

**LEVEL OF COMMUNICATIVE COMPETENCE OF CLASS SEVEN LEARNERS WITH
HEARING IMPAIRMENT IN ENGLISH COMPOSITION WRITING IN NYANZA PROVINCE,
KENYA**

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ABSTRACT

The Kenya Certificate of Primary Education results over the years show that learners with hearing impairment perform poorly in English compared to their hearing counterparts. In Nyanza Province schools for learners with hearing impairment, the highest mean score in English in the period 2005-2007 was 47.72%. A summary of the national examination scores in 2009 and 2010 put English composition scores at 40.48% and 42.70% respectively. The purpose of this study was to establish the level of English communicative competence of class seven learners with hearing impairments in Nyanza Province, Kenya. A descriptive survey design was used in this study. The study was carried out in Nyanza Province. Target population comprised 71 learners and 5 teachers of English. Saturated sampling technique was used to select 64 learners and 4 teachers of English. Data was collected using document analysis guides and questionnaires. To establish reliability, a pilot study was carried out with 1 teacher and 7 learners which constituted 10% of the population who did not form part of the study. Research instruments were presented

to experts in the department of Special Needs Education, Maseno University for face validity judgment. Descriptive statistics such as frequencies, means and percentages were used to analyze quantitative data. Results revealed that learners with hearing impairment had low level communicative competence in creative writing in spelling, vocabulary choice, vocabulary range, sentence construction, coherence and punctuation. Further, learners exhibited ability to recognize format in functional writing. This study concluded that the level of learners' communicative competence in written English was below average. The recommendations of this study were that; teacher should be consistent and proficient in English, English language vocabulary acquisition and use should be deliberately taught and that more visual aids be used to enhance understanding of concepts. The outcome of this study may be useful to educators in the improvement of teaching and learning English composition writing among learners with hearing impairment.

Key words: communicative competence, discourse, grammatical competence, sociolinguistic competence, composition, writing

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