation of the Deaf Policy (WDF, 2016) all deaf children have a right to full

access to quality education through visual modes, including indigenous Sign Languages. Kenya Sign Language Bill (KSL Bill, 2021) spells out that deaf learners should be taught in their dominant language of instruction in the education system to maximize their academic and social development to enable deaf children to become productive members of society as supported by (Mweri, 2014). The Constitution of Kenya (COK, 2010) recognizes KSL as one of the Indigenous Sign Languages in Kenya while according to KSL Syllabus (2004), KSL became a compulsory teaching and examinable subject for deaf learners. Sambu, Otube and Bunyasi (2018), argued that since the introduction of KSL as a teaching subject in 2004, this has led to improved academic performance among deaf learners although (Kilanya, 2016) had a contrary opinion that KSL has not boosted learning in schools for the deaf since its introduction thus limited employment opportunities for deaf people in Kenya.

## **2.2 How Classroom Facilities Hinder the Implementation of Kenyan Sign Language as a Medium of Instruction**

The provision of teaching and learning materials is also supported by the Special Needs Education policy framework (2009) which states that: “Learners with special needs and disabilities require more and specialized material resources for their education than their non-disabled peers, such material resources are needed at both the individual level and school level”. World Federation of the Deaf (WFD, 2016) recommends the provision of resources necessary for the education of deaf children while the objective of the Sector Policy for Learners and Trainees with Disabilities (2018) advocates that; Learners with disabilities should be provided with specialized learning resources suitable to the individual disability needs of the child.

### **2.2.1 Availability of Kenyan Sign Language Teaching and learning resources**

According to Mwanyuma (2016) in a paper titled Sahajanad School for the Deaf Case paper: Factors Influencing the Academic Achievement of Deaf Learners in Kilifi County, Kenya. The availability of KSL teaching and learning resources was the study’s main focus, and the study findings showed that these resources were insufficient. The objective of the previous study was on the availability of KSL teaching and learning resources; the current study’s focus was to determine how classroom facilities hinder the implementation of KSL as a language of instruction in primary educational settings for

the deaf. The earlier study identified one of the challenges to KSL implementation as the absence of the adequate KSL teaching and learning resources within the classroom and further revealed that the accessibility of KSL resources had an optimal significance on the educational performance learners who are deaf.

Determining Classroom Communication and Academic Performance of Learners with Hearing Impairment: A case of Kambui School for the Deaf, Kiambu County, Kenya, was the subject of study by Wambui (2015). Since the teachers proficiency in sign language was insufficient for achieving quality education in schools for the hearing impaired. The study concentrated on addressing other needs for learners with Hearing Impairment during the teaching and learning process through T/L materials and classroom environment. The study used descriptive case study design to collect both quantitative data and qualitative data. The tools used to collect data were: lesson observation, questionnaires and interviews were among the instruments utilized to gather data, and KSL served as the primary language used during the data collection.

The previous study aimed at addressing other needs for learners with hearing impairment during the teaching and learning process using teaching and learning materials, whereas the current study sought to ascertain how classroom facilities impede the implementation of KSL as a language of instruction in primary schools for the deaf. The results of the earlier study showed that the deployment of KSL as a medium of instruction was hampered by learners' low participation in the teaching and learning process as a result of insufficient suitable teaching and learning resources. The earlier study also suggested the provision of high quality instructional materials accessible to learners with hearing impairment.

Rwaimba (2016) carried out a study on School- based Factors Affecting the learning of Kenyan Sign Language in Primary schools for the hearing impaired in Embu and Isiolo Counties, Kenya. The study found inadequate KSL teaching and learning resources in schools and further recommended the M.O.E. to increase funding in schools for adequate KSL resources. The objective of the previous study was to establish school-based factors that affect the learning of KSL in primary schools for the hearing impaired whereas, the current study's objective was to determine how classroom facilities hinder the



implementation of KSL as a language of instruction in primary learning institutions for the deaf. The previous study noted the inadequacy of KSL teaching and learning resources as the barrier that hinders the implementation of KSL as a medium of instruction in schools for the deaf.

Awori et al. (2014) conducted a study on strategies that helped hearing impaired learners in the Western Province of Kenya to learn Kenyan Sign Language in primary schools. The study findings showed that KSL dictionaries, charts, Computers, Television and resource rooms were used as part of action plans put in place to ease the improvement of KSL and the study also suggested that the KICD to create more KSL instructional materials such as video tapes and maps with KSL illustrations, to help teachers who are using KSL in their lessons. This was supported by KSL Bill (2019) which noted that M.O.E should ensure the development of supportive instructional materials for deaf learners. The previous study focused on strategies in terms of resources (both human and material) and study also focused on learners with hearing impairment while the current study focused on learners who are deaf. while the current study aimed to determine how classroom facilities hinder the implementation of KSL as a language of instruction in primary schools for the deaf, the previous study findings revealed inadequate KSL resources as some of the barriers in the implementation of KSL as a language of instruction.

In a study titled “The Effect of Kenyan Sign Language on the Academic Performance of Learners with Hearing Impairment,” (Kalya, 2020) the study discovered that primary schools for the deaf lacked adequate KSL teaching and learning resources. The study also recommended that the M.O.E to provide adequate KSL teaching and learning resources. The previous study sought to establish the impact of KSL on educational attainment for the hearing impaired learners, whereas the current study aimed to identify how classroom facilities hinder the implementation of KSL as a language of instruction in primary schools for the deaf.

### **2.2.2 Use of KSL as a Medium of Instruction in the Classroom**

According to the findings of a study by Pakata (2015) on the Factors influencing the use of sign language in teaching and learning in public primary schools in Kiambu County,

Kenya, the usage of educational resources along with the use of sign language had an impact on both teaching and learning. The study recommended M.O.E. to put up child friendly school environments to help improve use of Sign Language, the previous study objective examined Factors determining the use of Sign Language in teaching and learning in primary schools while the current study objective was to inquire how classroom facilities hinder the implementation of KSL as a language of instruction in primary learning institutions for the deaf.

In a Study by Jameel (2016), on the advantages of Sign Language for deaf Students in Classroom Learning, which employed a descriptive methodology, the study's sample size of 40 teachers from four deaf schools was determined using simple random selection. Structured questionnaires with a 5- point Likert scale were utilized as data collection tools. Descriptive and inferential statistics were used to analyze the data, which was provided in tables. The study's conclusion showed that using Sign Language was important and beneficial tool to improve classroom learning of learners who are deaf and further advocated for holding Sign Language workshops for deaf students at the district level. The objective of the previous study was to investigate the advantages of Sign Language for deaf students within the classroom, while this study aimed at determining how classroom facilities hinder implementation of KSL as a language of instruction in primary schools for the deaf. In the previous study, the respondents were teachers only while in the current study the respondents were teachers and learners who are deaf, tools used for data collection in the previous study was a structured questionnaire while in this study; set of questionnaires, classroom observation checklist, and interviews schedule were used to collect data. Wambui (2015) argued out that learners who are deaf majorly relied on their visual sense for learning and required a classroom full of displays on the walls to stimulate their interest in learning. Visual teaching aids such as pictures, diagrams and world maps also assisted learners to learn.

### **2.2.3 Seating Plan**

A research on the difficulties in communication with learners who have hearing impairments in primary schools in Central Kenya was conducted by Kalee (2014). The study focused on the difficulties communicating with learners who have hearing impairment in schools, as well as the accessibility and use of technology tools by English

language instructors. The researcher pointed out Kenyan Sign Language, as a visual-gestural language used by the deaf in Kenya, where the environment and basic methods selected for the students with hearing impairments should be chosen based on the student's personality and hearing requirements. The seating plan should be a U-shaped desk where no learner sits behind the other. In this kind of sitting arrangement in the classroom all learners can see the teacher/speaker with good sight for speech reading, seeing the sign language being used, and for group interaction.

Special Needs Education Policy Framework (2009), advocated for a barrier-free environment for deaf learners whereas (Wambui, 2015) noted that a least restrictive classroom with ceiling boards which help to reduce the echoing of sound especially to learners using hearing aids and enough lighting since the deaf learners use their sense of sight in learning and keeping doors closed during the lesson to prevent learners' attention attracted by outside activities. This would best accommodate learners who are deaf and especially during classroom activities.

### **2.3 Identify Learners' Views in Implementation of Kenyan Sign Language as a Medium of Instruction**

A research on the learning of KSL and its importance as a MT and a medium of instruction in Kenyan schools for the deaf was conducted by Mweri (2016). By evaluating the learning and use of KSL at school, in the home and in society the study sought to understand the significance of KSL in the institutions of learners who are deaf. The study findings indicated the necessity for early intervention strategies to help deaf children learn KSL at a young age and further advocated that KSL to become a medium of instruction in schools for the deaf and used to teach KSL language and other academic subjects in schools for the deaf. By assessing its acquisition and use, the prior study focused on the significance of KSL in the education of deaf learners, while the current study sought to identify learners' opinion towards the implementation of KSL as a language of instruction in primary schools for the deaf. The previous scholar further argued that, although KSL is recognized by the Constitution of Kenya 2010, still the government has not yet embraced KSL as a language of instruction in schools for the deaf and therefore the government has to bear the blame for the low performance of deaf learners because of its reluctance on the policies on the use of KSL.

A study on Primary school deaf children's competence in KSL was conducted by Adoyo and Okutoyi in 2015. The study's objective was to assess the level of proficiency of deaf primary children in KSL. Age of the children, signing experience, contacts with proficient signers and the age of deafness onset were among the factors examined in the study. The study results showed some of the factors that affect KSL language development such as; parental language use (even though parents were not involved in the study), signing experience, age, the amount of contact with the deaf peers and use of deaf role models at a young age, the scholars also advised that deaf children be exposed to use of KSL as a language of instruction. Because deaf children know KSL was a wrongly assumed and the teaching of KSL should be in line with other language policies taught in schools. The objective of the previous study was to assess the level of proficiency of deaf primary children in KSL and showed the achievement in on performance and production skills whereas, this study sought to identify the learners' views towards the implementation of KSL as a language of instruction in primary learning institutions for the deaf in Homa Bay County.

Research done by (Mweri, 2014) on Diversity in Education: Kenyan Sign Language as a Medium of Instruction in Schools for the deaf in Kenya. The study aimed at investigating the importance of KSL both as a Mother Tongue and as a Medium of Instruction in schools for the deaf. The study findings revealed the continued denial on use of KSL in schools for the deaf and emphasis was on oral method of teaching the deaf children as this undermined the deaf children's right to appropriate education as enshrined in the World Federation of the Deaf Policy (WDF, 2016). The study recommended for early detection of deafness and early intervention by placing the deaf learners in pre-schools where KSL is used and identified KSL as the only linguistic resource which can be used to impart knowledge to the deaf learners. Objective of the previous study was to examine the importance of KSL use as a M/T and as a medium of instruction while this study sought to find out learners' opinion with regard to the implementation of KSL as a language of teaching and learning in primary learning institutions for the deaf.

Mwanyuma (2016) examined the social and cultural factors that affected the academic performance of deaf learners in a paper titled: Factors Influencing the Academic achievement of deaf learners in Kilifi County, Kenya: A case of Sahajanand School for

the deaf. The result of the study showed that the unfavorable community and societal attitudes towards deaf children had an impact on deaf learners' achievement and the study advised raising social awareness as the value of teaching the deaf children. In order for children with disabilities to realize their legal entitlement to free, compulsory education of the highest standards, stigma and discrimination against them must be eliminated, according to the Kenya National Special Needs Education Survey published in 2018. The earlier researcher prioritized the social and cultural agents as the factors that affected the academic performance of deaf learners whereas, the current study sought to establish the opinion of learners towards the implementation of KSL as a language of instruction.

According to (Aura, 2016), in a study on the Relationship between KSL and English literacy, the study's goal was to investigate the relationship between KSL and English literacy skills, a correlational survey strategy was used, the sixty participants were drawn from the four boarding schools for the Hearing Impaired. Test of Reading Comprehension-Fourth Edition (TORC) and the Tests of Written Language -Fourth Edition (TOWL) were the instruments used to assess the deaf students' performance in KSL and English literacy. Questionnaires and audiograms were also employed as data collection instruments, and the Statistical Package for Social Sciences (SPSS) was used to analyze the data. The study's findings demonstrated a beneficial relationship between KSL proficiency and English literacy abilities. The prior study's objective was to ascertain the relationship between KSL proficiency and English Literacy among deaf learners while this study sought to the children's opinion towards the implementation of KSL as a language of instruction in primary schools for the deaf. The participants in the previous study were mainly deaf learners while the participants in this study were teachers and deaf learners. The previous study agreed with Adoyo and Okutoyi (2015) that good sign language skills contributed to better literacy and such exposure can be enhanced by teachers who have proficient training in KSL, family and community members are also encouraged to learn KSL and further argued that the occurrence of deafness in a child affects their reading ability which was slow compared to their hearing counterparts.

Rwaimba (2016) conducted a study on school-based variables influencing KSL learning in primary schools for the Hearing Impaired in the Counties of Embu and Isiolo Counties, Kenya. The study sought to establish school-based factors that affect the learning of KSL in schools for the hearing impaired while findings from the study showed that school facilities and school management had a strong influence in the educational performance of the children. The study recommended M.O.E. to increase funding in schools to put up good quality and adequate infrastructure and the training of the stakeholders in the school management. This agreed with the Kenya National Special Needs Education Survey (2018) findings which revealed that infrastructure and inadequate facilities were major challenge and a direct impact on quality education received by the deaf learners. The Previous sought to establish school -based factors that affect the learning of KSL in schools for the hearing impaired while the current study sought to identify children's opinion towards the implementation of Kenyan Sign Language as a language of instruction in primary learning institutions for the deaf. The previous study was also in contrary opinion with Special Needs Education Framework Policy (2009) which advocated for a barrier free environment for deaf learners and (Chomsky, 2002) who argued that school is the environment where language can be acquired and nurtured.

Sambu, Otube and Bunyasi (2018) conducted a study on the Evaluation of Learners with Hearing Impairment's Academic Performance in Selected Special Primary Schools in Kenya. The study's objective was to evaluate the academic achievements of learners in special primary schools who had hearing impairments. A total of one hundred and twelve samples was gathered for the study. Data collection tools used were; interviews, observations and questionnaires. According to the study's theme both qualitative and quantitative analyses of the data were conducted. The study' conclusions showed that the using KSL to teach deaf learners improved their academic results. Schools that took part in the in the study also stated that using KSL as a language of instruction for deaf learners improved their academic performance. The previous study aimed to assess the educational achievement of hearing impairment learners while the current study sought to identify children's opinion towards the implementation of KSL as language of

instruction in primary schools for the deaf. This therefore, prompted the researcher to seek out the views of the learners with regard to the implementation of KSL as a language of instruction in primary learning institutions for the deaf where findings and discussions detail the various views on the KSL as a language of instruction.

According to Education Sector Policy for Learners and Trainees with Disabilities (2018) and The National Survey on Children with Disabilities and Special Needs Education (2018) revealed that 14.2 percent of deaf learners were not enrolled in schools due to negative attitudes and lack of understanding of their educational needs by their teachers. This intended study therefore, sought to find out the answers to some of the questions such as what some of the hindrances towards the use of KSL as the medium of instruction in primary schools for the deaf.

#### **2.4 Kenyan Sign Language Syllabus**

To place a greater emphasis on learners with special needs, notably deaf learners, the primary education syllabus for learners with hearing impairment (2004) was established. The KSL language is to be utilized as the language of teaching for deaf learners in pre-school and lower primary levels because it is recognized as the mother tongue and the language of pre-lingual deaf children. Mweri (2016) suggested that the current Mother Tongue policy be modified to meet the special needs of learners with hearing impairment at higher levels of learning and that other aspects of Total Communication such as the interchangeability of Signed English and Signed Exact English be adopted as well.

Kenyan Sign Language was initially examined as a teaching subject by The Kenya National Examination Council (KNEC) in schools for the deaf both in the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate Secondary Education (KCSE) in the year 2010. With the introduction of KSL as a teaching subject in schools for the deaf, the KSL syllabus (2004) was to meet the following expectations: teachers to be competent and knowledgeable on strategies of teaching KSL to deaf learners and equip the deaf learners with the same language skills acquired when learning other subjects like English and Kiswahili.

KSL syllabus expects teachers and learners to communicate appropriately using Expressive and receptive skills and adhering to KSL order which is Object - Subject -

Verb (OSV) for the learners to be able to express themselves adequately and Receptive signing skills for comprehension of information and respond appropriately. This, therefore, prompted the researcher to ask the question “Do teachers in Homa Bay County have the competency to meet to implement the KSL syllabus? Details of the findings have provided a range of responses that indicate the interpretation of the syllabus is guided by specific teachers depending on how they internalize the concept.

## **2.5 Knowledge Gap**

Objective one of the study identified the hindrances that facilitators/teachers face as they use KSL as a language of teaching and learning of instruction, several scholars contributed differently to the study. According to the study’s conceptual framework, effective use of KSL as a language of instruction in schools can only be realized when teachers have training in KSL and good understanding of the language content to equip the teacher with basic KSL skills and eliminate the hindrances in the use of KSL as a medium of instruction. (Pakata, 2015) in a study on Factors Influencing Sign Language in teaching and learning pointed out that teachers gave impact in the use of Sign Language in schools. (Mwanyuma, 2016) in a study on Factors Influencing the academic achievements of deaf learners, noted that teachers were not fluent in KSL due to lack of training. The scholar was supported by (Rwaimba, 2016), (Kalya, 2020) and (Awori et al, 2014) who argued that the reason why teachers were not fluent signers was due to lack of training.

The second objective the study sought to determine how the classroom facilities hinder the implementation of KSL as a medium of instruction, (Jameel, 2016) in a study on the benefits of Sign Language for deaf students in classroom learning noted that Sign Language was the most effective tool to improve learning in a classroom of deaf learners. (Mwanyuma, 2016) noted that lack of learners’ participation in teaching and learning process was due to inadequate appropriate teaching and learning materials. Since (Pakata, 2015) affirmed that educational resources influenced the use of Sign Language in teaching and learning, (Kalya, 2020) and (Rwaimba, 2016) pointed out inadequate KSL teaching and learning resources in schools for the deaf.



Objective three sought to establish the learners' opinions in the implementation of KSL as a language of instruction in primary schools for the deaf in which some of the contributing factors which may enhance the effective use of KSL as a medium of instruction are frequent use of KSL, use of role models and need for early exposure to the use of KSL. Adoyo and Okutoyi (2015), (Mwari, 2016) and (Ara, 2016) noted need for early exposure of deaf children to KSL and (Sambu et al, 2018) confirmed that use of KSL to instruct learners led to improved performance. According to (Mwanyuma, 2016) negative community and societal attitude towards deaf children influenced deaf learners' achievements, the community/societal negative attitude towards deaf children may lead to continued denial on use of KSL in schools for the deaf this also undermined the deaf children right to appropriate education as noted by (Mwari, 2014). The Kenya National Special Needs Education Survey (2018) and (Rwaimba, 2016) cited that the school administration and management had a direct impact on academic achievement and quality of education received by deaf learners. Adoyo and Okutoyi (2015) further noted the following factors which influence the use of KSL. Signing experience, age, amount of contact with the deaf peers and use of deaf role models. From different scholars' literature reviews, there was on study based on Barriers in the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay County this therefore prompted the researcher to carry out study on the same to identify these barriers in the implementation of KSL as a medium of instruction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the methods that were used to carry out this study. It also focuses on research design, location of the study, target population, samples, sampling techniques, research instruments, reliability and validity of instruments, data collection procedure, data analysis and ethical considerations.

#### **3.2 Research Design**

Research design is a strategy for conducting research that specifies the procedures necessary to obtain the information needed to structure and solve the research problem Cooper and Schindler (2003). A case study design was used which provided in-depth understanding and detailed information about the study. It also encouraged respondents to expand on their responses and this enabled description of variations, individual experiences and relationships.

#### **3.3 Location of the Study**

The study was carried out in one public primary school for the deaf in Homa Bay County, which lies between latitudes 0°15' South and 0°52' South and between longitudes 34East and 35East. The County covers an area of 4,267.1km<sup>2</sup> inclusive of the water surface. The County is located in Southwestern Kenya along Lake Victoria where it borders Kisumu and Siaya Counties to the North, Kisii and Nyamira Counties to the East, Migori to the South and Lake Victoria and Uganda to the West.

#### **3.4 Target Population**

A population is an a whole group of people, events, or subjects with similar characteristics which can be seen Mugenda and Mugenda (2003) and Creswell (2012) identified the target population as a group of individuals with some common defining characteristics that the researcher can identify and study. Since the entire population cannot participate in the study, this study therefore, identified a group of teachers comprised of; the head teacher, 16 teachers and a group of learners comprised of 130 learners which gave a total of 147 as the targeted population.

### 3.5 Sample Size and Sampling Technique

A sample is a sub-group of the target population that the researcher plans to study for the generalization of the entire population (Creswell, 2012). To sample the learners, the researcher aimed at the learners who were more advanced in the use of KSL as a medium of instruction since they could express themselves well and give their own opinion during the interview. This therefore, targeted learners in upper primary classes although class eight did not take part in the study since during the time for data collection they were busy preparing for the Kenya National Examinations. (KCPE).

The learners were further divided into strata according to classes four, five, six, and seven. To get the exact number of learners who took part in the study, simple random sampling was used. The researcher had four tiny, folded pieces of paper where three were written “YES” and one written “NO” all put in a container. The researcher gave each class an equal chance where the four prefects randomly picked the tiny, folded pieces of paper and the classes whose prefects picked “YES” were class five which had 12 learners, class six had 17 learners and class seven had 20 learners which gave a total of 59 learners which was 78% of the sampled population. The head teacher and the teachers were purposively sampled and all participated in the study since they were few as presented in Table 3.1 below.

**Table 3.1:** *Sample size*

<b>Target</b>	<b>Population</b>	<b>Sample</b>	<b>% of the total population</b>
Head teacher	1	1	1%
Teachers	16	16	21%
Learners	130	59	78%
<b>Total</b>	<b>147</b>	<b>76</b>	<b>100%</b>

### 3.6 Research Instruments

The researcher used a set of questionnaires for head teachers and teachers, interview schedules for learners and an observation checklist used in the classrooms to collect data on the availability and adequacy of teaching and learning resources and teaching strategies used in teaching learners with hearing impairment.

### **3.6.1 Questionnaire**

A questionnaire is a carefully designed instrument (written, typed, or printed) for collecting data directly from people (Kasomo, 2006). Questionnaires was used to collect data from teachers whereby a set of questionnaires for teachers, the head teacher and questions in the questionnaires comprised of close-ended questions and open-ended questions. The use of questionnaires allowed the researcher to collect a large amount of data in a relatively short time, which led to a 100% return rate for the filled questionnaires since the researcher collected the filled questionnaires immediately.

#### **3.6.1.1 Questionnaire for Teachers**

Teachers questionnaire consisted of three sections; section A for bio data information, section B was to obtain information about teachers' academic achievements, professional training in Special Needs Education (SNE), Teaching experience and proficiency training in KSL and teachers' disability. Section C was about general information based on the study objectives; Teachers' understanding of KSL, Teachers' disability, policy on use KSL as a language of instruction, difficulties encountered while using KSL as a language of instruction and other appropriate communication modes for the deaf.

#### **3.6.1.2 Questionnaire for the Head teacher**

The questionnaire for the head teacher consisted of sections A and B, whereby section A captured information about the bio data while section C addressed general information on the use of KSL as a medium of instruction within the school.

### **3.6.2 Interview Schedule for Learners**

The learners' interview schedule was used to collect data from learners since it allowed respondents to express themselves clearly and therefore in-depth information was gathered. The researcher designed a scheduled structured interview to collect qualitative information on children's opinion towards the use of KSL as a language of instruction in primary learning institutions, challenges encountered in the use of KSL as a medium of instruction and other modes of communication used in teaching and learning. The interview schedule for learners was carried out on a parents' meeting day where the researcher got oral consent from both the head of institution and the parents to carry out

the interview. During the interview the researcher engaged use of a Sign Language Interpreter (SLI) as the researcher was recording.

### **3.6.3 Classroom Observation Checklist**

Observation checklist (OC) was used to get first-hand information and view of what is actually happening instead of relying on reports from participants. An observation checklist was used to collect data on the adequacy, availability, function ability and relevancy of the educational materials. These also include a conducive classroom, adapted desks, KSL textbooks and charts displayed on the walls and the use of hearing aids.

### **3.7 Piloting**

Piloting was done to confirm if the research instruments were valid and reliable to the study. Piloting enables the researcher to assess the clarity of the instruments and their ease of use and in this study, pre- testing of the research instruments was done at Lambwe Christian School for the deaf as one of the public primary schools for deaf learners within the study area. The number of teachers and the head teacher was purposively sampled while the learners were randomly sampled to participate in piloting. During this, the researcher identified spelling errors and structural problems within the questionnaire, handling both recording and conducting the interview slowed down the whole activity of data collection. The researcher realized that one had to be hired to carry out the recording activity. The main reason of piloting was to assist the researcher to identify inadequacies, inappropriate phrasing of questions and ambiguities which helped the research in establishing the length of time required to administer the research instruments during the main study.

### **3.8 Validity of the Instruments**

According to (Kasomo, 2006) every piece of information we collect must be accurate and the tools used to obtain that information must also be accurate. In this study therefore, the research instruments and research content were validated by the researcher's supervisors who checked and deleted the invalid ones.

### **3.9 Reliability of the Instruments**

According to (Creswell, 2012) reliability means that scores from an instrument are stable and consistent. In this study, the reliability of the instruments was determined by the test-retest method on the pilot study sample whereby the participants were grouped into two and the first group participated in the study a week before and the second group participated in the same study after two weeks. The observations and responses recorded were consistent.

### **3.10 Data Collection Procedures**

The researcher visited the schools to seek permission from the schools head teacher to collect data and was granted permission after two weeks to administer questionnaire to teachers, head teacher and carry out classroom observation the data was collected on two different days. The researcher went back to collect data after two weeks on arrival, the researcher went to the head teacher's office gave the head teachers' questionnaire and guided the head teacher on how to fill the questionnaire. Afterwards the researcher met with teachers in the staffroom, distributed the questionnaires to teachers the researcher stayed in the staffroom offering any necessary assistance and clarification for teachers to effectively respond to the questionnaire. After picking up the filed questionnaires, in the afternoon the researcher carried out classroom observation in classes five, six and seven as guided by the observation schedule. The researcher was given an appointment later after one month to carry out an interview with the learners on a parents' meeting day. During the interview, the learners were randomly grouped into three manageable groups whereby the interview exercise took a whole day.

### **3.11 Data Analysis**

The data collected was both qualitative and quantitative and the researcher used questionnaires to collect quantitative data which was sorted, coded, and organized in tables and graphs to reveal percentage scores of different study attributes after which it was edited for accuracy and completeness. Qualitative data was collected using an interview schedule and classroom observation checklist and the data was presented in narrative form.

### **3.12 Ethical Consideration**

The researcher sought authority to conduct research from Rongo University which gave an introductory letter to National Commission for Science, Technology & Innovation (NACOSTI) and thereafter, the researcher obtained a research license from NACOSTI. The researcher then proceeded to the County Director of Education, Homa Bay County to obtain a research authorization letter and a copy of the letter from the Ministry of Education was taken to County Commissioner to allow the researcher carry out study in schools within Homa Bay County. The researcher sought permission from the pilot school and Nyangweso school head teachers to conduct research within the school during the actual data collection in which the researcher debriefed the participants on the purpose and expectation of the research. The researcher sought oral consent from the head teachers to carry out classroom observation and also consent from the parents whose children were sampled to participate in the study and assured participants of their confidentiality.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

The study was based on the barriers in the implementation Kenyan Sign Language as a medium of instruction in primary schools for the deaf in Homa Bay County. The research instruments used to collect data findings were; questionnaires, classroom observation checklist and an interview schedule. The findings were organized, analyzed and presented both qualitatively and quantitatively based on the three study objectives: To identify the hindrances that teachers face as they use Kenyan Sign Language as a medium of instruction in primary schools for the Deaf; To Determine how classroom facilities hinder the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the Deaf and To Identify the learners views in the implementation of Kenyan Sign Language as a medium of instruction in primary schools for the Deaf. The questionnaire return rate was also discussed and analyzed and shown in Table 4.1.

#### 4.1 Questionnaire Return Rate

The researcher administered two sets of questionnaires: one to the head teacher and another to the teachers. The questionnaire return rate was as shown in table 4.1

**Table 4.1**

*Respondent's Questionnaire Return Rate*

<b>Respondents</b>	<b>Number Issued</b>	<b>Number Returned</b>	<b>Percentage</b>
Head teacher	1	1	100
Teachers	16	16	100

From Table 4.1 One questionnaire was administered to the head teacher and 16 questionnaires administered to all the 16 teachers. The respondents successfully filled by the questionnaires and returned, as this gave a response rate of 100%.



## 4.2 Analysis of Demographic information

The importance of demographic information was to determine the sample of the target population for the generalization of the study findings. In the study therefore, the demographic data captured the respondents' gender, age, academic achievements, professional training and teaching experience.

The gender of the respondents was analyzed and presented as illustrated in Figure4.1;

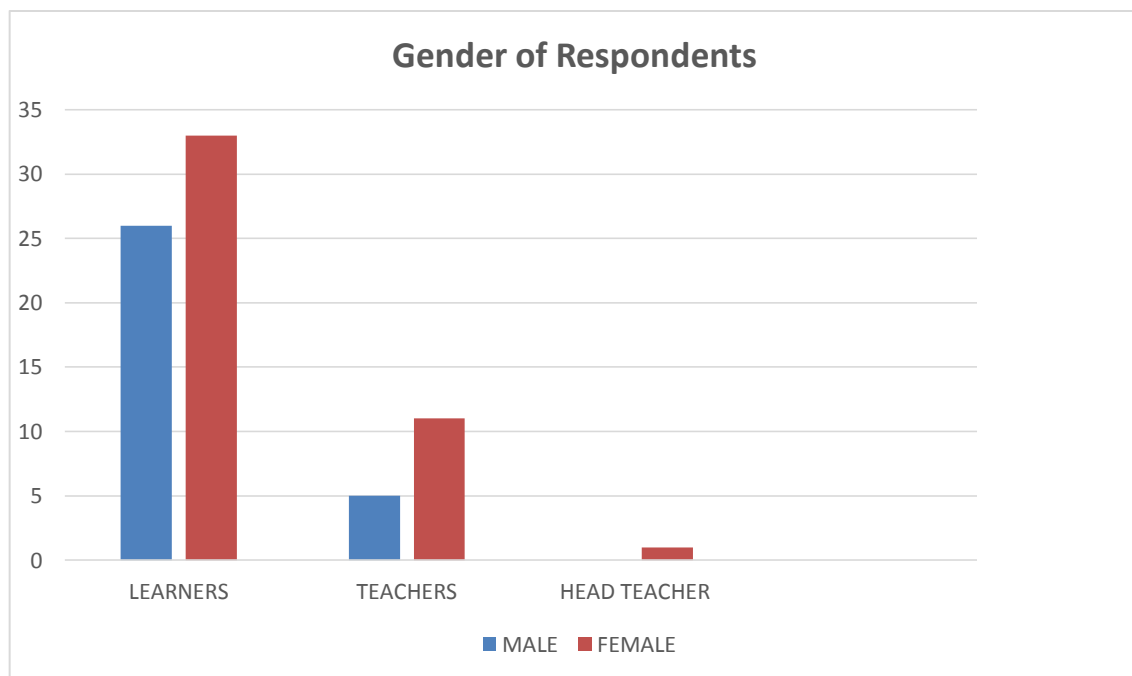


Figure 4.1

*Gender of the Respondents*

The results as shown in Figure 4.1 indicates that 26 (44%) of the learners were male while 33(56%) were females, 5(31%) of the teachers were male and 11 (69%) were females. As regards the head teacher, there was only one head of institution who was a female and this was 1(100%). The findings clearly showed that both genders were included in the study and the findings from the two groups indicated that there is a variation in the responses.

#### 4.2.2 Age of the respondents

The age of respondents captured learners' age and was analyzed as illustrated in the Table 4.2 below.

**Table 4.2**

*Age of the respondents*

Age	Learners = 59	
	frequency	Percentage (%)
Below 14	22	37.3
15 – 17	26	44.1
18 -20	8	13.5
Above 20	3	5.1
TOTAL	59	100

Table 4.2 Respondent and the age of the learners below 14 years was 22 (37.3%), those between 15 -17 years were 26 (44.1%), between 18 – 20 years 8 (13.5%) and respondents above 20 years were 3 (5.1%). Three learners were above 20 years and were still in primary school, according to the researcher's opinion, they might have started school late and in reference to Basic Education Act (2013), no child should be denied or discriminated on grounds of disability or age upon seeking admission and ensure that such children are not prevented from pursuing and completing basic education. Learners who took part in the study were from classes five, six and seven as they were able to express themselves clearly in KSL since they have been in school for longer years. This, therefore, revealed that the years the learners stayed in school, the more competent they are in KSL as supported by Adoyo and Okutoyi (2015) and (Aura, 2016).

#### 4.3: Findings per objective

The study was guided by the three objectives to; identify the hindrances that teachers face as they use KSL as a medium of instruction in primary schools, determine how classroom facilities hinder the implementation of KSL as a medium of instruction and, identify the learners' views in the implementation of KSL as a medium of instruction.

#### 4.3.1: Hindrances that teachers face as they use KSL as a medium of instruction

#### 4.3.2: Academic achievements of teachers and head teacher

Academic achievement of the teachers was very necessary for meeting the objectives of educational curricula, as it aids in the acquisition of knowledge, skills and competence which are the requirements in the teaching profession.

**Table 4.3**

*Academic achievements of head teacher and teachers*

Response	Teachers (N = 16)		Head teacher (N = 1)	
	F	%	F	%
Certificate	5	31	0	0
Diploma	5	31	0	0
Degree	6	38	1	100
Total	16	100	1	100

The study findings Table 4.3 showed that many teachers had a degree 6 (38%) while those with diplomas and certificates were 5 (31%). The head teacher's results from table 4.3 showed that the head of institution who took part in the study was a degree holder. This was an indication that many teachers in primary schools for the deaf had undergone professional training in education to make them competent enough to teach primary school learners. To teachers of learners who are deaf, this kind of training was not enough since there was no component of training in KSL at the regular teacher training colleges (TTCs) as indicated by (Okombo, 1994) in a study on Kenyan Sign Language: Some Attitudes and Cognitive issues in the Evolution of Language Bilingualism in Deaf Communities.

#### 4.3.3 Professional training in SNE

The study sought to find out if the participants have had training in special needs education which equipped them with knowledge and skills to teach learner who are deaf.

**Table 4.4***Professional training in SNE*

<b>Disability Type</b>	<b>Teachers (N= 16)</b>		<b>Head Teacher (N=1)</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Diploma	11	69	0	0
Degree	5	31	1	100
<b>TOTAL</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>100</b>

The results as shown in Table 4.4 indicates that teachers with a diploma were 11 (69%) and those with a degree were 5 (31%). The results of the head teacher showed there was only one head teacher who participated in the study and the head teacher had a degree 1(100%). The study findings showed that many of the teachers had undergone further professional training in SNE to be competent in teaching deaf learners and use KSL as a language of instruction.

#### **4.3.4 Teaching Experience**

The study sought to find out the number of years study participants have been imparting knowledge to deaf learners. The study assumed that the more the years that teachers teach learners who are deaf the more competent they are in use of KSL. The results of the study are shown in Table 4.5

**Table 4.5***Teaching Experience*

<b>Length of Teaching experience</b>	<b>F</b>	<b>%</b>
10 years	3	18
15 Years	5	29
Above 15 years	9	53
<b>Total</b>	<b>17</b>	<b>100</b>

Table 4.5 showed that the majority of the teachers 9 (53%) had teaching experience of above 15 years, 5(29%) had teaching experience of 15 years and 3 (18%) of the teachers had an experience of 10 years, The study findings, revealed that more teachers in primary schools for the deaf learners within the study area had long years of teaching experience and were likely to be more effective. This agreed with Scholars Kini and Podolsky

(2016) who argued that teaching experience is positively and significantly associated with teacher effectiveness and therefore experience improves teaching skills.

#### 4.3.5: Proficiency level of training in KSL

Although the teachers who participated in the study had some professional levels of training in SNE, the study sought to find out if these teachers have had proficiency training in KSL to enhance their competence in the use of KSL as a medium of instruction during teaching and learning process.

**Table 4.6**

*Proficiency training in KSL*

Disability Type	Teachers (N= 16)		Head Teacher (N=1)	
	F	%	F	%
Certificate	4	25	0	0
Diploma	3	19	1	100
Not yet trained	9	56	0	0
Total	16	100	1	100

From Table 4.6 the result indicated that 4(25%) had a certificate level of proficiency training in KSL while 3 (19%) had diploma level of proficiency training in KSL and majority of the teachers that is 9 (56%) not yet had proficiency training in KSL. The head teacher's result indicated that the head teacher had a diploma in proficiency training in KSL. This was supported by Awori et al (2014) and (Kalya, 2020) who argued that teachers lacked basic training skills in KSL since proficiency training in KSL would make the teachers competent and knowledgeable in the use of KSL learning experiences and further recommended for the M.O.E. to train teachers in basic KSL skills through workshops and seminars. Basic Education Act (2013) recommends for every learning institution to have appropriately trained teachers.

#### 4.3.6 Teachers' Disability

The study sought to find out if there were teachers with disability with specific reference to teachers who are deaf and who can act as role models on the use of KSL as a medium of instruction.

**Table 4.7***Teachers' Disabilities*

Disability Type	Teachers (N= 16)		Head Teacher (N=1)	
	F	%	F	%
Deaf	2	12.5	0	0
Hearing Impairment	0	0	0	0
Others	14	87.5	1	100
<b>TOTAL</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>100</b>

From Table 4.7 teachers who are deaf were; 2 (12.5%), while other teachers without disabilities were 14 (87.5%), while the head teacher had no disability. The findings revealed that teachers who are deaf were found to be inadequate within the study area compared with their hearing counterparts who were 87.5%. This, therefore, confirmed the findings of scholars such as (Awori et al., 2014) and Adoyo & Okutoyi (2015) who pointed out the inadequacy of teachers who are deaf and can act as role models in the use of KSL as a medium of instruction.

#### **4.3.7: Teachers, understanding of KSL as a medium of instruction**

The study aimed to find out from teachers on their understanding of KSL as a medium of instruction in schools for the deaf.

**Table 4.8***Teachers' understanding of KSL as a medium of instruction*

Disability Type	Teachers (N= 16)		Head Teacher (N=1)	
	F	%	F	%
Mother Tongue	5	31	0	0
Teaching Subject	4	25	0	0
National Language	7	44	1	100
<b>Total</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>100</b>

From Table 4.8, 5 (31%) of the teachers understood KSL as a Mother Tongue for the deaf learners, 4 (25%) of the teachers understood KSL as a teaching subject while 7 (44%) and the head teacher understood KSL as a national language used by the deaf people in Kenya and the hearing people who have learned it as clearly spelled out in the KSL Bill (2019) as it helps to bridge the gap between the deaf and the hearing people. The study findings, therefore, reveal an unclear understanding on use of KSL as the

medium of instruction in primary schools for the deaf and this was in agreement with (Mwanyuma, 2016) who noted that teachers were not fluent in the use of KSL and (Pakata, 2015) highlighted that the teacher factor also contributed to the use of KSL as a medium of instruction. (Mweri, 2014) who argued that there were unclear guidelines and policy on the use of KSL as a language of instruction in schools for the deaf in Kenya.

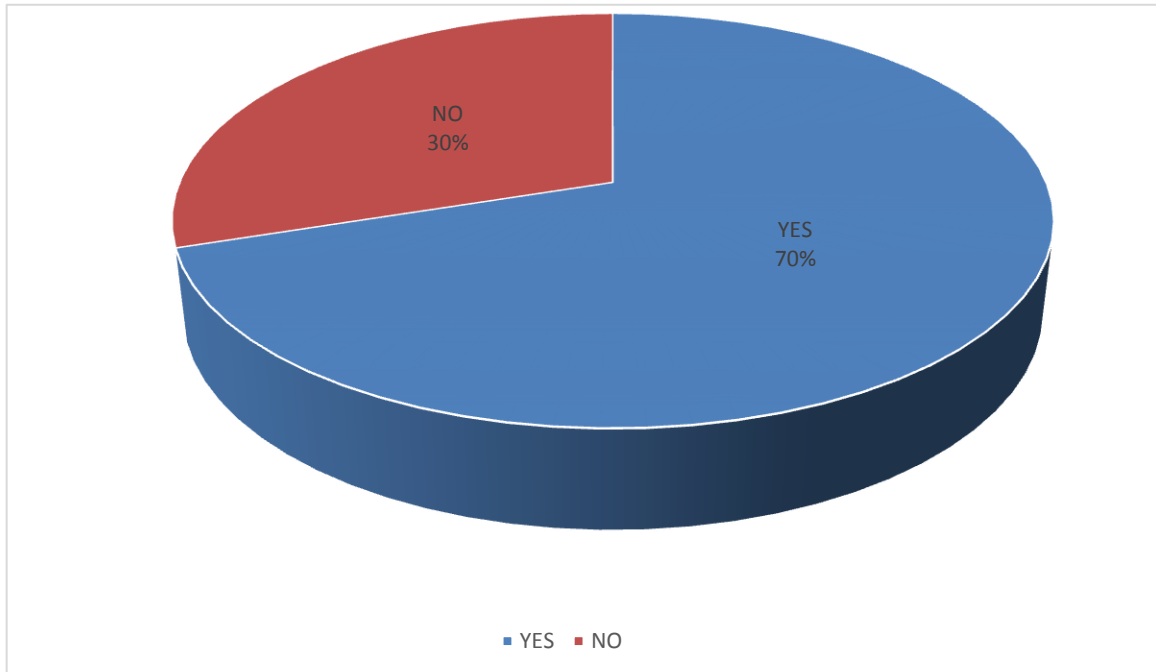
#### **4.3.8: Challenges teachers encounter in using KSL as a medium of instruction**

In response to the open-ended questions which sought to find out the challenges teachers encountered when using KSL as a medium of instruction, the responses were; KSL syllabus was not relevant since it was English-oriented and was difficult to use during making schemes of work and lesson plan. Although many of the teachers have had professional training in SNE still they lacked proficiency training in KSL. This confirmed (Adoyo, 2002) and (Aworì et al., 2014) assertions that teachers were incompetent in the use of KSL due to a lack of training. Lack of awareness of available policy guidelines on the use of KSL as a medium of instruction in primary schools for the deaf, within the study area had inadequate deaf teachers who could act as role models in the use of KSL as a medium of instruction as pointed out by (Mwanyuma, 2016) who argued that the deaf teachers were more proficient in KSL more than their hearing counterparts. Teaching and learning resources were inadequate since deaf learners mainly rely on their sense of sight to learn as they require adequate resources to enhance their acquisition and use of KSL as a medium of instruction.

The inadequate teaching and learning resources observed in the classrooms confirmed (Pakata, 2015) and (Mwanyuma, 2016) whose findings revealed that KSL educational resources were inadequate and the few available according to (Aworì et al., 2014) were not adapted to suit deaf learners. Teachers suggested the following recommendation: the need for frequent induction courses in KSL for teachers to enable them to sharpen their KSL signing skills as recommended by (Aura, 2016). M.O.E. to provide adequate teaching and learning resources for KSL and employ more teachers who are deaf to act as role models in the use of KSL as a medium of instruction.

#### 4.3.9: Policy on use of KSL as a Medium of Instruction

Since teachers are the policy implementers and the study sought to find out if teachers were aware of the available policy frameworks on the use of KSL as a medium of instruction in schools for the deaf. The data collected was analyzed and presented as shown in below.



**Figure 4.2**

*Policy on use of KSL*

From the Figure 4.2 above (5) 30% were aware of the policy documents on the use of KSL while (11) 70% were not aware of the policies on KSL as this agreed with (Mweri, 2014) who argued that there were unclear policy guidelines on the use of KSL. In accordance with researcher's own opinion, there was need for sensitization and dissemination meetings/forums on the current KSL policy documents to teachers teaching in schools for the deaf.

#### 4.4: How Classroom Facilities hinder the implementation of KSL as a Medium of Instruction

Objective two was to ascertain how classroom facilities hinder the implementation of KSL as a language of instruction in primary learning institutions for the deaf in the



County of Homa Bay. Classroom observation checklist was used to collect data in classes five, six and seven, while class eight were purposively excluded from the study since at the time of data collection they were preparing for their national examinations. Data collected was on classroom environment, teaching and learning materials, furniture in the class and other learning aids. The study findings on the classroom observation were.

#### **4.4.1 Classroom Environment**

The features observed under classroom environment were; size of the classroom which was found to be adequate and enough to accommodate a total capacity of twelve learners per class, seating arrangement where a U-shape seating plan was observed in the three classes as this is what is recommended by (Kalee, 2014) since deaf learners use their visual sense in learning. All learners should sit in a U- shape seating plan where a teacher can have the sight of all the learners and the learners can have a good sight of the teacher for easy lip reading, interpret the signs used and for group interaction. According to the mentioned scholar, the U-shape seating plan is meant to accommodate a total capacity of twelve learners per class but in all the classes' learners were more than twelve therefore the U-shape seating plan could not accommodate all the learners, and some learners were too squeezed and some missed space and were using the teacher's table.

The roofing of the three classes observed had dilapidated ceilings, (Wambui, 2015) noted that classrooms for the deaf children should be least restrictive classrooms with ceiling boards which help reduce echoing of sound especially to learners using hearing aids. During classroom observation two learners in class seven were wearing hearing aids this is a learning resource which suits individual learning needs as recommended by the Sector Policy for Learners and Trainees with Disabilities (2018). SNE Policy (2009) advocates for a barrier free environment for the deaf learner by stating that this is an environment free from any form of visual obstruction and requires auditory accessible designs. This study findings revealed that Conducive learning environment for learners who are deaf was still a challenge in schools for the deaf learners in Homa Bay County.

The windows of the classrooms were wide enough to provide enough lighting during the day and enough fluorescent tubes in the classrooms to provide light at night though had

grills which did not conform to M.O.E (2008) Safety Standards Manual for schools and very risky in case of any emergency for example fire outbreak. On the lighting, (Wambui, 2015) affirmed that deaf learners use their sense of sight for learning they therefore need good lighting both during the day and at night.

#### **4.4.2 Teaching and Learning Resources**

During classroom observation, the researcher observed a KSL reading lesson in class six as the lesson was well conducted although the textbooks were very few and the teacher was forced to copy the story on the chalkboard for the learners to read, KSL story books were totally not available and KSL dictionary was torn, very few and some pages had unclear pictures. Studies by (Mwanyuma, 2016), (Wambui,2015) and (Kalya, 2020) agreed with the study findings as they noted that the inadequate teaching and learning resources thus hindered the learning of the language because according to Chomsky (2009), a child learns language when placed in an environment with appropriate stimulants. Pakata (2015) noted that use of teaching and learning resources motivated learners' participation during teaching and learning process.

Learners who are deaf are visual learners, therefore they require classrooms with talking walls to arouse their interest. It was observed that KSL charts were not displayed in the classrooms. The Lack of KSL charts showed no room for further practice of the language when the learners are alone this, therefore, hindered the practice of KSL as a medium of instruction in primary schools for learners with hearing impairment. (Wambui, 2015), further confirmed that deaf learners relied on their visual sense of learning and required a classroom full of displays on the walls to stimulate their interest in learning. According to Naomi Chomsky's theory (2002), on which this study is based, learning materials are some of the reinforcing agents in the learning of a language such as KSL materials. Since KSL materials were lacking in the classrooms this, therefore, Ministry of Education should provide adequate learning materials to enhance its acquisition as a medium of instruction.

#### **4.4.3 Furniture in the Class**

Furniture observed in the classrooms included the teacher's desk which was found in the classes but was not in good condition, the learners' desk was available and it was a U-shape where no learner blocks the other. It was observed in all the classes that the U-

shape desk could not accommodate all the learners because of the high population some learners missed space and were forced to squeeze themselves in between others this hindered effective communication in KSL during teaching and learning process. Communication in KSL require the use of hands and other parts of the body, some learners used the teachers' table and all learners had chairs.

#### **4.4.4 Other Teaching Aids**

Other teaching aids observed were the use of hearing aids, human resources and use of KSL for instruction for example, the researcher observed a KSL reading lesson in class seven where the teacher used KSL for instruction and no Sign Language Interpreter observed, there were two learners who were using a hearing aid to assist and enhance both visual and auditory sense in the learning process. According to (Aworu et al., 2014) Sign Language Interpreter (SLI) can help in the translation of learning materials and during announcements.

#### **4.5 Learners' Views Towards the implementation of KSL as a Medium of Instruction**

The third objective was to identify the learners' views towards the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay County. The results from the interview with the learners revealed that deaf learners used pre-manual features such as pointing and gestures to express themselves before they joined the school since they had not acquired KSL.

##### **4.5.1 Where did You First Learn KSL**

The Study sought to find out the early exposure of learners who are deaf to the use of KSL as a medium of instruction.

**Table 4.9***Where You First Learnt KSL*

<b>Institution</b>	<b>learners N=59</b>	<b>Percentage (%)</b>
Home	3	5.1
School	54	91.5
Others	2	3.4
<b>Total</b>	<b>59</b>	<b>100</b>

From Table 4.10 the learners who first learned KSL at home were 3 (5.1%), while those who first learned KSL at school were 54 (91.5%), and those who first learned KSL in other social places were 2 (3.4%). The study findings revealed that the deaf learners lagged in the acquisition of KSL since the majority will wait until they join the school when they interact in KSL for the first time and this therefore, confirmed Adoyo and Okutoyi (2015) assertions for the need for early exposure of deaf children to the use of KSL. Through further probes, learner two commented as follows.

*“At home, my parents and sibling use oral speech which I cannot hear and understand, it is at school where we first learned KSL and use it as school”* Learner 2

This study agreed with above scholar on parental language and amount of contact with deaf peers as some of the influencing factors towards the use of KSL as a medium of instruction in schools for the deaf within the study area. (Mweri, 2016) recommended for early intervention by enrolling deaf learners in pre-school where KSL is used. On the challenges encountered in the use of KSL as a medium of instruction, the study revealed inadequate teachers who are deaf to act as role models in the use of KSL as a medium of instruction in schools for the deaf, inadequate KSL teaching and learning resources, learners’ background and age as one learner confirmed that.

*“It’s very difficult to communicate with learners who join the school for the first time because some are big enough, but they don’t know KSL.”* Learner 1

Findings from the interview revealed that the respondents noted that their teachers use various modes of communication but the most commonly are oral and KSL which respondent two commented.

*“Oral mode of communication sometimes benefits those who can lip read- only”* Learner 4

The respondents felt that their teachers should always use KSL for communication and little fingerspelling in case of abstract words or when explaining new or unfamiliar vocabulary. The respondents asserted that they were more comfortable with the use of KSL apart from other modes of communication.

Challenges encountered while using KSL as a medium of instruction included most deaf learners joining school for the first time without the knowledge of KSL basic skills therefore communication between the new admissions and the continuing learners is a challenge. The respondents noted that KSL was only used at school but at home the family members use oral speech which they don't understand and majorly rely on lip-reading. Through probes learner three commented as follows.

*“To help bridge the gap between the hearing and the deaf, the government should encourage everybody to learn KSL”* Learner 3

The comments from learner three agreed with Crain and Lillo – Martin (1999) who argued that although children are born with the ability to learn a language, their cognitive development is through the socialization process where the child interacts freely with the family school, and society.

Inadequate KSL textbooks and other KSL teaching and learning resources too were a challenge as revealed by scholars such as (Awori et al., 2014), Pakata (2015) and (Mwanyuma, 2016) all confirmed the inadequacy of KSL teaching and learning resources.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter gives the summary of the study findings as per the three objective, conclusions, policy recommendation and finally recommendations for further research.

#### **5.1 Summary of Study findings**

The chapter presents a summary of the study findings based on the three objectives; to identify the hindrances that teachers face as they use KSL as a medium of instruction in primary schools for the deaf in Homa Bay county, determine how classroom facilities hinder the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay county and Identify the learners' views in the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay county.

##### **5.1.1 Hindrances that teachers face as they Use KSL as a Medium of Instruction**

Objective one of the study sought to Identify hindrances that teachers face as they use KSL as a language of instruction in primary learning institutions for the learners who are deaf in Homa Bay County from which most of the teachers had undergone professional training which qualified them to become a professional teacher, as (6) 38% had degree, while (5) 31% had diploma and certificate respectively. To be competent in managing children with disabilities, as in this study of deaf learners, (11) 69% of the teachers had undergone professional training in SNE. The study also showed that (9) 53% of the teachers had longer years of teaching experience as it is believed that the more years you teach, the more effective you become since experience improves teaching skills.

To break the communication barrier between the teacher and the deaf learner, the teacher has to be knowledgeable and competent in the use of KSL which is the language of deaf learners in Kenya. Findings of the study showed that (9) 56% teachers had no proficiency training in KSL and this showed that these teachers were not competent due to lack of basic training in KSL. For a language to be acquired and developed, it must be nurtured through socialization with the role models. Study findings therefore revealed that there were inadequate number of deaf teachers who can act as role models in the use

of KSL since from the study area deaf teachers were only (2) 12.5% compared to their hearing counterparts who were (14) 87.5%.

Teachers had varied understanding on the use of KSL since (7) 44% understood KSL as National language while (5) 31% understood KSL as a Mother Tongue for deaf children and (4) 25% understood KSL as a teaching subject. For a language to be used as a medium of instruction in schools, there have to be policy supporting documents. From the study findings only, (5) 30% of the teachers were aware of such policies compared to (11) 70% who were not aware of the existence of such policies.

### **5.1.2 How Classroom Facilities Hinder the Implementation of KSL as a Medium of Instruction**

Objective two of the study sought to figure out how classroom facilities hinder the implementation of KSL as a medium of instruction in primary schools for the deaf in Homa Bay County. The following were observed within the classroom; classroom environment, furniture, teaching and learning resources, and other teaching aids.

#### **5.1.2.1 Classroom Environment**

A U-shape seating plan was observed as this enabled the teacher to have sight of all the learners as well as the learners to have a good sight of the teacher for easy lip reading, interpretation of the signs and for group interaction. All Classroom roofs were observed to have dilapidated ceilings which were not conducive for learners using hearing aids due to reverberations (series of echoing of sound). Enough lighting was observed in all the classrooms for easy interpretation of the signs since deaf learners majorly rely on their visual sense for learning.

#### **5.1.2.2 Teaching and learning resources**

Inadequate learning materials such as KSL textbooks and charts were observed in all the classroom. There were no displayed charts within the classrooms since learners rely on their visual sense for learning, they require enriched classrooms with talking walls to enhance the acquisition and use of KSL.

Few learners were observed using hearing aids to help amplify sound within the environment, during social interaction and during the teaching and learning process especially when teachers are using oral and KSL simultaneously.

### **5.1.2.3 Furniture**

Teachers' desk was observed in all the classrooms but was not in good condition, U-shape desk for learners was very relevant since no learner sits behind the other although the U-shape desk was overpopulated in some classes this forced such learners to use the teachers' desk

### **5.1.3 Learners' Views in the implementation of KSL as a Medium of Instruction**

In the third objective, the study sought to identify learners' opinions towards the implementation of KSL as a language of instruction in primary schools for the deaf. Respondents who were part of the study were from classes five, six and seven, whose ages varied from below 14 years to 20 years, these learners had a longer period of stay in the school and had some advanced level of communication in KSL. The learners' level of communication was very much useful during data collection, especially through interview schedules which required the use of oral expressive skills as this would help the researcher to have more information about the study and were able to express themselves clearly in KSL, therefore, revealed that the period of stay in school, the more competent they are in KSL.

From the study findings, 91.5% of the learners first interacted in KSL when they first joined the school, 5.1% first interacted in KSL at home through siblings who are deaf, as many of the deaf learners first interacted in KSL when first join and this therefore according to researcher's own opinion, deaf learners lagged in KSL acquisition because they must wait until they first join the school.

Challenges encountered by learners in using KSL as a language of instruction were as follows; the respondents had the opinion that learners' background, since newly admitted learners who join the school for the first time had no knowledge in basic KSL communication skills, this therefore clearly revealed that many learners with HI within the study area interacted in KSL when they first joined the school. Communication was a challenge while they are at home this was because their siblings and parents do not understand KSL and use oral speech which learners with hearing impairment could not hear and understand. In the researcher's own opinion this revealed inconsistency in the use of KSL as a medium of instruction. Through probes, the respondents urged the



government to put more emphasis that everybody should learn KSL to help bridge the gap between the deaf and the hearing people. The lack of training in KSL among teachers, unclear understanding of KSL and policy on KSL were some of the hindrances teachers faced when using KSL as a language of instruction.

## **5.2 Conclusions**

The conclusions were generated based on the study findings.

The study concluded that there was need for teachers to be trained in basic KSL skills to make them knowledgeable and competent in the use of KSL, there was need for dissemination and sensitization meetings for teachers on the KSL policy documents for teachers to have good understanding of KSL on its use as a medium of instruction in primary schools for the deaf. Inadequate employment of teachers who are deaf and can act as role models in the use of KSL as a medium of instruction.

Inadequate KSL learning materials hindered the implementation of KSL as a medium of instruction. Need for early identification and educational placement for deaf learners.

## **5.3 Recommendations**

The following recommendations were drawn from the study findings.

Ministry of Education in liaison with institutions such as Kenya Institute of Special Education to introduce frequent induction courses on KSL for teachers teaching in primary schools for the deaf, this is to help improve their competence and sharpen their KSL signing skills. The government should employ more teachers who are deaf in primary schools for the deaf to act as good role models in the use of KSL as a medium of instruction in such institutions.

Ministry of Education should equip primary schools for the deaf with adequate KSL teaching and learning resources.

Early intervention and educational placement programs for deaf learners should be done by placing them in preschool centers where KSL is used.

#### **5.4 Recommendations for Further Research**

Based on the study findings the researcher recommended the following topics for further research.

1. A Study should be done on KSL language competence among the deaf learners in Homa Bay County
2. A Study should be done on the availability and accessibility of KSL teaching and learning resources in primary schools for the deaf in Homa Bay County.
3. Since this study was limited to Homa Bay County, a similar study should be done in other counties, such a study should be designed to increase the sample size which can be used to confirm and validate this study's results.

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**APPENDICES**

**APPENDIX: 1 INTRODUCTORY LETTER**

Masline Achieng Ngala

Rongo University,

P.O. BOX 103,

RONGO.

25<sup>th</sup> October 2019.

The Principal

.....

Dear Sir/Madam,

**RE: BARRIERS IN THE IMPLEMENTATION OF KENYAN SIGN LANGUAGE AS A MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS FOR THE HEARING IMPAIRED IN HOMA BAY COUNTY: THE CASE OF NYANGWESO SPECIAL SCHOOL FOR THE DEAF.**

I am a post-graduate student at Rongo University, School of Education in the Department of Educational Psychology and Science. I am doing research on the above stated topic. Your institution is selected for this study therefore, You, your teachers, learners, and parents will be required to respond to the questionnaires and interviews. The collected information will be treated with confidentiality and will only be used for the purpose of this Study. Your cooperation will be highly appreciated.

Thank you,

Yours Faithfully

Ngala Masline.

## **APPENDIX: 2 CLASSROOM OBSERVATION CHECKLIST**

The observation checklist will be used in three different classes 5-7. The researcher will describe the observation made on the observation checklist.

### **Classroom Observation Checklist**

#### **A Classroom Environment**

<b>FEATURES</b>	<b>REMARKS</b>
1.Size of the classroom	
2. Roofing	
3.Seating arrangements	
4.Lighting	

#### **B. Teaching and Learning materials**

<b>FEATURES</b>	<b>REMARKS</b>
1.Text books	
2. KSL displayed charts	
3. Pictures	
4. Real objects	



**C. Furniture in the class**

<b>FEATURES</b>	<b>REMARKS</b>
1 Teacher's desk	
2 Learner's desk	
3 Learners' chairs	

**D. Other teaching aids**

<b>FEATURES</b>	<b>REMARKS</b>
1.Hearing aids	
2.Use of KSL for instruction	
3. Human Resource	
4 Maps	
5 KSL pictures	
6 KSL charts	
7 Others	

### APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

The teachers were required to respond to the following questions regarding factors influencing Kenyan Sign Language as a medium of instruction in primary schools for the hearing impaired. All information given was treated with a lot of confidentiality.

#### SECTION A: Demographic Information

**INSTRUCTIONS:** Put a tick (√) in the appropriate bracket

Fill in the blank spaces

1. What is your gender?

Female ( )                      Male ( )

2. What is your highest academic achievement?

Certificate ( )

Diploma ( )

Degree ( )

Others ( )

3. What is your level of professional training in SNE?

Certificate ( )

Diploma ( )

Degree ( )

4. For how long have you been teaching learners who are deaf?

10 years ( )

15 years ( )

Above 15 years ( )

5. What is your level of proficiency training in KSL?

Certificate ( )

Diploma ( )

Not yet trained ( )

**SECTION B: Responses based on study objectives**

1. Do you have any disabilities? Yes ( ) No ( ) If yes specify the type of disability.....

2. What is your understanding of KSL as a medium of instruction?.....

3. Do you use KSL as a medium of instruction in the school? Yes ( ) No ( )

4. What challenges do you face as a teacher when using KSL as a medium of instruction in school?

- I. ....
- II. ....
- III. ....
- IV. ....

5. What recommendations would you suggest for the challenges mentioned in question 4 above?

- I. ....
- II. ....
- III. ....
- IV. ....

**SECTION C: Responses Based on KSL policies**

1. Are you aware of any policy document on use of KSL as a medium of instruction in schools for the deaf?

Yes ( )

No ( )

2. If yes name the policy document.....

## APPENDIX 4: QUESTIONNAIRE FOR THE HEAD TEACHERS

The researcher is pursuing a master's degree in Education in Special Needs Education at Rongo University. The study was on factors affecting Kenyan Sign Language as a medium of instruction in primary schools for the hearing impaired in Homa Bay County. I kindly request you to answer questions to the best of your knowledge. Do not write your name or name of your school.

### SECTION A: Demographic Information

#### INSTRUCTIONS

Please tick (✓) in the appropriate space

Fill in the blank spaces

1. What is your gender? Male ( ) Female ( )
2. What is your highest academic achievement?  
Certificate ( ) Diploma ( ) Degree ( ) others( )
3. What is your level of professional training in SNE?  
Certificate level ( )  
Diploma level ( )  
Degree ( )  
Others ( )
4. For how long have you been teaching learners with SNE?  
10 years ( ) 15 Years ( ) above 15years ( )
5. What is your level of proficiency training in KSL?  
Certificate ( ) Diploma ( ) Not yet trained ( )

### SECTION B: Responses based on study objective

6. What is your understanding of KSL as a medium of instruction.....?
7. Do you use KSL as a medium of instruction in your school?  
YES ( ) NO ( )

8. How often are teachers in your school receive in service training in KSL.....?

a) Does your school have adequate teaching and learning resources for KSL.....?

b) If not how does inadequacy of teaching and learning resources affect the teaching and learning of KSL in your school?.....

9. The current primary school KSL Syllabus is relevant for the deaf learners. Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )



Oral ( )

KSL ( )

Writing ( )

Fingerspelling( )

a) Give

reasons.....

9. Do teachers use KSL to interact with the learners?

Strongly Agree ( )

Agree ( )

Neutral ( )

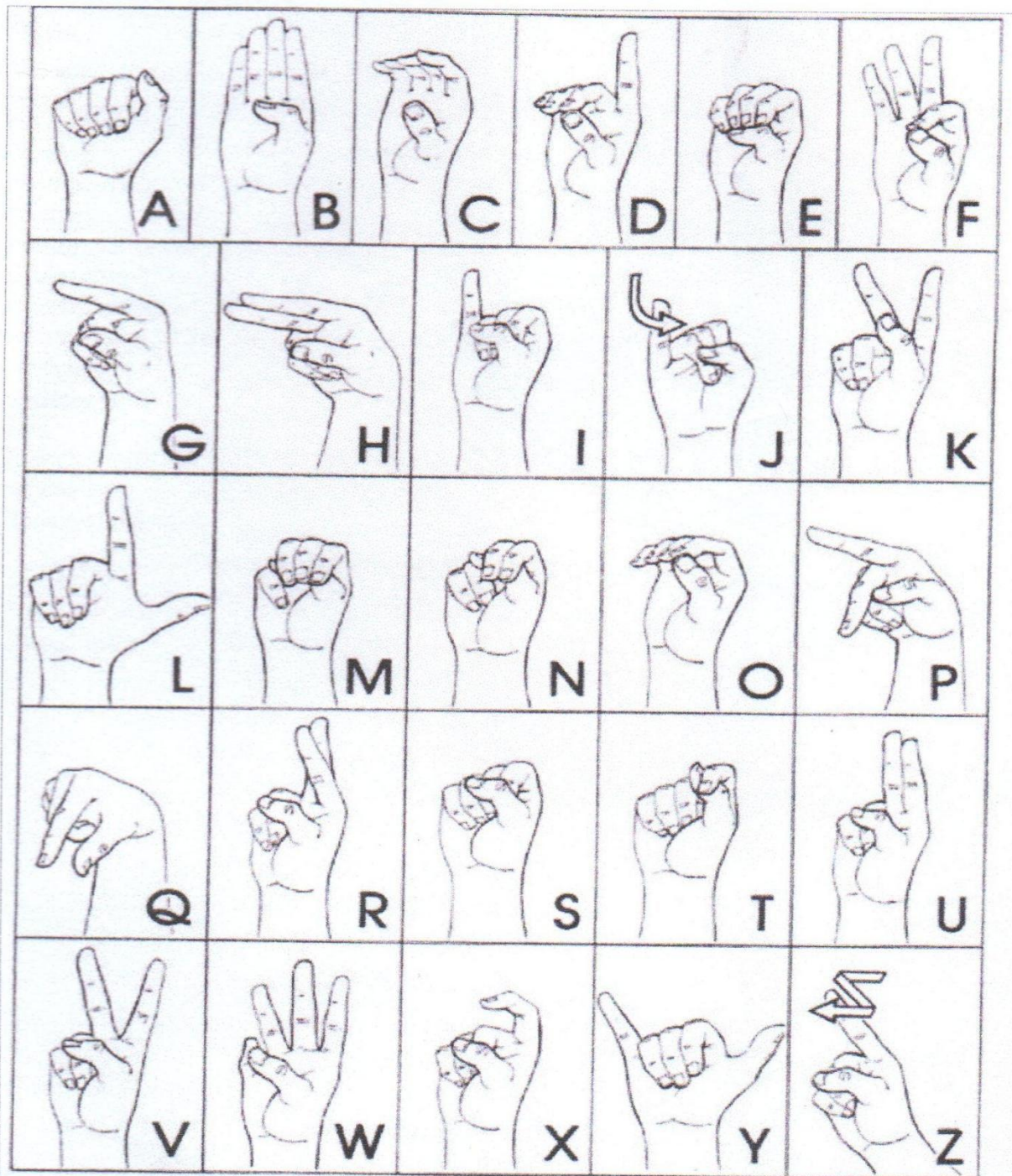
Disagree ( )

Strongly Disagree ( )

10. What are the challenges encountered when using KSL as a medium of instruction?.....

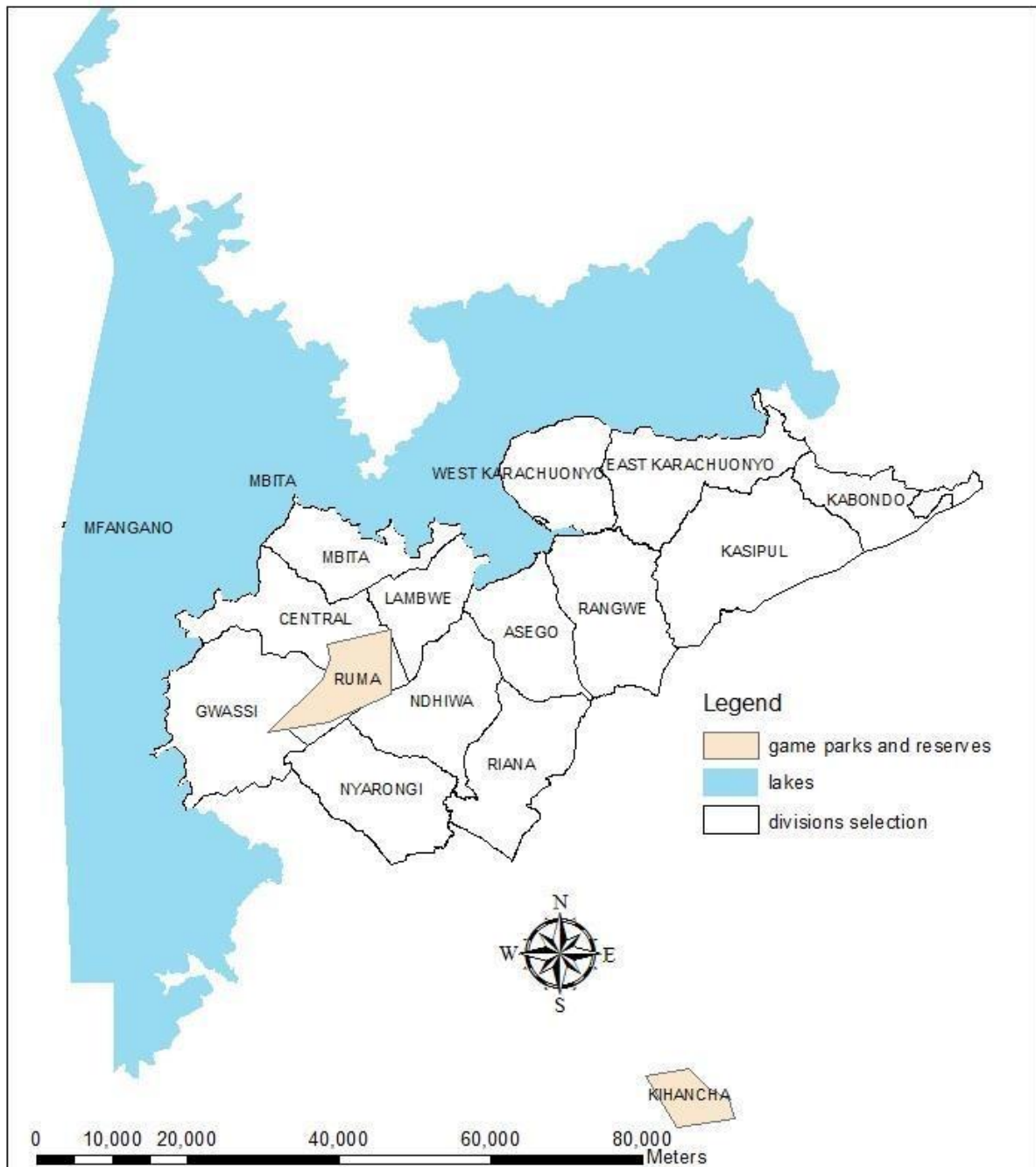


**APPENDIX: 6 KSL MANUAL ALPHABET**



Source KSL dictionary 4<sup>th</sup> draft Kenya Institute of Education

**APPENDIX: 7 MAP OF HOMA BAY COUNTY**



## APPENDIX: 8 RESEARCH AUTHORIZATIONS



### MINISTRY OF EDUCATION

#### STATE DEPARTMENT FOR EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING" Homa Bay  
Telephone +  
When replying please quote  
cdehomabay@gmail.com

COUNTY DIRECTOR OF EDUCATION  
HOMA BAY COUNTY  
P.O BOX 710  
HOMA BAY  
DATE: 10<sup>TH</sup> SEPTEMBER, 2019

REF: MOEST/CDE/HBC/ADM/11/VOL. II/15

MS. MASLINE NGALA  
RONGO UNIVERSITY

#### RE: RESEARCH AUTHORIZATION.

Following your application for authority to carry out research on "**Factors influencing Kenyan sign language as a medium of instruction in primary schools for the hearing impaired in Homa Bay County: The case of Nyangweso special school for the deaf**" I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending **14<sup>th</sup> August, 2020**.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the County Director of Education Office after completion both the soft copy and hard copy.

Thank you in advance.

**COUNTY DIRECTOR OF EDUCATION**






HOMA BAY COUNTY  
P O BOX 710-40300, HOMA BAY  
Email: cdehomabay@gmail.com

**GRACE OKOTH**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
Cc.

1. County Commissioner  
Homa Bay County.



# APPENDIX: 9 RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 679601	Date of Issue: 14/August/2019
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. MASLINE NGALA of RONGO UNIVERSITY, has been licensed to conduct research in Homabay on the topic: FACTORS INFLUENCING KENYAN SIGN LANGUAGE AS A MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS FOR THE HEARING IMPAIRED IN HOMA - BAY COUNTY: THE CASE OF NYANGWESO SPECIAL SCHOOL FOR THE DEAF for the period ending : 14/August/2020.</p>	
License No: NACOSTI/P/19/148	
679601 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation  
off Waiyaki Way, Upper Kabete,  
P. O. Box 30623, 00100 Nairobi, KENYA  
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077  
Mobile: 0713 788 787 / 0735 404 245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) / [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

**APPENDIX: 10 RESEARCH PERMIT FROM RONGO UNIVERSITY**



OFFICE OF THE DEAN  
SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404  
**RONGO**

Our Ref: **MSNE/9507/2014**

**Date:** Thursday, June 20, 2019

The Chief Executive Officer,  
National Commission for Science, Technology & Innovation,  
off Waiyaki Way, Upper Kabete,  
P.O Box 30623-00100,  
**Nairobi-KENYA.**

Dear Sir,

**RE: RESEARCH PERMIT FOR MS. ACHIENG MASLINE NGALA-  
MSNE/9507/2014**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a Master degree in Special Needs Education. She has been authorized by the University to undertake research titled; ***"Factors Influencing Kenyan Sign Language As A Medium of Instruction In Primary Schools For The Hearing Impaired In Homa-Bay County: The Case of Nyangweso Special School For the Deaf"***.

This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.

Thank you.

Dr. Edward Anino  
**DEAN, SCHOOL OF GRADUATE STUDIES**

Copy to: Vice Chancellor  
Deputy Vice Chancellor (Academic and Student Affairs).  
Dean, School of Education  
HoD, Psychology and Education Science



## APPENDIX: 11 CLASS FIVE KSL SYLLABUS

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### STANDARD FIVE

- 1.0 THEME AND OBJECTIVES**
- 1.1 SCHOOL**  
To enable the learner to:
- develop further vocabulary and language structures relating to school;
  - appreciate the value of going to and remaining in school.
- 1.2 SPECIFIC OBJECTIVES**  
By the end of the unit, the learner should be able to:
- use vocabulary correctly;
  - use the given vocabulary correctly;
  - use the sentence structures appropriately;
  - sign texts/poems/ dialogues on school;
  - sign guided compositions;
  - sign exercises in glossed text with correct punctuation marks;
  - use facial expressions for punctuation marks;
  - sign fluently.
- 1.3 LANGUAGE CONTENT**
- 1.3.1 LANGUAGE PATTERNS**
- Use of forget/learn/remember/try (not) have/got/start/used/need/want + infinitive e.g.
    - SHE BOOK CARRY FORGET + facial expression.
    - PAST PUPILS MAKE BOOK DIRTY NO + facial expression.
  - Use of wait for + nominal + infinitive
- 1.3.2 VOCABULARY**  
ADVISE, CERTIFICATE, ANTHEM, GREETINGS, MATHEMATICS, SOCIAL STUDIES, PUNCTUATION MARKS, FULL STOP, QUESTION MARK, CAPITAL LETTERS, MONITOR, PREFECT, HOMEWORK, ALWAYS, WENT, WAIT FOR, HARDLY, CLASSMATES.
- 1.3.3 GRAMMAR**
- Use facial expressions for punctuation marks.
- 2.0 THEME AND OBJECTIVE**
- 2.1 HOME**  
To enable the learner acquire vocabulary and sentence structures relating to home and use them appropriately.
- 2.2 SPECIFIC OBJECTIVES**  
By the end of the unit, the learner should be able to:
- use the vocabulary correctly in sentences;
  - use the sentence structures appropriately;
  - observe text in the home and answer questions;
  - sign fluently.
- EXAMS START CHILDREN WAIT + facial expression.**
- Use of auxiliaries + adverbs of frequency e.g.
    - KAZUNGU WORK ALWAYS CLEAN + facial expression.

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Use of almost + adjective e.g.
  - CUP GIRL TEA NEAR  
EMPTY + facial  
expression.
- Use of ask/tell/help/teach + nominal.
  - CHILDREN TELL  
CHURCH GO + facial  
expression.
- Use of the double imperative e.g.
  - JIKO LIGHT UJI MAKE  
+ facial expression.

### 2.3.2 VOCABULARY

COMPOUND, FURNITURE,  
FLAME, COOKER,  
NEIGHBOURS, VERANDAH,  
SWITCH, BULK,  
CONTAINER, BOWL,  
FLOWER GARDEN,  
VEGETABLE, VEGETABLE  
GARDEN, PATH,  
BATHROOM, LAMP,  
LANTERN, FIREPLACE,  
SHOWER, CHURCH.

### 2.3.3 GRAMMAR

- Countable nouns.

## 3.0 THEME AND OBJECTIVE

### 3.1 FAMILY

To enable the learner develop further sentence structures and vocabulary relating to the family and use them appropriately.

## 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) sign the given new words correctly in sentences and name their family members;
- b) use sentence structures correctly;
- c) sign passages/texts/ poems and sign songs relating to family;
- d) answer comprehension questions correctly;
- e) use facial expressions correctly for punctuations;
- f) form past tense and present participle;
- g) sign fluently.

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- The use of one of your/my/his/her ..... e.g.
  - CHILDREN MANY ME  
HAVE GIRL MINE +  
facial expression.
- The ..... of my ..... is my ..... e.g.
  - MOTHER ME  
BROTHER UNCLE  
MINE + facial  
expression.
  - SISTER MINE  
DAUGHTER NIECE  
MINE + facial  
expression.
- Use of How many + nominal e.g.
  - BROTHER YOU HOW  
MANY HAVE + facial  
expression.



**3.3.2 VOCABULARY**

FAMILY MEMBER, NEPHEW, NIECE, COUSIN, MOTHER-IN-LAW, FATHER-IN-LAW, BROTHER/SISTER-IN-LAW, STEP MOTHER, DAUGHTER-IN-LAW, SON-IN-LAW, HOME, RELATIONS, FIRST BORN, LAST BORN, AUNT, UNCLE.

**3.3.4 GRAMMAR**

- Use facial expressions for punctuation marks.
- Form past tense and present participle.

**4.0 THEME AND OBJECTIVES****4.1 TRAVEL**

To enable the learner to:-

- i) develop further vocabulary and sentence structures relating to travel;
- ii) realize the need for polite language and courtesy in relation to travel.

**4.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) use vocabulary correctly in sentences;
- b) use the patterns appropriately;
- c) sign texts/passages describing travel and answer comprehension questions;
- d) sign guided compositions;
- e) form plurals of signed words;
- f) sign fluently.

**4.3 LANGUAGE CONTENT****4.3.1 LANGUAGE PATTERNS**

- Use of easy/hard/dangerous/impossible + infinitive.
  - PAST HILL RIDE EASY + facial expression.
- Transformation of the above pattern e.g.
  - PAST FOOTBALL MATCH EXCITE WATCH + facial expression.
- Use of polite language.
  - PLEASE/ THANK YOU/SORRY/ MAY I.

**4.3.2 VOCABULARY**

BRAKES, ROUTE, RIDE, MOTORCYCLE, BICYCLE, CYCLE, HANDLEBAR, PEDAL, SADDLE, PUMP, ROAD MAP, TRAVELING BAG, PACK, PARKING, BICYCLE PUMP, SPOKES, CONSIDERATE, WHEEL, HONESTY, CYCLIST, PEDESTRIAN, MUD GUARD, PUNCTURE, PLEASE/ THANK YOU/SORRY/ MAY.

**4.3.3 GRAMMAR**

- Form plurals of signed words.
- Adverbs of manner.
- QUICKLY, SLOWLY.

## 5.0 THEME AND OBJECTIVES

### 5.1 SOCIAL ACTIVITIES

To enable the learner to:

- i) acquire adequate vocabulary and sentence structures to describe social activities;
- ii) appreciate the importance of social activities.

### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and sign the given vocabulary correctly;
- b) use the given vocabulary correctly;
- c) use the given sentence structures correctly;
- d) sign passages/ texts/ poems about social events and answer signed comprehension questions;
- e) sign simple guided personal diary/ letters of signed condolence;
- f) sign fluently.

### 5.3 LANGUAGE CONTENT

#### 5.3.1 LANGUAGE PATTERNS

- Use of almost + verb e.g.  
- PAST KOECH NEAR BURRIAL MISS + facial expression.
- Use of too ..... to e.g.  
- PAST PATIENT SICK WELL IMPOSSIBLE + facial expression.
- Use of look/feel/seem + very + adjective e.g.  
- CHILDREN HUNGRY LOOK VERY+ facial expression.

### 5.3.2 VOCABULARY

FUNERAL, BURIAL, COFFIN, MOURN, MOURNERS, GRAVE, SAD, SERVICE, PRAY, PRAYER, PROCESSION, PATIENT, FUNERAL, HEARSE, GRAVE YARD, EULOGY, COMMITTEE, SYMPATHY, CONDOLENCE, CHILDREN.

### 5.3.3 GRAMMAR

- Adjectives.

## 6.0 THEME AND OBJECTIVE

### 6.1 HEALTH AND HYGIENE

To enable the learner develop further vocabulary and sentence structures relating to health and hygiene.

### 6.2 SPECIFIC OBJECTIVES

By the end of the unit the learner should be able to:

- a) use the given vocabulary in sentences;
- b) observe and sign the given vocabulary relating to health and hygiene;
- c) use the sentence structures correctly;
- d) sign passages/texts on health and hygiene;
- e) answer signed comprehension questions;
- f) visit a nearby health facility;
- g) group words according to meaning;
- h) sign guided compositions;
- i) sign fluently.

### 6.3 LANGUAGE CONTENT

#### 6.3.1 LANGUAGE PATTERNS

- Use of almost + adjective e.g.

- BOTTLE MEDICINE  
MINE NEAR EMPTY +  
facial expression.

- Use of  
make/see/feel/hear/watch e.g.
  - PAST DOCTOR HEAD  
MINE TOUCH ME  
FEEL + facial expression.
- Use of adverbs of frequency  
+ auxiliaries e.g.
  - TIME ME EAT FINISH  
TEETH BRUSH  
ALWAYS + facial  
expression.
  - AFTER MEALS MINE  
TEETH BRUSH  
ALWAYS + facial  
expression.

**6.3.2 VOCABULARY**  
SICKNESS, ILLNESS,  
HEALTH, ILL, SICK,  
THERMOMETER,  
TEMPERATURE, COUGH,  
HEADACHE, TOOTHACHE,  
STOMACHACHE, FEVER,  
WARD, IN-PATIENT, OUT-  
PATIENT.  
HIV/AIDS RELATED  
VOCABULARY, E.G.  
SWEATING, THIN, FAT,  
SLIM, SILENCE, BRUSH,  
TOOTH - BRUSH, TOOTH  
PASTE, BODY, SKIN,  
INJECTION, INJURY,  
IMMUNIZE, IMMUNIZATION,  
SORE.

- 6.3.3 GRAMMAR**
- Present perfect tense.
  - Order of adjectives e.g.
    - PAST SHIRT RED NEW  
ME BUY + facial  
expression.

- PAST HORSE BLACK  
BIG ME SEE + facial  
expression.

## 7.0 THEME AND OBJECTIVES

- 7.1 FARM**  
To enable the learner to:-
- i) develop vocabulary and language structures relating to farm;
  - ii) appreciate the importance of farming.

- 7.2 SPECIFIC OBJECTIVES**  
By the end of the unit, the learner should be able to:
- a) use the related vocabulary in sentences correctly;
  - b) use the sentence structures correctly;
  - c) sign passages/texts poems/adverts/ brochures on farming and answer signed comprehension questions;
  - d) sign simple guided compositions on farming;
  - e) debate on the importance of farming in the country;
  - f) sign fluently.

## 7.3 LANGUAGE CONTENT

- 7.3.1 LANGUAGE PATTERNS**
- The use of yet/still/already + past perfect e.g.
    - FARMER PREPARE  
LAND "BADO" RAIN  
START FINISH + facial  
expression.
  - What ..... has/have + pronoun + planted + adverbial e.g.
    - SHAMBA PLANT

FINISH WHAT + facial expression.

### 7.3.2 VOCABULARY

BULL, OX (EN), HEIFER, CALF, TROUGH, TANK, WATER TANK, ONIONS, PIGLET, KITTEN, PET, KID, LAMB, RAM, NURSERY, MUDDY, HUGE, DULL, SEED, SEEDBED, SEEDLINGS, FERTILIZER, PESTICIDE, PREPARE, TOPSOIL, MANURE.

### 7.3.3 GRAMMAR

- Use of very + but
  - FARMER TIRED HARD BUT HE WORK
- CONTINUE + facial expression.
- Use of possessive pronouns e.g.
  - TRACTOR MINE + facial expression.
- Use of belong to, to indicate possession e.g.
  - WHEELBARROW THIS NYONGESA + facial expression.
  - TIME RAIN COME FARMER PLANT FINISH + facial expression.

### 8.0 THEME AND OBJECTIVE

#### 8.1 OCCUPATION

To enable the learner acquire further vocabulary and sentence structures relating to occupations.

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) sign the names of occupations they know;
- b) use the sentence structures correctly;
- c) sign passages/texts and answer signed comprehension questions;
- d) sign simple compositions on occupations;
- e) use facial expressions correctly;
- f) role play some familiar occupations;
- g) sign fluently.

### 8.3 LANGUAGE CONTENT

#### 8.3.1 LANGUAGE PATTERNS

- Use of can't help/couldn't help/keep on/practice doing something e.g.
  - TIME CHILD LATE TEACHER PUNISH
- MUST + facial expression.
- Use of would like + to be + nominal.
  - WORK WRITER ME
- LIKE + facial expression.

#### 8.3.2 VOCABULARY

FIREMAN, FIRE-FIGHTER, CAPTAIN, EDITOR, WRITER, NEWSMEN, JOURNALIST, NEWSPAPER, NEWS, READER, PAGE, BACK PAGE, FRONT PAGE, HEADLINE, SAILOR, INVERTED COMMAS, SPORTSMEN, REPORT, ADVERTISEMENT, TAXI - DRIVER.

**8.3.3 GRAMMAR**

- Use facial expressions for punctuation marks.

**9.0 THEME AND OBJECTIVE****9.1 THE SEA / OCEAN**

To enable the learner acquire vocabulary and sentence structures relating to the sea/ocean correctly.

**9.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- observe and sign vocabulary relating to sea/ocean;
- use vocabulary and sentence structure correctly;
- sign texts/ passages/ poems on the sea/ocean and answer signed comprehension questions;
- observe and respond to vocabulary items and sentence structures based on the sea/ocean;
- observe signed stories on sea/ocean for pleasure;
- sign guided compositions on the sea/ocean;
- sign fluently.

**9.3 LANGUAGE CONTENT****9.3.1 LANGUAGE PATTERNS**

- Use of nominal + look/watch/see/hear/catch/ leave doing something  
- PAST PEOPLE SWIM  
YOU SEE + facial expression.
- Use of can/have + ever in the interrogative.

- PAST BEFORE SHIP  
SEE YOU FINISH + facial expression.

**9.3.2 VOCABULARY**

SEA, OCEAN, BEACH, SHORE, LAKE, HIGH TIDE, LOW TIDE, TIDE, WAVES, CORAL, CORAL REEF, SHELLS, SEA WEEDS, SEA SHELLS, PALM TREES, MARINE LIFE, HORIZON, CLIFF, MOTOR BOAT, MAST, DRIFT, REEF, SHIP

**9.3.3 GRAMMAR**

- Conjunctions in sentences.
- Interjections.
- Pronouns.

**10.0 THEME AND OBJECTIVE****10.1 INDUSTRY**

To enable the learner acquire vocabulary and sentence structures relating to industry and use them appropriately.

**10.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- observe and sign vocabulary relating to industry;
- use the given vocabulary correctly;
- sign passages/texts and answer signed comprehension questions;
- sign guided compositions;
- use facial expressions to indicate full stop (a long pause indicates a full stop);
- sign fluently.

### 10.3 LANGUAGE CONTENT

#### 10.3.1 LANGUAGE PATTERNS

- Use of relative clauses - who, which, where e.g.
  - MAN THIS WORK CAR SELL + facial expression.
  - WORK MAN THIS CAR SELL + facial expression.
- Use of both
  - KAYIA BAKARI BOTH MILK BRING FACTORY + facial expression.
- Use of question tags.
  - THIS FACTORY TRUE + facial expression.

#### 10.3.2 VOCABULARY

FACTORY, PROCESS, EXPORT, IMPORT, BY PRODUCT, GOODS MANAGER, OPERATIONS, COMPANY, PACKAGE, SAFETY MEASURES.

#### 10.3.3 GRAMMAR

- Facial expressions for punctuation marks.
- Use of full stops in abbreviations (a long pause between sentences indicates a full stop).
- Present continuous tense e.g. NOW ME GO + facial expression.

### 11.0 THEME AND OBJECTIVES

#### 11.1 CLOTHING

To enable the learner to:

- i) acquire vocabulary and sentence structure relating to

clothing and use them appropriately;

- ii) develop positive moral values related to clothing.

#### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and correct sentences relating to clothing;
- b) answer signed comprehension questions relating to clothing;
- c) sign answers to comprehension questions relating to clothing;
- d) observe signed stories for pleasure;
- e) sign guided compositions;
- f) sign fluently.

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- Double imperative e.g.
  - CLOTHES RINSE FINISH LINE HANG + facial expression.
- Almost followed by adjective or verb e.g.
  - NOW CLOTHES DRY NEAR + facial expression.
- Nominal + look at/watch/see/hear/find/catch/leave + someone doing something e.g.
  - PAST FASHION SHOW NIGHT YOU SEE + facial expression.
  - LAST NIGHT FASHION SHOW YOU SEE + facial expression.

**11.3.2 VOCABULARY**

BOUTIQUE, LADY, SHOW, COMPETITIONS, STYLES, FASHION SHOW, JUDGES, STROLL, KITENGE, NECKLACE, BRACELETS, CATWALK, EARRINGS, BANGLES, SWING, ELEGANT, POSTURE, VEIL, HEAD GEAR, HEAD SCARF, CLOTHES, SPECTATORS.

**11.3.3 GRAMMAR**

- Facial expressions for punctuation marks.
- Direct speech.

**12.0 THEME AND OBJECTIVE****12.1 TOURISM**

To enable the learner acquire vocabulary and sentence structures relating to tourism and use them appropriately.

**12.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) observe and respond in signs to vocabulary and sentence structures relating to tourism;
- b) use sentence structure correctly;
- c) sign texts/passages on tourism and answer signed questions;
- d) sign guided compositions;
- e) observe signed stories for pleasure;
- f) sign fluently.

**12.3 LANGUAGE CONTENT****12.3.1 LANGUAGE PATTERNS**

- Use of next to/across/opposite e.g.

- SCHOOL OUR HOTEL TOURIST OPPOSITE + facial expression.
- ACROSS VALLEY GAME RANGE LIVE + facial expression.
- PAST FOREST NEAR PORTURES ARREST + facial expression.

Use of auxiliaries + adverbs of frequency e.g.

- MOMBASA TOURISTS VISIT ALWAYS + facial expression.

**12.3.2 VOCABULARY**

TOURIST, TOURISM, TRADE, FOREIGN EXCHANGE, GAME PARK, VIEW, CULTURE, ART, LANDSCAPE, HILLS, MOUNTAIN, FOREST, SAFARI, NATIONAL PARK, GAME, GAME RESERVE.

**12.3.3 GRAMMAR**

- Time phrases - YESTERDAY, LAST MONDAY, MORNING/ AFTERNOON/EVENING/, LAST NIGHT.
- Past continuous tense.

**13.0 THEME AND OBJECTIVE****13.1 GEOGRAPHICAL FEATURES**

To enable learners acquire language structures and vocabulary relating to the environment.

**13.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) name features of the landscape and use the vocabulary appropriately;
- b) use the given sentence structures correctly;
- c) sign passages/texts/stories about geographical features;
- d) answer signed questions on geographical features;
- e) sing guided compositions;
- f) use the exclamation mark for interjection;
- g) form plurals of words ending with in - oes;
- h) sign fluently.

**13.3 LANGUAGE CONTENT****13.3.1 LANGUAGE PATTERNS**

- Use of exciting/thrilling/interesting + infinitives e. g
  - (PAST) MOUNT KENYA  
EXCITING CLIMB +  
facial expression.
- Use of adverbs of frequency
  - DESERTS RAIN  
NOTHING + facial  
expression.

**13.3.2 Vocabulary**

Mountain, peak, swamp, lowlands, slope, desert, vegetation, plains, forests, rocky, conservation, stream, landscape, feature, terrace, erosion, gabion, view, scenic.

**13.3.3 GRAMMAR**

- Facial expression to show exclamation mark

**14.0 THEME AND OBJECTIVE****14.1 TECHNOLOGY**

To enable learners develop further vocabulary relating to technology and use them appropriately.

**14.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) sign the names of machines in offices;
- b) use the given sentence structures correctly;
- c) answer signed comprehension questions on passage/texts relating to machines in offices;
- d) sign guided compositions;
- e) sign fluently.

**14.3 LANGUAGE CONTENT****14.3.1 LANGUAGE PATTERNS**

- Use of did/look/watch/see/hear/find/catch + someone doing something e.g
  - (PAST) FATHER ME FIND  
PHOTOCOPY WORK +  
facial expression
- Use of may in requests e.g
  - TWO COPIES MAY ME  
HAVE + facial expressions

**14.3.2 VOCABULARY**

Machine, fax, fax machine, photocopy, photocopier, seal, sealing machine



**15.0 THEME AND OBJECTIVE****15.1 TRANSPORT**

To enable learners acquire further vocabulary and sentence structures relating to transport.

**15.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) observe and respond to instructions and sentences appropriately;
- b) use vocabulary and sentence structures correctly;
- c) sign texts/poems and passages relating to transport;
- d) sign simple guided compositions;
- e) sign fluently.

**15.3 LANGUAGE CONTENT****15.3.1 LANGUAGE PATTERNS**

- Use of tired/afraid of e.g
  - ALWAYS OXEN PLOUGH
  - TIRED + facial expression
- Use of else + present continuous e.g
  - CART RIDE ANOTHER
  - WHO + facial expression
- Use of indirect object as subject of the passive e.g
  - (PAST) DRIVER WHAT
  - GIVE + facial expression
- Use of just + verb in the present perfect e.g
  - KARAGU HORSE
  - ANIMAL DOCTOR TAKE
  - FINISH + facial expression

**15.3.2 VOCABULARY**

Ride, camel, donkey, cart, speed, oxen, caravan, ferry, ship, train, desert, oasis, paddle

**15.3.3 GRAMMAR**

- Direct speech
- Adverbs

**16.0 THEME AND OBJECTIVE****16.1 ENVIRONMENT**

To enable learners to:

- i) acquire further vocabulary and sentence structures relating to environment
- ii) realize the importance of conserving the environment.

**16.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) use the given vocabulary in correct sentences;
- b) use the sentence structures correctly;
- c) sign passages/ texts related to the environment;
- d) answer signed comprehension questions;
- e) sign sentences with correct use of order of adjectives;
- f) *sign compositions on environmental conservations;*
- g) sign fluently.

**16.3 LANGUAGE CONTENT****16.3.1 LANGUAGE PATTERNS**

- Order of adjectives e.g.
  - BANANA YELLOW RIPE
  - THREE JANE BROTHER
  - GIVE + facial expression

**16.3.2 VOCABULARY**

TERRACES, ALTITUDE,  
EROSION, SHEET, CANOPY,  
SURFACE, FLOW, SPLASH,  
TRENCHES, DOWN POUR,  
TOP SOIL, DEPOSIT,  
DEPOSITION, RICH,  
FERTILE, FARMING, WASH  
AWAY

**16.3.3 GRAMMAR**

- Prepositions
- Direct speech

#### 14.4 LEARNING EXPERIENCES

##### RECEPTIVE SKILLS

- (a) Observing Signed
- commands.
  - instructions.
  - directions.
  - requests.
  - announcements.
  - poems.
  - audio/visual materials e.g films and video tapes
  - debates.
  - stories.
  - signed comprehension.
  - questions.
  - riddles and puzzles.
  - short passages.
  - plays.
  - idioms and proverbs.
  - sounds of objects

(b) **SIGNING**

- Signed practice of language patterns & vocabulary.
- Signing poems.
- Playing language games.
- Participating in discussions.
- signing stories.
- Describing objects, events and experiences.
- Giving directions and instructions.
- Participating in debates.
- Participating in interviews.
- Answering oral comprehension questions.
- Asking questions.

(c) **READING**

- Reading glossed texts

(d) **WRITING**

- Writing glossed texts

##### LEARNING RESOURCES

- Real objects.
- Charts.
- Pictures/photographs.
- Teacher/pupil demonstration.
- Word cards.
- Flash cards.
- Chalk board.
- Field visits.
- Supplementary books.
- Newspapers and magazines.
- Cuttings from newspapers/magazines.
- Library books.
- Colouring materials.
- Sentence cards.
- Brochures.
- Adverts.
- Posters.
- Audio-visual materials.

## APPENDIX 12: CLASS SIX KSL SYLLABUS

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### STANDARD SIX

#### 1.0 THEME AND OBJECTIVES

##### 1.1 SHOPPING

To enable the learner to:

- i) develop further vocabulary and sentence structures relating to shopping experiences;
- ii) to realize the importance of courtesy, honesty and respect.

##### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and sign the given vocabulary correctly;
- b) use the given vocabulary appropriately;
- c) use the given sentence structures correctly;
- d) sign texts/ passages/ poems and answer signed comprehension questions;
- e) sign guided compositions;
- f) form plurals of nouns;
- g) role play a shopping experience;
- h) practice signing advertisements;-
- i) sign fluently.

#### 1.3 LANGUAGE CONTENT

##### 1.3.1 LANGUAGE PATTERNS

- The use of too many + nominal + for + nominal + to + verb  
- PARCEL THESE TOO MANY NDA A CARRY IMPOSSIBLE + facial expression.

- The use of compound nouns + possessive e.g.

- PAST KEY  
SHOPKEEPER LOST + facial expression.

- The use of compound + noun groups.

- PAST CASHIER  
CUSTOMER  
THOUSAND SHILLING  
NOTE GIVE + facial expression.

##### 1.3.2 VOCABULARY

SHORT-CHANGE, WINDOW SHOPPING, SHOP-LIFTING, SHOP MANAGER, SHOP ATTENDANT, ENTRANCE, EXIT, LEFT LUGGAGE, PRICE TAG, NUMBER TAG, GREEN GROCERY, CARRIER BAG, SHOPPING BASKET, CUSTOMER, A KILO OF, CASHIER, TILLS, QUEUE.

##### 1.3.3 GRAMMAR

- Adjectives coming after nouns e.g MAN OLD.
- Facial expressions and pointing to show possessions.

#### 2.0 THEME AND OBJECTIVES

##### 2.1 CELEBRATIONS

To enable the learner to:

- i) develop further vocabulary and sentence structures relating to celebrations and use them appropriately;
- ii) appreciate the value of celebrations in the community.

## 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond to signed comprehensions;
- use vocabulary relating to wedding correctly;
- observe and sign vocabulary relating to wedding;
- sentence structures relating to wedding correctly;
- sign passages/ poems/ texts and answer signed comprehension questions;
- sign guided compositions;
- use double consonants in past tense and present participle correctly;
- practice making wedding cards;
- sign fluently.

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- The use of indirect objects as subjects of the passive with give/send/show/offer/promise etc.

- PAST COUPLE  
PRESENT (GIFTS)  
MANY GIVE + facial expression.

- The use of suppose/be/afraid/know + clause e.g.

- WEDDING CAKE  
READY ME THINK  
+ facial expression.

- The use of past continuous passive e.g.

- HALL DECORATE  
CONTINUOUS + facial expression.

### 2.3.2 VOCABULARY

CELEBRATION, CELEBRATE, MASTER, MASTER/MISTRESS OF CEREMONIES, BRIDE, BRIDESMAID, GROOM, BRIDES-MAIDS, WEDDING GOWN, BEST MAN, RECEPTION, SERVE, CAKES, BOUQUET OF FLOWERS, PROCESSION, FEAST, COUPLE, HALL, CARDS, DECORATE, BALLOONS, USHERS, FLOWERS, GIRLS, NAME TAGS, INVITATION CARDS, INVITE.

### 2.3.3 GRAMMAR

- Proper nouns – e.g. names of people, towns, cities.

## 3.0 THEME AND OBJECTIVES

### 3.1 DRUGS

To enable the learner to:

- develop vocabulary and sentence structures relating to drugs and use them appropriately;
- develop awareness of and effect change of behaviour and attitude towards drugs.

### 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and sign vocabulary relating to drugs;
- use vocabulary and sentence structures correctly;
- sign and respond to signed comprehension related to drugs;
- sign texts/ passages/ poems/news-paper cuttings

- and answer signed comprehension questions;
- e) sign guided compositions and letters;
  - f) use facial expressions to show abbreviations;
  - g) debate on drug and substance abuse;
  - h) role play a scene on drugs;
  - i) observe and react to signed talks by resource persons;
  - j) Make posters on drug abuse;
  - k) sign fluently.

### 3.3 LANGUAGE CONTENT

#### 3.3.1 LANGUAGE PATTERNS

- The use of hear/see/want/have/get/would like +noun +past participle  
e.g.
  - DRAG ADDICT  
ARREST POLICE  
WANT + facial expression.
- Use of the relative clause introduced by who, e.g.
  - WOMAN ALCOHOL  
SELL CHILDREN  
ARREST FINISH + facial expression.
- The use of wonder how.
  - USE BAD DRUG STOP  
HOW POLICE  
WONDER + facial expression.
- The use of understand/see + where/what/why/how.
  - PEOPLE YOUNG HOW  
START DRUG USE ME  
UNDERSTAND  
NOTHING + facial expression.

#### 3.3.2 VOCABULARY

DRUGS, MEDICINE  
DRUGS, DOSE, DOSAGE,  
OVERDOSE, UNDER-  
DOSE, PAINKILLER,  
HERB, HARMFUL DRUGS,  
TOBACCO, ALCOHOL,  
BHANG, GLUE, EFFECTS  
OF, NEGATIVE EFFECTS,  
MISUSE OF, ADDICT,  
ADDICTED, MIRAA.

#### 3.3.3 GRAMMAR

- Use of facial expressions to indicate abbreviations.
- Use of facial expressions to indicate a position.

### 4.0 THEME AND OBJECTIVE

#### 4.1 DIRECTION

To enable the learner develop further vocabulary and sentence structures in relating to giving directions and use them appropriately.

#### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the sentence structures and patterns correctly;
- b) sign texts, passages and poems relating to the topic and answer signed comprehension questions;
- c) sign simple guided compositions;
- d) mime/dramatize giving directions/interpret/interpreting directions;
- e) sign fluently.

### 4.3 LANGUAGE CONTENT

#### 4.3.1 LANGUAGE PATTERNS

- The use of clauses joined with although e.g.
  - WE NORTH WALK  
BUT NO MARKET  
WHERE NOTHING +  
facial expression.
- The use of farther/shorter/longer/nearer + than e.g.
  - MUMIAS KAKAMEGA  
NEAR MASENO FAR +  
facial expression.
- Contrastive use of hope/be/afraid/think/suppose in the affirmative and negative e.g.
  - WE THINK MOHAMED  
COME NOTHING +  
facial expression.

#### 4.3.2 VOCABULARY

CARDINAL POINTS OF THE COMPASS, NORTH, SOUTH, EAST, WEST, RIGHT, STRAIGHT ON, FAR, NEAR, FAR AWAY, NEXT TO, TURN LEFT/RIGHT, SIGN POST, ROUNDABOUT, ROUTE, MAP, GUIDE, BESIDE, OPPOSITE, BY THE, CROSSROADS, JUNCTION, LANE, FARTHER THAN, NEARER THAN.

#### 4.3.3 GRAMMAR

- Facial expressions for punctuation marks.

- Use of the comma in lists with phrases in apposition.
- Adjectives as complements of be, become, get (e.g. become dirty, become happy, get wet)

### 5.0 THEME AND OBJECTIVE

#### 5.1 THE HOME

To enable the learner develop further vocabulary and sentence structures relating to activities in and around the home.

#### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use given vocabulary and sentence structures correctly;
- b) sign texts/passages and instructions relating to the home environment and answer signed comprehension questions;
- c) observe signed stories for pleasure;
- d) sign guided compositions with correct facial expressions;
- e) use whatever as a conjunction in correct sentences;
- f) sign fluently.

### 5.3 LANGUAGE CONTENT

#### 5.3.1 LANGUAGE PATTERNS

- The use of present continuous passive.
  - SONG SING  
CONTINUE + facial  
expression.

- PAST ACCIDENT WHERE REPORT POLICEMAN SHOW + facial expression.
- PAST WOMAN ACCIDENT LUCKY HURT NOTHING + facial expression.

- The use of interrogatives with what/who, e.g.
  - FALL WHY + facial expression.

### 6.3.2 VOCABULARY

ACCIDENT, TRAFFIC, TRAFFIC LIGHT, ZEBRA-CROSSING, PEDESTRIAN, ROAD SAFETY, SIDE-WALK, YELLOW LINE, BEND, SPEED-LIMIT, TRAFFIC RULES, TRAFFIC POLICE, ACCIDENT VICTIMS, STRETCHER, AMBULANCE, FIRST AID, FRACTURE, BLEEDING, INJURY, BRUISE, BANDAGE, PLASTER, WOUND, PUS, INJECTION, OCCUR, OVER SPEEDING, HEAD ON COLLISION.

### 6.3.3 GRAMMAR

- Adjectives.
- Adverbs of manner
- Adverbs of place/time.
- Proper nouns.
- Pronouns.
  - personal.
  - possessive.
  - Reflexive e.g. themselves, itself

## 7.0 THEME AND OBJECTIVE VIRTUES

### 7.1 VIRTUES

To enable the learner acquire vocabulary and sentence structures relating to moral virtues and social responsibility and use them appropriately.

### 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) sign about some moral virtues that they know;
- b) use the sentence structures and vocabulary correctly;
- c) sign texts and passages and answer signed comprehension questions;
- d) observe signed stories for pleasure;
- e) sign guided compositions;
- f) use direct speech in single sentences with a final reporting verb correctly;
- g) sign fluently.

### 7.3 LANGUAGE CONTENT

#### 7.3.1 LANGUAGE PATTERNS

- The use of get/remind/allow/encourage + nominal + infinitive e.g.
  - TRUTH TELL ALWAYS CHILDREN REMIND + facial expression.
- The use of question tags with present continuous, present simple, past and future tense.
  - YESTERDAY HAIR MINE ME CUT - TRUE + facial expression.



- SCHOOL ME GO EVERYDAY – TRUE + facial expression.

### 7.3.2 VOCABULARY

VIRTUE (S), RESPONSIBILITY, GENEROSITY, OBEDIENCE, HONESTY, HONEST, HARDWORKING, GENEROUS, OBEDIENT, RESPONSIBLE, KIND, KINDNESS, KINDLY, FAIR, TRUSTWORTHY, TRUST, TRUSTWORTHINESS.

### 7.3.3 GRAMMAR

- Use facial expressions to indicate punctuation.
- Direct speech: single sentences with final reporting verb.
  - TEA MINE HAVE CAN MARY ASK + facial expression.
- Use of facial expressions and body action to indicate exclamation marks.

## 8.0 THEME AND OBJECTIVES

### 8.1 CRAFT

To enable the learners develop vocabulary and sentence structures relating to craft and use them appropriately.

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and sign vocabulary relating to craft;

- b) use the given vocabulary and sentence structures correctly;
- c) discuss items that are made during craft lessons;
- d) sign guided compositions;
- e) describe how to make some craft items;
- f) sign texts/passages and answer signed comprehension questions;
- g) use adjectives as complements of, become and get correctly;
- h) sign fluently.

## 8.3 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- The use of compound noun + noun group e.g.
  - PAST FIVE HUNDREN SHILLINGS NOTE PAY CARVING + facial expression.
  - MAT BEAUTIFUL HARD + facial expression.
- - The contrastive use of - keep and -put e.g.
  - PAINTER STORE ALWAYS,KEEP BUT MORNING THE LADDER PUT + facial expression, or PAINTER STORE ALWAYS LADDER KEEP BUT MORNING VERANDA PUT + facial expression.
- The use of clauses as noun qualifiers e.g.
  - PAST MAT YOU MAKE BEAUTIFUL LOOK + facial expression.

### 8.5 VOCABULARY

WEAVE, CARVE, DYE,  
PROCESS, MATERIALS,  
SKILLS, STONE,  
TENDING, PATTERN,  
FLORIST, WOOD,  
FLOWER SETTING,  
FIBRE, NEEDLE, MODEL,  
PAPYRUS, DESIGN, SER,  
PAINT, THREAD,  
PALATTE, WALL  
HANGINGS, STICKER,  
KEEP, PUT, PAINT  
BRUSH.

### 8.6 GRAMMAR

- Grammatical terms:-
  - Adjectives as complements of, become, get, etc.

### 9.0 THEME AND OBJECTIVE

#### 9.1 ATHLETICS

To enable the learner acquire further vocabulary and sentence structures relating to athletics and use them appropriately.

#### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures correctly;
- b) sign passages/ poems/ plays and answer comprehension questions;
- c) sign guided compositions and dialogues to describe an athletics meeting/ event;
- d) construct sentences using simple forms of the verb;
- e) use the auxiliaries, have, will, may and can with verbs correctly;
- f) sign fluently.

### 9.3 LANGUAGE CONTENT

#### 9.3.1 LANGUAGE PATTERNS

- Use of whose as a relative pronoun e.g.
  - PAST FIRST AID GIVE
  - BOY WHO LEG HURT
  - FIELD + facial expression.
- Contrastive use of think and hope e.g.
  - FUTURE HOPE GIRL
  - WORK FINISH HOW
  - KNOW NOTHING + facial expression.
- Use of conditional sentences involving impossible conditions e.g.
  - IF POWER ME HAVE
  - GIRL BACK BRING + facial expression.

#### 9.3.2 VOCABULARY

ATHLETICS, PRACTICE,  
TRACK, TRACK EVENT,  
FIELD, FIELD EVENT, LONG  
JUMP, HIGH JUMP, SHOT  
PUT, JAVELIN, DISCUS,  
JUDGE, HURDLES RELAY,  
LANE, TRIPLE JUMP,  
WINNER, STEEPLECHASE,  
MARATHON, CROSS  
COUNTRY, RACE, COMPETE,  
AWARD, FINISH LINE,  
TROPHY, SPECTATOR,  
TRACKSUIT, RIOTS.

#### 9.3.3 GRAMMAR

- Verbs
  - Verbs with Auxiliaries have, will, may and can.

## 10.0 THEME AND OBJECTIVE

### 10.1 CHILD LABOUR

To enable the learner acquire vocabulary and sentence structures relating to child labour and use them appropriately.

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond to signed child labour messages;
- observe and respond to signed comprehensions;
- discuss/debate child labour issues;
- sign texts/poems, passages and answer signed comprehension questions;
- observe signed stories for pleasure;
- sign guided compositions;
- sign fluently.

### 10.3 LANGUAGE CONTENT

#### 10.3.1 LANGUAGE PATTERNS

- Use of make someone do something in the present and past simple passive e.g.
  - PAST GIRL YOUNG SHAMBA FORCE DIG WHOLE DAY + facial expression.
- Use of understand/see/where/what/why/how + clause e.g.
  - CHILDREN MISTREAT WHY ME UNDERSTAND NOTHING + facial expression.
- Passives formed with get + verb
  - REHABILITATED FINISH + facial expression.

- Past simple tense e.g.
  - PAST THEY ARREST + facial expression.

#### 10.3.2 VOCABULARY

CAMPAIGN, GLOBE, GLOBAL, PROGRAMME, LABOUR, INCOME, GENERATING, SLAVERY, PROSTITUTION, CULTURAL, MORAL VALUES, DEBT, WAGE, BONDAGE, HAZARDOUS WORK, DRUG TRAFFICKING, ELIMINATE, CHORES, DRUG TRAFFICKER, DISCRIMINATION.

## 11.0 THEME AND OBJECTIVE

### 11.1 GAMES

To enable the learner acquire vocabulary and sentence structures relating to games and describe the activities appropriately.

#### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond in signs to instructions relating to games;
- use vocabulary and sentence structures correctly;
- sign passages, poems and texts and answer signed comprehension questions;
- sign guided compositions;
- sign fluently.

### 11.1 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- Use of conditionals with could and would e.g.

- GOAL KEEPER BALL ENTER + facial expression.
- Use of get/remind/allow + nominal + infinitive e.g.
  - SKILLS PRACTICE COACH REMIND TEAM + facial expression.
- Use of conditional sentences involving impossible conditions affirmative/negative.
  - IF RAIN NOTHING WE PRACTICE WELL + facial expression.

### 11.3.2 VOCABULARY

COMPETE, UMPIRE, WHISTLE, SCORER, FINISHING LINE, TABLE TENNIS, INDOOR, SCOREBOARD, OUTDOOR, SERVICE, CHEER, DEFEAT, ACCEPT, COACH, CAPTAIN, BEAT, FAIR PLAY, SPIKE, RECEIVE, DEFEND, EXHAUSTED, GAME BALL, NET, POLES, REJOICE, BOOSTER, JUBILATE, SKILLS.

### 11.3.3 GRAMMAR

Use facial expressions to indicate full stops and question marks

## 12.0 THEME AND OBJECTIVE

### 12.1 ART

To enable the learner acquire vocabulary and sentence structures relating to art and use them appropriately.

### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and sign vocabulary relating to art;
- b) use vocabulary and sentence structures correctly;
- c) sign texts and passages and answer signed comprehension questions correctly;
- d) describe objects;
- e) make/draw an object and sign a composition on it;
- f) sign sentences from substitution tables;
- g) sign fluently.

## 12.3 LANGUAGE CONTENT

### 12.3.2 LANGUAGE PATTERNS

- Use of present continuous passive e.g.
  - MATERIAL PRINT CONTINUE + facial expression.
- The use of continuous as in such sequences as:
  - TIME SQUEEGEE WANT MAKE YOU DO WHAT + facial expression.

### 12.3.2 VOCABULARY

FABRIC, DECORATIONS, DYE, PAINT, RESIST, PAINT BRUSH, JAUNTING TOOLS, SCREEN, MATERIAL, PINS, SQUEEGEE, PLAIN, PRINTED, DESIGNS, BLEACH, TRANSFER, BATIK, STARCH, SHADE, WATER COLOUR, MIX.

## 13.0 THEME AND OBJECTIVE

### 13.1 HEALTH AND HYGIENE

To enable the learner develop further vocabulary and sentence

structures relating to health and hygiene and use them appropriately

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and respond to signed comprehension text;
- b) use the sentence structures and vocabulary correctly;
- c) sign passages, poems, songs and dialogues relating to health;
- d) answer comprehension questions;
- e) sign guided compositions;
- f) sign fluently.

### 13.3 LANGUAGE CONTENT

#### 13.3.1 LANGUAGE PATTERNS

- Use of too + adjective + for + normal e.g  
- MILK HOT PATIENT  
IMPOSSIBLE DRINK + facial expression.
- Use of conditional sentences involving impossible conditions, affirmatives and negatives  
- IF RAIN ON NOTHING  
SICK NOTHING + facial expression.
- Use of adjectives + noun  
- COURSE THIS FIVE  
YEARS ONLY + facial expression.

#### 13.3.2 VOCABULARY

SPECIMEN, AMBULANCE, VACCINATION, HIV/AIDS, TUBERCULOSIS (TB), PNEUMONIA, VIRUS, GERMS, PERSIST, COUGH,

LOOSE WEIGHT, LOOSE APPETITE, SURFER FROM, DIED OF, TEST RESULT, SYMPTOMS.

### 14.0 THEME AND OBJECTIVE

#### 14.1 TRAVEL

To enable the learner to acquire vocabulary and sentence structures relating to travel and use them correctly.

#### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and respond to signed comprehension text;
- b) use vocabulary and sentence structures correctly
- c) sign text/ passages/poems and answer signed questions;
- d) sign answers to comprehension questions;
- e) sign guided compositions;
- f) construct correct sentences using either ..... or .....;
- g) sign fluently.

### 14.3 Language content

#### 14.3.1 Language patterns

- Use of present continuous passing  
e.g  
- NOW CAR SERVICE + facial expression.
- Use past continuous tense e.g  
- NOW CAR PAINT (pause) -  
SPRAY + facial expression.
- Really/quest/rather+ adjective  
- FAST TRUE + facial

Expression.

- Use of either + or
  - TEA-COFFEE ANY ONE
  - CAN + facial expression.

#### 14.3.2 VOCABULARY

WINDSCREEN, WIPERS,  
DASH BOARD,  
SPEEDOMETER, SAFETY  
BELT, OIL GAUGE, BONNET,  
MADGAD, BREAK, PEDDLE,  
CLUTCH, ACCELERATION,  
FRONT WHEEL, REAR  
WHEEL, HEAD LIGHTS,  
REAR LIGHTS, BOOT, FIRST  
AID KIT, JACK, WHEEL  
SPANNER, STEERING  
WHEEL, MEND, PUNCTURE,  
CHANGE, ENGINE.

#### 15.0 THEME AND OBJECTIVE

##### 15.1 WEATHER AND CLIMATE

To enable the learner develop further vocabulary and sentence structures relating to weather and climate, and use them appropriately

##### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use sentence vocabulary and sentence structures appropriately;
- b) sign texts/passages/song and answer comprehension questions;
- c) sign guided compositions;
- d) make descriptions of the weather/ climatic conditions;
- e) sign fluently.

#### 15.3 LANGAUAGE CONTENT

##### 15.3.1 LANGAUAGE PATTERNS

- The use of really/ quite/rather adjectives
  - MORNING WET A LOT + facial expression.
- Use of likely/ certainly/ unlikely/ Unlucky
  - RAIN AFTERNOON
  - THIS POSSIBLE NOTHING + facial expression.

##### 15.3.2 VOCABULARY

WEATHER, CLIMATE,  
STORM, TEMPERATURE,  
THUNDER, LIGHTING,  
CLOUDS, CLOUDY, WIND,  
WINDY, MUST, MIST, MISTY,  
FOG, FOGGY, RAINBOW,  
SHOWERS, COLOURS OF  
THE RAINBOW, RAIN  
GAUGE, WIND VANE,  
WINDSOCK, CYCLONE,  
HURRICANE, ELNINO,  
LAMINA, FLOODS, FLASH

#### 16.0 THEME AND OBJECTIONS

##### 16.1 ENVIRONMENT

To enable the learner develop further vocabulary and sentence structures relating to the environment and use them appropriately

##### 16.2 SPECIFIC OBJECTIONS

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structure correctly;
- b) sign text/ passages/ poems/ songs and answer signed comprehension questions;

- c) observe signed stories for pleasure;
- d) sign guided compositions;
- e) sign fluently.

### 16.3 LANGUAGE CONTENT

#### 16.3.1 LANGUAGE PATTERNS

- Use of the compound adjectives  
e.g.
  - BIRD FEATHER WHITE
  - NEAR FLY + facial expression.
- Use of really, quite/rather with  
adjective + noun
  - COCONUT TREE THIS TALL  
+ facial expression.

#### 16.3.2 VOCABULARY

TREES, IMPORTANCE,  
HUMUS, MOISTURE,  
UNDERGROWTH,  
BRANCHES, TWIGS, ADAPT,  
TREE-TRUNK, CACTUS,  
HARDWOOD, ACACIA,  
SOFTWOOD,  
CONSERVATION,  
CONDITIONS, CYPRESS,  
GUM TREE, WEATHER,  
CLIMATE, CLEARING, SOIL,  
EROSION, FAVOURABLE.

## LEARNING EXPERIENCES

### a) Receptive Skills

Observing and responding to signed:

- commands.
- instructions.
- directions.
- requests.
- announcements.
- poems.
- signed-visual materials / caption.
- debates.
- stories.
- signed comprehension questions.
- short passages.
- plays.

### b) Expressive Skills

- sign practice of language patterns and vocabulary.
- sign poems.
- participating in signed discussions.
- signing stories.
- describing objects, events and experiences.
- giving signed reports and messages.
- making signed announcements.
- giving signed directions and instructions.
- participating in signed debates.
- participating in signed interviews.
- answering comprehension questions.

### c) Reading

- reading glossed texts

### d) Writing

- writing glossed texts



## APPENDIX 13: CLASS SEVEN KSL SYLLABUS

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### STANDARD SEVEN

#### 1.0 THEME AND OBJECTIVE

##### 1.1 DESERTS

To enable the learner acquire vocabulary and sentence structures relating to the desert environment and use them appropriately.

##### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and sign vocabulary relating to desert environment;
- use vocabulary and sentence structures based on the desert environment;
- sign texts and passages based on the desert environment and answer signed questions;
- sign guided compositions
- sign for pleasure;
- observe signed stories for pleasure;
- sign fluently.

##### 1.3 LANGUAGE CONTENT

###### 1.3.1 LANGUAGE PATTERNS

- Use of verbs which take two prepositions - look forward to/get on e.g.
  - ROUDY MOB ORINA
  - COOPERATE HARD + facial expression.
- Order of adjectives - white cotton shirts e.g.
  - BECAUSE HOT (pause)
  - SHIRT WHITE BIG
  - COTTON THEY WEAR
  - + facial expression.

##### 1.3.1 VOCABULARY

ARID, SEMI-ARID, NOMAD, PASTORAL, MILLET, IRRIGATION, CAMEL, MANYATTA, INITIATE, OCHRE, HERD OF CATTLE, CULTIVATE, CLIMATE, HOT, SPARSE, SAND DUNE, CARAVAN, DRY, ADAPT, SANDY, RESISTANT, HOOF, HIDE, MANURE, DESERT, FOUR-WHEEL, DRIVE, ACACIA, CACTUS, OASIS, HERD OF CAMEL.

#### 2.0 THEME AND OBJECTIVE

##### 2.1 GAMES

To enable the learner acquire vocabulary and sentence structures relating to games and use them correctly.

##### 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond to signed comprehensions;
- use vocabulary and sentence structures correctly;
- sign passages/texts relating to various games and answer signed questions;
- sign reports on a games meetings;
- sign sentences from a substitution table;
- hold a debate on games;
- sign minutes of a games meeting;
- sign fluently.

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Use of expansion of nominal group by the addition of complement/ infinitive e.g.  
- TEAM UNIFORM BLUE  
FIRST SCORE + facial expression.

- Contrast of very with positive association and too with negative association e.g.  
- CAR BREAK HARD  
REPAIR IMPOSSIBLE + facial expression.

- ### 2.3.2 VOCABULARY
- REFEREE, GOAL POST, LINESMAN, LANE, OFFICIAL, PITCH, FOOTBALL FIELD, FIRST HALF, SECOND HALF, EXTRA TIME, DRIBBLE, PASS, DODGE, PENALTY, PENALTY KICK, HANDBALL, INJURY TIME, MARK, RESULT, TROPHY, FREE KICK, KICK-OFF, MIDDLE FIELD, FIXTURE, FINAL, TOURNAMENT, FANS, CLUBS, WIN, OPPONENTS, COACH.

### 2.3.3 GRAMMAR

- Facial expressions for abbreviations.
- Adverbs of manner.
- Order of adjectives.

## 3.0 THEME AND OBJECTIVE

### 3.1 POLICE STATION

To enable the learner to:

- acquire vocabulary and sentence structures related to police activities and use them correctly;
- appreciate the importance of maintaining law and order.

## 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and sign instructions and comprehension questions;
- use related vocabulary and language structures correctly;
- sign texts/ passages and answer comprehension questions;
- observe signed stories for pleasure;
- sign guided compositions;
- identify the adverbs of time, place and manner;
- sign fluently.

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- Question tags with present perfect and perfect tense e.g.  
- GIRL POLICE STATION GO  
- TRUE + facial expression.
- Present participle + complement e.g.  
- DIRTY BECOME OFFICE (pause)  
LIKE NOTHING + facial expression.

### 3.3.2 VOCABULARY

ARREST, STATEMENT, CELLS, OCCURRENCE  
BOOK, CUSTODY, OFFICER

ON DUTY, CONSTABLE, \*  
 OFFICER COMMANDING \*  
 STATION, BEAT, SUSPECTS,  
 CHARGE SHEET, TRAFFIC ✓  
 POLICE, CRIMINAL,  
 INVESTIGATION OFFICER,  
 PATROL, CORRUPTION,  
 ANTI-CORRUPTION POLICE  
 UNIT, TRANSPARENCY,  
 ACCOUNTABILITY,  
 CORPORAL, SERGEANT,  
 POLICE INSPECTOR,  
 SECURITY DETAIL, PETTY,  
 CRIME, REPORT,  
 COMPLAINT, POLICE  
 HOTLINE, EMERGENCY  
 CALL, BRIBERY, FRAUD,  
 RECORD, THUGS, GANG.

### 3.3.3 GRAMMAR

- Adverbs of manner time and place.
  - PAST LATE MUSA MEETING ARRIVE + facial expression.
- Direct speech.

## 4.0 THEME AND OBJECTIVE

### 4.1 FESTIVALS

To enable the learner acquire vocabulary and sentence structures associated with festivals and use them appropriately.

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond in signs to talks appropriately;
- use vocabulary and sentence structures correctly;

- sign texts/passages based on festivals and answer signed comprehension questions;
- observe signed stories for pleasure;
- sign fluently.

## 4.3 LANGUAGE CONTENT

### 4.3.1 LANGUAGE PATTERNS

- Nominal group by the addition of complement/ infinitive e.g.
  - BOY T-SHIRT RED (pause) POEM FIRST RECITE/SAY + facial expression.
- The present perfect tense with future time reference after until and when e.g.
  - TIME CHOIR PERFORM (pause) ME GO + facial expression.
- Hope followed by sentences with possible conditions.
  - WOMAN DRAMA TIRED NOTHING (pause) ME HOPE + facial expression.
- The use of - time + past + past
  - FIRST TIME WE WON PRIZE GET + facial expression.
- Past perfect + past e.g.
  - TIME PRESENT GIVE PARTY FINISH + facial expression.

#### 4.1.1 VOCABULARY

FESTIVAL, PROGRAMME, SCHEDULE, ADJUDICATOR, CULTURE, SAMPLE, OFFICIAL, COMPETITOR, DRAMA, MUSIC, REHEARSAL, CURTAIN RAISER, STAGE, FASHION, THEATRE, HALL, SET PIECE, MARSHAL, CELEBRATE, VALUE, CHARACTER, ACTOR, ACTRESS, COSTUMES, RECITE, TROUPE, ADJUDICATOR, AUDIENCE, MASTER OF CEREMONY, AUDITION, AUDITORIUM.

#### 5.0 THEME AND OBJECTIVE

##### 5.1 LIBRARY

To enable the learner acquire vocabulary and sentence structures relating to the use of a library and use them appropriately.

##### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and sign vocabulary relating to library;
- use vocabulary and sentence structures correctly;
- sign texts/passages based on the use of a library and answer signed and comprehension questions;
- observe and respond to signed words and sentences appropriately;
- observe signed stories for pleasure;
- use personal possessive and reflexive pronouns;

- sign a story;
- sign compositions on interesting story books;
- sign fluently.

#### 5.3 LANGUAGE CONTENT

##### 5.3.1 LANGUAGE PATTERNS

- Use of the range of structures that can follow like + nominal + present participle e.g.
  - ALWAYS LIBRARIAN OUR LIKE PEOPLE NOISE MAKE NOTHING +facial expression.
- Use of must/mustn't have to/didn't have to e.g.
  - BOOK CARE (pause) YOU MUST + facial expression.
  - BOOKS ALL READ YOU MUST NOTHING + facial expression.
- Use of both and both of e.g.
  - PAST ME JOSEPH BOTH POEM WRITE + facial expression.
  - US POEM WRITE + facial expression.

##### 5.3.2 VOCABULARY

SHELVES, BORROW, LEND, REFERENCE, RESERVE, PERIODICAL, DAMAGES, JOURNAL, REQUISITION, LIBRARIAN, ENCYCLOPEDIA, RULES, COUNTERFOIL, EXIT, RECEIPT, MAGAZINE, ISSUE, INDEX, EXCHANGE, FILE, BOOK MARK, BORROWING CARD, DURATION,

REGISTER, LEDGER, FINE,  
NOUNS.

### 5.3.3 GRAMMAR

- Use of nouns/direct speech and order of adjectives e.g  
MAGAZINE THEIRS +  
facial expression.

## 6.0 THEME AND OBJECTIVE

### 6.1 DISASTERS

To enable learners acquire vocabulary and sentence structures relating to disasters and use them appropriately

### 6.2 SPECIFIC OBJECTIVES

By the end of this unit, the learner should be able to:

- observe and respond to words sentences and signed talks related to disasters;
- use vocabulary and sentence structures related to disasters correctly;
- sign text/passages based on disasters and answer signed comprehension questions;
- observe signed stories for pleasure;
- describe experiences/events/disasters;
- sign fluently.

## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- Use of phrasal verbs with noun/pronoun interposed e.g  
- PAST (pause) THEY  
POLICE ARREST +  
facial expression.
- Conditional sentences with could in the main clause e.g

- VICTIM SAFE IF LIFE  
SAVER HARD WORK +  
facial expression.

- Use of whether ..... or not  
e.g

- FUTURE (pause) FIRE  
OFF CAN YOU OR  
NOTHING TELL +  
facial expression.

- Use of auxiliary verbs e.g

- FIRE BRIGADE THINK  
YOU THERE GO +  
facial expression.

### 6.3.2 VOCABULARY

MANAGE, DISASTER,  
HAVOC, MIME, DISABLE,  
INJURE, SPECIAL,  
SPECIALIZED, PRECAUTION,  
REVENGE, MURDER,  
SUICIDE, NEGLIGENT,  
RESCUE, OPERATION,  
VICTIMS, LIFE SAVER,  
EMERGENCY, MORTUARY,  
INTENSIVE CARE UNIT,  
EVACUATE, AVERT,  
EARTHQUAKE, BRIGADE,  
FIRE BRIGADE, FLOODS,  
FATAL, TRAGIC.

### 6.3.3 GRAMMAR

- Use of direct speech e.g  
- PAST DOCTOR SAY  
BAKARI HARD HURT  
ACCIDENT + facial  
expression.

## 1.0 THEME AND OBJECTIVE

### 7.1 FARMING

To enable learners acquire vocabulary and sentence structures relating to farming and use them appropriately.

**7.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) observe and respond to vocabulary and sentence structures correctly;
- b) sign comprehension passages and answer signed questions;
- c) observe signed stories for pleasure;
- d) sign sentences from substitution tables;
- e) sign guided composition;
- f) sign fluently.

**7.3 LANGUAGE CONTENT****7.3.1 LANGUAGE PATTERNS**

- Use of both ..... and both of e.g.
  - PAST (pause) FATHER ME TOGETHER HONEY GO HARVEST + facial expression.
- Find + nominal + adjective
  - PAST KEEP BEE GIRL FIND INTEREST MORE + facial expression.
  - HONEY HARVEST FARMER FOUND FINISH + facial expression.
- Order of adjectives e.g.
  - HOUSE BEE BROWN BIG + facial expression.

**7.4 VOCABULARY**

HONEY COMB, HONEY, BEE HIVE, WORKER BEE, QUEEN BEE, DRONE, NECTAR, STING, SOLDER BEE, HARVEST, NET, SMOKER, FOREIGN EXCHANGE, GRAB, POLLEN,

POLLINATION, EXTRACT, SIEVE.

**8.0 THEME AND OBJECTIVES****8.1 HOME**

To enable the learners acquire vocabulary and sentence structures relating to preparing food in the home.

**8.2 SPECIFIC OBJECTIVE**

By the end of the unit, the learner should be able to:

- a) observe and respond to poems/comprehension passages/ instructions and passages;
- b) use sentence structures and vocabulary correctly;
- c) sign the procedures used in preparing a kind of food and answer questions;
- d) observe signed stories for pleasure;
- e) form past tense and past participle of verbs;
- f) sign guided composition;
- g) role play a home scene;
- h) sign fluently.

**8.3 LANGUAGE CONTENT****8.3.1 LANGUAGE PATTERNS**

- Use verbs which take two prepositions e.g.
  - TIME FOOD EXPECT WE ANXIOUS + facial expression.
- Use of should and could e.g.
  - UTENSILS WASH SAME TIME WAIT ME READY BECOME + facial expression.

**8.3.2 VOCABULARY**

OVEN, FLOUR, BOWLS,  
LINEN, BAKING POWDER,  
BEAT, INGREDIENTS,  
PROCEDURE, SERVE,  
CROCKERY, APRON,  
DOUGH, GRATER, BAKE,  
MIX, EAT, POOR, PAN,  
GARNISH, BUTTER, CREAM,  
SERVING DISH, HEAT.

**2.0 THEME AND OBJECTIVES****9.1 PROFESSIONS**

To enable the learner to:

- i) acquire vocabulary and sentence structures related to various professions;
- ii) Appreciate the value of getting profession.

**9.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) observe and respond to commands/signed information / poems and debates describing profession;
- b) use commands, poems and debates to describe profession
- c) use vocabulary and language structures relating to professions correctly;
- d) sign comprehension passages and answer signed questions;
- e) observe signed stories for pleasure;
- f) sign guided compositions based on professions;
- g) form adjectives with suffix - less;
- h) sign fluently.

**9.3 LANGUAGE CONTENT****9.3.1 LANGUAGE PATTERN**

- Use of decide/forget/ask/know/think/hear/remember/sign/understand/realize/ wonder/see/know/ + when /how/what + infinitive

e.g

- MACHINE REPAIR  
(pause) PUPILS DO  
NOT KNOW + facial  
expression.

- Wish followed by sentences with impossible conditions

e.g

- PAST DOCTOR EARLY  
COME MOTHER DIE  
NOTHING + facial  
expression.

**9.2.1 VOCABULARY**

PROFESSION, JOB,  
QUALIFICATION, NOBLE,  
TUTOR, GUIDE,  
INVIGILATOR,  
COUNSELLOR, INFORM,  
TEACH, INSTRUCT, ADVICE,  
ADVISE, EXPLAIN,  
ILLUSTRATE, INSPECT,  
SUPERVISE, INSPECTOR,  
SUPERVISION, LECTURE,  
AIM, EXAMPLE, EXAMINER,  
MARK, RECORD, TEST,  
DISCIPLINE, INDISCIPLINE,  
PUNISH, ANNOUNCE,  
ASSEMBLE, ASSEMBLY,  
TIME TABLE, GAMES,  
ACTOR, CLASS TEACHER,  
EMPATHISE, SYMPATHISE,  
PHARMACY, CHEMIST,  
ASSESS, ETHICS, CONDUCT,  
CODE OF CONDUCT,  
EMPLOY, EMPLOYMENT.

### 9.2.2 GRAMMAR

- Pronouns.
- Form adjectives.

## 10.0 THEME AND OBJECTIVE

### 10.1 TECHNOLOGY

To enable the learner acquire vocabulary and sentence structures related to entertainment and information, and use them appropriately.

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond to signed words/sentence structures/signed comprehensions appropriately;
- sign information related to entertainment and information and answer signed questions;
- observe signed stories for pleasure;
- sign guided compositions using a given opening sentence;
- form past tense and past participle;
- sign fluently.

## 10.3 LANGUAGE CONTENT

### 10.3.2 LANGUAGE PATTERN

- Use of indirect object + verbs, bring, buy, get, give, fetch, make e.g.
  - PAST (pause) UNCLE MINE VIDEO CASSETTE SOME BRING WATCH + facial expression.

- Sentences with improbable conditions e.g. –
  - TV BUY CAN IF MONEY HAVE + facial expression.

- IF MONEY ME HAVE (pause) TV BUY CAN + facial expression.

- Keep with nominal + past participle e.g.

- HE COVER COMPUTER TIME LONG + facial expression, or
- COMPUTER HE COVER TIME LONG + facial expression.

- Keep + nominal + adjective e.g.

- ALWAYS MOTHER VIDEO DECK CLEAN + facial expression.

### 10.3.2 VOCABULARY

ENTERTAINMENT, INFORMATION, VIDEO, TELEVISION, SCREEN, VISION, VIDEO CASSETTE RECORDER, POWER BUTTON, REMOTE CONTROL, VIDEO CASSETTE, RECORD, REWIND, FORWARD, CASSETTE DECK, CASSETTE HEAD CLEAN, MICROPHONE, SPEAKER, VOLUME, AMPLIFIER, DIAL, PRESS, CHANNEL, EJECT, DECK,

### 10.3.3 GRAMMAR

- Order of adjectives.



## 11.0 THEME AND OBJECTIVES

### 11.1 HOBBIES

To enable the learner acquire vocabulary and sentence structures relating to hobbies and use them appropriately.

### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond in signs to words and sentences/ signed speeches/ signed discussions relating to hobbies;
- use vocabulary and sentence structures based on hobbies correctly;
- sign passages/ poems/ dialogues and other texts based on hobbies and answer comprehension questions;
- sign guided compositions;
- role play an experience;
- describe own hobby/hobbies;
- sign fluently.

## 11.3 LANGUAGE CONTENT

### 11.3.1 LANGUAGE PATTERNS

- Use of indirect object + verbs  
bring, buy, get, leave, fetch, make e.g.
  - PAST (pause) NOVEL  
UNCLE OURS SOME  
BUY + facial expression.
- Nominal + present participle  
e.g.
  - PAST STAMPS NANCY  
CONTINUE LOOK +  
facial expression.

- Every time + present + present tense e.g.

- TIME ALWAYS  
SEEDLINGS ME  
TRANSFER DRY +  
facial expression.

- Direct object + for + indirect

- PAST WAFULA BABY  
HE KNIT CARDIGAN +  
facial expression.

### 11.3.1 VOCABULARY

PLEASURE, LEISURE,  
LEISURE TIME,  
CONCENTRATE,  
ENDURE, ALERT,  
DISCOVER, TALENT,  
SKILL, KNOWLEDGE,  
AWARE, EXCEL,  
DETERMINE, RELATE,  
MATERIALS, RELAX,  
EXPERIENCE,  
CONDUCTIVE, NOVEL,  
STAMPS, HOBBY,  
DEVELOP, KNIT.

### 11.3.2 GRAMMAR

Direct Speech with a reporting verb in the middle e.g. KSL, Ogutu said, LANGUAGE DEAF KENYA.

## 12.0 THEME AND OBJECTIVE

### 12.1 AGRICULTURAL SHOW

To enable the learner acquire vocabulary and sentence structures relating to an Agricultural Show and use them appropriately.

### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and sign vocabulary relating to agricultural show;
- b) use vocabulary and sentence structures correctly;
- c) sign passages based on agricultural shows and answer signed questions;
- d) sign guided compositions where the ending has been given;
- e) observe signed stories for pleasure extensively;
- f) sign fluently.

### 12.3 LANGUAGE CONTENT

#### 12.3.1 LANGUAGE PATTERNS

- Use of wish followed by sentences + impossible conditions e.g.
  - PRESIDENT ME TALK  
WISH + facial expression.
- Use of verb take off / look after e.g.
  - TIME GUEST TAKE  
OFF ME ARENA + facial expression.
- Find + direct object + adverbial e.g.
  - TIME SHOW  
CONTINUE FARMER  
YOUNG CATTLE  
CARE + facial expression.
- Neither----nor----and neither of e.g.
  - FATHER MOTHER  
SHOW GO NOTHING + facial expression.

#### 12.3.4 VOCABULARY

SHOW, STAND, GUESTS, EXHIBITIONS, ARENA,

CROWD, ACROBAT, ACROBATIC DANCERS, COMPANY, GRADE CATTLE, DEMONSTRATION PLOTS, RESTAURANTS, CATTLE, SUPPLY, VEGETABLE, GUARD, BREED, POSTER, PARADE, SPEECH, PARACHUTE, STICKER (S), DISPLAY, PRIZE, WINNER, RUNNERS UP, JUDGES.

#### 12.3.5 GRAMMAR

- Parts of speech.

### 13.0 THEME AND OBJECTIVE

#### 13.1 AIR TRAVEL

To enable the learner acquire vocabulary and sentence structures relating to air travel and use them appropriately.

#### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) observe and sign vocabulary relating to travel;
- b) use vocabulary and sentence structures correctly;
- c) sign poems and passages and answer signed comprehension questions;
- d) observe stories for pleasure;
- e) sign a picture composition relating to travel;
- f) observe and respond in signs instructions, poems and passage appropriately;
- g) sign fluently.

CARE + facial expression.

- Use of preposition besides  
e.g.  
- TRAVEL OTHER HOW  
+ facial expression.

• Use of in case and if e.g. --  
- MARIA DOOR OPEN LEAVE  
HAPPEN/ INCASE BROTHER  
COME + facial expression.

#### 14.3.2 VOCABULARY

VESSELS, BOAT, SHIP,  
STEAMER, CANOE, YATCH,  
LINER, CRUISE,  
MAROONED, KNOTS, MAST,  
STOWAWAYS, STORM,  
CREW, PROPELLER,  
CAPTAIN, HELMSMAN,  
DECK, STERN, DOCK,  
LIGHTHOUSE, SEXTANT,  
SAIL, SAILOR, SUBSIDED,  
WAVES, ANCHOR,  
SEASICKNESS, VOYAGE,  
PIRATES, SHIPWRECK, TUG  
BOAT, TOW, LOGGING,  
CARGO, DISEMBARK,  
COURSE, MESS, RUDDER,  
HULL, LIFEBOAT, FERRY,  
RADDLE, OAR.

#### 14.3.2 GRAMMAR

Countable and uncountable nouns.

#### 15.0 THEME AND OBJECTIVE

##### 15.1 TOURIST ATTRACTIONS

To enable the learner acquire vocabulary and sentence structures relating to tourism and use them appropriately.

#### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond to signed dialogues, passages, and poems appropriately;
- use vocabulary and sentence structures correctly;
- sign dialogues, passages, and poems and answer signed questions;
- sign minutes of a meeting;
- make posters to advertise a tourist attractions;
- sign fluently.

#### 15.3 LANGUAGE CONTENT

##### 15.3.1 LANGUAGE PATTERNS

- Use of range of structures that can follow find  
- PAST KEY HE FIND +  
facial expression.
- Use of the range of structures that can follow like  
- PAST BOX OF  
MATCHES BOY FIND  
FATHER HIS+ facial  
expression.
- Intrusive use like e.g.  
- YOU LIKE STAY OK +  
facial expression.
- Direct object e. g  
- BOOK ME LIKE/LOVE  
+ facial expression.
- Like it, when + clause e.g  
- TIME WIND BLOW ME  
LOVE/LIKE + facial  
expression.

**15.3.2 VOCABULARY**  
 RUINS, FOREIGN  
 EXCHANGE, GAME  
 PARKS, GAME  
 RESERVES, NATIONAL  
 PARK, CRATER, CRATER  
 LAKES, HOT SPRINGS,  
 MUSEUMS, PILLAR,  
 BEACH, SHELLS,  
 ARTIFACTS, EXCAVATE,  
 EXCAVATION, PEAK,  
 SNOW, RIFT VALLEY,  
 WILDLIFE,  
 ENVIRONMENT, PREFER,  
 CARVING, SECURE,  
 VOLCANO.

**15.3.3 GRAMMAR**

- Preposition of movement e.g. across, through, past, along.
- Indirect speech.

**16.0 THEME AND OBJECTIVE**

**16.1 BANKING**

To enable the learner acquire vocabulary and sentence structures relating to banking and use them appropriately.

**16.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) observe and sign vocabulary relating to banking;
- b) observe and respond to vocabulary items relating to banking;
- c) observe vocabulary and sentence structures relating to banking correctly;
- d) sign passages and texts relating to banking and answer signed comprehension questions ;

- e) use given conjunctions in sentences correctly;
- f) observe signed stories for pleasure;
- g) sign a guided composition on banking;
- h) sign fluently.

**16.3 LANGUAGE CONTENT**

**16.3.4 LANGUAGE PATTERNS**

- Use of Verb + object + present participle e.g.
  - ME LIKE PEOPLE  
NOTHING WHO TELL  
DO THIS, DO THIS +  
facial expression.
- Use of double comparative ... er and ... er/more and more e.g.
  - ME FAT-FAT-FAT +  
facial expression.
- Use of the + comparative expression + subject + verb e.g.
  - TIME ME GROW OLD  
MORE - MORE WISE  
SAME + facial  
expression.

**16.3.5 VOCABULARY**

BANK, BANK MANAGER,  
 PASSBOOK, ACCOUNT,  
 SIGNATURE, SIGN, SAFE,  
 DEPOSIT, WITHDRAW,  
 CREDIT, BOUNCE, QUEUE,  
 CASHIER, TELLER, CHEQUE,  
 SAVE, FORGE, FORGERY,  
 ACCOUNTANT, BALANCE,  
 WITHDRAWAL FORM,  
 DEPOSIT FORM, SLIP, KEY  
 IN, PIN NUMBER,  
 AUTOMATED TELLER  
 MACHINE (ATM) BANKING,

LOAN, REPAY, SIGNATORY,  
COUNTERFOIL,  
OVERDRAFT, DEBIT,  
STATEMENT, INTEREST,  
BANKING HALL, CURRENT  
ACCOUNT, SAVINGS  
ACCOUNT, ATM CARDS,  
FRAUD, CHECKBOOK,  
CREDIT CARD,  
DISHONOURED CHECK.

### 16.3.2 GRAMMAR

- Conjunctions - while, whereas.
- Many, much, a lot, a lot of.

### 17.0 THEME AND OBJECTIVES

#### 17.1 HEALTH AND HYGIENE

To enable the learner to:

- acquire vocabulary and sentence structures relating to health hygiene;
- realize the need to keep clean and have good health habits.

#### 17.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- observe and respond to passages /instructions/signed comprehensions /words/ sentences appropriately;
- use sentence structures correctly;
- sign simple texts and stories related to the laboratory and answer signed and written comprehension questions;
- observe signed stories for pleasure;
- form objectives with suffix-ful;
- sign fluently.

### 17.3 LANGUAGE CONTENT

#### 17.3.1 LANGUAGE PATTERNS

- Use of make/keep/find/leave + nominal + adjective e.g  
GIRL WELL FEEL  
MEDICINE FINISH + facial expression.
- Sentences with improbable conditions e.g IF ME  
MONEY HAVE (pause)  
EXAMINATION GO + facial expression.
- Find + direct object e.g  
NURSE SYRINGE BIN  
FIND + facial expression.
- Find + direct object + adverbial e.g PAST  
STETHOSCOPE DRAWER  
DOCTOR FIND + facial expression.

#### 17.3.2 VOCABULARY

LABORATORY, STOOL,  
WINE, BLOOD, SPECIMEN,  
DIAGNOSE, SIGNS,  
SYMPTOMS, COVER,  
DISINFECT, TEST TUBE,  
MICROSCOPE,  
STETHOSCOPE,  
PRESCRIPTION,  
LABORATORY ASSISTANT,  
LABORATORY TEST,  
CONTAGIOUS, INFECTION,  
EPIDEMIC, MORTALITY,  
LAB COAT, LAB RESULTS,  
GLOVES, SYRINGE,  
DISPOSABLE, SAMPLE,  
INOCULATE, INOCULATION,  
DOSE, VACCINE, THREAT.

17.3.3 GRAMMAR

- Relative clauses who, whom, which, and whose.

## **LEARNING EXPERIENCES**

### **Receptive Signing**

Observing and responding to signed:

- commands.
- instructions.
- directions.
- requests .
- announcements.
- poems.
- signed-visual materials.
- debates.
- stories.
- observe comprehensions.
- questions.
- short passages.
- plays.

### **Expressive signing**

- signed practice of language patterns and vocabulary.
- signing poems.
- playing language games.
- participating in discussions.
- signing stories.
- describing objects, events and experiences.
- giving reports and messages.
- participating in signed debates.
- participating in interviews.
- answering signed comprehension questions.

## **LEARNING RESOURCES**

- chalkboard.
- flashcards.
- photographs.
- real objects.
- signed-visual aids.
- charts.
- diagrams.
- illustrations.

- cutting from magazine, newspapers and calendars.
- supplementary books.
- library books.
- resource persons.
- educational/field visits.
- teacher/pupils demonstrations.

### **Reading**

- Reading glossed texts.

### **Writing**

- Writing glossed texts.