

**LANGUAGES USED IN TEACHING AND LEARNING ENGLISH COMPOSITION
WRITING AMONG LEARNERS WITH HEARING IMPAIRMENTS IN NYANZA
PROVINCE, KENYA**

Rosemary Ogada

Corresponding author, Maseno University, Kenya

Oracha P. A.

Maseno University, Kenya

Matu P. M.

Technical University of Kenya, Kenya

Tyeng'o M.

Rongo University College, Kenya

CITATION: Ogada, R., Oracha P. A., Matu P. M. & Tyeng'o M. (2014). Languages used in teaching and learning English composition writing among learners with hearing impairments in Nyanza Province, Kenya. *International Journal of Social Sciences and Entrepreneurship*, 1 (12), 1-11.

ABSTRACT

The main objective for teaching English composition is to enable the learner to acquire writing skills to be able to express own ideas meaningfully and communicate effectively in English. The Kenya Certificate of Primary Education results over the years show that learners with hearing impairment perform poorer in English compared to their hearing counterparts. In Nyanza Province, the highest mean score in English in the period 2005-2007 was 47.72. The purpose of this study was to establish the languages used in teaching and learning English composition writing among learners with hearing impairment. A descriptive survey design was used in this study. The study was carried out in Nyanza Province, Kenya. The target population comprised 71 class seven pupils and 5 class seven teachers of English. Saturated sampling technique was used to come up with a sample of 64 pupils and 4 teachers of English. Data was collected by use of lesson observation schedules, document analysis guides and questionnaires. To establish reliability, a pilot study was carried out with 10% of the population who did not form part of the study. Research instruments were presented to three experts in the Faculty of Education, Maseno University for face validity judgment. Descriptive statistics such as percentages and graphs were used to analyze quantitative data. Qualitative data was transcribed, organized into emerging themes and reported. Results revealed that languages used in teaching and learning English composition included; English, Kiswahili, Kenyan Sign Language and signed modes such as signed English. The recommendations of the study include; teachers of learners with hearing impairment should spoken English and signed modes such as signed English and signed exact English and that both teachers and learners should make a deliberate effort towards enhancing English vocabulary acquisition. The outcome of this study may be useful to educators in the choice of languages used teaching and learning composition.

Key Words: communication, composition, writing, hearing impairments

Introduction

English composition writing is an important part of the English curriculum in Primary Schools in Kenya. There are four language skills taught in the English syllabus, namely; listening (reception of signed information), speaking (production of signs), reading and writing. The objective of the primary English curriculum expects all pupils to acquire sufficient command of English in spoken and written forms to enable them to communicate fluently, independently and accurately in everyday life. Pupils are also expected to acquire writing skills to be able to express own ideas meaningfully and legibly in English, to convey information and to communicate effectively. Both secondary and primary school English syllabi have been adapted to cater for learners with hearing impairment (KIE, 2002; 2004). Therefore, this study will find out the strategies used in teaching English composition writing to class seven learners with hearing impairment.

In another study, Abaya (2006) reports that English composition writing requires a mastery of grammatical rules that can be achieved through instructional process. Abaya further argues that if the general objective of teaching English is to be met, learners need to learn not only the effective use of the main grammatical structures like sentences, clauses, phrases and words, but also the ability to write logically and coherently. Proper sequencing of lexical and grammatical items enhances coherence and cohesion of ideas. This position is supported by Gathumbi and Masembe (2005), who hold that a good writer should observe patterns of word order and word structure, demonstrate a good command of sentence structure and preserve coherence both within and in between sentences to give meaning to text. For learners with hearing impairment mastering the proper sequencing of lexical and grammatical rules presents a challenge.

The absence or inadequacy of effective communication is a major problem especially for those with pre-lingual deafness. Failure by learners with hearing impairment to measure up to required standards is embedded in the lack of teachers competent in classroom language. Teachers of learners with hearing impairment have a common complaint about teaching their pupils to write English (Hochgesang, 2007). According to them pupils with HI fail to grasp how a written language has its own grammar and that they cannot simply transcribe Kenya Sign Language (Adoyo, 2002; KDRC, 2009). Learners are expected to show communicative competence in both creative and functional writing. Creative writing refers to the type of compositions in which learners are free to imagine and produce new ideas and stories. Apart from the topic provided, the learner is responsible for the direction the story takes. It is generally presented in prose form though the writer may use dialogue once in a while to break monotony or emphasize a point (Bullon et al, 2005).

Writing English composition presents a challenge to learners with hearing impairment whose L1 is sign language since sign languages are generally not written languages (Lucas, 2001). According to Lucas (2001), sign language dictionaries are not as detailed as the English

dictionary. While the English dictionary will define a word, give its correct usage in sentences, pronunciation and explain its origin, a sign language dictionary will simply define a sign by providing an equivalent translation into a written language. Learners with hearing impairment may face a challenge transferring their knowledge of signed composition into written English composition.

The languages used in the classroom are important because the aim is to produce what is expected in the target language; English. If learners receive instruction in Kenya Sign Language all the time, they will be ill placed to write good English compositions (Lozanova & Savtchev, 2009). On the other hand, if the teacher is not proficient in Spoken English, signed English and Kenya Sign Language, the learners will not understand the concepts being taught. Lack of consistency in the languages used in teaching English composition may lead to the challenges learners face in writing English composition.

Literature Review

Kenya Sign Language (KSL) is the first language of many persons with hearing impairment in Kenya. The Kamunge report (Republic of Kenya, 1988), recommends that mother tongue within the catchment area be used as the language of instruction in pre-school and adult education programs. Kenya Institute of Education (K.I.E., 2004) recommends the use of Kenyan Signed English, which is a combination of KSL and Signed English (SE), in teaching English to learners with hearing impairment. This concurs with Adoyo (2004) who reports that since KSL is easier for learners with hearing impairment to understand and recall, it would be logical to use KSL as a language of instruction in the HI classroom. However, there are still questions on whether the use of sign language mode of instruction is helping the learner with HI to write competently and undertake fluent and complex composition in Standard English (Wamae, 2002).

As reported by Lucas (2001) and KIE (2002, 2004), sign languages are not usually written languages and rarely have dictionaries. However, when dictionaries of sign languages are made, they simply have word-sign equivalents which do not explain the grammatical categories and how they function as is always in English dictionaries. Kenya Sign Language (KSL), like other sign languages of the world, has no written form. The KSL dictionary is a bilingual dictionary or a phrase book in which the sign is defined by providing a translation into written English. The English language dictionary on the contrary, defines words, gives their correct usage in sentences, pronunciations, and explains their origins.

There are no widely used written forms of sign languages and no sign language has a body of written literature. Thus, any standard form of a sign language would have a different function from a standard spoken language with a written literature. It has been observed that though there are attempts to develop written forms of some sign languages like American Sign Language and Nicaraguan Sign Language, it will be many years before any written form of sign language gains the same status and function as written forms of spoken languages (Lucas, 2001).

Influence of Kenyan Sign Language on English Composition

Lozanova and Savtchev (2009) state that sign languages have a grammar and syntax that is quite different from that of spoken languages, which can confuse learners. Further, they argue that a learner who is pre-lingually hearing impaired cannot be immersed in the language around them because they cannot hear it. Learners with hearing impairment do not have a written or spoken language on which to pin their second language learning because sign languages are entirely visual. Against this background, it is clear that a learner with hearing impairment and whose first language is sign language, is likely to face challenges in English composition writing related to the sign language he/she uses.

In his view, Zarchy (2008) asserts that a good background in sign language among learners with hearing impairment enhances the acquisition of English language. He argues that if native ASL signers learn English as a second language at a young age, they perform just like hearing children who learn English as a second language at the same age. He concludes that early exposure to sign language for children with hearing impairment can improve their literacy abilities.

The combination of the fact that KSL is not a written language and that it has a structure of its own different from that of the English language, present a challenge to learners with hearing impairment in English composition writing. Naturally, there are certain gaps in the relationship between KSL and English language, for example; in the two sentences:

KSL: SCHOOL JOHN GO YESTERDAY

ENGLISH: John went to school yesterday (Ali, Okwaro & Adera, 2003 pp 29).

This excerpt presents the different word order of KSL and English;

1. KSL follows the OSV (object +subject + verb) word order.
2. English follows the SVO (subject + verb + object) word order.

It is clear that a native KSL signer, who is learning English as a second language, is likely to make some grammatical and lexical mistakes. Though KSL uses English words, it has a completely different word order from English. KSL, like all other mother tongues, is likely to interfere with the learners' mastery and application of the rules of English language.

Research Methodology

The study used a descriptive survey design. Kothari (2004) defines survey as a procedure or a combination of procedures such as questionnaires, interviews and observations. Surveys are research that is concerned with describing, recording, analyzing and interpreting conditions, relationships, opinions, processes and effects that exist or existed. Saturated sampling technique

was used to select 64 learners and 4 teachers. Saturated sampling is a non-probability sampling technique in which all members of the population are selected because they are too few to make a sample out of (Orodho, 2009). Tools of data collection used in this study were; Lesson observation schedules, document analysis guides and questionnaires. The descriptive data obtained by survey method is referred to as qualitative data, and the statistical data is referred to as quantitative data (Wambiri and Muthee, 2010). Descriptive survey was used in this study to seek opinions and find out facts on the languages used in teaching English composition to class seven learners with hearing impairment face in English composition writing. Descriptive survey design is cost-effective, easy to administer, time-saving, allows the use of multi-data collection procedures and results can be generalized.

Research Results

The study considered the languages used in teaching and learning English composition among class seven learners with hearing impairment in terms of the influence of Kenya Sign Language on English composition. The research questions were: What languages are used in teaching and learning English composition among learners with hearing impairment? And, what is the influence of Kenyan Sign Language on English composition writing among class seven learners with hearing impairments? Table 1 summarizes the languages used in teaching English composition.

Table 1: Languages used in teaching and learning English composition among learners with hearing impairment

| Languages used | Satisfactory | | Fair | | Not satisfactory | | Not used | | Unsure | |
|-----------------------------------|--------------|-------|------|-------|------------------|-------|----------|-------|--------|-------|
| | f | % | f | % | f | % | f | % | f | % |
| 1. English and SE | 4 | (100) | 0 | (0.0) | 0 | (0.0) | 0 | (0.0) | 0 | (0.0) |
| 2. KSL | 1 | (25) | 3 | (75) | 0 | (0.0) | 0 | (0.0) | 0 | (0.0) |
| 3. Others (Kiswahili, Dholuo, TC) | 3 | (75) | 1 | (25) | 0 | (0.0) | 0 | (0.0) | 0 | (0.0) |

Table 1 shows that all the 4 (100%) teachers who participated in this study used English alongside Signed English satisfactorily during English composition lessons. Kenya Sign Language was fairly well used by 3 (75%) of the teachers by all the teachers and learners who participated in this study. Among other languages and modes used in the classroom, Total Communication (TC), Dholuo and Kiswahili were sometimes used by the teachers 3(75%) alongside Kenya sign language. Though not anticipated, it was also observed that there were learners with residual hearing who often changed facial expression whenever the teacher switched to Dholuo or Kiswahili. The learners with profound hearing loss did not show any

expression at the change of the spoken language. This change from one language to another usually occurred as the teacher attempted to explain a point for a second or third time. English was usually the first language used by all the teachers in the lessons observed. Based on results in Table 16, it is evident that several spoken languages; English, Kiswahili and Dholuo, one sign language; KSL, and a signed mode; SE were used in teaching English composition. Total communication (TC) also featured prominently in the classrooms.

Influence of Kenyan Sign Language on English composition

Kenya Sign Language is the first language for learners with hearing impairment and has a different structure from that of English language (Adoyo, 2004). Signers might experience mother-tongue interference as they learn and use English language. Results from Table 1 provide evidence that KSL was used during English composition lesson in all the lessons observed. Kenya Sign Language transcriptions were not used in these lessons. Document analysis guide was used to ascertain the extent of the influence of KSL on English composition. The results obtained are summarized in Table 2.

Table 2: Extent of influence of Kenyan Sign Language on English composition writing

| Skill | VLE | | LE | | SE | | VSE | | NA | | Total | |
|-----------------------|-----|---------|----|---------|----|--------|-----|-------|----|-------|-------|-------|
| | f | % | f | % | f | % | f | % | f | % | n | % |
| Sentence construction | 47 | (73.44) | 13 | (20.31) | 4 | (6.25) | 0 | (0.0) | 0 | (0.0) | 64 | (100) |
| Punctuation | 44 | (68.75) | 16 | (25.0) | 4 | (6.25) | 0 | (0.0) | 0 | (0.0) | 64 | (100) |

Key: VLE – very large extent; LE – large extent; SE – small extent; VSE - very small extent; NA – not at all.

Results from Table 2 show the influence of Kenya Sign Language on English composition writing. The results indicated that KSL interfered with the learners’ ability to construct correct sentences in English to a very large extent 47 (73.44%). Evidence from Table 2 also revealed that KSL influenced punctuation to a very large extent 44 (68.75%). The Table also shows that KSL influenced 16 (25.0%) learner’s punctuation and 13 (20.31%) learners’ sentence construction to a large extent. The influence of KSL on both sentence construction and punctuation to a small extent were only 4(6.25%) These results indicate that Kenya Sign Language influenced English composition writing to a very large extent. Sentences observed had KSL structure rather than English language structure. Learners displayed heavy use of content words without the accompanying articles and conjunctions to construct correct sentences. Punctuation marks were rarely used. The results from Table 2 are supported by Lozanova and Savtchev (2009) who reported that sign languages have a grammar and syntax that is different from that of spoken languages which can confuse learners. Fig. 2 summarizes the extent of the influence of KSL on construction of sentences and punctuation in English composition among learners with hearing impairment.

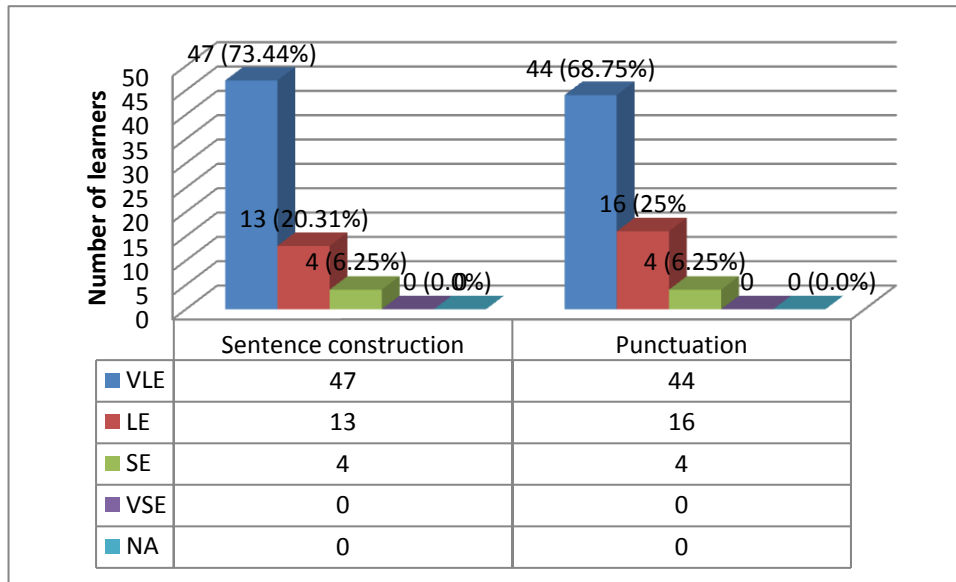


Fig. 1: Extent of the influence of KSL on sentence construction and punctuation

Results in Figure 1 are supported Gathumbi and Masembe (2005), who hold that introducing dialect features into a piece of writing, unless for the purposes of establishing a character, is inappropriate. Learners with hearing impairment regularly introduced features of KSL in their writing and failed to communicate in written English. For one to write well they should consistently practice the following; observe patterns of good word order and word structure, demonstrate a good command of sentence structure and preserve coherence both within and between sentences to give meaning to a text Gathumbi and Masembe (2005). Results from Table 2 and Figure 1 reveal that KSL influenced sentence construction and punctuation to a very large extent, a position supported by Adoyo (2004). This is an indication that learners had challenges in construction of sentences in English as well as in punctuation.

Figure 1 shows that influence of KSL on sentence construction a high of 47(73.44%) very large extent(VLE), 13 (20.31%) large extent (LE), 4 (6.25%) small extent (SME) and 0 (0.0) very small extent VSE) and not at all (NA). This means that learners had challenges expressing their ideas in English. Learners displayed lack of knowledge in subject verb agreement, word order, lexical boundaries and punctuation. The proper use of punctuation marks gives meaning to text and makes reading easy and enjoyable. Gathumbi & Masembe, (2005) and Eyres, (2007) negate the results in this Figure because KSL influenced punctuation to a very large extent making reading less enjoyable. Punctuation aids our comprehension of written English by marking the boundaries of syntactic units. The use of a comma, for example, could be a very important factor to conveying accurate meaning. This can be demonstrated in the following sentences;

1. **‘The pupils in this class who came late will be punished.’**
(Means **some** pupils in this class came late and only these will be punished)
2. **‘The pupils in this class, who came late, will be punished.’**

(Means **all** pupils in this class came late they will all be punished) (Gathumbi & Masembe, 2005, pp 62).

Other punctuation marks such as the full stop, the question mark and the exclamation mark are expected to be necessary demarcations between sentences and paragraphs, (KIE, 2006; Gathumbi & Masembe, 2005). When punctuation marks are missing in a text, reading and comprehending information becomes difficult. Therefore, Gathumbi and Masembe (2005) negate the results of this study since it established that necessary punctuation marks were not well used. Figure 1 also shows that the influence of KSL on punctuation recorded 44 (68.75%) for very large extent (VLE), 16 (25.0%) for large extent (LE), 4 (6.25%) for small extent (SE) and none for very small extent (VLE). This is an indication that KSL influenced punctuation to a very large extent. It was observed that learners often wrote long sentences without paying attention to basic punctuation like the comma, full stop and question marks. Results from the questionnaires Table 3 indicated that many learners preferred the use of Kenya Sign Language in the classroom. However, on whether KSL interferes with English composition, there were varied views among the learners. Table 3 summarizes the learners' responses on the languages used in teaching English composition.

Table 3: Learners' views on languages used in teaching English composition

| Statement: | SA | A | U | D | SD | Nr/In | T |
|--|------------|------------|------------|------------|------------|----------|----------|
| | n % | n % | n % | n % | n % | f % | n % |
| Use of KSL interferes with English Composition writing | 19 (29.69) | 10 (15.63) | 2 (3.13) | 12 (18.75) | 18 (28.13) | 3 (4.68) | 64 (100) |
| I prefer the use of KSL in English composition class | 28 (43.75) | 20 (31.25) | 5 (7.81) | 7 (10.94) | 1 (1.56) | 3 (4.68) | 64 (100) |
| Only English should be used in English composition lessons | 15 (23.44) | 10 (15.63) | 11 (17.19) | 15 (23.44) | 10 (15.63) | 3 (4.68) | 64 (100) |
| Our English teacher is proficient in both KSL and SE | 10 (15.63) | 11 (17.19) | 17 (26.56) | 14 (21.88) | 9 (14.06) | 3 (4.68) | 64 (100) |
| I prefer the use of SEE in English composition lesson | 19 (29.69) | 5 (7.81) | 3 (4.68) | 14 (21.88) | 20 (31.25) | 3 (4.68) | 64 (100) |
| I can write well in English | 20 (31.25) | 10 (15.63) | 14 (21.88) | 6 (9.38) | 11 (17.19) | 3 (4.68) | 64 (100) |

Key: Nr/In = Not returned/ Invalid Questionnaires

Table 3 shows that 28 (43.75%) learners preferred the use of KSL as compared to 19 (29.69) who preferred SE. Many learners 20 (31.25%) were not of the opinion that SEE should be used in the English composition lesson. On whether English should be the only language used, the learners were of divergent opinions. There were 15 (23.44%) learners who strongly agreed and 15 (23.44%) who disagreed respectively. There were also 10 (15.63%) who agreed and another 10 (15.63%) who strongly disagreed. Few learners, 11 (17.19%) were unsure whether English should be the only language used in the English composition lesson. Based on results from Table 18, learners preferred the use of KSL for teaching and learning English composition which explains the reason KSL influenced English composition writing to a large extent. This is supported by Adoyo (2004) who reported that signers might experience mother-tongue interference as they learn and use English language.

Discussion

The objective of this study was to establish the languages used in teaching and learning English composition among class seven learners with hearing impairment. This study established that:

1. Both spoken and signed English were used especially at the introduction of the lesson.
2. Teachers used KSL regularly.
3. Most learners 28 (43.75%) strongly agreed and another 20 (31.25%) agreed that they preferred KSL. All learners always used KSL.
4. Hearing teachers often spoke either in English, Kiswahili or Dholuo but signed KSL or Signed English.
5. The resource persons invited by the teachers used both Signed Exact English and KSL.
6. There was inconsistency in the languages used in teaching English composition and learners did not agree on which language should be used in teaching them. There were 15 (23.44%) of the learners who strongly agreed and 10 (17.19%) who agreed that English should be used as the sole language of instruction, another 15 (23.44%) of the learners disagreed and 15 (23.44%) strongly disagreed while 11 (17.19%) of the learners were unsure.

The languages used in teaching and learning English composition were considered in this study because linguistic access is the key to participation for learners. According to Lozanova and Savtchev (2009), if the learners with hearing impairment are to write good compositions in English, they need careful instruction. Results of this study revealed that English language was used mainly by the teachers while KSL was mainly used by learners causing a mismatch. However, teachers also used KSL to explain concepts to learners. It was observed that learners always used KSL when contributing to class discussion, asking or answering questions and consulting peers. This study observed that teachers often used a variety of spoken languages such as Dholuo and Kiswahili accompanied with a mixture of KSL and SE. This often resulted in omissions and miscommunication in the classroom. These results are supported by Irokaba

(2006) who reported that if learners have a limited knowledge of second language, there will be lack of effective communication between teachers and learners.

The following is an example of a statement one teacher made in class while instructing learners to write a story. The teacher spoke and signed at the same time.

Teacher said: I want you to write a story about ‘The Day I will Never Forget’

Teacher signed: WANT YOU WRITE STORY WRITE ‘DAY YOU FORGET ZERO’ WELL”

In this example, there is no speech to sign equivalence. There are omissions of the words; **I, to, a, about, the, and will**. There is the inclusion of the sign **ZERO**// to stand for **never**. Learners who receive such instruction may have problems writing well in English. Since the learners have hearing impairment, they will assume that the teacher has signed what he has spoken.

Conclusions and Recommendations

The objective this study was to establish the languages used in teaching and learning English composition among learners with hearing impairment. This study concluded that the languages used in teaching and learning English composition writing were inconsistent with the requirements of the syllabus and not well coordinated. The study also concluded that learners used Kenyan Sign Language in class because they had limited exposure to English language. This resulted in learners getting easily confused as they wrote. The study recommended that there should be consistency in the use of English language in teaching and learning English composition among learners with hearing impairments in Nyanza Province, Kenya.

References

- Abaya, E. (2006). *An analysis of lexical errors in the written English of standard eight pupils in Rigoma Division of Nyamira District*. Unpublished Masters Thesis, Maseno University, Kenya.
- Adoyo, P.O. (2004). *Kenya Sign Language and Simultaneous communication*. Differential Effects on Memory in deaf Children in Kenya. Kisumu: Lake Publishers and Enterprise Limited.
- Adoyo, P.O. (2002). *Emergent Approaches Towards Sign Bilingualism in Deaf Education in Kenya*. In: Stichproben Wiener Zeitschrift fur Kritische AfriKastudien.
- Ali, B., Okwaro, R., and Adera, T.A.O. (2003). *Elementary Sign Language Part II*. Nairobi: Kenya Institute of Special Education.
- Bullon, S., et al. (Eds.). (2005). *Longman dictionary of contemporary English*. Essex: Pearson Education Limited.
- Eyres, I. (2005). *Primary English. Developing Subject Knowledge*. London: Paul Chapman Publishing.
- Gathumbi, A. W. and Masembe, S.C. (2005). *Principles and Techniques in Language Teaching: A Text for Teacher Educators, Teachers and Pre-service Teachers*. Nairobi: Jomo Kenyatta Foundation.

- Hochgesang, J. (2007). *Literacy in Deaf Children in Kenya: Empowering Deaf Kenya*. [Accessed 13th October, 2009]. Available from World Wide Web: <http://deafkenya.wordpress.com/2007/12>.
- Irokaba, G. (2006). Effectiveness of the Application of the Principles of ASL/English Bilingual Philosophy in the Pedagogy in Deaf Education in Africa. [Accessed 2nd March, 2009]. Available from World Wide Web: <http://www.pfi.uio.no/konferance/LEA2006/assets/docs/Irokaba-paper.pdf>
- Kenya Deaf Resource Centre (K.D.R.C) (2009). *Teaching Writing to Deaf Children*. [Accessed October 13th, 2009]. Available from World Wide Web: <http://kenyadeafnet.org/contact/view/159/348>
- K.I.E. (2004). *Secondary Education syllabus for Learners with Hearing Impairment*. English. Nairobi: K.I.E.
- K.I.E. (2002). *Primary Education Syllabus*. Vol.1. Nairobi: K.I.E.
- K.I.E (2006). *Primary Education English Handbook*. Nairobi: K.I.E
- Kothari, C.R. (2011). *Research methodology. Methods and techniques* (2nd Edition). New Delhi: New Age International (P) Ltd, Publishers.
- Lozanova, S. and Savtchev, B. (2009). *The Deaf Port Project. Analysis of Needs, Constraints, Practices and Challenges to the Deaf and Hearing-Impaired Learners of Languages. Preliminary Research*. [Accessed January 14th, 2010]. Available from World Wide Web: http://www.deafport.eu/Deaf_Port_Preliminary_Research.pdf
- Lucas, C. (Ed) (2001). *The Sociolinguistics of Sign Languages*. Cambridge: Cambridge University Press.
- Orodho, A. J. (2009). *Elements of Education and Social Science Research*. (2nd Ed.). Kanezja: Maseno.
- Otieno, S. (2010, September 23). *KNEC study on learning a shocker for parents*. The standard. [Accessed 3rd October 2010]. Available from World Wide Web: <http://www.standardmedia.co.ke/insidepage.php?id=2000018935&cid=4&etl=>
- Petty, G. (2004). *Teaching today. A practical guide*. (3rd Ed.). Cheltenham: Nelson Thorne.
- Republic of Kenya. (1988). *Kamunge report: Education and manpower training for the next decade and beyond*. Nairobi: Government printer.
- Wamae, G. (2002). *'Linguistic challenges facing the hearing impaired learners in Kenya.'* Unpublished paper presented at the Department of English and linguistics, Kenyatta University, Nairobi.
- Wambiri, G., & Muthee, D. (2010). *Research monitoring and evaluation in ECDE programmes*. Nairobi: Longhorn.
- Zarchy, R. (2008). *Deaf Language Acquisition and Transfer to Literacy*. [Accessed December 26th, 2009]. Available from World Wide Web: <http://www.lifeprint.com/asl101/topics/literacy6.htm>