

853

EFFECTIVENESS OF USING MIXED MEDIUM OF INSTRUCTION
AMONG THE HEARING IMPAIRED: THE CASE OF MARY
VIEW SCHOOL FOR THE DEAF

MA (APPLIED LINGUISTICS) THESIS

MAPOPA MGOMBERA SHABA

UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE

APRIL 2012

EFFECTIVENESS OF USING MIXED MEDIUM OF INSTRUCTION AMONG THE
HEARING IMPAIRED: THE CASE OF MARY VIEW SCHOOL FOR THE DEAF

MA (APPLIED LINGUISTICS) THESIS

BY

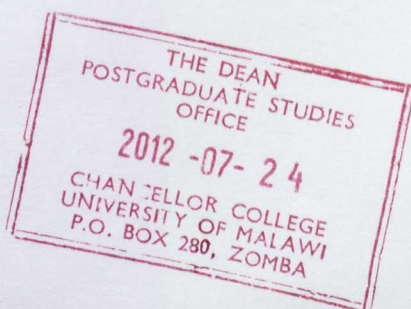
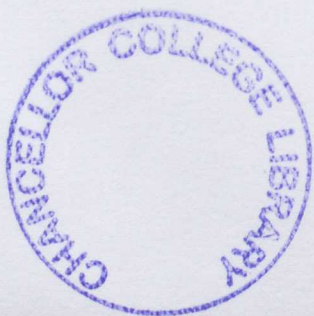
MAPOPA MGOMBERA SHABA

Bed. (HUMANITIES)--UNIVERSITY OF MALAWI

A THESIS SUBMITTED TO THE FACULTY OF HUMANITIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS (APPLIED LINGUISTICS)

UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE

APRIL 2012



DECLARATION

I, the undersigned, hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used acknowledgements have been made.

MAPOPA MGOMBERA SHABA



Signature

23-06-12

Date:



CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

Signature: Pascal Kishindo Date: 5 July 2012
PASCAL KISHINDO, MA (Professor)

Main Supervisor

Signature: Edrinne Kayambazinthu Date: 28/6/12
EDRINNIE KAYAMBAZINTHU, PhD (Associate Professor)

Co-Supervisor

Signature: Dr Syned D. Mthathiwa Date: 28.06.12
DR SYNED D. MTHATHIWA, PhD (Lecturer)

Coordinator for Postgraduate Studies

DEDICATION

I dedicate this thesis to my wife Emily Mkandawire and children Chigomezgo, Uchizi, Leah, Chindikani, Wezi and Uchindami.

ACKNOWLEDGEMENTS

I am very grateful to Mr. Sydney Kankuzi for inspiring me. His interest in non-verbal Communication under which Sign Language falls motivated and encouraged me to conduct this research. I also greatly salute Professor Pascal J. Kishindo for his hard work of seeing me through the exercise of producing this thesis. His comments and guidance have led to the development and completion of this thesis. I further pay great tribute to Associate Professor Edrinnie Kayambazinthu for her encouragement and guidance. My heartfelt appreciation should also go to the Principal of Mary View School for the Deaf, Lazarus Thorn, and his entire staff for allowing me to carry out research at their institution. I am also greatly indebted to Chancellor College's Special Needs Education crew: Aubrey Onesimo Tung'ande, Victor Benefit Ntaukira and Davie Dulana, Stanislaus Mande for their tireless assistance, dedication and the good time they had during the production of this thesis. I could not have managed to do all the things if they were not there to help me. I wish to thank the following people for their various contributions during the development of this thesis: the teachers of Emfeni Community Day Secondary School, particularly Mighty G.M. Kayoyo, the then School's Deputy Head Teacher, who was successfully running the school when I was away, my colleagues Gerald Baidon Nthala, Moses Banda and James Zimba for providing me with social services during the time I was in college. College Secretaries: Nancy Sungeni Mandiwa, Ndikufera Malekano, Jane Sulamoyo and others for tirelessly assisting me with the typing of the scripts and, above all, internet research. The headteacher, of Mary View, James Banda for willingly providing me information regarding how they learn through the Bilingual Approach. In a special way, I would like to pay great tribute to my late mother, Finesse Moyo, for covering about 48 kilometers to take me to Ekwendeni School for the Blind at the beginning and end of term for nine solid years. Without her, this thesis would not have existed as I would not have attained primary education which has been a stepping stone to all my educational endeavors.

ABSTRACT

The aim of this study was to find out the effectiveness of the Bilingual approach to learning in the schools of the Hearing Impaired (HI). The Bilingual approach to learning for the HI was introduced in Malawi by the Ministry of Education in January, 2005 as a way of realizing a uniform way of teaching learners with HI. To collect data for the study, questionnaires were administered to twenty five learners with HI of standards seven and eight and twenty two members of staff comprising lecturers and Primary School teachers at Mary View Education Centre for the Learners with HI. During this research, it was revealed that, despite members of staff and the learners being in favour of the Bilingual Approach, members of staff, particularly lecturers did not receive any orientation on the approach. However, through trial and error method, they seem to have mastered it. It was further observed that of the four: Manualist Communication, Auditory-Oral Approach, Total Communication and Bilingualism, the Bilingual approach seems to be better as it takes on board the fact that individuals with HI attain statuses differently thereby, also requiring different approaches for them to acquire the level of education required.

In the final analysis, it was shown that through the Bilingual approach learners with HI were able to attain high levels of education. To this end, it was concluded that education attained by the learners with HI through the Bilingual approach was effective as it enabled them to read different types of literature such as newspapers, magazines, novels and other materials and write extracts of their choice. This was a result of the fact that while practitioners of other media of communication for the learners with HI such as Total Communication believed that speech should be the first and natural language for these individuals, Bilingualists had the opposite view that Sign Language is the first and natural language for one with HI. As such it acts as an aid to the learning of anything else like speech which, in this case, may be taken to be a second language.

TABLE OF CONTENTS

Declarations.....	i
Certificate of approval	ii
Dedication	iii
Acknowledgements.....	iv
Abstract	v
Table of contents	vi
List of figures.....	ix
List of tables	x
List of appendix	xi
Abbreviations	xii
 Chapter one	 1
Introduction	1
1.0: Preliminary	1
1.1: Historical background	1
1.2: Origins	1
1.3: Education of the learners with hearing impairment: Asynopsis.....	2
1.3.1: Services provided	2
1.3.1.1: Training course for teachers of the deaf.....	2
1.3.1.2: Schools for the deaf.....	3
1.3.1.3: Integration system	4
1.3.1.4: Audiology testing and assessment	4
1.4: Institutional structure of the school for the deaf.....	5
1.5: Teaching methodology	5
1.6: Problem statement	6

1.7: Theoretical framework	7
1.8: Objectives	8
1.8.1: General objective	8
1.8.2: Specific objective	8
1.9: Ecological perspective	8
1.10: Significance of the study	9
1.11: Definition of terms	10
 Chapter two	 14
Review of literature	14
2.0: Introduction	14
2.1: First language acquisition	14
2.1.1: Acquisition of sign language as first language.....	20
2.2: Second language acquisition	29
2.3: Bilingual language acquisition	31
2.4: Language education	34
2.4.1: Manualist method	34
2.4.2: Auditory-oral method	36
2.4.3: Total Communication	38
2.4.4: Bilingualism: mixed medium of instruction.	40
 Chapter three	 43
Methodology	43
3.0: Introduction	43
3.1: Methodological approaches	43
3.2: Research procedures	43
3.2.1: Data collection techniques	44
3.3: Data collection tools	45
3.4: Sampling techniques	46
3.5: Data analysis	48
3.6: Limitations	48

Chapter four..... 49

Results and discussions49

4.0: Introduction49

4.1: Results49

4.1.1: Observations51

4.1.2: Language/sign use55

4.2: Discussion of findings73

Chapter five.....77

Conclusion and recommendations77

5.0: Introduction77

5.1: Thesis summary77

5.2: Recommendations79

References:80

Appendices i: Interview schedule84

Appendix ii: observation schedule91

Appendix iii: Research questionnaire100

Appendix iv: Implementation guidelines for the national policy on special
needs education105

Appendix v (a) 128

Appendix v (b) 139

Appendix v (c)130

Appendix vi. Joint minutes of the ministry of education and
proprietors131

Appendix vii. Minutes of the special needs education department held in the
departments office on 19th January, 2005.134

LIST OF FIGURES

Fig 1: Learners in pre-school lip-reading their teacher 52

Fig 2: Sign language alphabet 54

LIST OF TABLES

Table 4.1: Language used at home by the HI	55
Table 4.2: Language preference	56
Table 4.3: Mode of communication between HI and their Non-Signer Counterparts	57
Table 4.4: Frequency at which group work as organized	59
Table 4.5: Preferred medium of instruction	60
Table 4.6: Teachers knowledge about Bilingualism	66
Table 4.7: Method through which learners understand better	62
Table 4.8: Choice of method through which think they can understand better	63
Table 4.9: Method favoured by teachers when teaching	65
Table 4.10.a: Learner's performance during Total Communication-2003	67
Table 4.10.b: Learners performance during Bilingual Communication-2006.....	68
Table 4.10.c: Learners performance during Bilingual Communication-2007	69

LIST OF APPENDIXES

Appendix i: Interview schedule	84
Appendix ii: Observation schedule	91
Appendix iii: Research questionnaire	100
Appendix iv: Implementation guidelines for the national policy on special needs educaton.....	105
Appendix v (a):	128
Appendix v (b):	129
Appendix v (c):	130
Appendix v: Joint minutes of the ministry of education and proprietors	131
Appendix vii: Minutes of the special needs education department held in the departments office on 19 th January, 2005.	134

ABBREVIATIONS AND ACRONYMS

ASL:	American Sign Language
BIC :	Brothers of the Immaculate Conception
BSL :	British Sign Language
FSL:	French Sign Language
IH:	Hearing Impairment
MOE:	Ministry of Education
MSL:	Malawi Sign Language
SNE:	Special Needs Education
TO:	Total Communication
ZPD:	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.0: Preliminary

This chapter provides background information and introductory remarks to the study. It examines and also presents the problem statement, the theoretical framework, the objectives and the ecological perspectives of the study.

1.1: Historical background

Some thirty years ago, the study of spoken and written language was supplemented by interest in a third means of linguistic communication-signing. This mode of communication, like speech, has natural and biological origins. The implication behind this explanation is that this sign communication is either innately programmed, more especially by those born with hearing impairment (HI) or learned, particularly by those who are not the regular signers. Much of this interest is directed at the various natural signs used by the population with HI, but any survey must take into account the nature of the artificially constructed signs and systems that have been devised to help hearing people communicate with those with HI; these are described in relation to non-verbal communication. This explains why such a type of communication is sometimes referred to as "manual communication". This term is a broad one and encompasses five separate modes. However, one must consider that manual communication in practice usually involves Sign Language, Signed English, Finger Spelling and Manual English which are used in combination and separately. Thus, the recognition that the preferred means of communication by people with HI might properly be described as a language considerably predates formal linguistic recognition.

1.2: Origins

In Malawi, formal education was a brainchild of missions of which one was the Livingstonia Mission which opened its mission stations in such places as Cape Maclear in Mangochi District (1875), Bandawe in Nkhata Bay (1881), Ekwendeni (1889), Hora (1889) and Njuyu

(1882) in Mzimba and the Overtoun Institute at Khondowe in Rumphi District (1894). The Overtoun Institute offered education for those with hearing and visual impairment, among others (Banda 1982). After a brief period of being non- operational, this special education for the learners with HI resurfaced in the 1960s when a school was established at Nguludi in Chiradzulu District, after a Commonwealth Foundation survey in 1968 established that twenty-six people in every one thousand had problems related to hearing.¹

The main cause of HI is chronic *suppurative otitis media* and *acute suppurative otitis media*. Three quarters of the HI population belonged to those of school-going age. The Centre was officially opened on the 20th of November, 1971 by the late Dr. Hastings Kamuzu Banda, the first president of the Republic of Malawi.²

1.3: The education of the learners with hearing impairment: A synopsis

1.3.1 Services provided

The Education Centre for the Deaf provides the following services to hearing impaired people of Malawi.

- (i) Training course for teachers of the deaf
- (ii) Schools for the deaf
- (iii) Integration system
- (iv) Audiology testing and assessment
- (v) Pre-care parent groups

1.3.1.1: Training course for teachers of the deaf

The Education Centre for the Deaf offers training to Malawians as well as students from other African countries to become teachers of the deaf (TOD). The Centre can accommodate a maximum of 30 student teachers and the course normally lasts for one year. The course comprises the following subjects: - Educational Psychology, Audiology, Comparative Education, Language Didactics, Speech and Phonetics, Parent Guidance and Counseling. During the course student teachers also do teaching practice under the supervision of tutors and guidance by teachers. After successful completion of the course,

they are awarded certificates for teachers of the deaf recognized by the Malawi Government as well as other African Governments.

1.3.1.2: Schools for deaf

The education of the hearing impaired pupils is run in two systems, thus special school for the deaf and the integration system.

At present there are four schools for HI pupils in Malawi namely: Mary View, Mua, Mountain View and Embangweni. The first three schools are under the proprietorship of Brothers (FIC) of the Archdiocese of Blantyre. The fourth school is run by the Church of Central African Presbyterian (CCAP) of Livingstonia Synod. All four schools are residential catering for hearing impaired children from all over the country. The Government provides funds for the running costs.

(i). Mary view school

This school is at Montfort College in Chiradzulu district in the southern region of Malawi. It has a capacity of 170 children but because of need, the number exceeded to 176 learners by 2007, when the survey was concluded. These children are admitted preferably at the age of 4 years. They normally spend their first 4 years in the pre-school section, where they are given the basic language and speech skills needed for communication purposes. When the child is ready he/she is transferred to the primary section where its curriculum is normally covered in 10 years instead of 8 years in regular primary schools.

(ii). Mua school

Mua School is in Dedza district in the central region of Malawi. It was officially opened in 1991. The school has almost the same facilities as MaryView School ranging from a pre-school department, primary department, hostels and so on. This school had a capacity of 158 learners as in 2007.

(iii). Mountain view school

This new school is at Bvumbwe in Thyolo district. The school opened its gates in 1997 with 24 learners in 2007 it had a total enrolment of 110 learners. The school was officially opened on 4th November, 2000 by the former Head of State, Dr. Bakili Muluzi.

(iv). Embangweni

This school is in Mzimba district in the northern region of Malawi. It was officially opened on 21st September, 1996. It has a capacity of 155 learners.

1.3.1.3: Integration system

Children who are not profoundly deaf but have mild to moderate hearing loss are usually provided with hearing aids from the Audiology Testing Centre, then integrated in regular primary schools. At this regular school, there is a full time specialist teacher who is responsible for helping them. There are also itinerant teachers who go round helping hearing impaired pupils in selected districts of Zomba, Phalombe, Chikwawa, Chiradzulu, Thyolo, Blantyre, Ntcheu, Lilongwe and Rumphi. The mode of transport for these teachers is bicycles.

1.3.1.4: Audiology testing and assessment

The Testing Centre carries out the following activities:

- (a) Audiological tests and examinations are done on children who seek admission at the four special schools. The hearing tests are carried out on children of any age, but early detection of hearing impairment is recommended. These tests are repeated annually until the child reaches 4 years to join the pre-school.
- (b) The Centre runs an out-patient Audiological Clinic on every Wednesday morning for anyone who has hearing complaints. It is not a medical clinic, only hearing tests are performed and advice given.
- (c) The Centre is also responsible for provision and fitting of hearing aids. It has a workshop for fabrication of earmoulds, repair and maintenance of hearing aids and other acoustic equipment.

1.4: Institutional structure of schools for the deaf

In order to fully develop what is taught to learners, the institutions for the learners with HI have pre-schools which run for a period of four years: pre-school 1, pre-school 2, pre-school 3 and pre-school 4. The essence of this structure is to prepare the learners to accumulate institutions' universal signs they may use to communicate with one another and their teachers. The importance of the accumulation of these universal signs by the learners in the pre-schools can in later stages act as an aide to their acquisition of speech. Thereafter, these learners go into the main school where they enter standard 1, the first class in the infant section. As the speech preparation in the pre-school may not be enough, instead of the infant section comprising 2 classes as is the case with the ordinary schools, a 3 class system of the infant section was deliberately created. This means that the institution for learners with HI has an extra standard 2 class which is referred to as standard 2B. This bridges the gap between the infant and the junior sections. The idea behind establishing this class was that it should prepare learners for the more challenging work they are to face. In such institutions, much of the morning is occupied by speech as a subject. During this time, learners are seated on horseshoes: curved benches which are designed in such a way that learners are able to clearly see one another with their teachers placed almost in front of everybody. However, when it comes to the time of writing, learners sit in their positions. This explains why it takes a learner with HI a minimum of 13 years to complete the primary cycle.

CHANCELLOR COLLEGE LIBRARY

1.5 Teaching methodology

All the schools for the learners with HI in Malawi had prior to 2005 been using the Auditory-oral approach in the education of the learners. This approach encourages the use of lip-reading auditions. The method which is also referred to as the single medium of instruction, is more appropriate to those learners with moderate and severe HI.

This, according to oralists, supports the belief that oracy or at least an internal representation of spoken language is a necessary condition for access to verbal language in the written form (Lynas 1994: 20). Thus, insofar as the learners with HI are concerned, more especially those

who are totally deaf, sign language is more appropriate since it create, favourable conditions for the development of oral (speech) language to them.

This implies that apart from introducing the verbal language to the learners with HI for their socialisation with people, it is also important for fluent reading and accurate writing. This implies that this method was far from making the learners with HI achieve communicative skills.

In 2005, the Ministry of Education through the Special Needs Education Directorate directed that all schools for the learners with HI should combine the oral and sign communication approaches in the course of their teaching.³

1.6: Problem statement

Signing refers to a system which employs manual communication instead of sound to convey meaning simultaneously combining hand shapes, orientation and movement of the hand, arms or body, and facial expressions to express the speaker's thoughts fluently. This type of system is principally used in communities with HI, and can include interpreters and friends of people with HI as well as those who are hard of hearing themselves. Signs are also used by people with speech impairment such as aphasia. Today, this type of communication is used worldwide in various fields of human interaction.

However, persons with HI are not restricted to using the above mentioned type of communication. Speech is another means through which they may be communicated to. This is important as it lets such individuals get fully absorbed into the society. It follows then that just like anybody else; these individuals will maximally be socialized simply because they will have acquired some language they may use with those who may not be familiar with signing as Lynas (1994:1) points out:

Human communication depends, for the most part, on language and language in turn facilitates socialization and access to the cultural knowledge of the wider society. Indeed it is language itself which is the repository of human cultural knowledge. It is through the medium of knowledge that a person can become a fully socialized, integrated human being.

No wonder most institutions of the learners with HI worldwide have embarked on the Bilingual approach. This is relatively new approach in the education of learners with HI and one which has attracted a lot of attention and interest.

Since January, 2005, the bilingual type of education has been introduced in Malawi. In light of this, the study seeks to find out as to whether or not the use of the mixed medium of instruction (bilingualism) among the learners with HI is effective to such an extent that it helps them acquire the communicative skills of listening, speaking, reading and writing. Thus, the study seeks to establish the fact as to whether or not, through the mixed medium of instruction (bilingualism) as a teaching and learning method, the learners with hearing impairment are able to attain the communicative skills of listening, speaking, reading and writing after their primary education.

1.7: Theoretical framework

This study is guided by the communicative competence approach. The theory of communicative competence was a reaction to Chomsky's definition of linguistic competence as the native speakers' knowledge of his/her language. Chomskyan competence is an idealized conception of language, which is viewed as in opposition to the notion of performance, the specific utterance of speech. By analogy with Chomsky's term competence, Hymes (1972) introduced the term communicative competence. Hymes pointed out that it is not enough for a native speaker to have linguistic knowledge of his/her language i.e. knowledge of grammar, phonology and lexicon. All native speakers of language also have to know how to use that language appropriately in the society in which they live. They have to know when to speak and when not to, which greeting formula to use when, which style to use in which situation, etc. In short, communicative competence is about who speaks what language to whom, when and where (Hymes 1972; Fishman 1972, Corder 1983; Stern 1983; Chimombo 1998).

Bilingualism in this study is used to mean a methodological approach of teaching the learners with HI using both sign language and speech. Bilingualists (Lynas 1994) believe that speech, is introduced to learners with HI after the development of a sign language which is believed to be their first and natural language. Therefore, then, speech can be seen as the second language by their hearing counterparts. As such, communicative competence theory

seems plausible in the study of bilingualism as the medium of instruction among the learners with HI. Like verbal language, Sign Language is likely to have ambiguities insofar as its interpretation is concerned. Since Sign Language has varieties, knowledge of when to use what variety is equally important to the HI.

The communicative competence theory will inform the scrutiny of bilingualism as a viable teaching and learning method among the learners with HI.

1.8: Objectives

1.8.1: General objective

The objective of the thesis is to find out the effectiveness of using mixed medium of instruction when teaching learners with HI.

1.8.2: Specific objectives

This study aims to:

- i. identify the communicative skills the learners with HI are expected to attain after completing the primary cycle;
- ii. explain how these communicative skills are attained by the learners with HI;
- iii. discuss the implications of the use of the mixed medium of instruction in education and how these may become challenges to the attainment of the communicative skills by the learners with HI;
- iv. suggest some possible interventions to the stated impediments;

1.9: Ecological perspective

Mary View School for the learners with HI caters for Mary View Teachers' College specialist teachers for the learners with HI. Mary View Demonstration Primary School is in the jurisdiction of the Traditional Authority Likoswe in Chiradzulu District. Just like any other area, there a number of things found in it. This, then, means that the signs popularly known to the individuals of the area are those of the things found there. The implication behind this, therefore, is that when learners come to this area, there are two things they have

to struggle with: signs of the area in order to describe to the existing community what they want and the formal signs teachers want to teach them. Positive interaction between them and their hearing counterparts is, therefore, of paramount importance.

1.10: Significance of the study

This study will assist the government, on one hand, and curriculum designers, on the other, to develop the type of education which is able to inculcate in the citizens with HI skills needed in their lives since,

Education is a catalyst for the development of both an individual and a nation. Education equips the individual with knowledge, skills and attitudes that enable him or her to play his or her roles effectively in an attempt to promote and sustain the social-economic development of the nation. (MOE., 2000: i)

For this to happen, the type of education offered to the country's citizens should lead to development of the planned communicative skills realized. The realization of quality education which may lead to the achievement of these communicative skills will depend a great deal on the methodology applied when imparting it to the citizens of which one is 'mixed medium of instruction/bilingualism' which has something to do with the persons with HI.

Thus, this study is of great importance to the government of Malawi, teacher trainers, specialist teachers for the learners with HI and the learners with HI themselves. When these individuals with HI attain the right type of education, they will be useful citizens in the country, in general, and in their community, in particular. They will contribute to the development of the country through a number of activities. Such activities may include farming, teaching and many others. Teacher trainers, too, will be in a good position to effectively develop their curriculum to suit the intended learners' needs. The specialist teachers in question should be taking their trainings seriously as much effort is required to have this group of learners learn so that they attain the needed communicative skills of listening, speaking, reading and writing. The learners themselves should be prepared to learn bearing in mind that the grasping of the learned material by the individuals is a joint effort, the learner and the teacher. Once these communicative skills are attained by the learners in

question, they will help them respond to emerging issues such as HIV/AIDS, environmental degradation and many others. By so doing, they will be said to be contributing something to the development of the country.

1.11: Definition of terms

This section provides some of the technical terms used in the thesis.

Teacher: One teaching at primary school, in this case, Mary View School for the Deaf.

Post-lingual: One who is born with language but unable to use it later as one becomes HI after having already acquired language.

Pre-lingual: one who becomes HI before acquiring speech.

Lecturer: One who trains specialist teachers for the deaf, in this case, at Mary View College for the deaf.

Auditory-aural approach: This refers to the method used to teach the learners with HI. With this medium of instruction in place, the learners are expected to be communicated to through speech alone. This means that in a classroom setting, neither learners nor teachers are allowed to use signs when communicating with one another. It is in this medium of instruction that individuals with HI are expected to lip-read the speaker.

Communicative Competence: The ability to use the language fluently and appropriately.

Communicative Skills: These are the skills which get developed in an individual after being capable of using the language one has learnt or acquired.

Cued Speech: This refers to the type of speech learners with HI make through signs depending on what is found in the areas they come from.

Hearing Impairment: The term used to describe those with hearing problems.

Horseshoes: The type of seats learners with HI sit on during the time of speech training.

Manual Communication: This is the type of communication involving body movements such as shaking of hands, lips, the nodding of the head, finger spelling and many others.

Mixed Medium of Instruction (bilingualism): This is the medium of instruction which allows for the introduction of speech to the learners with HI after the acquisition of sign language by the learners themselves.

Speech (lip- Reading): The process whereby the individuals with HI try to understand someone by reading the movements of his or her lips so that they make sense out of what is being said.

Total Communication: This is the type of the medium of instruction used to teach the learners with HI through speech and signs being introduced to them concurrently.

Hard of hearing: this refers to an individual who is able to hear though very faintly.

Deaf: this is an individual who cannot hear anything if he or she does not have hearing devices.

Special school: this is an institution whose task is to provide education to challenged groups of learners such as those with visual and HI.

Special needs education: this is the type of education being offered to the challenged learners.

Finger spellings: these are letters made through the movement of the body parts such as the nodding of the head.

Method: This is the level at which theory is put into practice and at which choices are made about the particular skills and content to be taught and the order in which the content is presented (Richards and Rodgers, 1986).

Approach: This is the level at which assumptions and beliefs about language and language learning are specified.

Technique: This is the level at which classroom procedures are described. It further gives an account of the procedures used for data analysis.

Observation Schedule: This is a list of items required to be taken note of in the process of carrying out an exercise.

NOTES

1. The survey of hearing impairment in Malawi was conducted by Brother Hortensius, Rodwell Munyenembe and Sir Alexander Drummond in 1968. Financial assistance came from the Commonwealth Foundation.
2. At present, there are a number of schools for pupils with HI in Malawi which, among others, include Mary View, Mua, Mountain View and Embangweni. The first three schools are under the proprietorship of the Brothers of the Immaculate Conception of the Catholic Church. The fourth school is run by the Church of Central African Presbyterian of the Livingstonia Synod. All the four schools are residential, catering for learners with HI from all over the country. The government provides funds for running costs.
3. See minutes of the Special Needs Education Department deliberations held in the department's office, 15 January, 2005 and the circular letter issued to all the institutions of the hearing impaired dated 20 January 2005 in the appendices

CHAPTER TWO

LITERATURE REVIEW

2.0: Introduction

This chapter examines the literature on mixed medium and other related materials. Such works involve those dealing with sign communication, nature of signs, standardization of signs, variation of signs and theories of sign communication in education. These provide a base for understanding special education for the HI; their success or failure of special education for learners with HI in Malawi and other countries particularly with regard to the introduction of bilingualism.

In order for the acquisition of sign language to be appreciated, the development of language at different stages such as first language acquisition, second language acquisition, reading and writing skills acquisition, sign language acquisition and bilingual language acquisition will also be reviewed.

2.1: First language acquisition

The importance of studying the development of first language in an individual can hardly be overemphasized as it is the one which leads to the acquisition of second language. In education, for example, teaching is done from known to unknown (Mtunda and Safuli, 1985). What this means is that when a child enters the classroom for the first time, the only known thing to him or her is his or her first language through which he or she may be communicated to. Apart from the establishment of teacher-pupil interaction and relationship, the development of the child's mother tongue will largely determine the amount of work to be assigned to an individual following the very same language development. That is, if there has been a slow first linguistic development in the individual, then, such an individual is likely to be a retarded learner. Hence, little amount of work being assigned to him or her. To the contrary, a reasonable amount of work is expected to be assigned to the individual whose language development has been accelerating at a reasonable pace.

The individuals with HI, in this case, are by no means exceptional. They have sign language as their first and natural language. As such, if anything is to be successfully learned by them, it has to have a bearing on this first language, sign language. It is for this reason that Bilingualists believe in introducing speech to these individuals after seeing to it that their first and natural language, sign language, is fully developed in them since this acts as an aid to the learning of new concepts, particularly, in education.

In order to understand the development of bilingualism as a medium of instruction in the special education for the learners with HI, it is important to first of all understand the general development of language in human beings. This includes both spoken as well as sign language as both of them are taken as equal languages feeding into one another. With the purpose of having this fully deciphered, several stages of language acquisition such as first, second, reading sign and bilingual language acquisition will be taken into consideration.

Language may be defined as “a social and cultural phenomenon which is peculiarly influenced by the regard in which it is held” (Blake 1983: 18). In other words, language refers to a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate (*Encyclopedia Britannica*, 1967). Thus, language is a response to the need to communicate with others. It is necessary to look at various definitions of language on which we can base our discussion of questions and answers given by children.

Elliot (2004) explains language from a functional point of view as being a means of conveying information about the state of the world as well as being an instrumental way to engage other people in the talk at hand. Bloom has defined language as a means for one to act upon another and, therefore, is an invitation to react to pay attention or to recognize him/her. In other words, in order for a person to recognize the other, pay attention to him/her and react to him, language is needed and the question-answer type of communication means that a mother, or any other individual must be active in answering a child's questions.

Questions and answers are used in communicating and before looking at the importance of asking questions and the types of responses children often give, it would be important to look at some functions of language which, as classified by Markova (1978), Halliday (1975) and Ervin-Tripp and Mitchell- Kernan (1977) are relevant to this study.

Markova's (1978) first function of language is the 'expressive function' which can be compared to Halliday's (1975) "personal developmental function" of language. The function of either term is the same only that the two linguists have termed them differently. This type of function is that which a child uses to express his/her personal feelings. It can be either used as a statement or to answer a question, like "why are you smiling?" or 'why are you sulking?'

Markova's connative function of language aims at producing the desired behaviour in the addressee, and it is similar to Halliday's regulatory function of language which is supposed to be directed to an individual to influence or control his behaviour and it does not necessarily include only asking questions but either commands or general requests like "sit down" or "let's play". Another function of language is that of maintaining a channel of communication between the addresser and the addressee. It has already been stated that most of the mother-child interaction is through asking questions and answering them and this particular function which Markova calls "phatic" and Halliday calls 'interactional', can also be called the 'me and you' function and it includes greetings like 'hello' where a child answers "hello" and responses to calls, for example, like "yes!"

Markova says there is a 'metalinguistic' function of language which is solely involved in explaining concepts and or the child, simply answering questions. There is a language function that is also solely concerned with the asking of questions and it is what Halliday calls the 'heuristic' function when the child has explored his environment and now exercises a whole range of questions. It is also called the "tell me why function".

There are still three more functions of language which do not deal with question asking and responses, but with requests. It is only Halliday's "instrumental" function which not only expresses a desire, but can also ask and answer the question "Do you want...?" So the child aims at satisfying his/her material needs by saying something like "I want a piece of cake". Halliday notes that the child also has other means of expressing his/her desires but not necessarily because she has been asked a question and needs to answer it or because she is actually asking a question. The first function is the imaginative function or "let's pretend," function when the child puts himself/herself (and also wants to put his/her addressee) in a world of make-believe, and the other function is of the informative function where the child

starts off by saying 'I have something to tell you' but it involves quite a complex set of 'linguistic concepts and the child uses this function at a later stage.

Ervin--Tripp and Mitchell-Kernan (1977) have also outlined the uses of language by giving examples of five major groups of communicative intentions but according to how they relate to asking questions and answering them and also for the sake of comparing them to the functions of language as classified by Markova and Halliday. For the purpose of this study, only requests, responses and performatives will be examined. In the first group, that of requests, it is important to note that some requests do not take the question form so only those that do will be discussed. Yes-no questions are questions that require either the answer "yes" or the answer "no" for example, "Is this daddy's present?" Another group (the commonest in fact) contains Wh-type questions which ask for information about the identity, location or property of an object, event or situation, for example, "Where is Jane?" There are also permission requests which ask the listener permission to perform an action, for example "Can I go?" These requests can partly belong to the heuristic function that has been mentioned before because it includes the demand for knowledge and the need for an answer.

The second group of communicative intentions is that of responses. The first group consists of yes-no answers which complement yes-no questions, for example, "did you eat the apple?" 'No, I didn't'. The next type of responses is 'Wh-answers' which are given this term because they complement 'wh-questions. For example, "Where is my handbag?" "On the table" or 'Who was that?' 'Auntie'. This group of requests is communicative intentions can be grouped (according to Halliday) in the intentional function of language.

The last group of communicative interactions is that of performatives as they are of different types. Role-plays (which establish fantasies) are performatives and they belong to the imaginative function of language, for example, if a child says "I am an elephant", he is only imagining himself in that situation. Warnings, for example 'Beware!' or 'Watch Out!' intend to control the behaviour of the addressee and can be called the regulatory function of language.

So there are similarities in the ways in which language functions have been classified by different linguists, only that the functions have been termed differently. Despite this, what

comes out clearly here is that as the individual wishes to perform all the above mentioned functions of language with the idea of fully getting absorbed into the society or community, the individual gives room to the development of language.

The individuals with HI are by no means exempted from the above mentioned process of language development. Despite it not being a spoken language, it is these individuals' first and natural language. As such, a similar pattern of language development has to take place. All what is needed is that like spoken language a conducive environment should be created so that it, too, develops to its fullness.

In order for this language development to be a success in an individual, a number of theories of which one is the "Soviet socio-cultural or Activity" are applied. The Soviet socio-cultural theory or activity theory (Vygotsky 1962 and 1978; Wertsch 1985) offers a different focus, bringing together theories of development and a constructivist approach. This was an attempt to develop a different form of psychology from the behaviorist understandings that were predominant at the time. Rather than studying behaviour in a decontextualised way, this new form of psychology examined how the human mind develops in the context of on-going, meaningful, goal-oriented action and interaction with other people, mediated by semiotic and material tools. Due to the above stated fact, it may be pointed out that this theory is in total agreement with the newly introduced teaching and learning method among learners with HI bilingualism. Thus, as the theory principally intends to assist the learners with HI acquire education in a meaningful and practical way so that they are able to work situationally, bilingualism seems to be geared towards the fact that education being imparted to the learners with HI is meaningful and goal oriented. That is, it should assist them to communicate or interact with their non-signing counterparts. To this end, individuals will be able to develop themselves materially, physically, mentally as well as spiritually.

Vygotsky was interested in the emergence of higher mental functioning in human beings. He, therefore, made developmental analysis the foundation for his study of mind (Wertsch). On the basis of a series of rigorous observations, Vygotsky concluded that the development of higher mental functioning in the individual, while dependent on and rooted in biophysical processes such as the maturation of the brain, derives essentially from social interaction. Without this social interaction, higher mental functioning would not emerge. His main aim was to specify the processes involved in this. Just like Vygotsky, bilingualists are interested

in seeing that education being offered to the learners with HI is practical. That is, it should make the learners with HI realize the intended communicative skills of listening, speaking, reading and writing. These bilingualists thought of introducing this as a teaching and learning method among the learners with HI after they had become disillusioned with the previous teaching and learning methods of manualist communication, auditory-oral and total communication used among these learners with HI.

Vygotsky is generally seen as taking a social constructivist approach. From this perspective, interaction with other people and cultural artifacts, not just with new ideas, is crucial for learning. The “general genetic law of cultural development” claimed that any function in the child’s cognitive development must first appear on the social plane, that is in interaction with others, and only thereafter on the psychological plane. Since bilingualists believe that sign language is the first and natural language for the individuals with HI, it is felt that using this language as prerequisite knowledge, speech is introduced afterwards just like a second language is introduced to someone who already has a first language. In so doing, speech is introduced to them in a normal way, thereby, helping them to use it situationally. This will help them interact with the signing counterparts themselves and later with their non-signing counterparts.

While acknowledging that the internalization of the process changes its nature, Vygotsky claimed that the specific structures and processes of intra-mental functioning can always be traced to their inter-mental precursors. Therefore, social relations underlie the development and learning of all higher cognitive functioning. This leads to an understanding of higher mental functions, such as thinking, voluntary attention and logical memory, as being potentially social as well as individual activities. An example would be: “When two people?” “Something together”, prompting or “scaffolding” one another until recall is achieved. In the same way as this theory aims at developing in the minds of the individuals the highest mental development, bilingualism wishes to make education a reality to the learners with HI by developing in them critical thinking, high interactional skills add positive social development, to mention but some.

Learning is also seen as involving this scaffolding process (Bruner 1985), particularly as it is involved in perhaps the best-known of Vygotsky’s concepts in the educational field, the ZPD of Zone of Proximal Development. This refers to the difference between a learner’s

current level, as determined by independent problem solving, and the higher level of their potential for development, as determined through problem solving through guidance, or in collaboration with peers (Vygotsky 1978).

Vygotsky's work also draws attention to the role of mediating tools or artifacts, both material and non-material, in this interactional process. People's interactions draw on concepts, strategies and technologies, including writing and other representational technologies, which mediate the meanings constructed. Vygotsky and colleagues showed the significance of such mediational artifacts through a series of experiments with children and with adults with impairments such as Parkinson's disease. These demonstrated that very simple mediational tools, such as coloured cards or paper templates, enabled people to perform tasks they could not otherwise do (Vygotsky 1978). Vygotsky's work supports not merely a social, but a socio-cultural theory of learning, which sees cognition as distributed both between the people present in the interaction, and across such mediating "tools for thinking as are present in the culture more generally". Just like the theory in question, it is expected that through bilingualism as a teaching and learning method among the learners with HI, education will enable these learners in question achieve communicative skills to help them perform a number of tasks such as reading, writing, experimenting and many more.

This is clearly a very different understanding from that developed by the cognitivist model described above. Rather than focusing on the role of the individual actor in constructing meaning, Vygotsky's socio-cultural theory has interaction with other people at its very core. Thus, through bilingualism, education is expected to be imparted to the learners with HI wholesale and not in part as had been the case during manualist, auditory-oral and total communication era.

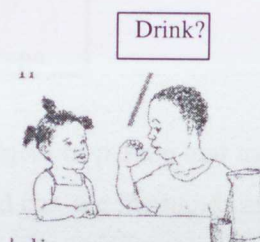
2.1.1. Acquisition of sign language as a first language

Such a situation does not spare the infants with HI. In order for them to learn their first language, sign language, infants with HI follow the same processes their hearing counterparts. It is easy for a young child to learn a complete sign language. A child will first begin to understand the signs that others use, especially for people and things that

he/she sees every day. After he/she begins to use signs that are important to him/her, he/she will learn and use many others.

Each sign will help such a child learn more about the world around him/her. As his/her language skills develop, he/she will begin to put signs together. After a while he/she will be able to sign in full sentences. This will also help him/her develop his/her mind. If the parent and the child enjoy learning sign language together, better results will be arrived at.

The best way for a family to learn the sign language used in the area is to have a deaf person who uses it teach such a family. Over and above, the right time to teach children their first language including those with HI is when they are young as in the following example:

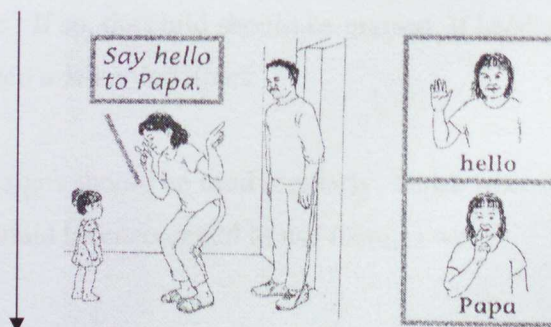


If there is no one who can teach Sign language, there may be a book to learn some signs to use with the child. But learning sign language from a book is harder and less effective than learning from a person.

In this section some signs people use with their wards are described. The discussion and illustration in this section are taken from Niemann, Greenstein, and David (2004)

Signs can be put together to make sign sentences as it will be illustrated below. However, one picture by itself does not show all of the signs in a sentence.

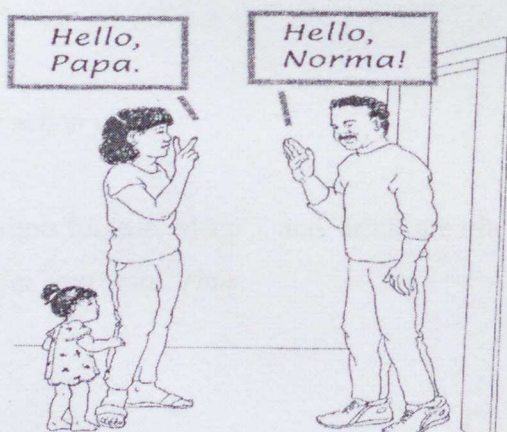
The signs that make up a sentence are shown in boxes that read from top to bottom.



A child first learns the signs for things and people that are important to him/her. In this case, it is important to notice who or what the child is interested in. To help a child learn his/her first signs, several steps may be embarked on. One of such steps may be that of helping to make the sign near the object or point to the person, in this case the child connects the two. If this is not adequate it should be shown by the expression on the face that something important is happening.



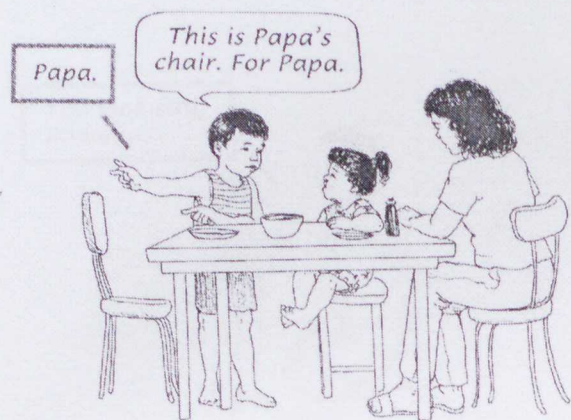
Secondly, sign the name of the object or person and use it several times. To this end, the signer should ensure that the child can see the hands and face when he/she is being signed to.



Furthermore, the signer should watch for the child's response. Does he/she respond in any way that shows that he/she understands? If so, the child should be praised. If he/she does not respond, the sign should be repeated a few more times.

Parents/guardians should ensure that these signs should be used regularly. Those who interact with the child on a regular basis should be encouraged to use them as well.

In order for all this to be accomplished, one should be patient. It may take the child some time to learn her first signs.

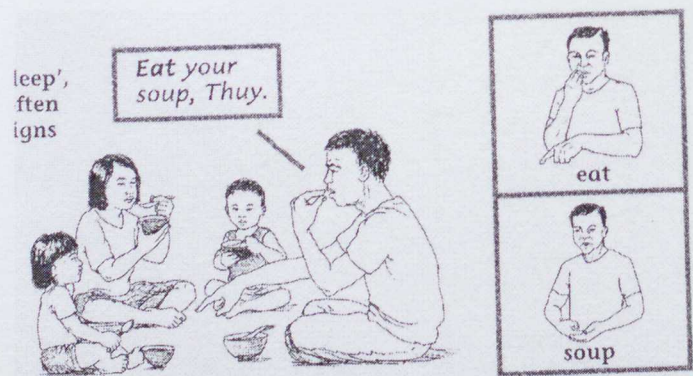


In addition to learning the names of objects and people, such a child needs to learn many different kinds of signs. This will help him/her learn more about the world around him/her. It will also prepare him/her to be able to think and sign in sentences later on.

These very same steps as described above may be used to teach the child 'action signs', 'feeling signs', and 'describing signs'.

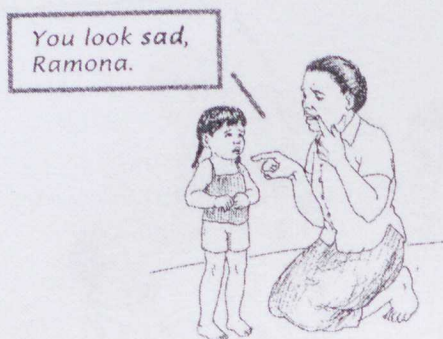
• action signs

Signs for 'eat', 'sleep', and 'drink' are often the first action signs a child learns. *Eat your soup, Thuy.*



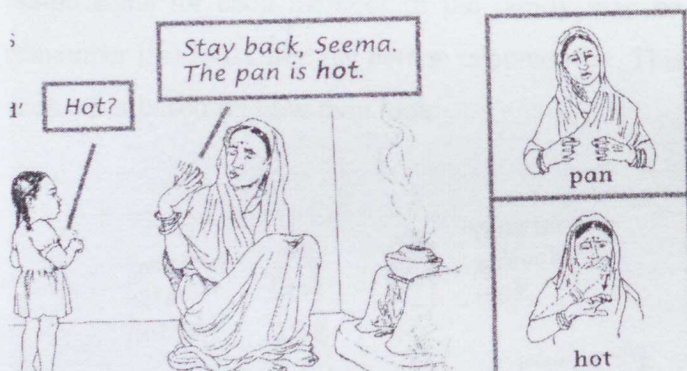
- feeling signs

Signs for 'happy', 'sad', and 'angry' are often the first feeling signs a child learns.



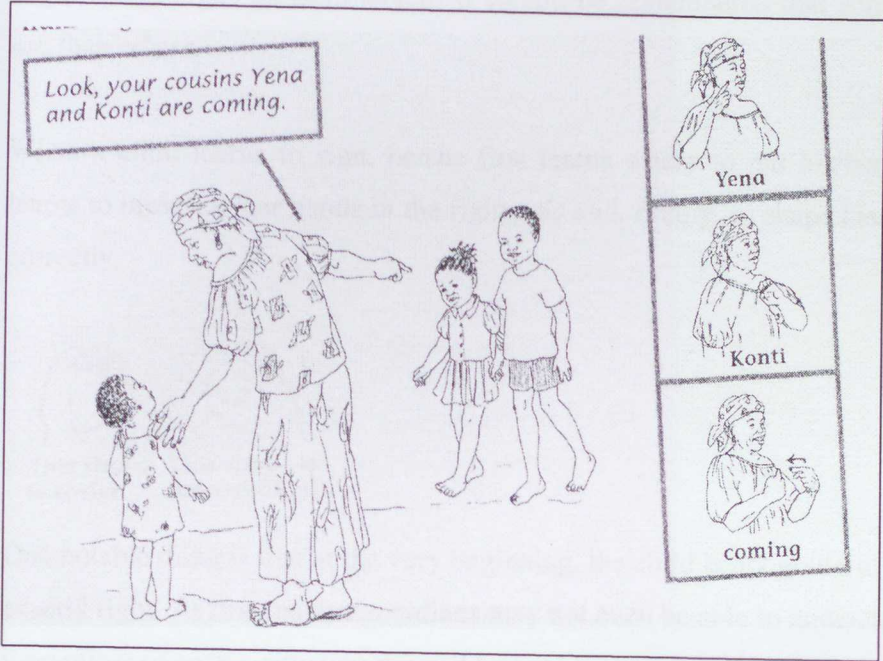
- describing signs

Signs for 'wet', 'dry', 'hot', or 'cold' are often the first describing signs a child learns.

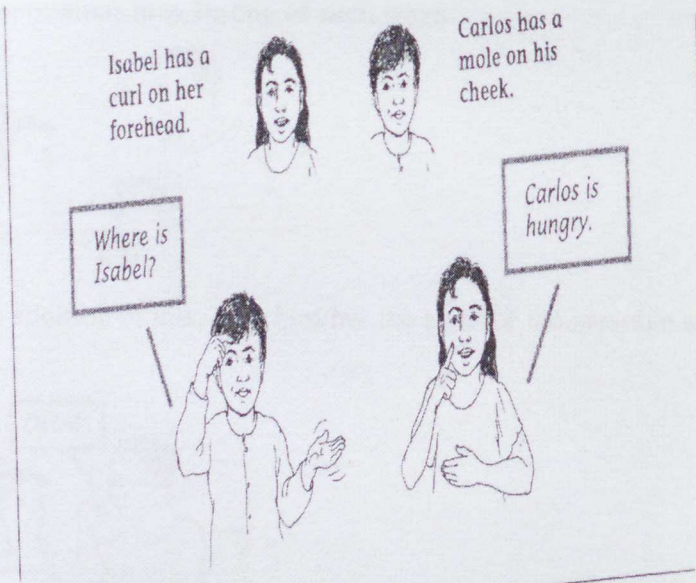


Another kind of sign that is important to know is:

- name signs (the name given to each person)

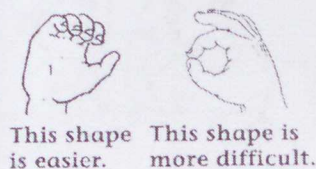


Name signs for each member of the family may be made up. A sign will be easier to remember if it looks like the person in some way. This brother and sister made up signs for each other based on how they look:



When the child sees people around him/her using sign language to communicate he/she will begin to use signs himself/herself. It should be remembered that some signs are easier to use than others.

When a child learns to sign, he/she first learns where to put his/her hands. Then he/she learns to move his/her hands in the right way and, finally, to shape his/her hand and fingers correctly.



One notable thing is that at the very beginning, the child is not going to make every sign exactly right. At first, parent/guardians may not even be able to understand the sign. Regardless of such a situation the child must be praised for trying, and do not be too anxious about her signing clearly.

There are a number of ways through which such a child may be encouraged to learn sign language. Watching for the messages he/she is sending through gestures, sounds and expressions may be one of such ways.



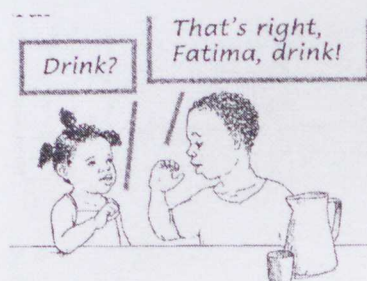
In addition to this, give him/her the sign for the message she is sending



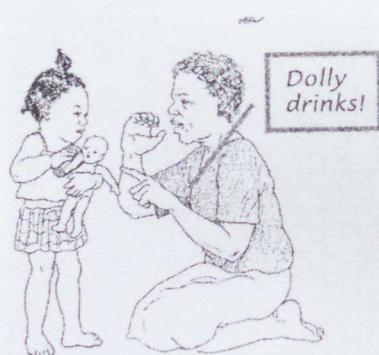
The sign should be emphasized, repeated several times if necessary. The child should be encouraged to imitate the signer.

If he/she tries to imitate signer, praise him/her. If he/she does not make the sign in the right way, do not correct him/her instead, simply repeat the correct sign.

Make the sign in the right way, do not correct her. Instead, simply repeat the correct sign.

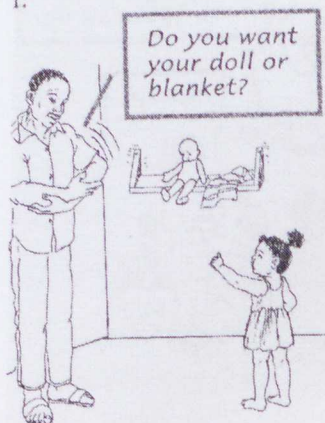


Finally, when the child has learned a sign, he/she should be encouraged to use it often. Find ways to include it in the everyday activities.

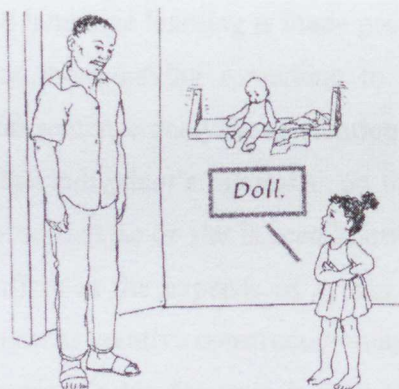


Ask questions that *can* be answered with a single sign.

1.

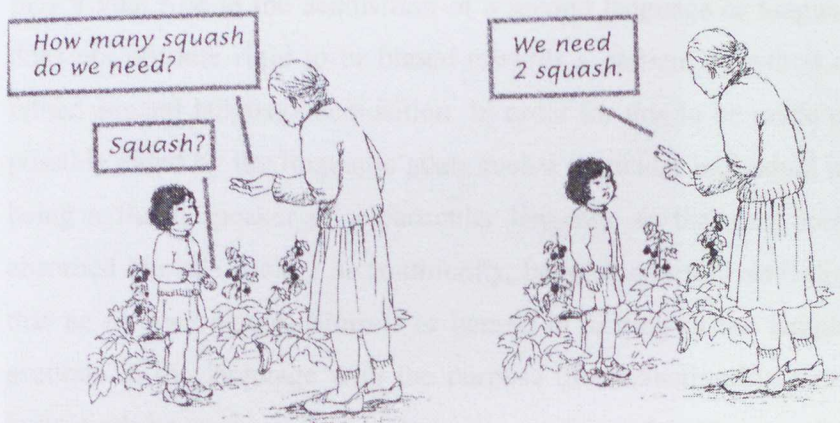


If the child answers, praise him/her. But if he/she does not answer:



- he/she may not understand the sign.
- he/she may not understand the idea of a question -- that it needs an answer.

One way to teach this child about questions is to answer them for him/her at first. After a while he/she will get the idea.



2.2: Second language acquisition

Apart from one's own native language, one may also be a good as well as a fluent speaker of two or more other languages. This process is made possible through "second language acquisition". This second language learning is made possible through the internalisation of a number of rules such as those having something to do with passivisation, dativisation, pronunciation and general sentence analysis, to mention but some. This implies that in most cases, semantics, since the individual's interest is on the internalization of each and every linguistic rule separately so that he or she is seen knowledgeable and well conversant with the second language, suffers at the expense of syntax. Chimombo (1988) points out that second language acquisition as creative construction may be defined as the process by which learners gradually reconstruct rules for speech they hear, guided by innate mechanisms which calls them to formulate certain types of hypothesis about the language system being acquired until the mismatch between what they are exposed to and what they produce is resolved.

In light of the foregoing explanation, it may be suggested that a number of strategies among which are intention, observation, desire, and at times natural forces apply if one is to positively acquire the second language(s) one is interested in. Thus, the Rodgers (1978) tripartite model of interactions between learner strategies, instructional alternatives and linguistic goals has to take shape simply because learner strategies are important in the sense that they help this learner find the most appropriate and easiest way possible to internalize these rules affecting his or her second language(s). Furthermore, instructional alternatives

play a vital role in the acquisition of a second language or languages in the sense that one does not become rigid to or biased towards a particular method of rule internalization or, rather, second language acquisition. In order for this to be made possible, the individual is possibly aided by the linguistic goals such a particular individual intends to achieve such as being a fluent speaker of a particular language so that one becomes fully accepted and absorbed into the society or community, being conversant with the language in question so that he or she engages himself or herself in writing in the language in question or being accurate in the language with the purpose of conducting business of any type among the individuals he or she is found. One point worthy noting here may be that regardless of all the above stipulated objectives one may have in order to necessitate him or her achieve his or her goals, the interesting issue is that there is second language acquisition development in the individual. By so doing, the individual will have been said to have socialized himself or herself into the second language community since second language acquisition is viewed as socialization into the second language community just as scientists are being socialized into the scientific community.

Among the commonest strategies for acquiring second language is overgeneralization. This is one of the processes by which assimilation is achieved prior to accommodation. Within this process, correct usage but reduced utterances or analysed prefabricated patterns rather than fully understood linguistically complex utterances are frequently being put to use. However, one interesting issue here is that errors coded during the first stage are either random or temporary but not precursors of future errors. It may be for this reason that second language acquisition could be viewed as the pidginization of the target language. This is principally due to the fact that it is poorly spoken since the speaker seems to be struggling with the correct rule application. However, as time goes by, this is followed by expansion and “complexification” of this pidgin stage (creolization). What should always be born in mind is that various stages of second language acquisition, particularly that of creolization, will by different individuals be arrived at differently following the individuals’ learning abilities, circumstances they may be found in and the methods used to teach such individuals this second language, to mention but a few. It is for this reason that Valdman (1978), states that second language learners’ approximative systems are highly idiosyncratic since no two individuals will be influenced by the same set of affective social factors nor can they employ the same set of learning strategies.

Socio-cultural understanding suggests that in adult learning, learners need interaction with others at the right level for their own stage of development, and that appropriate mediational tools and artifacts play a crucial role in the learning process. Individuals with HI are by no means an island. Being able to interact with their counterparts, they will be able to develop themselves socially. The importance of such an interaction can hardly be overemphasized as even in their workplaces they will be required to be with their non-signing counterparts. Hence, the need for education to be offered to them in a practical way.

With the introduction of bilingualism as the medium of instruction among the learners with HI, it is vital that specialist teachers for such learners fully grasp and decipher the processes of second language acquisition since bilingualism will require them to introduce either sign language to those whose impairment is a result of either sickness or otherwise at a slightly advanced age or speech to those who become impaired from birth as a second language. The attainment of meaningful and productive education by the learners with HI through the use of bilingualism as the medium of instruction may be jeopardized unless its users make perpetual references to the processes of second language acquisition.

2.3: Bilingual language acquisition

Bilingualism is the notion which allows for the development of sign language in the learners before speech is introduced to them. Baca and Cervantes (1989) define bilingual special needs education as the use of home language and home culture along with another language in an individually designed programme of special needs education of the learner. Bilingual special needs education considers the learner's language and culture as foundations upon which an appropriate education may be built. The bilingual approach is now gradually becoming the teaching method for the learners with hearing impairment. Bilingualism is based on the assets of learners with HI; what they have and what they can do with it. In this approach, Sign Language and the spoken/written languages are kept separate in use and in the curriculum because they are considered to be different languages.

All efforts aim at the child with HI learns his/her first language in a natural way. Sign language stimulation from parents, other children and adults with HI is therefore very

important. If children with HI are exposed to their first language in a manner equivalent to that in which a hearing child acquires a first spoken language. A good command of the first language is crucial to success with the second language because second language learners use their first language as a point of reference in the acquisition of a second language. This is also the case in hearing persons. Only when the child with HI has mastered sign language, and gained general knowledge through sign language, a model for teaching English, Afrikaans, Chichewa and many other languages is introduced. First, they are taught to read and write, thereby adding the possibility to obtain knowledge by themselves through printed material.

Finally, depending on their interest, aptitude and residual hearing, they have in speech, it would be an additional means of communication. This approach is called the additive bilingual approach. This approach to language learning compliments the additive bilingualism which is advocated for all learners in Curriculum 2005. Some aspects of the bilingual approach are: the child develops proper linguistic skills in sign language in a natural way; a spoken/written language is introduced as a separate language and common texts written for children are used as the basis for second language learning.

This approach implies full access to both languages, in order for both to be at a high level of competency. Sign language and spoken/written language offered as two separate languages provide an accessible education system to all children with HI and lead to attainment levels equal to that of hearing children.

Due to the philosophy of inclusive education, it was thought that just like the hearing individuals who learn the second language with the help of one's first and natural language, the learners with HI, too, can learn their second language using their first language as an aid to the learning of the second language in question. Hence, the justification of the introduction of the bilingual education even among the learners with HI. Thus, to many individuals, bilingual education is a helpful as it opens them to a wider society. In this case, the claims that bilingualism shuts doors and monolingual education opens doors to the wider world, are questionable if viewed in isolation, particularly in the context of the current global interdependence and the frequently expressed needs of American business for multilingual human resources (Cummins, 2003). What comes out as true as regards language(s) for the individuals with hearing impairment is that oral language is the second

language to the totally deaf individuals and sign language is the second language to those who are hard of hearing. America, for example, was one of the first countries which introduced bilingual education to its learners. Thus, the introduction of bilingualism to the learners with HI is based on the process which is already happening among the hearing learners.

In this regard Romaine (1989) states that although bilingualism has been extremely unstable in the United States up to until the First World War there was actually considerable tolerance towards instruction in languages other than English, e.g. German in Wisconsin and Pennsylvania (see Heath 1977). Since 1854 various states passed laws which prevented school authorities from interfering with the use of German and other foreign languages in the public schools. This is pointed out because some of the critics of bilingual education in the United States and elsewhere have claimed that there is a lack of historical precedent for providing instruction in languages other than English (see also the discussion in Hakuta (1986: 210-11).

With the rise in nationalistic sentiment surrounding the First World War, there was a wave of anti-German feeling. Many of the states repealed their permissive laws. German was actually barred, not just from many private and public schools, but also from public use (see Kloss 1966 and Gilbert 1981). In describing the impact of this policy, Kloss (1966: 249) says that no other minority group of equal numerical strength had ever been so nearly completely assimilated. A similar scenario affected Japanese schools during the Second World War.

Hakuta (1986: 194) has located the roots of the contemporary bilingual education movement in the United States in the experimental bilingual education programme set up in Dade county, Florida in 1963 sponsored by the Ford Foundation (see Mackey and Beebe 1977). The programme arose as a response to the influx of Cuban refugees into Florida in the late 1950s and early 1960s. Its aim was to educate children from both Cuban and American homes bilingually in English and Spanish. It was seen as an enrichment programme for both groups, and not a compensatory one aimed solely at the Spanish-speaking group. The intention was that each child should attain equal proficiency in both languages. To this far, it should be pointed out that the existence of the individuals with HI among their hearing counterparts drove and, up till now, is driving a number of interested

individuals to find a suitable way through which the two groups of people can easily, effectively, efficiently and actively be communicating with each other. One of such ways is the introduction of bilingual education. It is for this reason that Edwards (2003: 28) argues that “Bilingualism does not mean loss; indeed, some have argued that it increases in linguistic repertoire correlate with heightened sensitivity, enhanced cultural awareness, perhaps even greater cognitive flexibility and all round nous.”.

It should be pointed out that in the process of introducing either sign language (in case of the hard of hearing) or oral language (in case of the totally deaf individuals) to the learners with HI patience, empathy and tolerance, among others, are paramount. This is largely due to the fact that once such learners get frustrated, they will totally be put off. This, then, will have it that whatever or how good a teaching/learning method can be, nothing can be realized

2.4: Language education

In the last decade of the twentieth century, a type of a medium of instruction, the Mixed Medium of Instruction/also known as Bilingual method, came into existence with the idea of, in addition to sign language, bringing speech to the attention of the learners with HI. However, it should be noted that prior to the mentioned method, numerous other communication methods had been tested and found wanting in some aspects. Below we discuss some of them.

2.4.1: Manualist method

The manualist method of sign communication was probably the first method designed for communication of persons with HI. Sign communication which today takes more than 80% of the total communication was initially popular among the individuals with HI as it was, at a particular point in time, the sole medium they could use to communicate to others and, in a similar situation. Hand shapes, facial expressions, finger spelling and other body movements were, and, up till now, are still being put to use. Cementing this point, O'Rourke (1973:vii) states that in order for one to be a good and sound sign communicator, one must consider that manual communication in practice actually involves sign language, signed English, simultaneous method, finger spelling and manual English which are used both in

combination and separately.

This implies that this type of communication works better with a given language. Thus one may be able to fully grasp the type of signs within the boundaries of one's language. O'Rourke (1973:vii), using English as an example, views this method as a rapid succession of signs glossing the content words of an English utterance more or less approximately and glossing some function words, but not all. This method usually includes finger-spelled words as well as signs. Both the signer and the addressee in this mode must know English well, because the signs are put together as if they were English words and not by the rules of sign language syntax.

What is being suggested here is that sign language seems not to have the set down rules to follow. As such, no sign language syntax has so far emerged to provide an appropriate expedient to the existing crisis. No wonder, then, that each individual, depending on their languages, came and, up until now, are coming up with a totally different signs from each other, a proof enough to conclude that indeed, the difference in verbal languages is similar to sign communication. Furthermore, because the signs are mutually unintelligible, they may not be substituted for each other. Signs used in English, for example, may not be used say for example, French. In summary then, there is no one-to- one correspondence between the words or grammatical structures of one language and those of another, and a single word-for- word translation from one language to another is, therefore, not possible.

With regards to the above explanation, one would suggest that due to numerous criticisms labeled against 'Sign Communication', the theory did not seem plausible enough as it fell short of letting the individuals with HI to be fully absorbed into the society as some of the policies, particularly, linguistic ones, which could enable them access social and educational amenities were neglected as Brien (1992: x) notes:

Although the last twenty-five years may indeed have been the best of quarter centuries for deaf people, there was (and still is) considerable resistance to the implementation of social and educational policies based on linguistic recognition of the signed languages such as BSL and American Sign Language (ASL) and their use by deaf people (Brien 1992:x).

2.4.2: Auditory-oral method

The demise of the manualist method of 'Sign Communication' gave rise to the 'Auditory-oral method'. This method stressed the need to equip individuals with hearing impairment with speech which, it hoped, could be achieved by imparting education to the learners with HI through speech alone. This, it was believed would yield speech free from the contamination of signs. "The view that the use of signs in the classroom will interfere with the correct order of English has been another frequently voiced argument for the ineffectiveness of sign language in the classroom" (Kyle and Woll 1985:36). The Auditory-Oral method later got spread throughout the Western countries as the sole and, crucially, important means of enhancing communication with and among the persons with HI. "For most of the twentieth century the Western World has been dominated by the oral approach which followed from the Viva la Parola resolution passed at the major international conference on deaf education, held in Milan, 1880" (Lynas 1994: 3).

Oralists believe that speech is accessible to deaf children and is the best mode through which language is acquired. It is believed that the auditory-oral approach they advocate provides the best opportunities for independent functioning of individuals with HI; it also opens the possibility for a more extensive range of career opportunities, more security of employment and enhances the development of reading through the existing correspondence between the spoken and written form (Ling 1989; 1994), supporting evidence for success of the auditory-oral approach is reported. For example, Geers and Moog (1989) report findings of their US study involving 100 HI adolescents indicating that their subjects exhibiting fluency and intelligible spoken communication and achieved high literacy levels.

Lynas (1994) investigated the feelings of HI adults about their experiences with oral education and mainstreaming, many of which were positive regarding oral education. The oralists who were traditionally at the extremes of the controversy of the belief that persons with HI, particularly children, should be given speech alone, argued that the HI individuals had the normal human capacity and potential to assimilate language and to develop all the complex rules of language and communication through cultural mediated contact with other human beings. They further pointed out that individuals with HI, were potentially just the same as any other individual in all respect but could be prevented from realizing that potential if the vital link of hearing which normally triggered such a development through

access to the speech of others was missing. According to Schlesinger (1983), children with HI possess normal intelligence. They are not deficient or deviant in their cognitive abilities; they are simply children who cannot hear as well as children with normal hearing. They follow the same sequence of cognitive development as children without impairments but sometimes at a slower rate. This is largely due to the fact that apart from struggling with the material taught, these learners with HI also struggle with speech so as to make their communication process complete. This implies that with regards to education, such learners, as long as the appropriate medium of instruction is employed, have the potential to be educated to the best of their ability. The learning of speech by the learners with HI was considered exceedingly essential because they, being part and parcel of the large community were hardly expected to lead solitary lives. They were, as such, expected to maximally interact with those around them and benefit accordingly from such an interaction like everybody else. It is for this reason that Lynas (1994:13) states that people with HI should by no means live in exclusive neighbourhoods of the individuals with HI nor are they employed in exclusive workplaces of only those with HI. Adults with HI are surrounded for most of the time by normal hearing people, and even if the individual with HI chooses most of the significant social contact within the group of the individuals with HI, the demands of everyday life necessitate a considerable amount of exchange with those who speak and not those who sign. It was, thus, resolved that in order for such a pertinent exercise to get accomplished, the teaching of speech to the learners with HI was inevitable.

Due to various challenges it posed, the auditory-oral method became far more unpopular than expected and, as a result of this, it met enormous resistance from its clients as well as other concerned parties. The use of the hearing devices by the learners with HI which the method emphasized on, to begin with, needed great care if they were to last long. Furthermore; when installing these devices, again extra care had to be observed as they could bring about untold suffering to the individuals. This meant that their use was not healthy to the learners. In a related development, due to the escalating cost of commodities, many parents could not afford to procure these hearing devices for their children. This suggests that according to the oralists, education was restricted to a few individuals. Besides, real communication is situationally carried out. This entails that it should be a contextually based one. As Chimombo and Roseberry (1998:6) point out, in order for the individuals to function as members of a culture, they must have a high degree of communicative competence. They must know how to speak appropriately in given situations: that is, the

appropriate degree of respect, the required markers of politeness, what rules governing turn-taking are in force, and much more. One would wonder as to how long this would take the oralists to achieve their goal of teaching speech to learners with HI, particularly those who have lost completely the sense of hearing. One would imagine that speech to the learners with HI should involve a lot of drilling. Such being the case, then, the type of language acquired by them was no less than a prescriptive one which would by the end of the day be unable to help the individuals communicate completely, meaningfully and situationally (Lynas 1994).

At around the same time as sign languages were being recognized as true languages, dissatisfaction with oralism was growing. Crucial to this dissatisfaction was the seminal study by Conrad (1979) which looked at a cohort of school leavers with HI in the 1970s. It was found that learners with HI left school with median reading ages of 9; with poor speech intelligibility and with lip-reading skills no better than those of the hearing population, despite their training in this area. It was in the light of the above explanation that an assessment of the stipulated method, proved wanting as it failed entirely to address the appropriate medium of instruction for the learners with HI for them to maximally benefit from the type of education being offered to everybody else. It was for this reason that another communication option method, 'Total Communication' was proposed.

2.4.3: Total communication

Total Communication, as an approach refers to "a philosophy incorporating appropriate aural, manual and oral modes of communication in order to ensure effective communication with and among the persons with hearing impairment" (Garretson 1976:91). In other words, the method espoused the use of all means of available communication such as sign language, gesturing, finger spelling reading, speech, hearing devices, reading, writing and pictures. This method was introduced in 1970 and from that time on, the learners with HI had been learning using this method.

In its simplest sense, what total communication was geared towards was that the persons within the immediate environment of the persons with HI should talk and sign simultaneously for such individuals, particularly to learners, to benefit from appropriate amplification (Denton 1976: 6). By so doing, communication would be said to be real as it

would reflect the real life situation in the sense that apart from this, the individuals with HI, would be brought closer to the ideal community and make the speakers capture the situation contextually. That is, where the individual seemed to be running short of the actual words, an issue which is quite natural even among the hearing individuals, signs and other means of communication would be put to use, thereby, reflecting on the real aspects of communication itself such as topic, setting and situation, to point out but some.

This method seemed to have an advantage over the auditory-oral approach as it served the learners from psychological embarrassments.

It is claimed that with TC deaf children would use all their sensory mechanisms to acquire language and develop communication and that TC allows the deaf child to communicate in a relaxed manner and with confidence (Meadow 1980: 37).

With regards to auditory-oral method, learners were forced to grasp what was being communicated to them through speech and, at the same time, they were also forced to communicate to others through the same speech. This was largely due to the fact that oralists failed to recognize and accept that the first language of the persons with HI was sign language and not speech. To the contrary, Total Communication provided room for learners to communicate by using every means of the communication channels. Learners, therefore, in the absence of verbal linguistic items, could use signs and other body movements to communicate. To this effect, learners were taken, as it might be suggested, from the abstract environment into a more concrete one where things emerged in their real life situation. Following such a positive linguistic development, learners were able to also attain cognitive development. This is because individuals with HI as well as having limited communication from a cognitive and linguistic deficit in the early years of life are able to attain such communicative skills as listening, speaking, reading and writing which necessitate them to freely and comfortably associate and interact with the mainstream society (Conrad 1979). The method also kindled the desire in the unsigning parents to freely communicate with their children as they (children) were thought to be linguistically well equipped. The importance of such a development could not be overemphasized as it was to bring the individuals with HI and the hearing ones into close contact with each other, thereby creating a further conducive environment where the individuals with HI would be expected to further

consolidate the learning and practicing of speech even outside their class work.

Despite its strengths, the method did not yield tangible results due to a number of weaknesses it failed to address. This method, just like the auditory-oral method, to begin with, was far from recognizing and accepting that sign language, unlike speech, was the first and natural language for persons with HI and, to this effect, if anything, speech was to be taught after the development of the sign language in the individual so that this sign language should aid the development and consolidation of speech. Moreover, in the course of learning speech, learners with HI had to perceive it visually other than in an auditory way. "The organism cannot process two visual signals simultaneously. One or the other, would become essentially noise and hence either be suppressed or ignored" (Goetzinger 1978: 455). The method was further challenged by the learners themselves in that outside the classroom or the learning environment, learners never used speech. Instead, sign language occupied much of their conversational processes. "The children in spontaneous communication do not use English in signed form but innovative forms that are more or less like those of ASL even without ASL input" (Gee and Goodhart 1988: 145). It was imperative, therefore, that since this Total Communication as a medium of instruction fell short of satisfying the needs of learners with HI, another mode of communication option be identified, hence, the introduction of Bilingualism.

2.4.4: Bilingualism or mixed medium of instruction

Bilingualism refers to the approach whereby verbal language is concurrently taught together with sign language. Alternatively, bilingualism is defined as a notion which allows for the development of sign language in the learners before speech is introduced to them (Lynas 1994). Supporting this view, Baca and Cervantes (1989) define bilingual special needs education as the use of home language and the home culture along with English in an individual designed programme of special needs education of the learner. Bilingual special needs education considers the learner's language and culture as foundations upon which an appropriate education may be built. But the only difference with 'Total Communication' is that while Total Communication introduces sign communication and speech at the same time and allow communication of any body movements, bilingualism introduces speech to the learners with HI after they acquire sign language which bilingualists believe is their first and natural language. Thus, according to this method, it is believed that a verbal language

should be taught to the learners with HI only when the first language, sign language, has become established in them. It is further believed that through the acquisition of sign language such as the American Sign Language (ASL), the individuals with HI have a language for learning and a language for development of any language they may come across. It is further argued that no other communication approach respects the special abilities and the special identity of the individuals with HI. Thus, presenting the curriculum to the learners with HI in the sign language is seen as an equal opportunity issue. It is important, therefore, that if the learners with hearing impairment are to have the same access to education as their hearing counterparts, sign language has to be the primary language of instruction. This is because the learners with HI perceive language in a visual and not in an auditory way.

The bilingual approach is now gradually becoming the favoured teaching method for the learners with HI. Bilingualism is based on the assets of learners with HI: what they have and what they can do. In this approach, sign language and the spoken/written languages are kept separate in use and in the curriculum because they are indeed two (completely) different languages. However, one notable thing is that sign language acts as an aid to the learning of speech or development of oral language in the learners with HI. This suggests that such learners use sign language to understand oral language. Thus, subcoordinate bilingualism plays a crucially important role in the lives of the learners with hearing impairment.

All efforts aim at teaching the child with HI his/her first language (sign language) in a natural way. Sign language stimulation from parents, other children and adults with HI is therefore very important. If children with HI are exposed to their first language from the earliest possible age, they will acquire sign language as their first language in a manner equivalent to that in which a hearing child acquires a first spoken language. A good command of the first language is crucial to success with the second language because second language learners use their first language as a point of reference in the acquisition of a second language. This is also the case in hearing persons. Only when the child with HI has mastered sign language, and gained general knowledge through sign language, a model for teaching English, Afrikaans, Chichewa and many other languages is introduced. First, they are taught to read and write, thereby adding the possibility to obtain knowledge by themselves through printed material. O'Rourke (1973: vii) observes using English Syntax, is a rapid succession of signs glossing the content words of an English utterance more or

less approximately and glossing some function words, but not all. It usually includes finger-spelled words as well as signs. Both the signer and the addressee in this mode must know English well, because the signs are put together as if they were English words and not by the rules of sign language syntax.

Finally, depending on their interest, aptitude and residual hearing, they have in speech, thus adding another means of communication. This approach is called the additive bilingual approach. This approach to language learning compliments the additive bilingualism which is advocated for all learners in curriculum 2005. Some aspects of the bilingual approach are: the child develops proper linguistic skills in sign language in a natural way; a spoken or written language is introduced as a separate language and common texts written for children are used as the basis for second language learning.

This approach implies full access to both languages, in order for both to be at a high level of competency. Sign language and spoken/written language offered as two separate languages provide an accessible education system to all children with HI and lead to attainment levels equal to that of hearing children. Theories and views on bilingualism will therefore inform this study.

In light of the above discussion, it may be observed that none of these three methods of manualist communication, auditory-oral and total communication had a specific objective to achieve with regards to the learners with HI. To this effect, the conclusion to be arrived at is that all these three methods were far from meeting the demands of the learners with HI of which the first was to assist them attain the communicative skills of listening, speaking, reading and writing. It was for this reason that another teaching and learning method, the mixed medium of instruction was theorised, introduced and adopted. The expectation of the theorists of the mentioned method was that it would succeed in assisting the learners with HI attain the needed communicative skills. Thus, the success or failure of this method, insofar as this study is concerned, may be measured by its ability to assist the learners with HI in the attainment of the required communicative skills of listening, speaking, reading and writing.

CHAPTER THREE

METHODOLOGY

3.0: Introduction

This chapter presents the methodological approaches, techniques and tools to the study and its limitations. It also describes and justifies the methods and approaches that have been used for collecting data since the failure or success of any activity or project depends a great deal on the type of these methods and approaches used.

3.1: Methodological approaches

The application of the appropriate approaches with the purpose of arriving at the intended and research results is of vital importance. It was for this reason that both qualitative as well as quantitative approaches were used in the course of this study. The quantitative approach was seen to play a crucial role in that the correct responses depending on the questions required some calculations on the basis of frequency of occurrence. As such, in order to establish the correct results of this research, some calculations were inevitable hence the need for quantitative approach. In a related development, qualitative approach played a crucial role in that the inevitable calculated responses were substantiated with detailed explanation with the idea of coming up with comprehensive results. Descriptive data analysis was also inevitable in the sense that some of the items to be analysed had to be fully described so as to arrive at the intended results.

3.2: Research procedures

The research exercise has used a 'case study' approach because only one institution of the hearing impaired, Mary View School for the Deaf was involved in the study. Stake (1995: xi) defines a case study as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances". Blatter, Hughes and Tight (1996: 66) explain that a case study approach enables the researchers to allow, indeed endorse, a focus on just one example, or perhaps just two or three. This might be the researcher's place of work, or the institution or organization with which they have a

connection: a company, a school or it might be just one element of such an organization: a class, a work team or the focus might be one individual or small number of individuals.

To have this realized, a cross-sectional study was conducted. This was due to the time the study's results were needed. It was referred to as a cross-sectional study simply because it involved the standard 7 learners of three different years: 2002 when total communication was in progress, 2006 when bilingualism had just been initiated and 2007 when bilingualism was believed to have taken shape and the standard 8 of 2007. This was done in order to establish whether or not the learners in question performed far better during the era of bilingualism than during the period of total communication.

The standard 8 learners were used because it was thought important that they, too, would provide the necessary information by responding to the questionnaire. This was important as they, too, had for a year or so experienced mixed medium of instruction (bilingualism). As such, it was thought they could have something to contribute to the research. The progress records examined were those of end of year. This being the case, the standard 8 records would not be examined because at this time they would be taking a public examination.

3.2.1 Data collection techniques

Blatter Hughes and Tight (1999) points out a number of methods that can be used in case studies for collecting data. Some of these methods are: personal observation which for some periods of events may develop into participation; the use of informants for current and historical data; straightforward interviewing; and the tracing and study of relevant documents from various relevant sources. All these were important insofar as this thesis is concerned as each one of them played a crucial role in providing relevant information to make the study a success. As such, it was decided to use multiple techniques, namely: personal observation, scrutiny of relevant documents which made me go through of the progress record books, the use of informants for current and historical data and straightforward interviewing which saw the respondents (learners with HI and teachers/lecturers) answering the prepared questions

This approach is important as it enriches the data in the sense that while personal observation and scrutiny of relevant documents provided me with the information regarding

teachers' direct communication with their learners and daily and/or annual performance, the use of informants and straight forward interviews made me appreciate the challenges the school, in general, and the learners, in particular, had been experiencing before the introduction of bilingualism. The tracing and the studying of relevant documents were useful in providing the historical background of the institution. This was important in determining when the school was established. This enabled me to match the time of the school's establishment to the medium of instruction being used at that time. Through this, learners' performance was to be deduced.

3.3: Data collection tools

For data collection, questionnaires were administered to the learners as well as teachers of the institution. The questionnaires made it possible for the learners and teachers in question to provide a lot of the information required which would not be revealed if they were to be interviewed orally due to time limit, environment or being not used to one another. Besides an interview schedule was administered to teachers and other interested parties. Furthermore, classroom observations which were carried out during this time at the institution assisted in authenticating the results. This was supplemented by my own personal knowledge of the sign language, a few individuals within the group of members of staff who were unable to write were orally interviewed. However, for the mere reason that duplication of the interview schedule should be avoided, the same interview schedule administered to those who were expected to just fill it in was the one to be administered to those to be orally interviewed as the information sought was the same and for control purposes. Responses of the orally interviewed people were brailled. Some additional tools such as an observation schedule, a pocket slate and some Braille sheets on which to record responses of those who were orally interviewed were also used. The observation schedule was used for classroom observation. The importance of this was that it provided me with the chance to find out how the teachers were communicating with their learners and, in turn, how these learners were able to communicate with one another. Therefore, oral interviews were conducted even among those who were unable to write simply because they, too, regardless of them being unable to write, had something to share due to their advanced knowledge about the individuals with HI.

3.4: Sampling techniques

This research took place at the Mary View School for the learners with HI. The choice of Mary View School for the learners with HI in the purposive sampling was a resultant factor of the fact that it is the largest institution for learners with HI in the country. This, like any other institution for the learners with HI in the country, caters for pre-school and the main school. Above all, the campus also has a college where specialist teachers for the learners are trained. While the learners of the institution were taken as the respondents of the questionnaire prepared, members of staff of various categories played the role of key informants substantiating this information supplied by the learners. In this research, purposive sampling was used. The reason for the use of purposive sampling was that these learners with HI encountered their hearing loss status differently. As such, their acquisition of sign language or speech was expected to differ from one individual to the other. It was, therefore, imperative to target all for the development and understanding of the exercise. In addition to this, purposive sampling had been arrived at due to the reason that during the exercise, standard 7 and standard 8 learners totaling thirty-three in all: thirteen and twenty learners respectively were the ones who were expected to be targeted. The choice of these two classes had been arrived at by the assumption since these are the two top classes of the primary cycle the learners may be conversant with the language. As such, they might be able to respond to the questionnaire. On the other had, in order to be conversant with how teachers manage to blend formal signs with informal signs the learners bring into the institution from their respective homes, all the classes in the pre-school section were observed.

The selected participants were studied in their own school as their natural setting. According to Wiersma (1991), purposive sampling is selection based on the characteristics of the units relevant to the research problem. McMillan (1992) further says that in purposive sampling, the researcher selects particular elements from the population that are a representative or informative about the topic. The selection of the units was based on a sample from which “one can learn the most to gain understanding and insights” (Merrian 1988: 48).

In the course of carrying out this exercise, it was thought important to seek additional information regarding these learners with HI from the members of staff who were frequently with them. This, then, called for these members of staff in question to be used as a further

group of respondents. In this regard, twenty-two members of staff: six lecturers and sixteen primary school teachers took part in the exercise as key informants. The six lecturers were chosen because they were the teacher trainers for specialist teachers for the learners with HI and sixteen primary school teachers were arrived at because they were the ones who taught those learners at the Mary View School for the learners with HI. Among the six lecturers was the principal of the Montfort College for the specialist teachers for the learners with HI. The figure six was deemed appropriate as it represented two-thirds of these lecturers. Furthermore, the choice of the six lecturers was based on the various departments they belonged to. These were departments such as Literacy, Education Foundations, Humanities and Sciences. But these others were chosen for their interest in the development of Malawian Sign Language. As such, they were used as key informants.

Prior to the actual exercise, the interview schedule was tested at Mua School for the Deaf. This was so due to the fact that if it had been piloted at the same school, it would mean that the same learners would also be the ones to respond to the actual questionnaire. This pilot exercise played a crucial role in regulating my items.

A total of 23 interview schedules were issued out to 23 participants who formed the second group of respondents comprising 6 lecturers, 16 specialist teachers for the learners with HI and 1 lecturer from the Catholic University of Malawi, is the director of Malawian Sign Language (MSL) Project. Of these, 15 schedules were retrieved. One major reason for this was that 5 primary school teachers and 2 lecturers of the Education Centre for the learners with HI were out for other official engagements and the leader of the MSL was out of office the time I went back to see him to collect the questionnaire. In a related development, 25 out of 33, with the exclusion of the 3 used for piloting the exercise, questionnaires were distributed to 25 learners. This was largely due to the fact that this was the first week of the third term of the 2007 school session, most of the learners had not yet reported for classes including some of the targeted ones. Furthermore, the standard 8 learners were preparing for their public examinations. As such, most of them were out making their final touches. More information was still needed. To this effect, assistance was sought from two more officers who were orally interviewed.

3.5: Data analysis

The Statistical Package for Social Sciences (SPSS) was used for data entry and analysis in order to facilitate calculations. However, this did not completely rule out manual calculations. Since some individuals were interviewed. This posed a kind of a problem in the sense that some errors could be detected in the process. To get rid of this, a scientific calculator was used. This was done with the idea of capturing even a small bit of percentage in the exercise. This was supplemented by some explanation especially regarding the questions which demanded some explanations.

3.6: Limitations

In the course of carrying out this research, a number of problems were encountered. One of these problems was that it proved difficult to interview some pupils of the institution especially those in the lower classes and pre-school as they were unable to write and, at the same time, they were not able to produce any speech. Furthermore, though very unethical, due to several research exercises carried out among the people by different research groups who have given financial inducements, it proved difficult for me to get information from them due to my failure to do the same since my research was a self-sponsored one. In addition, as a visually impaired person, it was difficult for me to exactly observe what was happening in terms of sign communication especially in the pre-school section

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0: Introduction

In this chapter, the findings of the study are presented and discussed. The discussion of the findings directly addresses the objectives that this study set to achieve. Since the focus is on the effectiveness of bilingualism, less attention has been paid to research variables particularly the intervening ones as they are not constant. However, the intervening variables such as classroom, time, general environment and others have played a vital role in the understanding of this effectiveness. This chapter therefore, describes and interprets the results obtained from the study.

4.1: Results

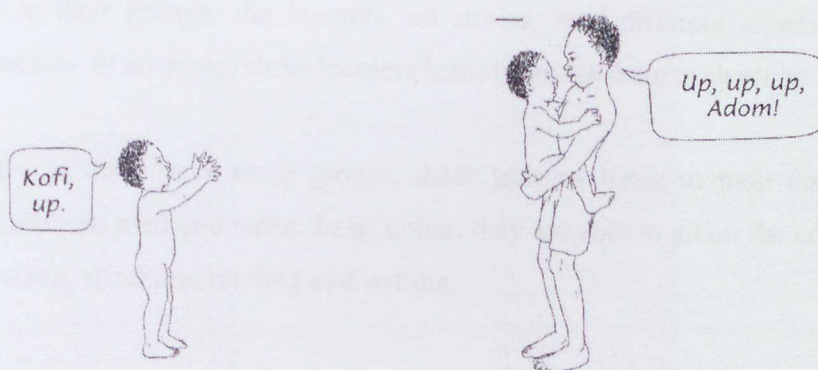
As a matter of becoming conversant with what is happening among the learners with HI regarding their attainment of the communicative skills of listening, speaking, reading and writing, an observation schedule was prepared. This is a list of items expected to be examined with the idea of finding out as to how effective is the mixed medium of instruction as a teaching and learning method. This schedule was used at the Mary View School for the Deaf. Mary View School for the Deaf is situated at Montfort, Nguludi in the jurisdiction of Traditional Authority Likoswe in Chiradzulu District. At this school, thirteen classes have to be completed by the learners before securing places in the various country's secondary schools. This school comprises two major sections: the preschool and the main school. While the pre-school comprises four classes: pre-schools 1, 2, 3 and 4, the main school has nine classes, ie. standards 1 to 8. The ninth class comes in because there are, in all the schools for the learners with HI, two standard 2 classes, A and B. Standard 2 B is solely for the grounding of the learners in speech in readiness for the more challenging work they are to meet in the subsequent classes. According to the school authorities, the pre-school is principally there simply grounding pupils between the ages of 4 and 9 in the formal signs which are to replace the various types of home signs used by different individuals with HI in their respective homes. As from standard 3, these learners progress normally till the completion of their primary education. What this means is that the shortest period of time

the learners may be in the primary schools insofar as the Malawian setting is concerned is thirteen years. Regardless of the two major sections of the school for the deaf, the two make up one institution. The pre-school cannot be established where there is no main school. Thus, the pre-school establishes the foundation for the main school. Both sections are under one administration.

At this institution, there are 16 teachers and one head teacher taking care of over a hundred and fifty learners. When asked as to whether or not some teachers are trained particularly to be taking care of the pre-school, the school's headteacher said that all the teachers undergo the same training. As such, any teacher may be allocated to any class. This means that following the type of training these specialist teachers for the learners with HI undergo, any one of them has the capacity to teach any class. Learners know their teachers including the people at the institution by giving each a unique sign as their name. This naming process is one of thing that is undertaken when new pupils enroll at the institution language by the time he is about 7 or 8 years old, it will be more difficult for such a child to learn it later (Niemann et al. 2004). This implies that children with HI may be following their own pattern of critical period as compared to their hearing counterparts which is the onset puberty. If a deaf child does not learn a spoken or a signed language, it will also be difficult for him to fully develop thinking skills. That is why learning language is so important.

Languages use symbols such as sounds, writing, or signs that allow people to communicate with each other. Reading, writing, speaking, and signing are all ways of using language.

The first step a child takes to learn language will be to learn the names for people and the words for things he sees every day -- words like 'mama', 'cat', or 'baby'. But often, the first words like 'milk', 'no', or 'up'.



Source: Niemann, Greenstein, and David (2004)

A child learns that words have power to make things happen. It is very rewarding for a child to communicate and get what he/she wants. It is for this reason that the teachers involve their learners in as many exercises as possible. Furthermore, putting these learners in the pre-school classes serves the mentioned purpose. In these classes, formal sign language is taught to them so that with it, they may be communicating with their friends and other people around them.

To begin with, children first learn single words. Then they learn the rules for using words together. As they use language with other people, over time they learn the rules of language. This helps these learners to fully interact with the people around them.

4:1.1 Observations

It was observed that learners learn language by listening and seeing the language around them and practicing what they hear and see. As time goes by, these learners develop their mental abilities when they learn more words and use them according to the language's rules. They make mistakes, and then begin to communicate successfully.

In order for them to be conversant with what is expected of them to do, these learners learn language by practicing it with others. It is for this reason that insofar as the education of the learners with HI is concerned, group work is very important. This is because when they

are in their groups, the learners tell stories, read different materials and write various exercises. In so doing, these learners learn language from each other.

Thus, in these very same groups, these learners listen to their colleagues speak, speak themselves, read and write. In so doing, they are able to attain the communicative skills of listening, speaking, reading and writing.

At this institution, it was further observed that most of the facilities were user friendly. Classrooms, to begin with, are painted white. This, according to teachers, is due to the fact that they should be complementing the natural light in the event that the natural light itself is not enough to let them see and lip-read their teacher(s). Benches used by these learners are curved. This is important as it makes it possible for each of them to see and lip-read their teacher(s). In the picture below the teacher is teaching speech and sign language to the learners in the pre-school.

Figure 1: Learners in pre-school lip-reading their teacher



Photo: Betty Wisiki

In such a classroom, no formal curriculum is followed. Instead, what is put in place is the co-elements of the curriculum itself, are issues such as mathematics and speech. The idea is not to introduce to such learners academic work but, rather, to prepare them for the primary school work. One notable thing in this classroom was that two different groups of those learners with HI emerged, the hard of hearing who are post-linguals and the totally deaf who are pre-linguals. The contrast between these two groups is that those that are hard of hearing were able to easily pick up speech as they already had some background knowledge to speech itself. However, they faced some problems insofar as signing was concerned because all of them were born of the non-signing parents. Speech, then, acted as an aid to the grasping of signs. To the contrary, the totally deaf learners had problems as regards the grasping of speech. This is because these learners were born without language. Thus, they had no background knowledge to speech. In such circumstances, the teacher was even finger-spelling some words in order for some learners to grasp the intended pronunciation. This is possible as sign language alphabet is different from the verbal letter one as shown below:

Figure 2: Sign language alphabet:

LETTERS AND SIGNS				
INTERNATIONAL ONE HAND ALPHABET FOR THE DEAF				
 A	 B	 C	 D	 E
 F	 G	 H	 I	 J
 K	 L	 M	 N	 O
 P	 Q	 R	 S	 T
 U	 V	 W	 X	 Y
 Z	MANAD			

Source: Malawi National Association of the Deaf

Like in any classroom, some learners, according to the classroom teachers, find it more difficult to grasp the taught speech than their friends. In such a case, one learner after the other, are taken into speech room for individual help. It was further observed that in their classes, these learners tell stories, read different types of books and write various types of exercises such as composition, sentence construction and story writing. However, insofar as

the reading exercise is concerned, it was discovered that there were not enough books for all the learners. Due to the various ways through which the learners attained their status, they, too, work and read at different speeds. In addition, it was observed that the learners were found to be involved in extracurricular activities such as football, netball, mahanaim, tag of war and many others. These are of importance as they play a great deal in the attainment of the communicative skills by the learners with HI. This happens in such a way that in the process of carrying out such exercises, the learners are able to talk. They are, in the process, able to listen to each other. Listening and speaking skills may then be said to be attained by these learners.

When teachers were asked about the two categories of HI the hard of hearing and the totally deaf ones, teachers said that when one is identified as a hard of hearing individual, one is sent to the Montfort Demonstration School. This is the case because such an individual does not rely much on sign language. However, all the support is provided to such learners by the Mary View School for the learners with HI.

4.1.2 Language/sign use.

Communication refers to the transfer of information from a source to the receiver and vice versa (Mtunda and Safuli 1985). Animals as well as human beings communicate so as to have their societies survive. This means that whatever state a human being may be in, he or she has to communicate with others so that he or she is not isolated. This does not exclude the individuals with HI. In order to establish the system of communication individuals with HI use when the various irregular signers wish to communicate to them in their respective homes, respondents were asked to identify a language they used at home.

Table 4.1: Language used at home by the HI

Mode of Communication	Number	Percentage
Sign Language	23	92
Oral Language	2	8
Total	25	100

The above table shows the two languages, sign language and speech which the learners were to choose one as the mostly used their respective homes. Of these learners, 92% (N=23) said sign language and 8% (N= 2) said oral language as is illustrated in table (4.1) above. This sign communication is termed language though a non-verbal one (Chimombo and Roseberry 1998). In this regard, the study showed that the individuals with HI have a language which may be referred to as their first and natural language. The 8% missing might have something to do with those learners who became impaired in their old age due to diseases or other afflictions. What may be deduced from this is that individuals with HI do not even attempt to communicate to their hearing counterparts using speech. Alternatively, those individuals living with the ones with HI do not have the necessary skills to introduce speech to them. As such, they do not even try to communicate to them using speech.

A follow up question requested to know the system of communication these individuals with HI would wish to be communicated to by irregular signers. A 100 percent preferred Sign Language as in table 4.2 below:

Table4.2: Language preference.

Language	Number	Percentage
Sign Language	25	100
Oral Language	0	0
Total	25	100

This may largely be due to the fact that before coming to school, the only hearing counterparts these individuals are exposed to are their parents. These parents, for one reason or another, keep on interacting with their wards through sign language. In some cases, the individuals with HI are not even exposed to anyone apart from their family members. This makes it impossible for them to get exposed to oral language. It is for this reason that all of them chose sign language as the language they would wish to be communicated to.

This explains why 66.7% (N=10) of all respondents in response to a corollary question which aimed at finding out the mode of communication these learners use when they are in

their informal groups, indicated that sign communication is the most used. To the contrary, 33.3% of the same group of respondents indicated that the individuals in question use speech as their means of communication. Because of the response by the 66.7% (N=10) of this group of respondents, communication among them happens to be developing better and smoother than it is with those who are not regular signers. This was evidenced by the teachers/lecturers' response to the question which was asked with a view of finding out from them about the information regarding general interaction among the individuals with HI themselves, on the one hand, and between individuals with HI and their non-regular signer counterparts, on the other. In their response, through the 66.7% of the respondents, it was revealed that the individuals with HI themselves are interacting very well with one another when they rated the interaction among the learners with HI themselves as very good. The same interaction was rated fairly well by 33.3% of the teachers/lecturers who indicated that these two groups, those with HI and their non-regular signer counterparts, could not interact very well. This may be summarized as follows:

Table4.3: Mode of communication between the HI and their non-signer counterparts

Language	Number	Percentage
Sign Language	10	66.7
Oral Language	5	33.3
Total	15	100

This is mainly observed in the pre-school. This is the time when learners with HI are just coming from their respective homes. The only language they are exposed to is sign language. It is, therefore, the duty of the pre-school to help these learners adopt the new communication channel, oral language which, in this case, is their second language. To this end, the study showed that sign language is the first and natural language for the individuals with HI and, following the findings that sign language seems to be the preferred system of communication for individuals with HI use. A further question asked the respondents where they learned the Sign Language. All the learners (100%) pointed out that they learned it after they had come to the institution. This was surprising because, according to the information obtained from them, they came into the institution with signs learned from their respective homes. As such, it would appear more plausible if they had said that they had learned it at

CHANCELLOR COLLEGE LIBRARY

home rather than saying they learned it after they had come to school. Nevertheless, when the question was asked as to whether or not signs brought by the learners into the institution are similar, the teachers/lecturers answered in the negative. In support of this view, all the learners (100% N=25) with the teachers/lecturers by admitting that each one of them brings into the institution signs different from the other. This agrees with what the literature states namely that signs or sign communication differs considerably from one individual to the other or from one area to another. From this explanation, it should be pointed out that such signs can hardly be translated into one another. In this case, it can be pointed out that the signs the individuals learn in their respective homes are considered informal while those they learn in school can be said to constitute a formal language.

It is axiomatic that there is never one-to-one correspondence between the words or grammatical structures of one language and those of another, and a single word-for-word translation from one language to another is therefore never possible (Costello 1994: xxiv).

This is largely due to what is found in a particular area. That is, what is found in a particular area has a bearing on the type of signs to develop as well as to use. As such, these signs, despite them being learned by the individual learners in their own homes, cannot be referred to as language. It is for this reason that these learners said that they learned sign language after they had come to school.

The signs learners use in their respective homes provide a basis for them to commence communicating with one another. One of the instances deliberately created with the idea of letting these learners get familiar with each other is through the organization of group work. When a question was asked as regards to why teachers organize group work for their learners, the response was multifaceted.

It was pointed out that in order to understand the communicative demands placed on the learners with HI, teachers are mindful of the fact that the dynamics of classroom communication are shaped by the classroom context and the norms for participating in that context. To this effect, because they will be participating in the situational organized discussions, group activities in this case, these learners with HI will have such skills as listening, speaking, reading and writing inculcated in them. Thus, the teacher plays the role

of a controller as she/he becomes the in-charge of the class. What comes out clearly here is that as a teacher, she/he does not only control what the learners do, but also when they communicate and what language they use. Supporting this view is Johnson (1995) who states that understanding the dynamics of classroom communication is essential since the way learners talk and act in a classroom greatly influence what they learn. Learners need to know with whom, when and where they may communicate and act, they must have means of communication and behaviour that is appropriate for classroom situations and they must be able to interpret classroom rules. As such, participation in classroom activities requires competence in both the social and interactional aspects of classroom language. It is for this reason that group work seems to be an extremely attractive idea. More so, just as it may be the case in pair work, group work accounts for the increase in the amount of learners' communicating time. This seems to be largely due to the opportunities the activity accords to learners to use language to communicate with each other. This entails that the more these learners communicate with each other using both signs and speech, on the one hand, and with the non-regular signers, on the other, the more effective and popular bilingualism becomes among the individuals with HI.

A further question was asked to find out the frequency of group work. All the respondent, both the learners as well as respondents/lecturers agreed that group activities, though seldom done, 4% of the indicated it was done seldom, land 96% said it was done always. As indicated in figure1 and table 4.4:

Table 4.4: Frequency at which group work is organized.

Frequency	Number	Percentage
Seldom	1	4
Always	24	96
Total	25	100

The above table reflects the frequency at which group work is organized for the maximum communication of these learners with HI. While this is contributing negatively to the development of speech in the learners due to lack of incentives such as a token of appreciation like “good”, handclapping and many more provided to them by their teachers, it

reflects the real life situations learners sometimes find themselves in the sense that what they do outside the classroom deviates from the normal classroom setting. This has been observed even in ordinary primary schools with regard to certain rules.

A further question sought to find out the means of communication the learners use in the course of carrying out their group work, 100% claimed use of sign language. This answer contrasts sharply with these of teachers answering a similar question 66.7% of the teachers/lecturers were of the view that during such exercises, the learners' commonest means of communication was through both, sign language and speech. The possible explanation for the existing differences in the response may be that educationally speaking, Malawi has never used signs alone as a medium of instruction. Furthermore, Malawian Sign Language (MSL) is in the development phase. In this case, it may be suggested that by saying that their learners communicate to and /or with each other through sign language when they are in their respective groups, the teachers are stating what ought to be the case rather than what is the case. Alternatively, by saying that in their groups learners communicate with one another using sign language, teachers would be suggesting that since these learners bring into the institutions various signs being used in their respective homes, they (teachers) would be considered as being in support of these informal signs and, later on, the formal sign language.

When coming to school, the learners with HI are possibly expected to be taught using signs. This might be the expectation of even those who are not the regular signers. However, in response to the question which asked these learners to state the type of medium of instruction used by the teachers when teaching them, 80%, contrary to the 20% of the group which mentioned signs, said speech as it indicated in the table below:

Table 4.5: Preferred medium of instruction.

Language	Number	Percentage
Sign Language	5	20
Oral Language	20	80
Total	25	100

This is principally due to the reason that since special education for the learners with HI was introduced into the country, emphasis had been on lip-reading and not use of signs. This is in line with the oralist theory of auditory-oral approach which emphasizes communicating to the learners with HI through speech and not signs.

In this regard, oralists are not sharing the same idea with the manualists that sign language or sign communication is the first and natural language of the individuals with HI. Thus, insofar as the oralists are concerned, oral language is the first and natural language for the individuals with HI. However, from a personal point of view, the oralist view of looking at speech as the first and natural language of the individuals with HI naturally fails to serve the purpose when it is observed that when they are alone, individuals go back to their sign communication. Because of the view that speech is the first and natural language of the individuals with HI, it would, then, imply that the lecturers as well as the teachers for the learners with HI were trained through the system of teaching and communicating with the learners with HI through speech and not sign. Consolidating this argument in the teachers training college, according to all of the teachers/lecturers, trainees are not introduced to a particular language or languages which they may use for teaching the learners with HI. Rather, both, speech and didactics of language teaching are taught. Through such type of training, specialist teachers for learners with HI are equipped with general skills for teaching the type of learners in question. The implication is that such type of training equips them with the necessary skills to provide interventions to any communication challenges regarding the education of the learners with HI. This, then, seems to be profitable to teachers in the sense that it assists them in coming up with appropriate means of communication as well as speech to their learners in any language and in any situation. With this type of training, these specialist teachers for learners with HI seem to be normally discharging their duties through the new approach, bilingualism despite them having not been trained or oriented in the new approach itself. This was shown by the teachers/lecturers' response to the question whether or not they were aware of the newly introduced medium of instruction of bilingualism. Some 14.3% of these teachers/lecturers indicated to have knowledge of this new medium of instruction. Thus the majority of these teachers/lecturers (56.1%) were ignorant of this new approach. Similarly, 29.6% of the same group did not even attempt to answer the question. This suggests that the majority of the primary school teachers had no idea about the bilingual education approach as the table below indicates :

Table 4.6: Teachers knowledge about bilingualism

Medium of Instruction	Number	Percentage
Trained	2	14.3
Untrained	8	56.1
Abstain	5	29.6
Total	15	100

This means that the offering of training on the notion to these practicing teachers is crucial. To this effect, Tan (1970) states that training is necessary for those who teach English as well as those who teach in English. It is important for the specialist teachers for the learners with HI to be trained in the approach so that learners maximally benefit from the education being offered to them.

On the contrary, when answering the question which requested them to choose the type of method, lip-reading and bilingualism, through which they learn better, 77.8% of the learners said that it was through bilingualism that they were able to clearly decipher what was being taught by their teachers as compared to the old traditional method of lip-reading which was opted for by 22.2% of the group. The following table represents the view of the learners in question:

Table.4.7: Method through which learners understand better.

Method	Number	Percentage
Bilingualism	19	77.8
Lip-reading	6	22.2
Total	25	100

Thus, as an answer to the question which was asked with the aim of finding out their views regarding the method through which they would benefit better than the other, it explains why 84.7% of these learners were of the view that given a chance to choose between the two

approaches, bilingualism would rank higher than lip-reading (15.3%) as indicated in the table below:

Table.4.8: Choice of method through which learners think they can understand better.

Method	Number	Percentage
Bilingualism	22	84.7
Lip-reading	3	15.3
Total	25	100

The contradictory answers between these two groups could be a result of the fact that these learners, in order to come up with the issues of bilingualism which most of their teachers are not aware of, they could have been guided by the new approach teachers had commenced to employ when teaching them. What this means is that these learners might have arrived at the response chosen through deduction or elimination methods. Literature has it that in the countries where bilingualism was first introduced, learners were able to easily grasp what was being taught (Lynas 1994).

Three years down the line, the medium of instruction has already started showing some positive results. It is for this reason that, through 84% of the learners who were of the view that they can learn far better through bilingualism than sign communication, revealed that the use of bilingualism, as a medium of instruction, is effective among the learners with HI. It may be proposed that such an approach might have been brought to their attention through assumption or elimination process, hence, the difference. It was for this reason that when another question was asked as to whether or not they still find the communication skill they were trained in useful, 100% were of the view that this was, and, up till now, is still functional as the teachers still get assisted to communicate to and/or with any individual with HI including the learners. They thus pointed out that following such a type of training, communication seems to be effective and efficient. In light of this, they were of the view that it would be helpful if other specialist teachers for the learners with HI may be trained using the system so that learners with HI are able to maximally benefit from the education being offered to them. The implication behind this explanation may be that after some ten or so years from now, the mixed medium of instruction will have taken root. If the positive

results it has started registering will be the same even after ten or so years to come, then the learners HI will highly be expected to attain the communicative skills of listening, speaking, reading and writing after their primary education.

In their response to the question which was asked with the objective of finding out if the Total Communication would still be effective, the teachers/lecturers unanimously agreed that the method itself should have continued as it seemed to be effective since it was assisting in the achievement of some life and communicative skills such as reading, writing and many others. Total communication is the process in which sign language and speech are introduced to the learners with HI at the same time (Goetzinger 1978). This, in my own opinion, would rate somebody dull or retarded learner due to the mere fact that one would be unable to grasp two issues at the same time since both required the application of sight. It was, thus, to the benefit of the learners with HI that another medium of instruction was found to replace total communication.

These teachers view may have been influenced by the fact that they were oriented on this new approach of bilingualism as revealed through their answer. Furthermore, it was pointed out by these teachers/lecturers that this was probably due to the fact that despite government's declaration that bilingualism should be the one to be used in all the schools for the learners, teachers are still clinging to the old approach of total Communication. In this regard, when asked as to whether or not "Total Communication", more especially after their education, helped the learners achieve effective communication skills for which education is intended, 66.7% of the teachers/lecturers were of the view that after their education, the medium of instruction in question was able to achieve communication skills education itself is intended for. This was arrived at due to the fact that despite the pace at which these were being carried out, learners with HI were able to read and write (see appendix 4). What this implies is that the education being offered to the learners with HI is qualitative as it is being offered to them in a real and practical way where some emerge successes and others as failures, a scenario real and practical education creates. This was evidenced by the response of the 33.3% of the same group of respondents when answering to the similar question about achievement of the communicative skills by the learners. This group stated that these learners, through "total communication" as a medium of instruction, are unable to achieve the communicative skills education is intended for. What this group might have come across

might be of those less talented ones, hence, substantiating the fact that education being offered to such group of learners is real and practical.

When asked the type of methods they would like to see established when teaching the learners with HI, 80% of the teachers/lecturers said the auditory-aural approach unlike speech alone (20%), despite them not being oriented on (see table 4.9 below).

Table 4.9: Method favoured by teachers when teaching learners with HI

Method	Number	Percentage
Oral approach combined with Sign Language	12	80
Total Communication	2	13.3
Speech	1	6.7
Total	15	100

Table 4.9 above shows three methods of teaching: total communication, speech and a combination of the two, total communication and speech. This is the method which calls for the use of both speech and signs. These teachers/lecturers stated that the method should be implemented for the reasons that some words are difficult to lip-read, no one method may suit all the learners, as such, it should be up to them to choose and that learners seem to benefit from both speech and signs.

Despite them having not been informed about and, later, oriented on the method, 42.9%, as compared to the 57.1% of the same group of respondents who went for total communication due to lack of orientation in it, were of the view that bilingualism should succeed total communication as it gives room for the learners to be in close contact with speech. It was pointed out by the teachers/lecturers that despite them not being told directly by the Ministry of Education to teach through bilingualism, through their own initiative, they were able to employ it to teach learners due to the fact that not all the learners may benefit from one single method.

When the question as to whether or not the learners find anything important in their learning of speech was posed, all of them were in total agreement that the exercise assisted them in coming up with a difference between speech and signs. Furthermore, when asked if ever they would be able to learn to read and write verbal language if their teachers had only been teaching them using sign language as a sole medium of instruction, the learners pointed out that because of this difference, they are able to come across different pieces of information which in most cases is realized through reading, a skill which would hardly get developed in them had speech not been taught to them. This explains why all of these learners pointed out that without being taught speech they would not be able to read, and later on, write. This may be due to their failure to differentiate between speech and signs. As a way of having writing fully developed in these learners, teachers frequently gave them written exercises particularly letter writing.

In their response to the question asked with the aim of finding out the types of written work given by teachers, all of them indicated that letter writing was the commonest type of exercise given to them through which they practiced writing. In relation to this, when asked if they were being encouraged by their teachers to read different reading materials, 96% of these learners indicated that they were encouraged by their teachers to read such materials as newspapers, magazines, and books, to mention but a few. This, according to them, was important because it increased chances for them to come across more information which assisted them in their day-to-day attainment of knowledge. Thus, the study showed that, through the use of bilingualism, learners with HI are able to acquire such communicative skills as reading and writing. Bearing in mind that the development of receptive skills is based on the development of non-receptive ones, it can be pointed out that apart from these reading and writing skills, there is a development of listening and speaking skills in these learners. This suggests that 4% of the learners who said that they were not encouraged by their teachers to read various materials may be belonging to such a group of the 33.3% of the teachers categorized as those learners failing to achieve the communicative skills education is intended for.

In order to determine the effectiveness of bilingualism, performances from the time Total Communication was a medium of instruction were compared to the time Bilingualism became the medium of instruction. The following tables show the performances:

Table 4.10: (a): Learner’s performance during Total Communication – 2002

SUBJECTS									
Name of Learner	Maths	Chich	Eng.	Soc.	Scie. & H.Ed	Agri.	Total Marks	Out of	Results
A	12	62	54	26	26	44	233	600	F
B	30	85	86	100	26	50	407	600	P
C	39	72	72	84	68	70	405	600	P
D	24	80	60	78	88	64	394	600	P
E	40	66	86	48	78	48	366	600	P
F	35	69	62	62	62	66	356	600	P
G	30	59	68	86	58	52	353	600	P
H	27	71	56	70	58	48	330	600	P
I	28	59	42	44	46	52	271	600	F
Pass %	0	100	89.9	67	78	67	-	-	78

Table 4.10: (b): Learners performance during Bilingual Communication – 2006

SUBJECTS									
Name of Learner	Maths	Chich	Eng	Socia l	Sci & H. Educ	Agri	Total Marks	Out of	Results
A	54	43	73	61	40	44	315	600	P
B	56	36	70	64	54	43	323	600	P
C	33	51	69	61	46	52	312	600	P
D	76	44	46	54	50	36	306	600	P
E	67	45	46	52	54	32	296	600	F
F	33	48	51	58	56	37	283	600	F
G	46	34	68	40	38	48	274	600	F
H	43	41	44	49	42	53	273	600	F
I	33	45	45	40	36	44	243	600	F
J	11	43	38	52	50	37	231	600	F
K	20	45	38	58	18	52	231	600	F
L	46	38	35	43	20	31	213	600	F
M	26	35	34	52	20	40	211	600	F
N	38	35	26	30	20	18	167	600	F
O	28	14	12	24	40	12	130	600	F
P	67	40	60	58	44	76	346	600	P
Pass %	29	6	35	59	29	29	-	-	29

Table 4.10: (c) Learners performance during Bilingual Communication – 207

SUBJECTS									
Name of Learner	Maths	Chich.	Eng.	Soc.	Scie. H.Ed.	Agri.	Total Marks	Out of	Results
A	50	70	88	93	84	100	485	600	P
B	70	54	93	77	87	96	477	600	P
C	67	67	92	77	76	88	467	600	P
D	55	70	91	80	71	90	457	600	P
F	50	60	74	67	73	76	440	600	P
G	45	56	68	73	62	94	398	600	P
H	30	63	75	77	62	84	391	600	p
I	35	50	51	67	71	84	388	600	p
J	25	44	55	40	60	78	302	600	p
K	58	30	67	30	53	62	300	600	p
L	10	51	66	40	36	92	295	600	F
M	10	36	50	57	33	46	232	600	F
N	20	30	44	13	47	34	188	600	F
Pass %	38	69	92	69	77	85	-	-	77

The three tables (4.10 a, b and c) highlight the performance of the learners with HI between the period of total communication and of bilingualism. In order to examine the effectiveness of Total Communication, the medium of instruction the country was using at the time, it would be important to examine the general performance of the learners right from the primary school. In order to have this accomplished, a cross-sectional study of the case, due to time factor, was embarked on. It is for this reason that learners are compared in terms of the two media of instruction and not in terms of one another in the same class. In relation to the performance during this period of bilingualism, according to their teachers, learners performed poorly during the period when Total Communication was in progress. This was evidenced by the teachers/lecturers response to the question which was asked with a view to distinguish the learners' performance between the eras of bilingualism to that of total communication. In their response, these teachers/lecturers stated that though teachers

struggle with bilingualism due to not being oriented on, learners' performance in the bilingualism era surpasses that of the total communication era (compare the 2002 standard 7 learners' performance to that of the 2006 and 2007 of the same class but different people in Tables 4.10 a, b and c above).

According to the above tables, it can be concluded that learners' performance during the time of Bilingualism is better than during the time of Total Communication despite having the information obtained from a cross-sectional study. Insofar as overall grades are concerned, the 78% pass rate of 2002, though not significantly different, is numerically greater than the 77% pass rate of 2007. However, what makes the 2007 pass rate unique is that during this year there was no subject in which all the learners failed as compared to the 2002 performance when all the learners failed in Mathematics. Moreover, compared to the 2002 learners' performance, the 2007 results show that, in some subjects learners performed far better than in similar subjects in 2002. The highest grade in English in 2002, for example, is 88% while the highest grade in the same subject in 2007 is 93%. This indicates that there was a tremendous improvement of both receptive as well as non-receptive skills in 2007 (during the time of bilingualism) as compared to 2002 (during the time of total communication). This is supported by the Standard 7 English Syllabus which covers such components as grammar, comprehension, guided composition and spellings. Thus, if Total Communication was as effective as the mixed medium of instruction is thought to be, the 2002 learners would equally grasp the communicative skills as their counterparts of 2007. One would still find a difference between the two groups of learners despite the use of the cross-sectional study. This means that in order for one to succeed in the subject, one should be able to fully develop the listening and speaking skills to help one grasp what is taught orally. These skills made it possible for the development of the other two skills, reading and writing which helped the learners to communicate to various individuals including their teachers. All this is made possible because of bilingualism which has made the learning of speech to have a bearing on sign language.

The 39% pass rate of 2006 may be blamed on the transition period. Bilingual education was introduced into the country in January, 2005. This means that by 2006, it was beginning to take root. To this effect, the phenomenon was new to both teachers and learners. While teachers were struggling with how to use it best for the maximal benefit of the learners,

learners were working hard to cope with the unfamiliar situation of dealing with two languages, speech and sign language, simultaneously.

Teachers attributed this to the fact that unlike in the era of Total Communication when sign as communication was not recognized as the first and natural communication system for the individuals with HI, bilingualism, recognizes that both sign and speech are equally important as not all the learners can grasp the taught information through a single method as their being found in such a status differs considerably from one individual to the other.

What comes out clearly is that when these learners entered the resource classrooms or Special Schools, particularly before the introduction of bilingualism in 2005, language of learning and teaching was not their home language. In order for the learner to grasp what is being taught, the teacher should take that learner from what he or she knows to what may be termed the unknown to him or her (Mtunda and Safuli 1985). The known thing to the learners with HI even before they come to school, according to the manualist theory of sign communication (Lynas, 1994) is the sign language. To this end, then, while speech failed to yield tangible results in the teaching and learning process of the education for the learners with HI, total communication was unable to exert permanent and transformational educational change in the minds of these learners due to the fact that speech was being introduced to them before the development of the natural language of the learners in question. This, then, suggests that the failure of these learners to grasp the taught material was principally due to the fact that they were all of a sudden forced to learn speech which might have no bearing on their sign language. Because of their failure to cope with the situation, HI was taken to be a disability, hence, inability. This implies that these learners could learn speech if their natural language, sign language, is fully developed in them.

With reference to the foregoing discussion, it may be pointed out that as individuals, the teachers at the institution, despite them not being oriented on the medium have already commenced putting in place ways and means of having the system gain ground. This is evidenced through the subjects offered at the institution which, among others, include speech (see the 2002, 2006 and 2007 progress record sheets in appendix VI).

To gauge the perception the HIs have about the efficacy of their education, a question was posed to find out whether they know anyone who has secured a place in the country's

secondary schools. 86.7% of the teachers/lecturers stated that few of these learners in question managed to secure places in the country's secondary schools. This question revealed an important fact that at times there may be some teachers who may not be familiar with their own records. This was evidenced through the answering of the above stated question to which 13.3% of them did not answer. To the contrary, 100% of the learners indicated that many had been able to secure places in the country's secondary schools. This difference might have arisen due to the fact that being custodians of the official records, the teachers/lecturers were conversant with what was happening in all the schools for learners with HI. This being the case, then, the assumption may be that they were conversant with what they were saying. Therefore the teachers' response may be taken to be valid information. On the other hand, the learners are not the custodians of the official records. As such, they would be unable to know what may be happening in other schools for learners with HI. They might have arrived at such a conclusion simply by wishful thinking. However, these learners' wishful thoughts may positively be looked at in the sense that by saying that a good number of the learners qualified for secondary education, later on, tertiary one, they too, may develop hope of being likely to excel in the academic endeavors. In this regard, it will be easy for bilingual education to easily gain ground since both teachers and learners have positive attitude towards education. Both groups, the teachers/lecturers and the learners unanimously agreed that despite the medium of instruction being not very effective, some learners were able to secure places at University.

Despite this not contributing much to the effectiveness of the method, it would act as an encouragement to both the teachers/lecturers and the learners to work hard with the idea of changing these numbers for the better. However, in so far as their numbers were concerned, both groups were in total agreement that few individuals had the chances to get there. While 93% of the teachers/lecturers shared the view that indeed, few of them secured places in the University, 7% of them were of the view that although a few have ever secured places in the University of Malawi, some modalities may be put in place to improve such numbers for the better, hence, the need for bilingualism and the need for teachers/lecturers to be oriented on it. As a consequence of "Total Communication", some of these learners had been able to get employed by the government or the private sector. To this end, 86.7% of the teachers/lecturers and 92% of the learners shared the view that few of these individuals managed to be employed either by the government or private sector. The 13.3% of the teachers/lecturers and 8% of the learners who did not provide any response to the question

above indicated that they knew nothing regarding what was happening in the field of the HI. Though not contributing directly to the study, the information provided by the two groups in question is of great importance particularly to the learners as, through it, they may get encouraged to work hard in their education endeavors despite the hardships they may be passing through.

4.2: Discussion of findings

In order to check whether or not bilingualism as a method of teaching learners with HI is being effective, Mary View School for the learners with HI was chosen as a site where the study could be conducted. The study has shown that through the use of bilingualism as the medium of instruction learners were able to acquire such language skills as listening, speaking and reading. It was observed that teachers were frequently giving different oral and written exercises to the learners which in most cases they were getting right. The learners were able to read different materials such as magazines, newspapers and books. They were also able to write various extracts, an indication that they are able to differentiate one verbal letter from the other. This may be attributed to the fact that the development of sign language in them is acting as an aid to the acquisition of speech by them.

The effectiveness of bilingualism has also been revealed by the study through access to information by these individuals with HI. Prior to the introduction of the bilingual approach, the individuals with HI found it difficult to access such information. Insofar as the manualist communication option methodological approach was concerned, “letters” were being produced through body movements. As such, it was practically impossible to write such letters as ‘nodding of the head’, ‘hand movement’ and many more (Lynas, 1994). As a result, access to information by such individuals was impossible. The auditory-oral approach, like the manualist communication option methodological approach, did not meet the demands of the individuals with HI among which was the access to information.

The study has also shown that after the acquisition of both the receptive and productive skills, the individuals with HI are able to read different newspapers, magazines and other books which they may come across. This makes it possible for such individuals to exist in the same world as their hearing counterparts since they share most things in common. This

implies that through access to various pieces of information, individuals with HI are as empowered as their speaking counterparts.

Socialisation is yet another byproduct of bilingualism. During the manualist period, sign communication was a sole medium of instruction among the learners with HI, socialisation was proving futile among the individuals with HI, on the one hand, and between the individuals with HI and their hearing counterparts, on the other. This was due to the fact that as for among the individuals with HI themselves, socialisation proved futile simply because signs were not uniform. This means that their interpretation was based on where one came from and what was being found in a particular area. Sharing the same view as the foregoing, Costello (1994) argues that in the past, individuals with HI found it difficult to communicate and later on socialize with other people due to varying signs existing from one area to another. The implication behind that individuals with HI were in this period able to solely associate with their guardians and those closest to them.

In a similar way auditory-oral approach was unable to satisfy the skills of socialisation among those with HI and even between those with HI and their hearing counterparts. This was due to the fact that not all those with HI had a chance to have access to education as the hearing devices were exceedingly expensive. As such, those unfortunate ones could still maintain signs as their sole means of communication. Furthermore, because the learning of speech by these learners was almost meaningless to them as there was no base to let it develop. Following this, then, it may be concluded that these individuals in question would hardly employ speech as their means of communication which would later lead to socialisation because despite it being taught to them, they never deciphered it.

Neither did the total communication option theory which was introduced in the 1970s manage to improve socialisation among the individuals with HI or between those with HI and their hearing counterparts. The way the two languages were being brought to their attention was enough to put them off. They could hardly differentiate the two languages from one another. As a result, using either of them in communication proved almost impossible as no two new languages introduced to an individual may be perceived and be deciphered equally well. Thus, in his argument, Conrad (1979) likens such a situation to an organism which may not equally well perceive two signs introduced to it at the same time.

Although the teachers were not oriented in the bilingual approach, it is yielding tangible results among the learners with HI. At Mary View School for example, learners are put in groups where some emerge group leaders or facilitators. This is the consequence of the approach itself. Sign language among bilingualists is regarded as the first and natural language of the individuals with HI. As such, it acts as an aid to speech which is introduced to the individuals in question after the development of sign language in them. The study further established that despite the number of individuals with HI being small, they manage to create friendships amongst themselves and also with their hearing counterparts.

In this case, socialisation may be said to have gained ground between these two groups since either of the group is able to understand the other due to sound medium of instruction among the learners with HI, the bilingual approach.

Furthermore, the study has also shown the education progress being made by the learners with HI as a result of the effectiveness of the use of bilingualism as a medium of instruction among the learners with HI despite it having been a newly introduced approach. Prior to the introduction of bilingualism, learners with HI found it very daunting to pursue education to the level they desired because what was being taught was limited to the area they were at. During the manualist period, for example, it was difficult for such learners to attain the type of education beyond what the signs existing in their homes could provide. This made it impossible for the learners with HI to progress in their education. It was also impossible for these learners to be transferred from one institution to another because the limitation of sign communication existing at that time. It, therefore, followed that if there were educational institutions in the hierarchical structures experienced today such as kindergarten, primary, secondary and tertiary then all these were expected to exist in the areas individual learners were being found so that education should be offered in the signs different learners in various areas were comfortable with.

During the period of auditory-oral approach, education was for the few advantaged individuals due to escalating costs of hearing devices. This explains why a number of the disadvantaged individuals with HI never went to school. Furthermore, maintenance of these hearing devices was difficult. As such, it was difficult for most learners to attain higher education. The same applied to Total Communication. This was the process by which sign language and speech were introduced to the learners spontaneously. There may have been

high possibility for individual learners with HI losing interest in the method being employed to impart education to such learners, in particular, and in the entire education itself, in general, since both languages require perception (Conrad 1979). To this effect, then, no educational progression by the learners with HI would be experienced.

The introduction of Bilingualism as a medium of instruction for learners with HI seems to be a milestone in the development of the lives of the individuals with HI. These learners are able to progress from one step to another. The study has shown that if teachers are trained on how to use the mixed medium of instruction, a number of learners will be able to secure places in the country's post-primary institutions annually. The hard-working ones in these post-primary institutions will subsequently manage to secure places in the countries institutions of higher learning.

Sound communication among the learners/individuals with HI and between the individuals with HI and their hearing counterparts is yet another factor through which the effectiveness of bilingualism may be measured. The study found out that individuals with HI develop relationship both the HI as well as the hearing counterparts.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0: Introduction

The fifth chapter presents summary of the findings of the study and finally makes some recommendations.

5.1: Thesis summary

In general, the major finding of this thesis is that the use of the mixed medium of instruction (bilingualism) among the learners with HI is effective in the sense that it is able to assist them acquire such communicative skills as listening, speaking, reading and writing. Thus, these communicative skills mentioned above are of crucial importance in the life of the individuals with HI. Going by what was observed in different classrooms at different times for a period of two weeks, it would be deduced that after their primary education, the learners with HI, particularly at Mary View School for the deaf where the study took place, will be able to attain the four communicative skills of listening, speaking, reading and writing. Fertile ground was created by the teachers for the attainment of these communicative skills. A number of exercises of various types such as oral, reading as well as written ones, were given to the learners for them to practice. These learners were, upon the teachers' instructions, were put in groups for group exercises. They, in these groups, given enough room to talk to one another. Thereafter, deliberate efforts were made for them to report their findings to the rest of the class. In this regard, skills of listening and speaking were being attained by them in such a way that while they were talking to each other in their groups, the skills of listening and speaking were being attained by them. This is an indication that even after their primary education, these learners will be able to attain the communicative skills in question.

In addition pictures and video films were shown to the learners for them to compose stories from. This further consolidated the attainment and development of the listening and speaking skills in the learners. In their classes, these learners were observed reading different types of materials such as books, newspapers and magazines. Writing different

types of exercises such as letters, compositions and sentence construction was another activity the learners were to have in. This assisted in the attainment of the reading and writing skills in these learners. Furthermore, classrooms were well spaced and purposefully decorated. They were painted white for the good transmission of the artificial light to supplement the natural one in the event that this natural light is at times not enough. Benches were arranged in such a way that learners can clearly see their teachers and lip-read them. Though indirectly, this was also seen to be responsible for assisting the learners in question attain the necessary communicative skills being talked about. The extra-curricular activities the learners were observed to be engaged in were crucially important as they greatly assist in the attainment of the communicative skills. As such, school authorities should be encouraged to continually be involving such learners in these extra-curricular activities for the maximum attainment of the mentioned communicative skills by these learners with HI. Thus, the identified skills of listening, speaking, reading and writing could be attained by the learners with HI through such techniques as group work, the writing of exercises, extra-curricular activities and story telling, to mention but some.

The main purpose of offering education to the individuals with HI, as per the indication of the findings, is that apart from them getting employed, the attainment of such communicative skills as listening, speaking, reading and writing is to help them in day to day living, in general. Thus, these are important skills as they greatly assist them in communicating with their non-signing counterparts. This has been revealed through the regular exercises teachers administered to the learners in question which include letter writing and the reading of such materials as newspapers, magazines, books and many others. This brings about social, economic and spiritual inclusion between those with HI and their non-signing counterparts. Thus, the attainment of these communicative skills by the learners with HI is of paramount importance as it helps them get integrated into the mainstream society.

Thus, despite it being an experiment in education, Bilingualism aims among others, at addressing issues concerning translation among HI related research into evidence based advocacy, policy development and practice in order to realize the rights of the learners with HI, particularly that of education, in the Malawian context. Current debate on learners with HI emphasizes how society's lack of responsiveness to the needs of people with HI contributes to their inability. It is for this reason that much current research highlights

factors that may facilitate the inclusion and participation of disabled people, in general, and those with HI, in particular, in mainstream society among which is the employment of bilingualism the thesis has discussed.

5.2: Recommendations

With regard to the preceding explanation, it is clear that sign language is a necessary communication tool for the individuals with HI. It is therefore recommended that in order for individuals with HI to maximally benefit from any socialization or grouping, sign communication has to be fully and thoughtfully developed. This development of sign communication can be realized if the following recommendations are effected:

1. Among the learners with HI, group activities should frequently be organized and supervised so that the learning and use of speech is consolidated.
2. The Ministry of Education should make it a point to orient practicing teachers/lecturers on how to go about bilingual education for the educational maximum benefit of the learners.
3. Classes of the learners with HI should be of reasonable size so that all of them benefit from the materials taught by their teachers. It is recommended that there should a teacher-learner ratio of 1-10 or 1-15, to allow teacher to assist individual learners.
4. A deliberate effort should be made to offer sign communication training as a subject in all the teacher training colleges. This will reduce congestion in the special schools for learners with HI as those with minor cases may be retained in the regular schools.
5. Sign communication training should be offered to the community at large so that the duty to communicate with the individuals with HI should not only be in the hands of those communities within which the individuals in question are found but also for all the country's citizens who may come across such individuals.
6. Adequate teaching and learning resources be provided to these learners so that each one of them should have enough to help him or her learn comfortably.

REFERENCES

- Baca, J. and Cerventes, S. (1989). Special needs education for all teachers. New York: Kendal/Hunt Publishing Co.
- Banda, K. (1982). A brief history of education in malawi. Blantyre: Dzuka Publishing Company.
- Bishop, G. (1985). Curriculum development. London: Macmillan Education Ltd:
- Blake, N.F. (1983). Shakespeare's language. an introduction. London: Macmillan Press Limited.
- Blatter, L., Hughes, C., and Tight, M., (1996), How to do research. Buckingham: Open University Press.
- Brien, D. (1992). Dictionary of British Sign Language. London: Deaf Studies Research Unit.
- Bruner, J. (1986). Actual minds, possible worlds. Cambridge, MA: Havard University Press.
- Conrad, R. (1979). The schoolchild. London: Harper and Row.
- Chimombo, M. P.F., and Roseberry, R. L., (1998). The power of discourse: an introduction to discourse analysis. Mahwah, NJ: Lawrence Erlbaum Associates.
- Chimombo, M. (1988). Toward an integrated model of first and second language acquisition. *Journal of Humanities*, 2, 1-60.
- Corder, S.P. (1983). Strategies in communication. In Faésh,. C. and Kiper, G. (Eds) Strategies in interlanguage communications. London: Longman.
- Cummins, J. (1984). Bilingualism and special education: Clevedon, Avon: Multilingual Matters.
- Cummins, J., (2003). Bilingual education: basic principles. In Dewaele, J., Housen A., and Wei L. (Eds) Multilingual Matters Bilingualism: Beyond Basic Principles.
- Crystal, D. (1987). The Cambridge encyclopedia of language (2nd ed). Cambridge: Cambridge University Press.
- Denton, D.M. (1976). The philosophy of total communication. Supplement to British Deaf News. Carlisle: British Deaf Association.
- Department of Education, RSA (2000). Communication programming for persons with severe handicaps. Boston: College Hall.
- Edwards, J. (2003). The importance of being bilingual. In Dewaele, J., Housen A., and Wei L. (Eds.) Multilingual Matters Bilingualism: Beyond Basic Principles.

- Encyclopaedia Britannica, (1967). Chicago: William Benton
- Ervin-Tripp, Susan M., and Claudia Mitchel-Kernan (1977), *Child discourse*, New York: Academic Press Inc.
- Fishman, J.A. (1972). The sociology of language: an interdisciplinary social science approach to language in society. Rowley, Mass.: Newbury House.
- Garretson, M. (1976). Total communication. *Volta Review* 78, 4, 88-95
- Gee, J. and Goodhart, W. (1988). American sign Language and the human biological capacity for language. In Strong, M (Ed.) language learning and deafness. Cambridge: Cambridge University Press.
- Geers, A., and Moog, J. (1976). Factors Predictive of the Development of Literacy in Profoundly Hearing-Impaired Adolescents. *Volta Review* 91(2), 69-86.
- Goetzinger, C.P. (1978). The psychology of hearing impairment. In Katz, J, (Ed.) Handbook of clinical audiology. London: Williams and Wilkins.
- Goodman, K. (1982). Reading: a psycholinguistic guessing game. In Gollasch F.V. (ed.), language and literacy. the selected writings of Kenneth Goodman. London: Routledge and Kegan Paul.
- Hakuta, K. (1986). Mirror of Language. The debate on bilingualism New York: Basic Books.
- Heath, S.B. (1977). Social history. In Bilingual education: Arlington, VA: Center for Applied Linguistics
- Halliday, M.A.K. (1975). Learning how to Mean, London: Edward Arnold Limited.
- Harmer, J. (1983). The Practice of English language teaching: Essex: Longman.
- Hubbell, K.K. (2002). Zen and the art of English language teaching. In Savignon, S. (Ed), Interpreting communicative language teaching: contexts and concerns in teacher education. London: Yale University Press.
- Hymes, D. (1972). On communicative competence. In Pride, J.B. and Holmes, D. (Eds.), Sociolinguistics : selected readings. Harmondsworth: Penguin Books.
- Johnson, K. E. (1995). Understanding communication in second language Classroom. New York: Cambridge University Press.
- Kirk, R., Gallagher, V. and Anastasiow, E. (1993). Educating exceptional children. New York: Houghton Mifflin Company.
- Lenneberg, E. (1967). Biological foundations of language. New York: Wiley.
- Ling, D. (1989). Foundations of spoken language. Washington D.C: Bell Association

- Ling, D. (1994). Introduction in Estarbrooks W. (Ed) *Auditory-verbal therapy*, Washington DC: A.G Bell Asn.
- Kloss, H. (1966). German-American language maintenance efforts. In Fishman, J. ed.
- Mackey, W. R. and Beebe, V. N. (1977): *Bilingualism schools for a bicultural community*. Rowley, Mass.: Newbury house
- Markova, I. (1978). *The social context of language*. London: John Wiley and Sons Ltd.
- Mc-Millan, J.H (1992). *Education research, fundamentals for the consumer*. Virginia: Commonwealth University of Harper Collins Publishers.
- Meadow K. (1980). *Deafness and child development*. London: Edward Arnold.
- Merriam, S. (1998). *Case study research in education*. San Francisco: Toney-Ban Publishers.
- MIE. (1998). *Malawi junior secondary school English teaching syllabus*. Domasi: Malawi Institute of Education.
- Newmeyer, F. J. (1997). *Language form and language function*. Cambridge MA: MIT Press.
- Niemann, S., Greenstein D., and David D. (2004). *Helping children who are deaf*. The Hesperian Foundation: Berkeley, California, USA.
- O'Rourke and T J. (1973). *A Basic course in manual communication*. Maryland: National Association of the Deaf.
- Paul, P. (1988). *American sign language and English: a minority of bilingual minority language immersion programme*. (CAID-News "N" Notes). Washington, DC: Conference of American Instructors of the Deaf.
- Richards J. C. and Rodgers T. S. (1986). *Approaches and methods in language teaching, a description and analysis*. Cambridge: Cambridge University Press.
- Rodgers, T.S. (1978). *Towards a model of learner variation*. in *Autonomous foreign language learning*. In Valdman Albert (Ed.). *Studies in Second Language Acquisition*. (Volume 2, No 1). Bloomington: Indiana University Linguistics Club.
- Romaine, S. (1984). *The language of children and adolescents*. Oxford: Blackwell
- Schlesinger, H. (1989). *Early intervention: the prevention of multiple handicaps*. In Mencher G. and Gerber S. (editors) *The multiply handicapped- hearing impaired Child* (p 83-116). New York: Grune and Stratton.
- Stake, S.R. (1995). *The art of case study research*. London: Sage Publications
- Stern, H.H.(1983). *The fundamental concepts of language teaching*. Oxford: Oxford University Press.

- Tan, J.C. (1970). English language teacher training in developing countries. In Gorman, T.P. (Ed). Language education in Eastern Africa Dar-es-salaam: Oxford University Press.
- Valdman, A. (1978). Pidginization and the elaboration of learner-based syllabuses. In Valdem, A. (ed.) Foreign language instruction, studies in second language acquisition. Bloomington: Indiana University Linguistics Club.
- Vygotsky, L.S. (1978). Mind in society: the development of higher psychological processes.
- Wertsch, J.V. (1985). Culture, communication, and cognition: Vygotskian perspectives. Cambridge: Cambridge University Press.
- Widdowson, H.G. (1978). Teaching language as communication. Oxford: Oxford University Press.
- Wiersmar (1991). Research methods in education: Introduction: (5th ed). Boston: Allyn and Bacon.

APPENDICES

APPENDIX 1: INTERVIEW SCHEDULE

By Mapopa Mgombera Shawa, English Department P.O. Box 280 Zomba.

Lectures/ Teachers' interview guide

Instruction: Tick against any response which is most appropriate to you and, in some cases, give a structured response where necessary.

Questionnaire no: ...

Date:.../.../2007

Introduction:

I am Mapopa Mgombera Shawa from the English Department of the University of Malawi, Chancellor College. I am a student doing my Master of Art Degree in Applied Linguistics tenable at the English Department of Chancellor College. I am researching on learners with hearing impairment and how they learn and would therefore like you to participate.

1. Name ☐
2. Sex: Female: ☐
Male: ☐
3. Age: ☐
1-14 ☐
15-19 ☐
20-29 ☐
30-39 ☐
40-49 ☐
50years + ☐
4. Institution: ☐
Primary ☐
College ☐

Others.....

5. Highest educational qualification:

PSLCE: ☐

JCE: ☐

MSCE: ☐

Diploma: ☐

Degree +: ☐

6. Occupation:

Lecturer: ☐

Teacher: ☐

Others:

7. Mother tongue:

Chichewa: ☐

Chitumbuka: ☐

Chilomwe: ☐

Chiyao: ☐

Chingoni: ☐

Chitonga: ☐

Chisena: ☐

English: ☐

Others: ☐

8 Apart from your mother tongue, which other languages do you speak fluently?

Chichewa: ☐

Chitumbuka: ☐

Chilomwe: ☐

Chichewa: ☐

Chisena: ☐

English: ☐

Others: (specify).....

9. As a specialist trainer/teacher for the learners with hearing impairment, which communication skills were you trained in so as to successfully qualify to teach such learners?

Speech-reading: ☐

Didactics of language teaching: ☐

Both: ☐

10. Did you, and, up till now, do you find the skills in (9) above still meaningful?

Yes: ☐

No: ☐

11. Why?

.....

.....

.....

.....

12. Are signs brought by the learners with hearing impairment into the institution similar?

Yes: ☐

No: ☐

13. Why?

.....

.....

.....

.....

14. What method (s) would you like to see being put in place so that learners with hearing impairment maximally benefit from the education being offered to them?

.....

.....

.....

.....

15. Why?

.....
.....
.....

16 After their education, does this medium of instruction help the learners with hearing impairment achieve effective communicative skills for which education is intended?

.....
.....
.....

17. Why?

.....
.....
.....

18. Do you indulge your learners in group work?

Yes: ☐
No: ☐

19. How often?

Seldom ☐
Always ☐

20. Why is it important that your learners should be involved in group work?

.....
.....
.....

21. When these learners are in their groups, what is their commonest means of communication?

Sign language ☐
Speech ☐
Both ☐

22. What language do these learners use during their leisure time?

Sign Language ☐

Speech ☐

Both ☐

How do you generally rate the interaction of the Hearing Impaired Persons?

23. with their fellow Hearing Impaired Persons?

Excellent ☐

Very good ☐

Good ☐

Average ☐

Fairly good ☐

Poor ☐

24. with those who are no regular signers?

Excellent ☐

Very good ☐

Good ☐

Average ☐

Fairly good ☐

Poor ☐

During the time of Auditory-oral approach, how many of the Hearing Impaired individuals

25. Qualified for secondary education?

Few ☐

Many ☐

None ☐

26. Qualified for tertiary education?

Few ☐

Many ☐

None ☐

27. Got employed either by the government or the private sector?

Few ☐

Many ☐

None ☐

During this era of the use of the mixed medium of instruction, how, many of these individuals have

28. Secured places in the country's secondary schools

Few ☐

Many ☐

None ☐

29. Qualified for tertiary education?

Few ☐

Many ☐

None ☐

30. Been employed either by the government or the private sector?

Few ☐

Many ☐

None ☐

31. (Informants): When did you start learning/teaching using the mixed medium of Instructions?

32. (Informants): Have you ever been oriented how it should be operating?
.....
.....
.....

33. (Informants) If your answer to question "32" above is "no", how then do you cope with the situation?
.....
.....

.....
34. (Informants) How do you compare the learners' performance during the era of bilingualism to that of the period of total communication?

.....
.....
.....

35. (Informants): Which one of the two would you recommend for the learners?

.....
.....

36. (Informants) Why?

.....
.....
.....

APPENDIX II:

OBSERVATION SCHEDULE

This observation schedule has been designed with a sole purpose of capturing crucial information regarding how the learners with hearing impairment attain their education. This will be done through the identification of the communicative skills the learners with hearing impairment are expected to attain after getting their primary education, explaining how these communicative skills by these learners with hearing impairment and discussing the implications of the use of the mixed medium of instruction in the education for the learners with hearing impairment and how these may become challenges to the attainment of communicative skills by these learners with hearing impairment. In the process, some possible interventions regarding how these learners with hearing impairment may positively and successfully attain their communicative skills through the use of the mixed medium of instruction will be suggested. In some cases, grades, 1-5, have been allocated against each issue of observation. The requirement will just be to tick where applicable using the following key.

Key:

1. excellent
2. very good
3. good
4. fairly good
5. poor

Date:
Class:
Enrolment:
Subject:
Classteacher:

INSTRUCTIONS:

Tick in the necessary box the answer which seems appropriate to the issue

I. IDENTIFY THE COMMUNICATIVE SKILLS THE LEARNERS WITH HEARING IMPAIRMENT ARE EXPECTED TO ATTAIN AFTER GETTING THEIR PRIMARY EDUCATION

Issues	grade	Remarks
Interaction: How they communicate to each other after being exposed to bilingualism	1 2 3 4 5	
Socialisation: The relationship among those with hearing impairment, on one hand,	1 2 3 4 5	

CHANCELLOR COLLEGE LIBRARY

and between those with hearing impairment and the non-hearing impairment, on the other:		
Development of linguistic items:		
The	1	
development	2	
of the reading	3	
and writing	4	
culture in the	5	
learners with hearing impairment		
Extra curricular issues:	1	
The interest of	2	
the learners	3	
with hearing	4	
impairment	5	
extra curricular activities and other societal gatherings such as church		

gatherings		
Reactions to challenges:	1	
• The responses to numerous challenges such as HIV/AIDS	2 3 4 5	
Response to imaging issues:	1 2	
• The reaction towards certain posters I.E. “beware of dogs”, teaching/learning materials hanging on the walls of their classrooms etc.	3 4 5	

II. EXPLAIN HOW THESE COMMUNICATIVE SKILLS ARE ATTAINED BY THE LEARNERS WITH HEARING IMPAIRMENT:

Issue	grade	Remarks
Formal and informal signs: The way informal signs are expressed by formal signs	1 2 3 4 5	
Speech introduction: How speech is introduced to the learners with hearing impairment:	1 2 3 4 5	
Amalgamation of signs and speech: How signs and speech are concurrently used among/by the learners with hearing impairment:	1 2 3 4 5	
Teaching/learning resources: Different reading materials exposed to the	1 2	

learners with hearing impairment:	3	
	4	
	5	
Practical work: Skills/deliberate efforts used by teachers to bring learners with hearing impairment together i.e. putting them in groups	1 2 3 4 5	
Exercises Planned activities by teachers to create practical situation for the learners with hearing impairment to practise speech and formal signs taught.	1 2 3 4 5	

**III. DISCUSS THE IMPLICATIONS OF THE USE OF THE MIXED MEDIUM OF
STRUCTION ON THE EDUCATION OF THE LEARNERS WITH HEARING
IMPAIRMENT AND HOW THESE MAY BECOME CHALLENGES TO THE
ATTAINMENT OF THE COMMUNICATIVE SKILLS BY THE LEARNERS
WITH HEARING IMPAIRMENT.**

Issue	Grade	Remarks
Human resource: Availability of enough and well trained teachers in the issues of the learners with hearing impairment:	1 2 3 4 5	
User friendly benches: Availability of well shaped benches to make the learners with hearing impairment to lip-read their teachers:	1 2 3 4 5	
Assistive devices: Availability of enough hearing devices for the learners with hearing impairment:	1 2 3 4 5	

User friendly classroom:	1	
• Availability of adequate	2	
and well light transmission	3	
classrooms:	4	
	5	
Textbooks:	1	
• Availability of adequate	2	
textbooks for each learner	3	
to have one.	4	
	5	
Categories of hearing impairment:	Yes ☐	
• Whether or not those		
learners with had of	No ☐	
hearing and those with		
total hearing impairment		
attain these communicative		
skills at an equal footing		
when the mixed medium		
of instruction is being		
applied		

IV. SUGGEST SOME POSSIBLE INTERVENTIONS TO THE STATED IMPEDIMENTS:

- A number of colleges to be opened so that many people should be trained as specialist teachers for the learners with hearing impairments:
- Schools for the learners with hearing impairment should be established in many parts of the country to avoid congestion in the few schools currently in operation:

- Construction of user friendly classrooms:
- Benches for the learners with hearing impairment should be made in such a way that every learner must be able to lip-read the teacher:
- Adequate hearing devices for the learners with hearing impairment should be procured to suit the hearing condition of each and every learner
- Adequate textbooks should be procured so that each learner has one.

APPNDIX III: RESEARCH QUESTIONARE

By Mapopa Mgombera Shaba, English Department, Post Office Box 280, Zomba.

Learners' questionnaire

Instruction: Tick against each question the answer(s) which are most appropriate to you.

Questionnaire n°... Date.../.../2007

Introduction:

I am Mapopa Mgombera Shawa from the English Department of the University of Malawi, Chancellor College. I am a student doing my Master of Art Degree in Applied Linguistics tenable at the English Department of Chancellor College. I am researching on learners with hearing impairment and how they learn and would therefore like you to participate.

1. Name

2. Sex: Female: ☐

Male: ☐

3. Age:

1-14 ☐

15-19 ☐

20-29 ☐

30-39 ☐

40-49 ☐

50years + ☐

4. Institution:

.....

5. Highest educational qualification:

PSLCE: ☐

JCE: ☐

- MSCE: ☐
- Diploma: ☐
- Degree +: ☐

6. What is your mother tongue (original language) ?

- Chichewa: ☐
- Chitumbuka: ☐
- Chilomwe: ☐
- Chiyao: ☐
- Chingoni: ☐
- Chitonga: ☐
- Chisena: ☐
- English: ☐
- Others: ☐

7. Apart from the language you have named in “6” above, which other language(s) do you speak fluently?

- Chichewa: ☐
- Chitumbuka: ☐
- Chilomwe: ☐
- Chiyao: ☐
- Chingoni: ☐
- Chionga : ☐
- Chisena: ☐
- English: ☐
- Others: ☐

8. When did you learn the language(s) you have ticked in “7” above?

- Birth: ☐
- At school ☐

9. When you are at home, which language does your parents and other people use when they want to talk to you?

- Sign language ☐
- Speech ☐

- Both ☐
10. Which language would you like people to use when talking to you?
- Sign language ☐
- Speech ☐
- Both ☐
11. What language does your teacher use when teaching you?
- Sign language ☐
- Speech ☐
- Both ☐
12. Does your teacher involve you in group work?
- Yes: ☐
- No: ☐
13. How often?
- Seldom ☐
- Always ☐
14. When working in groups, what language do you use when talking to your fellow group members?
- Sign language ☐
- Speech ☐
- Both ☐
15. When did you learn sign language?
- Birth ☐
- When I had come to school ☐
16. In your own thinking, are the signs you use in your area the same as the signs other learners with hearing impairment are using in their areas?
- Yes: ☐
- No: ☐
17. Is the learning of speech important to you?
- Yes: ☐
- No: ☐
18. Suppose your teacher had been using sign language only as a way of teaching you, would you be able to learn to read and write verbal language?
- Yes: ☐
- No: ☐

19. Which writing exercise does your teacher give you?

Compositions ☐

Letter writing ☐

Comprehension ☐

Sentence construction ☐

Others (specify)

20. Does your teacher encourage you to read such materials as books, newspapers, and Magazines?

Yes ☐

No: ☐

21. Do you know of any learners with hearing impairment who have gone to secondary schools?

Yes: ☐

No: ☐

22. How many?

Few ☐

Many ☐

None ☐

23. Do you know any persons with hearing impairment who have gone to the University?

Yes: ☐

No: ☐

24. How many?

Few ☐

Many ☐

No: ☐

25. Do you know any persons with hearing impairment who are employed by the public or Private sector?

Yes: ☐

No: ☐

26. How many?

Few ☐

Many ☐

None ☐

27. In January, 2005, the Ministry of Education recommended that in all institutions of Learners with hearing impairment teachers should be using both sign language and speech. Is this good idea to you or not?

Yes ☐

No ☐

28. If you do not want your teacher to teach you using both sign language and speech at the same time, can you suggest the strategies you would want him or her to use?

.....

.....

.....

29. Learners/which method of learning do you benefit more between lip-reading or bilingualism?

.....

.....

.....

30. Learners/which method do you think you benefit more?

.....

.....

.....

APPENDIX IV

**IMPLEMENTATION GUIDELINES FOR THE NATIONAL POLICY ON
SPECIAL NEEDS EDUCATION**



MALAWI GOVERNMENT

**IMPLEMENTATION GUIDELINES FOR THE
NATIONAL POLICY ON SPECIAL NEEDS
EDUCATION**

MINISTRY OF EDUCATION

MAY 2009

Table of Contents

FOREWORD	iii
PREFACE	iv
Abbreviations	v
Definition of Terms	vi
Acknowledgements	vii
Part One	1
1.0 Introduction	1
1.1 Background	1
1.2 Vision, Mission, Goals and Objectives	2
1.2.1 Vision	2
1.2.2 Mission	2
1.2.3 Goal	2
1.2.4 Objectives	2
1.3 Situation Analysis	2
1.3.1 Status of Special Needs Education	2
1.3.2 Needs of Learners with Special Educational Needs	3
1.3.2.4 Regular medical checks-ups:	3
1.3.3 Challenges faced by Learners with Special Educational Needs	3
1.4 Rationale for the Implementation guidelines	4
1.5 Current Implementation Challenges	4
1.5.1 Financial constraints	4
1.5.2 Environmental barriers	5
1.5.3 Attitudinal barriers	5
1.5.4 Limited Capacity to train specialist personnel	5
1.5.5 Curriculum	5
1.5.6 Institutional Structure	5
1.5.7 Co-ordination and Partnership	5
1.6 Guiding Principles	6
Part Two	7
2.0 Special Needs Education Thematic Areas	7
2.1 Priority 1 - Access and Equity	7
2.1.1 Policy Statements	7
2.1.2 Objectives	7
2.1.3 Strategies:	8
2.2 Priority 2 - Quality and Relevance	9
2.2.1 Policy Statements	9
2.2.2 Objectives	9
2.2.3 Strategies	9
2.3 Priority 3 - Governance and Management	10

2.3.1 Policy Statement	10
2.3.2 Objective	10
2.3.3 Strategies	10
Part Three	11
3.0 Implementation Arrangements	11
3.1 Roles and Responsibilities	11
4.0 Monitoring and Evaluation	15
4.1 Policy Guidelines Review	15
4.2 Operational Research	15

FOREWORD

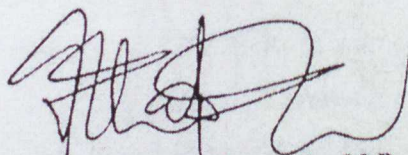
The Government of Malawi recognizes education as a basic human right. Over the years, Malawi has been striving to ensure that all citizens have access to high quality education. The Special Needs Education guidelines have been developed in light of government's commitment to allow all school aged learners with special educational needs to fully participate in education. Through these guidelines therefore, Malawi provides a guarantee to meeting its commitment to educate all its citizens.

The development of the guidelines hinges on the consideration that, for a long time, learners with special educational needs did not receive adequate service provision to satisfy their educational needs. This made it impossible for them to benefit fully from educational programmes. As a result, few or negligible numbers of learners with special educational needs achieved their full potential to participate in the economic development of the country.

The guidelines will empower providers of Special Needs Education to plan and implement programmes that are relevant to the Malawi context. Through these guidelines, the government will be able to monitor the efficiency and effectiveness of Special Needs Education programmes. The government and other service providers will be able to provide appropriate resources for the running and management of Special Needs Education.

The guidelines provide a clear indication that Malawi is heading towards meeting the Millennium Development Goals and the Malawi Growth and Development Strategy.

Successful implementation of the guidelines will ensure that all learners with special educational needs access and receive adequate quality Special Needs Education. It is therefore, the intention of government to encourage all providers of Special Needs Education to adhere to these guidelines.



Dr. George T. Chaponda, M.P.

MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY

PREFACE

Special Needs Education guidelines intend to guide government and other stakeholders on how to include learners with special educational needs in education interventions and manage Special Needs Education programmes. In addition, they will raise awareness to different stakeholders about learners with special educational needs.

The guidelines include a detailed overarching statement on inclusion, which clarifies the principles that the education system at all levels must follow in accordance with National Education Sector Plan (NESP) and United Nations Conventions. They also give guidance on how to effectively provide for the management of Special Needs Education in the country. This is to ensure that all learners with special educational needs overcome their educational challenges.

The guidelines have been developed to promote the inclusion of learners with special educational needs as means towards attaining a more inclusive society, bearing in mind their existence in the schools and the demand for exclusive interventions.

The development of the guidelines underwent a series of consultations with different categories of stakeholders such as parents, students, government officials, and non-government organizations, members of the civil society, the media, local leaders, politicians, and development partners. A number of documents were also consulted for guidance and clarification on certain issues.

Therefore, it is hoped that the guidelines will enhance the successful implementation of Special Needs Education programmes.



B.H. Sande

SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
EMIS	Education Management Information Systems
HIV	Human Immune Deficiency Virus
MACOHA	Malawi Council for the Handicapped
MANEB	Malawi National Examination Board
MDGS	Millennium Development Goals
MGDS	Malawi Growth and Development Strategy
MIE	Malawi Institute of Education
MOE	Ministry of Education
MoEST	Ministry of Education Science and Technology
MSCE	Malawi School Certificate of Education
NESP	National Education Sector Plan
NGO	Non Governmental Organization
NSO	National Statistics Office
PIF	Policy and Investment Framework
PRSP	Poverty Reduction Strategy Paper
PSLCE	Primary School Leaving Certificate Examination
PWDs	Persons with Disabilities
SADC	Southern Africa Development Community
SNE	Special Needs Education
SEN	Special Educational Needs
SWAp	Sector Wide Approach
EFA	Education for All
IEP	Individualized Education Plan
UNISE	Uganda Institute of Special Education
VC	Vulnerable Children
VI	Visual Impairment/ Visually Impaired

Definition of Terms

Term	Definition
Assistive Devices	Appropriate aids, appliances, technologies and other support systems that facilitate effective learning of learners with special educational needs.
Augmentative Alternative Communication	A means of communication using pictures and symbols for learners with communication difficulties.
Brailist	A person who transcribes print into Braille and Braille into print for learners with visual impairment to access instructions.
Impairment	Any loss or limitation of psychological, physiological or anatomical structure or function.
Inclusive Education	A learning environment that provides access, accommodates, and supports all learners.
Itinerant Specialist Teacher	Special Needs Education Teacher who moves from one school to another, providing additional support to learners with special educational needs and mainstream teachers.
Learners with special educational needs	Learners who require special service provision and support in order to access education and maximise the learning process. Learners with special educational needs as defined in this document refer to those children who fall into any of the following categories: sensory impairment which covers vision, hearing, deaf-blind; cognitive difficulties which include intellectual, specific disabilities and gifted and talented; socio- emotional and behavioural difficulties which includes autism and hyperactivity; physical and health impairments which include spina bifida, hydrocephalus, asthma and epilepsy.
Least Restrictive Environment	A supportive learning setting designed to meet individual learners' needs.
Learning Support Assistant	A person trained to assist a specialist teacher in the management of learners with special educational needs in the classroom setting..
Resource Centre	An institutional setting attached to a primary, secondary school or college to serve learners with special educational needs.
Sign Language Interpreter	A person specially trained to convert oral, written, standardised signs and or finger spelling for communication of learners with hearing impairment.
Special Needs Education	A system for providing a conducive learning environment for learners who may require extra support in order to achieve maximum potential.
Special School	A school that provides educational and other related services solely to learners with special educational needs and is staffed by specially trained teachers
Specialist Teacher	A teacher trained to assist learners with special educational needs.

CHANCELLOR COLLEGE LIBRARY

Acknowledgements

The Ministry of Education, Science and Technology wishes to acknowledge a number of professionals who have contributed to the development of the implementation guidelines on National Policy on Special Needs Education. Sincere gratitude is conveyed to the District Education Managers, Education Division Managers, and all Directorates from the Ministry of Education, Headquarters and all other line Ministries.

These implementation guidelines for the National Policy on Special Needs Education were made possible through the integration of ideas from many treasured parents, learners with special educational needs and specialist teachers with experience in Special Needs Education.

Finally, we acknowledge Sightsavers International and Open Society Initiative for Southern Africa (OSISA) and UNICEF for their financial support towards drafting the guidelines; and Dr. A. Kamlongera, Dr M. Nkhokwe, Mr. D. Njaidi, Mr. N.H. Mwango, L. Ngulama, Mr. C. Maleta and Mr. A. Chavuta for facilitating the process.

Part One

1.0 Introduction

1.1 Background

Special Needs Education in Malawi began in the early 1950's under the guidance of faith-based organisations. These were the missionaries of the Dutch Reformed Church, South African Evangelical Church and the Roman Catholic Church. The Dutch Reformed Church established a school for learners with visual impairment at Chilanga in Kasungu in 1950. In the same year, the South African Evangelical Church opened Lulwe School for learners with visual impairment in Nsanje. The Roman Catholic Church, through the Brothers of Immaculate Conception, established Mary View School for the Deaf in Chiradzulu in 1968. In the same year, the Roman Catholic Church identified a need for specialist teachers for these schools hence opened a Specialist Teacher Training College at Montfort College campus. The Malawi Government officially began to provide funding for Special Needs Education programmes in 1967.

Malawi is a signatory to a number of universal agreements that advocate for the provision of adequate education opportunities for learners with special educational needs. From these agreements, Malawi has developed more comprehensive strategies to better respond to the educational needs of learners with special educational needs. The national special needs education policy provides a framework for Special Needs Education in Malawi. The implementation guidelines for the national policy on Special Needs Education therefore, provide a mechanism for the effective and standardized implementation of National Policy on Special Needs Education.

The national policy focuses on the three priority areas as stipulated in the National Educational Sector Plan (NESP). The priorities encompass components of Special Needs Education which include: early identification, assessment and intervention; advocacy, care and support; management, planning and financing; access, quality, equity and relevance. Each of these components has strategies to ensure their effective implementation.

The formulation of these implementation guidelines resulted from consultative meetings with various stakeholders, and a review of a cross-section of literature with specific consideration to the relevant educational targets set in the Education For All (EFA), Millennium Development Goals (MDG), United Nations Standard Rules for Equalization of Opportunity for Persons with Disabilities, Salamanca Statement on Special Needs Education, Malawi Growth and Development Strategy (MGDS), Policy Investment Framework (PIF), and the National Education Sector Plan.

The implementation guidelines spell out the background of Special Needs Education; rationale; linkages with other relevant policies; the challenges for its implementation; the vision, mission, goal, objectives, guiding principles and policy areas.

Currently, Malawi provides Special Needs Education services to the following types of special educational needs: visual impairment, hearing impairment, specific learning disabilities, intellectual disabilities, deaf-blind, physical and health impairment, emotional and behavioural difficulties and gifted and talented.

1.2 Vision, Mission, Goals and Objectives

1.2.1 Vision

Realizing the potential in learners with special educational needs

1.2.2 Mission

Provide access to *quality and relevant* education to all learners with special educational needs in Malawi.

1.2.3 Goal

Develop the personal social and academic competences of learners with special educational needs.

1.2.4 Objectives

The objectives of National Policy on Special Needs Education are to:-

- i. Provide appropriate quality education and/or vocational training to all learners with SEN.
- ii. Ensure equitable access to all learners with SEN at all educational levels.
- iii. Provide education facilities with necessary provisions to support the education of learners with SEN.
- iv. Ensure that all education institutions create and provide supportive learning environments.
- v. Increase provision of SNE services by all education stakeholders.
- vi. Improve co-ordination and networking among SNE stakeholders.
- vii. Provide standards and ethical practices to be adhered to in the provision of SNE services.

1.3 Situation Analysis

1.3.1 Status of Special Needs Education

The Malawi Education For All document of 2002 states that of the school-going-age children between 0-15 years old with special educational needs, 66.2% have learning difficulties, 20.5% have visual impairments and 13.3% hearing impairments. According to statistics from EMIS (2007), there are 69,943 learners with special educational needs enrolled in schools. These include low vision 18,328, complete blindness 366, partial deafness 17,344, complete deafness 1636, and physical impairment 7194. These statistics, however, do not take into account the number of learners enrolled in mainstream classes with an impairment or learning difficulty such

as intellectual disability, emotional and behavioural difficulty, specific learning disability, health impairment, language and communication difficulty.

This situation clearly demonstrates the need to conduct a national survey to identify the actual number of children with disabilities in order to compile a databank, which will inform future service provision.

1.3.2 Needs of Learners with Special Educational Needs

Although education is free at primary level, a few learners with special educational needs receive special needs educational services. Lack of adequate information by the communities on the needs of learners with special educational needs contribute to this problem. The following are some of the needs learners with special educational needs require to successfully enroll and participate in education:

1.3.2.1 Conducive learning environment: Learners with special educational needs require classrooms that are readily accessible, well ventilated, effectively maintained, are properly equipped with the relevant assistive devices, and where the learning process is positive and supportive.

1.3.2.2 Modified teaching, learning and assessment resources: The content, learning aids, instruction strategies and assessment must be either adapted or accommodative to meet the individual learners' needs.

1.3.2.3 Specialized assistive devices:

Some learners with special educational needs require pieces of equipment such as hearing aids, glasses, wheelchairs, talking machines or computers for them to access information and participate successfully in the learning process.

1.3.2.4 Regular medical checks-ups:

Some learners with special educational needs require medical attention to participate fully the learning process.

1.3.3 Challenges faced by Learners with Special Educational Needs

Learners with special educational needs are unable to attain their fullest educational potential because of various problems that hinder their participation in education. Some of the challenges include:

1.3.3.1 Stigma by the community: Attitude of the community towards the education of learners with special educational needs affect the delivery of special education needs services. Sometimes the community uses inappropriate language and behaviour towards these learners, which deters them from accessing education. Such negative attitude may lead to exclusion from some school activities, academic failure, low self-esteem, isolation, bullying, abuse, and school dropout.

1.3.3.2 Lack of specialist teachers and resource centers: There is an inadequate number of qualified specialist teachers leading to insufficient resource centres to service learners with special educational needs.

1.3.3.3 Shortage of specialized teaching, learning resources and assistive devices: Not all schools in Malawi are equipped with the instructional materials or assistive devices necessary to facilitate learning. This makes it difficult for learners with special educational needs in such schools to participate effectively in the learning process.

1.3.3.4 Inaccessible infrastructures and information: Some learners with special educational needs find it difficult to access some school buildings, playgrounds and amenities due to unavailability of ramps, rails, access to water points and toilets, wide and adapted classroom doors.

Other learners require information, which is accessible in appropriate formats to enhance their learning. For example, braille for learners with visual impairment, sign language for the hearing impaired and augmentative alternative communication for those with communication difficulties. Learners with specific learning disabilities or intellectual challenges require modifications and accommodations to the curriculum content. Due to lack of capacity to provide these support systems some learners are unable to attend school.

1.4 Rationale for the Implementation guidelines

These guidelines have been formulated with the aim of providing a universal framework that will assist all education implementers to effectively deliver Special Needs Education services in Malawi. The guidelines will, therefore:

- i. Provide procedures on how government and other stakeholders can effectively mainstream SNE issues.
- ii. Provide guidance and standardization in the implementation of SNE through a coordinated multi-sectoral response.
- iii. Enhance integration of holistic services focusing on all categories of SNE
- iv. Promote equitable allocation of resources towards the attainment of MDG number 2 (Achieve universal primary education) and number 3 (Promote gender equality and empower women).

1.5 Current Implementation Challenges

The implementation of Special Needs Education is facing a number of challenges. These include:

1.5.1 Financial constraints

Inadequate funds to implement SNE programmes and activities nationwide e.g. procurement of teaching, learning and assessment resources, assistive devices, construction, rehabilitation of resource centres, capacity building, and maintenance of plant and specialized equipment.

1.5.2 Environmental barriers

Inaccessible infrastructure such as classrooms, transport, long distances to schools, sports and recreation facilities, roads and public utilities are barriers for learners with special educational needs.

1.5.3 Attitudinal barriers

Negative attitude is a major barrier to the development of SNE in Malawi. Children and youths with special educational needs face discrimination, lack of parental responsibility, neglect, rejection, abuse, and overprotection by some parents. This could also be aggravated by lack of information, misinformation, cultural practices, beliefs and values.

1.5.4 Limited Capacity to train specialist personnel

Effective delivery of Special Needs Education is negatively impacted by an acute shortage of specialist personnel at all levels within the education system. There is limited capacity to provide training to SNE specialists at secondary and university levels. This problem is further compounded by retirements, HIV/AIDS, deaths, and brain drain.

1.5.5 Curriculum

Teaching and learning should be made least restrictive to all learners with special educational needs. Teaching methods and content shall be accessible to all learners.

1.5.6 Institutional Structure

There is need to develop administrative and supervisory structures that link schools, zone/ clusters, districts, and education divisions to the SNE Directorate at the ministry headquarters.

1.5.7 Co-ordination and Partnership

There is little co-ordination among stakeholders on issues of SNE. This can impede the effective policy implementation since key players operate in isolation. Lack of co-ordination among stakeholders results in duplication of efforts, dilution of ethics and standards, and focus on one area of SNE at the expense of others.

1.6 Guiding Principles

The following shall be the guiding principles in the implementation of SNE. Milestones towards the achievement of global and national targets for SNE implementation will be guided by the MDGs and the human rights based approach to programming:

- i. SNE will be implemented in the context of the EFA, NESP and Sector Wide Approach (SWAp) to financing educational programmes.
- ii. Operational decision-making process of SNE services will be decentralized to local assemblies to ensure acceleration of universal coverage.
- iii. The implementation of SNE shall take into consideration the multiplicity of partners involved in the delivery of SNE services.
- iv. There shall be transparency, accountability and good governance in the provision of SNE goods and services by all stakeholders.
- v. The family is the primary institution for supporting the holistic growth and development of children with disabilities.
- vi. No learner with SEN shall be discriminated or segregated against in the provision of education services on the basis of age, gender, race, tribe, health status, disability, HIV sero-status, economic status, religion, political affiliation and so on.
- vii. Education provision for children with SNE shall be integrated and harmonized with other interventions and services relating to the care and welfare of children.

Part Two

2.0 Special Needs Education Thematic Areas

The policy guidelines cover three thematic areas of Special Needs Education as stipulated in the National Education Sector Policy Statement. The areas are:

2.1 Priority 1 - Access and Equity

The education system should provide guidelines for advocacy, early identification, assessment, appropriate intervention, care and support for learners with special educational needs to access equitable education at all levels.

2.1.1 Policy Statements

MoE shall:

- i. promote easy access to education at all levels for learners with special educational needs.
- ii. Eliminate the imbalances between learners with special educational needs and those without.
- iii. Put systems in place for early identification, assessment and placement of individuals requiring Special Needs Education.
- iv. Bring awareness to the public about individuals with disabilities and their right to education.
- v. Ensure that learners with special educational needs receive adequate care and support services.

2.1.2 Objectives

The objectives are to:

- i. Create a positive, supportive and least restrictive learning environment for individuals with special educational needs to easily access educational services.
- ii. Close the gaps between learners with special education needs and those without.
- iii. Ensure that effective and efficient systems are in place for identification, assessment and placement of individuals with special educational needs.
- iv. Change the mindset of the public on Special Needs Education and encourage children with disabilities to attend school.
- v. Provide care and support to learners with special educational needs in order to facilitate their effective teaching and learning process.

ategies:

The MoE will:

- i. Develop and utilize national Sign Language for learners with hearing impairment, tactile language for learners with deaf-blind, augmentative alternative communication for learners with communication difficulties and Braille for the visually impaired.
- ii. Provide adequate and well qualified Specialist Teachers, Sign Language Interpreters, Learning Support Assistants (Teacher Aides), and Braillists for learners with special educational needs.
- iii. Ensure that criteria for award of bursaries will include learners with special educational needs.
- iv. Build more resource centres and special schools to promote enabling environment for all categories of learners with special educational needs.
- v. Equip Special Needs Education units with adequate staff and assistive devices.
- vi. Encourage public and private institutions to establish libraries with instructional materials accessible by learners with special educational needs.
- vii. Include a mandatory SNE component in the primary and secondary teacher training courses.
- viii. Ensure that HIV and AIDS information is available in accessible formats.
- ix. Equip them with the necessary and relevant skills, knowledge, values and attitudes to make them responsible and productive citizens.
- x. Ensure equitable distribution of relevant teaching, learning and assessment resources in Special Needs Education institutions.
- xi. Strengthen the SNE support system by providing Braillists, Sign Language Interpreters and Learning Support Assistants to all resource centres and special schools.
- xii. Construct and maintain resource centres and special schools equitably throughout the country.
- xiii. Develop guidelines for identification, assessment and placement of individuals with special educational needs.
- xiv. Develop and implement appropriate screening tools for identification and assessment of individuals with special educational needs.
- xv. Provide adequate educational psychologists, counselors, and allied health professionals for the delivery of psychological services.
- xvi. Establish educational assessment and resource service centres.
- xvii. Strengthen collaboration, coordination and communication amongst various professionals' i.e. social workers, audiologists, ophthalmologists, specialist teachers and other professionals.
- xviii. Promote participation of media in carrying awareness campaigns on rights of individuals with special educational needs.
- xix. collaborate with stakeholders in encouraging parents of children with SEN to send their children to school.
- xx. Involve individuals with disabilities in advocacy as role models.
- xxi. Equip parents and guardians with necessary knowledge and skills for caring and supporting learners with special educational needs.

- vi. Implement SNE following the national curriculum. However, special systems will be put in place to accommodate the specific needs of learner with SEN to access the curriculum.
- vii. Undertake inspection and supervision of SNE delivery in divisions and districts, with advisors and inspectors well trained or inducted in SNE. Some EMAS positions will specifically be for SNE after induction or training.
- viii. Train inspectors on Special Needs Education
- ix. Develop inspection and supervisory guidelines on SNE
- x. Continue to adapt mainstream curriculum to accommodate all learners with special educational needs.
- xi. Administer national examinations that are adapted to the needs of learners with special educational needs.
- xii. Provide relevant teaching, learning and assessment resources for learners and teachers with special educational needs.
- xiii. Actively encourage disability friendly sporting activities in all institutions
- xiv. Conduct research on issues in SNE to maintain relevance.
- xv. Provide programmes at all educational levels for learners with special educational needs that will facilitate their entry into the labour market e.g. school to work programmes.
- xvi. Provide technical and vocational education for learners with special education needs who cannot progress in academic work.

2.3 Priority 3 - Governance and Management

For effective and efficient delivery of SNE, there is need for establishing and implementing proper systems of governance and management.

2.3.1 Policy Statement

MoE shall:

- i. Ensure that Special Needs Education has a proper governance and management structure.

2.3.2 Objective

The objective is to:

- i. Improve and expand education governance, management, planning and financing to ensure proper delivery of the SNE at all levels.

2.3.3 Strategies

- i. Specialist teachers reporting mechanism should follow the existing management structure.
- ii. School returns should include learner with special educational needs
- iii. Education Division and District Education Budgets should include Special Needs Education and financing of SNE activities at school level.

- vi. Implement SNE following the national curriculum. However, special systems will be put in place to accommodate the specific needs of learner with SEN to access the curriculum.
- vii. Undertake inspection and supervision of SNE delivery in divisions and districts, with advisors and inspectors well trained or inducted in SNE. Some EMAS positions will specifically be for SNE after induction or training.
- viii. Train inspectors on Special Needs Education
- ix. Develop inspection and supervisory guidelines on SNE
- x. Continue to adapt mainstream curriculum to accommodate all learners with special educational needs.
- xi. Administer national examinations that are adapted to the needs of learners with special educational needs.
- xii. Provide relevant teaching, learning and assessment resources for learners and teachers with special educational needs.
- xiii. Actively encourage disability friendly sporting activities in all institutions
- xiv. Conduct research on issues in SNE to maintain relevance.
- xv. Provide programmes at all educational levels for learners with special educational needs that will facilitate their entry into the labour market e.g. school to work programmes.
- xvi. Provide technical and vocational education for learners with special education needs who cannot progress in academic work.

2.3 Priority 3 - Governance and Management

For effective and efficient delivery of SNE, there is need for establishing and implementing proper systems of governance and management.

2.3.1 Policy Statement

MoE shall:

- i. Ensure that Special Needs Education has a proper governance and management structure.

2.3.2 Objective

The objective is to:

- i. Improve and expand education governance, management, planning and financing to ensure proper delivery of the SNE at all levels.

2.3.3 Strategies

- i. Specialist teachers reporting mechanism should follow the existing management structure.
- ii. School returns should be include learner with special educational needs
- iii. Education Division and District Education Budgets should include Special Needs Education and financing of SNE activities at school level.

- iv. The MoE will create and maintain a databank for Special Needs Education.
- v. The MoE will develop and implement a Strategic Plan for Special Needs Education.

Part Three

3.0 Implementation Arrangements

3.1 Roles and Responsibilities

The following are the responsible institutions and their roles:

Institution	Roles
Ministry of Education Headquarters	i. Coordinate SNE at national level
	ii. Provide strategic leadership, and action planning for SNE
	iii. Mobilise resources for SNE
	iv. Provide policy guidance to all stakeholders on SNE
	v. Promote professional development for Managers and SNE teachers
	vi. Facilitate the provision of better working conditions
	vii. Select learners with SEN to secondary schools
	viii. Monitor and supervise SNE activities
	ix. Provide backstopping services to districts e.g. school screening
	x. Procure and supply teaching, learning and assessment resources for SNE
Education Division Offices	i. Coordinate SNE activities in the division.
	ii. Report on SNE issues to MoE
	iii. Allocate SNE learners to appropriate secondary schools
	iv. Monitor SNE activities in the division
	v. Allocate specialist teachers to secondary schools
	vi. Establish resource centres in the division
	vii. Mobilise resources for SNE
	iii. Provide user friendly infrastructure to SNE learners
District Education Manager	i) Include SNE activities in the district budget and District Education Plan (DEP).
	ii) Provide transport to IT for SNE activities.
	iii) Allocate SNE teachers equitably in the zone/ clusters.
	iv) Mobilise resources for SNE.
	v) Sensitise the Assembly on issues pertaining to Special Needs Education.
	vi) Ensure that the district has an SNE desk officer.
	vii) Advise EDM on SNE needs in the district.

	viii)	Provide support to PEAs and Head Teachers in supervision of SNE teachers.
	ix)	Interpret policies on SNE.
	x)	Communicate circulars and adverts to teachers concerning SNE.
	ix.	Safeguard the welfare of teachers undergoing special needs training.
	x.	Implement recommendations made by PEAs on SNE
	xi.	Procure and distribute special needs education materials.
	xii.	Monitor and evaluate SNE activities in the district.
	xiii.	Provide educational support to learners with SEN e.g. bursaries.
	xiv.	Involve SNE teachers in all activities in the district e.g. National examination exercises, insets and other workshops.
Primary Education Advisors	i.	Provide supervisory and advisory services to both regular and specialist teachers in the zone and cluster.
	ii.	Monitor activities of Special Needs Education in the zone and cluster.
	iii.	Ensure that learners with special educational needs are educated in accordance with ministry policy.
	iv.	Advise other stakeholders in the zone and cluster about inclusive education.
	v.	Maintain data about SNE in the zone and cluster.
	vi.	Involve specialist teachers in all activities of the teaching profession in the zone and cluster.
	vii.	Guide head teachers on how they can identify learners with SEN in their schools.
	viii.	Update head teachers and other authorities on matters pertaining to SNE in schools.
	ix.	Ensure equitable distribution of specialist teachers.
	x.	Encourage specialist teachers to take advantage of the already scheduled zonal meetings and insets at the TDC.
	xi.	Assist in distribution of specialised materials to specialist teachers.
	xii.	Interpret Ministry of Education policy on SNE to stakeholders.
	xiii.	Encourage class teachers to support learners with special educational needs in the schools.
	xiv.	Conduct regular meetings with specialist teachers in the zone and cluster.
Specialist Teachers	i.	Identify learners with special educational needs.
	ii.	Teach learners with special educational needs using the individualized education plans.
	iii.	Advise the head teachers in all matters pertaining to Special Needs Education.
	iv.	Prepare lesson plans, schemes and records of work.

	v. Screen and refer learners with SEN to concerned stakeholders.
	vi. Update data on SNE.
	vii. Provide information and data about SNE to the Head teacher and PEA.
	viii. Provide guidance and counseling to learners, mainstream teachers and parents.
Mainstream Teachers	i. Teach learners with special educational needs in an inclusive setting.
	ii. Identify learners with special educational needs.
	iii. Inform the head teacher and specialist teacher about learners with special educational needs at the school.
Special Needs Education College (s)	i. Train specialist teachers, learning support assistants, braillists, sign language interpreters.
	ii. Conduct continuing professional development on SNE.
	iii. Provide backstopping services on SNE in the districts through the DEMs/EDMs.
	iv. Develop and review SNE curriculum in conjunction with MIE and MoE.
	v. Conduct research on SNE.
Ministry of Persons with Disabilities and the Elderly	i. Advocate for equalization of opportunities and rights of PWDs.
	ii. Support learners with special educational needs.
	iii. Facilitate out of school programmes for learners with disabilities.
Ministry of Health	i. Responsible for prevention, detection and interventions.
Ministry of Information	i. Initiating awareness raising on issues of SNE.
Ministry of Youth and Sports Development	i. Promotion of sporting activities and recreation.
	ii. Provision of sporting equipment/facilities.
Ministry of Women Child Development	i. Strengthening protection and safeguarding of children with special educational needs.
	ii. Provide early childhood Special Needs Education programmes.
	iii. Providing psychosocial support.
Ministry of Finance	i. Funding Special Needs Education programmes and related services.
Ministry of Local Government	i. Integrating Special Needs Education activities into District Development Plans.
Ministry of Development cooperation	i. Provide technical advice on Special Needs Education.
	ii. Facilitate investment programmes for Special Needs Education.
Ministry of Physical Planning (Transport and Public Works)	i. Provide advice on infrastructure design to be disability-friendly.

Universities and Colleges	i.	Conduct selection of students with SEN with affirmative action.
	ii.	Conduct research on SNE.
	iii.	Introduce SNE programmes in tertiary institutions.
	iv.	Ensure accessibility to university education facilities by students with disabilities.
	v.	Initiate innovations on assistive technologies for students with SEN.
Communities, Families and Parents	i.	Promote care and support services.
	ii.	Mobilise resources.
	iii.	Assist in identification of learners with SEN.
	iv.	Protect learners with SEN from abuse and violence.
	v.	Provide learners with food and other amenities.
Malawi Council for the Handicapped (MACOHA)	i.	Provide learners with SEN with bursaries.
	ii.	Provide rehabilitation services, vocational guidance and counselling, skills and training.
	iii.	Facilitate the provision of assistive devices.
	iv.	Advocate for employment of out of school persons with disabilities.
Private Secondary Schools Association of Malawi	i.	Complement government efforts in providing special needs education services.
Disabled Peoples Organisations	i.	Undertake awareness campaigns and advocacy.
	ii.	Lobby for the rights of learners with special educational needs.
	iii.	Provide peer counseling.
Non-Governmental Organisations and Development Partners	i.	Provide education to children with special educational needs to compliment government efforts.
	ii.	Provide physio-therapy and occupational therapy services to children, youths and adults with special educational needs.
	iii.	Provide medicines to children and youths with health impairments e.g. epilepsy.
	iv.	Construct disability friendly school structures e.g. large class doors, ramps, well ventilated and partially transpired roofing for low vision.
	v.	Promote and protect the rights of children with special educational needs.
	vi.	Provide bursaries, teaching and learning resources, food stuffs to learners with SEN.
	vii.	Fund SNE programmes through provision of teaching learning resources and assistive devices.
	viii.	Conduct awareness on Special Needs Education.

Note: All institutions should be involved in SNE research activities

4.0 Monitoring and Evaluation

The effectiveness of the policy and its implementation will be continuously monitored and evaluated. The policy and its implementation will be subject to both internal and external reviews involving all stakeholders. The MoE will, from time to time maintain a data base on SNE. This data base will be an integral part of the MoE information systems. Due to the multiplicity of partners involved in SNE, feedback on the implementation of the policy will be actualized through a Ministry of Education Partner Network. This network is envisaged to form a basis of dialogue and communication on issues of SNE in the country.

4.1 Policy Guidelines Review

Annual reviews will be carried out with all coordinators and stakeholders to share information on guidelines implementation. Lessons learnt from these reviews will form the basis for planning the following year. The Ministry of Education and partners will be supported to assess and document their experiences and use the lessons during re-planning and for advocacy purpose. As a routine, the Ministry of Education will prepare progress reports on a quarterly and annual basis.

4.2 Operational Research

The directorate of Special Needs Education will coordinate the research agenda for Special Needs Education. The directorate will collate potential areas for research in collaboration with the relevant stakeholders or partners. The research agenda should be based on analysis of situation, monitoring, supervision and evaluations, taking advantage of the ministry's databank.

APPENDIX V(A)

MARYVIEW SCHOOL FOR THE DEAF

TEACHER'S SCHOOL REPORT RECORD (MAIN SCHOOL)

TERM: *MCC*

SCHOOL YEAR: 2022

STANDARD: 2

CLASS TEACHER: P. M. C. L. C. M. M. M.

[illegible]

HEADTEACHER: J. C. E. M. A. D. S. DATE: 11/10/2

SCHOOL STAMP: _____

TEACHER'S SCHOOL REPORT RECORD (MAIN SCHOOL)

STANDARD:

SCHOOL YEAR: 2006

SCHOOL YEAR: _____
CLASS TEACHER: Chisale / Kavosi

RESULT _____

HEADTEACHER: BETHS G. JONES DATE: 10-10-65

METHODS AND SUPPLIES

4/10/1944

APPENDIX V (C)

MARY NEW SCHOOL FOR THE DEAF

TEACHER'S SCHOOL REPORT RECORD (MAIN SCHOOL)

TERM: 4

SCHOOL YEAR: 2007

STANDARD: 7

CLASS TEACHER: G. CHIDAMANI

PUPILS' NAMES														
PUPILS' AGES														
SPEECH														
SPEECH READING														
MATHEMATICS	50	70	67	55	50	45	30	35	25	58	10	10	20	
CHICHEWA	70	54	67	70	60	56	63	50	44	30	51	36	30	
ENGLISH	88	93	92	71	74	68	75	81	55	67	66	50	44	
RELIGION														
GENERAL STUDIES														
PHYSICAL EDUCATION														
CREATIVE ARTS														
NEEDLE CRAFT														
SOCIAL STUDIES	73	77	77	50	67	73	77	67	40	30	40	57	13	
SCIENCE &														
H/EDUCATION	84	87	76	71	73	62	62	71	60	53	36	33	47	
AGRICULTURE	100	76	88	90	76	94	84	84	78	62	92	46	34	
HOME ECONOMICS														

APPENDIX VI

JOINT MINUTES OF THE MINISTRY OF EDUCATION AND PROPRIETORS

(Department of special needs) officials, the principal of the education centre for the deaf, headteachers of all the schools for the deaf, the FIC Brothers, the C.C.A.P. Synod of Livingstonia and the Association of the Christian Educators in Malawi (ACEM) held at Mua school for the deaf on 18th November, 2004:

- a. Prayer: The meeting was called to order at 9 O'clock in the morning and it was opened by a prayer recited by Mr. Edward Mtonga, the headteacher of Embangweni school for the deaf.
- b. Welcoming remarks: The meeting's chairperson who was also the chairperson of the association of the Christian Educators in Malawi, (ACEM) welcomed all the members present at the meeting. He urged them to be participative in all the deliberations for the success of the meeting itself. This, he said, just because the success of all the things by the association depended upon their active participation.
- c. Members present: The meeting was graced by the following:

Professor Anaclet Phiri (Chairperson)

Rev. A.G. Muhone (Vice Chairperson)

Richard P. Phiri (ACEM'S secretary the education secretary for the Synod of Livingstonia)

Constance Mwale (Education Secretary of the evangelical Lutheran church f Malawi)

R.B. Tolia (ACEM'S vice secretary and the education secretary for the Nkhoma Synod)

Moses Chiwoko (Education Secretary of Blantyre Synod)

B.C. Ndendeule (ACEM'S treasure)

Mrs. Yambeni (Ministry Official representing the Special Needs Department)

Edward Mtonga (Headteacher of Embangweni School for the Deaf)

James Banda (Headteacher of Mary Views for the School for the Deaf)

Mr. Zakeyo (Headteacher of Mountain Views for the School for the Deaf)

Mr. Nyerenda (Headteacher of Mua Views for the School for the Deaf)

- d. Apologies: Mr. E.S. Msoni did not turn up due to sickness
- e. Reading of the previous minute: the minutes of the meeting held on 16th may, 2004 were read, amended and adopted.
- f. Arising:

Every of the recommendations during the 16th May, 2004 meeting was that due to the numerous concerns being held that the four schools for the deaf are employing different types of media of instruction, a research team be instituted to investigate into the matter. This team was instituted and its members came from different groups of which one was Edward Mtonga, the headteacher of Embangweni school for the deaf. It was at this time that the team was requested to report their findings and observations to the house.

In their report, the team informed the house that there are four schools for the deaf countrywide: Mary View, Mountain View, Mua and Embangweni. The team furring informed the house that the concerns that different media of instruction are being employed by teachers for the learners for the deaf are correct. This, they said, was attributed to the proprietors of the school. While Embangweni school for the deaf was appropriated by the Synod of Livingstonia, Mary View, Mountain View and Mua Schools for the deaf are under the proprietiership of the FIC brothers of Montfort. They went on to say that while embangweni school for the deaf employs both sign and oral languages as the medium of instruction among their learners. The team notified the house that the worrisome side of the issue was that in a classroom setting of the learners for the deaf, there are two groups: those who are totally deaf and the hard of hearing ones. As such, no single method can work well for both groups. For the deaf be adopted by all the schools for the deaf.

This recommendation kindled of debate between the two proprietors, on one hand, and between the proprietors and the other interest group within the house, on the other. After a lengthy discussion, it was resolved that:

1. In all the institutions for the learners for the deaf, the mixed medium of instruction should be a sole medium of instruction teachers should employ to teach these learners:
2. The government should identify some funds to train teachers in the new medium of instruction:
3. In-service training should be conducted for the already existing teachers in the mentioned schools:
4. The government, through its advisory personnel, should make sure that the method is reinforced in the schools of the learners for the deaf:
5. The government should inform all the stakeholders concerned about this new development.

New Items:

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...

- g. Closing remarks: The meeting's chairperson, thanked all the members for their Contributions and wished each one of them well as they would be traveling y back to their various destinations. He, in a special way, commended the research team for coming up with such an admiring and comprehensive exercise. This, he pointed out, demonstrated nothing other than commitment in the issues of the less privileged under which fall those with hearing impairment.
- h. Date of the next meeting: 12th March, 2005
- i. Closing prayer: The meeting was closed with a prayer recited by Mr. Edward Mtonga at 2 O'clock in the afternoon.

APPENDIX VII

MINUTES OF THE SPECIAL NEEDS EDUCATION DEPARTMENT HELD IN THE DEPARTMENT'S OFFICE ON 19TH JANUARY, 2005

a. Prayer: The meeting started with a prayer which was led by Mr. Noel Mwango.

b. Members Present:

The following were present during the meeting:

David A. Njaidi (Chairperson)

Mrs Yambeni (Secretary)

Noel Mwango (Member)

Lenox M. Ngulama (Member)

c. Apologies: None:

d. Welcoming remarks:

The meeting's chairperson, David A. Njaidi, welcomed all the members present at the meeting. He urged them to fully participate in all the deliberations for their mutual success of the meeting. To this end, Mr. Njaidi, in his capacity as the New and first director of the newly established department of special needs education, reintroduced himself to all the members and assured them of his total support both personally and professionally.

e. Reading of the previous minutes:

As this was the meeting of the newly established department of special needs education, there were no minutes to be read.

ITEMS OF AGENDA:

1. Aims of the department of special needs education:

The chairperson informed all members of staff in the department about what the department itself purports to achieve. Mr. Njaidi began by explaining how the situation is really like as regards the two categories of the impaired persons: those with visual impairment and the ones with hearing impairment. He began

by narrating the pathetic story on employment crisis of the individuals in question. He further went on and informed the house about lack of access to quality education. He said that such people are in all walks of life being marginalised. As such, he said that deliberate efforts should be put in place so that they, too, have equal opportunities as the rest of the people. To this far, it was resolved that if this is to be realised, the national policy on the equalisation of equal opportunities and special needs education policy should be put in place. Mr. Njaidi also informed the members that those with physical challenges also fall under this department.

2. Staffing:

The newly appointed director lamented over the shortage of staff in the department. He however, said that since the department was just being established, every things possible would be done to have it beefed up with more personnel. He, however, said such a thing cannot be realise over a day.

3. Report on the joint meeting that took place in Dedza:

Mrs Nambeni who attended this meeting on behalf of the special needs education department took her turn to report what transpired out of the meeting itself. In her report, she said that the house learned with dismay that due to different proprietorship of the schools of the learners for the in the country, no uniform medium of instruction is being employed by the teachers in the schools for the deaf. She further said that Mary View, Mountain View and Mua schools for the deaf use oral language as a medium of instruction and Embangweni uses both oral and sign languages as the medium of instruction. She said that in order for the two categories of deaf learners to be captured in the teaching/learning processes, the house resolved that with the effect from this academic year, the mixed medium of instruction should be the one to be used. She further said that the ministry of education through its special needs education department should make the individuals concerned aware about this new development.

Following this resolution, the meeting resolved that a circular letter be written to all stakeholders, informing them about the current development.

4. Closing Remarks:

The chairperson thanked all the members of the department for taking the meeting seriously. He urged them to work hard at all times for the mutual benefit of the individuals with various disabilities.

5. Date of the next meeting: 15th February, 2005.
6. Closing Prayer: The meeting ended with a word of prayer which was conducted by Mr. Noel Mwango.

David A. Njaidi (Chairperson)

Yambeni (Secretary)

Date: 20th January, 2005

From: The Ministry of Education Science and Technology, Department of Special
Needs Education

To: All headteachers of Mary View, Mountain View, Mua and Embangweni
Schools for the Deaf

CC: The Director, EMAS Department , Private Bag 328, Capital City, Lilongwe 3.

: All Divisional managers (3) (ATTN. EMAS Section)

: All District Education managers (34) (Attn.: Advisory Section)

: The Principal, Education Centre for the Deaf, P.O. Box 5492, Limbe.

: The Education Secretary, Synod of Livingstonia, P.O. Box 112, Mzuzu.

: The FIC Brothers, P.O. Box 5452, Limbe.

: The Director, Association of Christian Educators in Malawi, P.O. Box 3033,
Capital City, Lilongwe 3.

**RE: (EDU/SNE/32) THE INTRODUCTION OF THE MIXED MEDIUM OF
INSTRUCTION IN ALL THE SCHOOLS FOR THE DEAF:**

In between July and October, 2004, a research was carried out with the idea of determining the right method to be used when teaching the learners with hearing impairment. This was amid concerns that in the four schools for the deaf of Mary View, Mountain View, Mua and Embangweni, the teachers practise different media of instruction. While Mary View, Mountain View and Mua oral language alone, Embangweni employs both, oral language and sign language. This, according to research, sounds practical as it caters for both groups of the hearing impairment: the totally deaf ones and those who are hard of hearing.

The findings and observations of this research were reported to the ministry of education officials, trainers for the specialist teachers for the deaf, the two proprietors of the schools for the deaf i.e. the catholic and the C.C.A.P. Synod of Livingstonia and all heads of the schools for the deaf and other interested parties in the deaf issues at a meeting held at Mua school for the deaf in Dedza district. After a lengthy discussion on these findings and observations of the research, it was resolved by both groups of the proprietors of the schools for the deaf that beginning from the following academic year, the mixed medium of instruction (bilingualism) should be a sole medium of instruction in all the schools for the deaf. It is in view of this that this circular letter is issued to all the parties directly or indirectly concerned with the special education of the deaf. By copy of this circular letter, therefore:

1. With the effect from the Academic year, the mixed medium of instruction should be a sole medium of instruction in the teaching/learning processes of for the learners with hearing impairment
2. Headteachers in all the schools for the deaf should make sure that the mixed medium of instruction is reinforced at both levels: the pre-school as well as the main school:
3. The advisory teams at any level should help in the reinforcing of the new medium of instruction:
4. teacher trainers at the education centre for the deaf should encourage their student teachers to practise using the new medium of instruction after being posted to their various duty stations.

Your cooperation on the matter will highly be valued.

Thank you, colleagues.

D.A. Njaidi
(Director of the Special Needs Education Department)
For the secretary of Education.

