

**INFLUENCE OF SELECTED DETERMINANTS ON PERFORMANCE IN ENGLISH
GRAMMAR AMONG CLASS SEVEN PROFOUNDLY DEAF LEARNERS IN
PRIMARY SCHOOLS FOR THE DEAF IN THE LAKE REGION, KENYA**

BY

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SCHOOL OF EDUCATION

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DECLARATION

DECLARATION BY CANDIDATE

This research thesis is my original work and has not been presented for the award of a degree in any University.

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DEDICATION

I dedicate this thesis to my parents, the Late Mzee James Oketch and beloved Mama Eunice Oketch who oriented me to the world of Education and hard work and instilled in me its values.

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ABSTRACT

English language is one of the key subjects in career development and is a compulsory subject in both primary and secondary schools' curriculum in Kenya. Performance of learners who are deaf in English language in Kenya Certificate of Primary Education (KCPE) has persistently been below average. In the years 2013 – 2017, learners who are deaf registered 28.2 as the highest mean score which is grade 'D'. The purpose of this study was to determine the influence of selected determinants on performance in English Grammar among class seven learners who are profoundly deaf in six primary schools in Lake Region. The objectives of the study were to determine the influence of: language of instruction, teaching and learning resources, teaching and learning strategies and learners' attitude on performance in English grammar among learners who are profoundly deaf. The target population consisted of six Head teachers, 30 teachers, and 80 learners who are profoundly deaf in class seven from six Primary Schools in the Lake Region. The study used saturated sampling technique to select five Head teachers, 27 teachers of English language and purposive sampling to select 72 learners who are profoundly deaf in class seven. A pilot study was done using 10% of the population of Head teachers, teachers and learners. A conceptual framework was used to show the interaction between independent, dependent and intervening variables. The instruments for the research included questionnaire for learners, interview schedule for Head teachers and teachers, an observation schedule and an English grammar test. Face and content validity of the instruments was determined by experts in the area of SNE. Reliability of the instruments was ascertained through a pilot study using test re-test method. The reliability coefficient for language of instruction was 0.74, teaching and learning resources was 0.79 and teaching and learning strategies was 0.83. Instruments were deemed reliable since the co-efficient for all instruments were above the acceptable value of 0.7, $p < .05$. Quantitative data was analyzed using descriptive statistics such as means, frequency counts and percentages, inferential statistics such as regression and correlations were also used in the study. The findings revealed that inconsistent use of language of instruction positively correlated with low performance in English grammar with a mean of 2.26 and R^2 accounted for 39.0%. Inadequate use of teaching and learning resources positively correlated with low performance in English grammar with a mean of 2.78 and R^2 accounted 13.3%. Inadequate use of teaching and learning strategies positively correlated with low performance in English grammar with a mean of 2.28 and R^2 accounted for 16.1%. Negative attitude of learners was positively correlated with low performance with a mean of 2.23 and R^2 accounted for 17.3%. The study concluded that all the selected factors negatively influenced profoundly deaf learners' performance hence recommended the use of SEE when teaching English language, workshops and in-service courses to improve teachers' skills, allocation of enough funds for acquisition of visual teaching and learning resources and improvement on teaching and learning environment for better strategies. The findings of the study will be significant in improving performance in English language among learners who are profoundly deaf hence their overall performance in KCPE.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDEO	-	County Director of Education Officer
DV	-	Dependent Variable
EFA	-	Education for All
EV	-	Extraneous Variable
IDEA	-	Individuals with Disability Education Act
IV	-	Independent Variable
K.C.P. E	-	Kenya Certificate of Primary Education
K.I.C.D	-	Kenya Institute of Curriculum Development
KNEC	-	Kenya National Examination Council
LAD	-	Language Acquisition Device
MUERC	-	Maseno University Ethics and Review Committee
S/L	-	Sign language
SC	-	Simultaneous Communication
SCEO	-	Sub-County Education Officer
SE	-	Signed English
SEE	-	Signed Exact English
T/C	-	Total Communication

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

English is the official language of communication in Kenya as well as the medium of instruction in schools and colleges. It is also a pre-eminent language of international communication. English grammar is a set of rules and traditions that define 'good' English. These rules were developed by a group of educated people and passed on more or less effectively through the education system. The rules help in the establishment and assessment of learners' ability to communicate in a preferred way (Cheung & Slavin, 2015). Good grammar is often essential for job placement though this notion is changing as people have realized that somebody can be highly intelligent without using proper language. Good English grammar is an important component of the social class system as it can be a precondition for acceptance in academic, social and professional careers (Brown, 2007). It is not always needed for communication purposes only. Reading and writing skills are more critical for learners who are deaf than their peers who are hearing (Ogutu, 2017).

It is asserted that English grammar is one of the critical subject areas that determine progression to higher levels of education and entry to key professional and tertiary institutions and into the universities (Karanja, 2016). The downward trend in performance of English language among learners who are deaf has persisted over the years hence causing great concern among all the stakeholders. When a person who is well read makes grammatical errors, it shows the incompetency in reading and over the mastery of the language (Khaemba & Bolton, 2016).

English language is a medium of instruction in education in Kenya. It is also the language used in examinations in all the other subjects offered in the school's curriculum except for other

language subjects. A learner who has good command of English language effectively presents ideas in an organized manner and forms that is understandable to the examiner (Cheung & Slavin, 2015). This will translate into improved examination scores. Even employers, among other criterion do consider good grades in English language as an essential factor in determining employee competence and also placement into various courses in higher institutions of learning.

Language education in the US has historically involved teaching American English to immigrants and Spanish, French, Latin and German to native English speakers. The most taught language in the US is Spanish at 50.2% and French at 12.4% (Sperling, 2013). Unlike many other countries, the US does not have an official national language policy. Educational language policy in the country is largely the result of widely held beliefs and values about immigrants and patriotism. Most of the states in the US do follow a three-language policy in high schools. The three languages usually include the local language of the state, English as the first and third language and Hindi or Sanskrit as the second language.

In a baseline survey done on the general performance of learners who are profoundly deaf in six primary schools for the deaf in the Lake Region, it was found out that English language was the worst performed subject. The KCPE results for all the five subjects in six primary schools for the deaf are shown in Table 1.1:

Table 1.1: Grand Mean Scores in KCPE in six primary schools for the deaf in Lake region

SUBJECT	2013	MG	2014	MG	2015	MG	2016	MG	2017	MG
English	28.2	D	27.3	D	27.9	D	27.5	D	26.8	D
Maths	29.0	D	31.2	D+	29.7	D	30.2	D+	28.9	D
KSL	34.5	D+	36.9	C	35.0	C-	32.7	D+	36.5	C-
Science	30.8	D+	27.8	D	32.6	D+	28.8	D	33.1	D+
Social Studies	31.9	D+	33.6	D+	29.8	D	34.5	D+	32.3	D+

Source: Ministry of Education KNEC KCPE Results 2013 - 2017

Key: MG-Mean Grade

Table 1.1 shows the grand mean scores attained by six primary schools for the deaf in Lake Region between 2013-2017. The poor performance in English language prompted the researcher to select English grammar for the study. Several studies have been done on English composition.

The relatively poor reading skills of learners who are profoundly deaf do result from problems with phonological processing (Angle, 2013). Most hearing readers can encode prints by sounding words out phonetically while learners who are profoundly deaf are not able to hear any of the speech sounds. This encoding is important because it allows a reader to hold chunks of text in their short-term memory long enough for higher-level processors to assign meaning for overall comprehension. It is rather difficult for learners who are deaf to predict and infer meaning. Hearing loss has been proven to have a negative influence on academic performance of learners who are deaf as it affects language acquisition and development (Ogutu, 2017). Multiple

meaning words and idioms may present particular challenges in meaning. The greater the hearing loss, the more challenges a learner who is deaf experiences in the day-to-day activities.

Performance in English language in special schools for the deaf is influenced by several determinants. Studies done on various determinants include age at onset of deafness, socio-economic status of the parents, attitude of the community towards deafness, family background-whether the parents are also deaf, language competence of the learner, availability of teaching and learning resources among others. Of the four selected determinants that is; language of instruction, teaching and learning resources, teaching and learning strategies and attitude of the learners, hardly any study has clearly linked how they influence performance of profoundly deaf learners in English grammar. The present study therefore selected and focused on the four determinants in respect to performance in English grammar in primary schools for the deaf in Lake Region.

In the educational context, when grammar rules in a text or speech is not adhered to, it often leads to confusion hence dragging the effort of the learner down along with the content. It is also confirmed that there are people who have great ideas but are hampered by being incompetent in grammar (Kyriacou, 2000). This distorts the intended information. These adherences to grammar rules are not only important to English as a language but to all other languages in use. Language ability in any modality plays a major role in the development of spoken language.

English is the official language in Kenya and it is a language of regional communication used in East African regional forums. Moreover, English is an international language that is recognized worldwide. It is one of the leading medium of communication in international meetings and conferences organized by different bodies and organizations.

In United Kingdom, Hemphill (2014) in International Encyclopedia of Education- third edition pointed out that schooling in a language of instruction that is not student's home language is common across the developing world and in communicating with immigrant students in developing countries. Students from language minority communities are schooled in national languages such as Spanish, English or Malay. Many students are to simultaneously acquire a new language in school and learn new academic vocabularies and discourse practices. When students are taught in their home language, they have an added advantage over the others who are taught in a second language. They therefore register an improved performance in that language (Norrish, 2013).

Performance in English language in KCPE from six schools for the deaf between 2013 - 2017 is indicated in Table 1.2.

Table 1.2: Mean Scores in English language summary for six primary schools for the deaf in Lake Region

School	2013	M.G	2014	M.G	2015	M.G	2016	M.G	2017	M.G
A	29.7	D	25.6	D	26.7	D	28.0	D	30.1	D+
B	24.2	D-	27.3	D	25.2	D	27.1	D	25.3	D
C	31.6	D+	29.8	D	30.1	D+	28.6	D	29.0	D
D	27.0	D	25.5	D	28.9	D	27.3	D	26.4	D
E	27.2	D	31.4	D+	36.8	D	30.0	D+	24.1	D-
F	29.6	D	25.4	D	29.7	D	24.3	D-	25.9	D
GMS	28.2	D	27.3	D	27.9	D	27.5	D	26.8	D

Source; Ministry of Education KNEC KCPE results

Key: M.G – Mean Grade

GMS – Grand Mean Score

Table 1.2 shows the mean scores attained by six primary schools for the deaf thus, A, B, C, D, E and F in Lake Region over the period between 2013-2017. The highest mean score during the period was 28.2 which is a grade D. This is a clear indication that the performance in English grammar in KCPE which forms 60% of English Language as a compulsory subject is below average. English composition accounts for the remaining 40%. There was need therefore to study the influence of selected factors on performance of learners who are deaf in English grammar in primary schools for the deaf.

Language of instruction refers to the medium of instruction used during teaching and learning processes. It is the communication used in class when the lesson is in progress to impart relevant knowledge, skills and information to the learners (Angle, 2013). The teacher should keep the instructions given in class brief and avoid paraphrasing for consistency. There is need, therefore, to use conceptually based signs and avoid inventing new signs for new vocabularies. Instead, the teacher should finger-spell the new words for consistency (Eyres, 2007).

Ogada (2012) carried out a study on the challenges of writing English composition among class seven learners in primary schools for the deaf. The study observed that 90% of learners who are deaf had hearing parents. This made them to be deprived in language whether the language was spoken or signed, until they start schooling leading to delay in language development. The above study focused on the challenges of writing English composition but not performance in English grammar among learners who are deaf.

English as a language is currently being used for academic purposes along with other foreign languages. It has become an important factor in evaluating learners' talents and skills. However,

many users of English language still find it difficult to tackle the complex grammatical side of a language. It is rather impossible to undermine the importance of grammar in any language of instruction (Angel, 2013). A good functional knowledge of English is essential for accessing the wealth of English language information and its grammar disseminated via the World Wide Web and through other educational and technological sources. English being a compulsory language provided a wide range of opportunities for learners who use it well. It gives various choices for future development, makes communication between people easier and it also helps the users in technological advances in the modern world (Peyton, 2015).

Congenitally deaf children especially those born to hearing parents do lack exposure to appropriate language during critical language acquisition period (Zachary, 2015). They are only exposed to oral language and yet they lack auditory skills. This makes them not to acquire first language at appropriate time until they go to school. Language focused teaching can be achieved by providing support for new challenges, planning time for reflection and learning, feedback and approximation. A study done by Driemann (2018) focused on the difference between written and spoken language. Learners who are deaf do fail to get the flow of the language because they cannot benefit from sound. Through reading and writing, they can express themselves well and be understood though only with the literate world. This process is long hence leading to withdrawal.

Teachers of English language need consistency on how they give instructions to learners who are profoundly deaf during English grammar lessons. When instructions are given in KSL, then word endings and other suffixes cannot be translated. The learner is then left with an option of using facial expressions and body language to gauge if the word signed is a verb, noun or an

adjective. Learners with hearing impairment do acquire language in different ways depending on the home environment hence language development is contingent on frequent, consistent and accessible communication. The best way therefore is to teach a language using the very language (Gathumbi & Masembe, 2005). English language plays a significant role in the Kenyan education system being used as a medium of instruction and an official language of communication. Learners who are deaf need linguistically rich environment in order to acquire sign language. This study is aiming at setting an equal level for learners who are deaf and their peers who are hearing. There is need to give instructions in the same language for consistency. KICD (2013) recommends that each language should be taught using the same language.

Elkins (2010) did a study on the challenges faced by learners who are hearing in primary schools when writing in a second language, which was agreed to be English language. These learners failed to grasp the correct use of written language and its own grammar. This was a general study on the challenges faced by learners when using a second language in primary schools but not learners who are deaf nor how to improve the performance in English grammar.

Learners who are deaf often get less information than their peers who are hearing or only, condensed version because of barriers in the language of communication (Ogutu 2017). Much of deaf education is still based on the spoken language instead of signed language. The knowledge level of learners who are deaf is usually much lower hence probe for need to have equal opportunities to reach the same language level as learners who are hearing (Petty, 2014). The focus should be on reading and writing of English and simple everyday communications. Learners, who are deaf instead of learning phonetically, can ‘map’ words with signed language.

They will be able to match the word and its sign (Bess, Murphy & Parker, 2015). Language is therefore a means of empowering or exclusion.

In the Kenyan education system, the identification and assessment of learners with varied impairment is done at the Educational Assessment and Resource Center (E.A.R.C.). The centers were established in 1984 with the support of the Danish government (DANIDA). Once a learner is suspected of having a hearing loss, the assessor will refer the learner to an audiologist at the assessment center for further test on degree of hearing loss and placement. Learners with hearing loss may have partial or full hearing loss on one or both ears. After placement, language of instruction remained to be a big challenge. Despite schools for the deaf such as Mumias in Western Kenya and Nyang'oma in Nyanza were established as early as 1961, communication with the learners who were admitted into the schools was a big challenge. They could be punished for failure to respond for deafness was viewed as a form of defiance or a deliberate refusal to speak. This led to high rate of dropouts because they could not match the prevailing conditions in school (Drieman, 2018).

Studies done by Ogada (2012), Ogutu (2017) and Zachary (2015) focused on the language in use during teaching and learning processes. However, Ogada (2012) focused on the challenges that hearing impaired learners undergo when writing English composition. The study by Ogutu (2017) focused on English functioning level of class three prelingually deaf learners. The study by Zachary (2015) delved on language acquisition and transfer of literacy among deaf learners while the study by Driemann (2018) focused on the difference between written and spoken language. The current study therefore focused on the influence on language of instruction on

performance of learners who are profoundly deaf in special primary schools for the deaf in Lake Region.

Teaching and learning resources refer to the input or devices that are used when teaching to aid in imparting knowledge and skills. Teaching and learning resources used to teach learners who are deaf should be learner centered, interesting, creative and task based (Gathumbi & Masembe, 2005). They should be dealing with real lives of the learners' experience hence there is need for the teachers to change and alternate them. The teachers will consider the objective of the lesson hence select relevant teaching and learning resources. Commonly used teaching and learning resources in primary schools in Kenya include text book that are supplied by the Ministry of Education. These can be supplemented by other resources such as charts, pictures, diagrams, newspaper cuttings and drawings on the chalkboard (Abuya, 2006). Language changes to reflect the nature and scope of the topic hence each area of learning has got varied language demands.

Ogada (2012) did a study on teaching and learning resources that are used for teaching English composition among learners who are deaf in class seven. The study focused on the use of lesson observation schedule. The study concluded that chalkboard and textbooks were majorly used to teach English composition. The study further suggested that there should be more appropriate and relevant teaching-learning resource to be used by teachers when teaching English composition to learners who are deaf. The study by Ogada (2012) tackled on English composition and not English grammar. The current study is intending to determine the influence of teaching and learning resources on performance in English grammar among learners who are profoundly deaf.

The study by Ogada (2012) did not include other visual teaching and learning resources such as audio-visual aids, resource persons, realia, puppets, and story sacks. Learners who are deaf do rely on their sight to acquire knowledge. There is need therefore to incorporate the use of varied visual teaching and learning resources to help a learner who is deaf to understand comprehension in an English grammar paper.

The right kind of exposure to English as a language and its grammar is essential for successful language learning. Learners do need experience of the language they are trying to learn as a complete language. This language acquisition is used for real purposes in meaning context. Hearing children who are learning English as a second language do gain this exposure through the experiences of speaking and listening in that language (Angel, 2013). This is then consolidated through the written form of that language in use. In the context of education for learners who are deaf, this exposure is always problematic because of the barriers they do experience in accessing the full spoken form. The major challenge is therefore to develop and use teaching and learning resources which correspond to the need for meaningful and accessible exposure to English as a language of communication and its grammar rules.

Studies done by Abuya (2006), Ogada (2012) and Angel (2013) all focused on the availability and use of textbooks when teaching English language. They also delved on English as a second language to most of the learners. However, the study by Abuya (2006) focused on written English with class eight learners. Ogada (2012) emphasized on the use of chalkboard when teaching English composition to class seven learners who are deaf. The study by Angel (2013) focused on the challenges of teaching English as a second language using text books. The current study therefore focused on the influence of varied visual teaching and learning resources on

performance in English grammar among learners who are profoundly deaf in primary schools for the deaf in Lake Region.

Teaching and learning strategies refer to methods that are used to teach English grammar. Teachers of English need to use varied ways to explain or demonstrate a concept (Riddle, 2009). The strategies used should be able to break the information into small sub-themes when instructing on new tasks then allow enough time for clarification on essential information. The teacher should give time for learners who are deaf to assimilate information and respond before progressing to the next stage. Exposure through repetition and varied formats is vital. (Lewis, 2016). Teaching language structures in isolation is not only boring but also tends to produce learners who lack communicative competence.

Teaching and learning methods should be adjusted to accommodate visual needs of learners who are deaf by the teacher writing all the instructions given and assignments on the chalkboard (Iyumagomya, 2018). Providing visual cues help in minimizing confusion on the instructions given. The teacher should use the learner's name or signal their attention in some way before giving any instruction during English grammar lessons. The teaching and learning strategies used should be geared towards breaking down the complex issues in English grammar to manageable units for learners who are deaf. Studies done have recommended varied teaching and learning strategies to be used with learners who are deaf. They have not focused on the influence of these varied strategies on performance in English grammar among learners who are deaf.

English language is the main means of teaching and assessing learners in all the subjects in the school curriculum except for other language subjects. Learners who are deaf have different language backgrounds hence they need a language focused style of teaching (Dick, 2001).

Teaching and learning strategies do change to reflect the nature and scope of the topic and each area of learning has specific language demands.

Bolton (2007) did a general study on the challenges of teaching English grammar to learners who are deaf. The study found out that teaching of English grammar is challenging even to learners who receive it auditorily as the first language. The study further mentioned that learners who are deaf do struggle with verb usage and also tenses. This is because they are unable to hear the way the language flows. This study delved on the challenges of using verbs and tenses in sentences but never tackled on the influence of varied teaching and learning strategies on performance in English grammar among learners who are profoundly deaf.

Between 2013-2017, learners in primary schools for the deaf in Lake Region registered a mean score of 28.1 as the best mean in English grammar. This performance is poor because it is grade 'D'. Exposure alone is not enough for learners to achieve high levels of competency in the second language and that language also needs proper explanation. Learners need to be taught formally how language works, how different structures carry different meanings and how language fits together in all the activities done (Gathumbi & Masembe, 2005). Learners, who are deaf and learning English as a second language, are likely to rely even more on this structural formal teaching. There is need to consider how much formal teaching of English and its grammar that is actually given and the types of approaches used for academic instructions. The content to cover within stipulated time frame should be considered. Learners who are deaf do rely on their sight to acquire knowledge hence the sub topic in the English curriculum that emphasizes on oral skills and pronunciation needs to be reviewed (Ongeri *et al*, 2017). Reading more books and

writing a lot is therefore, the key answer to writing and using English grammar more proficiently.

The acquisition process for learners who are deaf is often labored and unnatural hence it occurs at a much slower rate as compared to their peers who are hearing (Brown, 2007). This is because they lack full access to the sounds and intonations of a spoken language. Some of the learners who are deaf are able to compensate for the lack of auditory access to the spoken language and be able to attain a native-like knowledge of the language. On the other hand, many learners who are deaf do accomplish only partial acquisition of the spoken language hence experience persistent difficulties in reading comprehension and written expressions in the target language. (Sperling, 2013) Varied environmental exposure also help these learners to build their language ability especially vocabulary. There is need to put more efforts in the language outside the classroom (Karanja, 2016). The studies done focused on the challenges of teaching English vocabulary to learners who are deaf and reading comprehensions. They did not focus on the influence of varied teaching and learning strategies on performance in English grammar among learners who are profoundly deaf.

Studies done by Iyumagomya (2018), Bolton (2007) and Khaemba & Bolton (2016) all focused on the use of varied teaching and learning strategies when teaching English language. They also agreed that learning English as a second language is challenging even to learners who receive it auditory as the first or second language. However, the study by Iyumagomya (2018) focused on the use of visual cues when teaching English grammar and also communicative competence of the learners in regard to poor mastery of the language. The study by Bolton (2007) emphasized on verb usage and tenses during English grammar lessons and barriers in communication. The

study by Khaemba & Bolton (2016) focused on the problems that learners encounter when reading comprehension and written exercises. The current study therefore focused on the influence of teaching and learning strategies on performance in English grammar among learners who are profoundly deaf in the Lake Region.

Learners' attitude refers to the perception and beliefs a learner portrays towards English grammar as a compulsory subject and the teacher who is handling that subject. Learners, who are deaf, like any other second language acquirers, may have external factors determining the success of written English acquisition. Some immigrants learn a new language faster than others but under the same environment (Bess, Murphy & Parker, 2015). In Kenya, statistics indicate that over 90% of learners who are deaf are born of hearing parents hence they lack access to sign language outside the classroom. Fluency in a language needs an ideal environment, supportive parents and family members, interventionist education and learner's readiness. The attitude of the learner towards the teacher who is handling language lessons will help the learner to stick to the subject or not. When they like the teacher, they will tend to associate with the subject too and put more effort in it. There were times when the society was deeply pervaded with the belief that disability is like a curse and parents of learners who are deaf tried all they could to hide them and wish away their existence. Learners who are deaf should be encouraged to read more books and write a lot for practice (Ogutu, 2017). The major objective of using correct grammar is to make the content clear and precise for improved performance in English grammar among learners who are deaf in primary schools.

Study by Dianne (2015) and Ball (2014) indicated that most of the learners who are deaf grew to adulthood without knowing how to communicate or interact with people around them since their

parents had no organized sign language to be used. The parents had negative attitude towards deafness. The deaf community felt frustrated because there were no rules to guide them on how to communicate. Everyone formed their own language made up of random signs and facial expressions to put across what was in their minds. This led to withdrawal. The study by Dianne (2015) focused on the parents' attitude on communication barriers with learners who are deaf and not on the influence of learners' attitude towards performance in English grammar.

Studies done by Ogutu (2017), Dianne (2015) and Ball (2014) all focused on lack of organized sign language at home because most of the parents and other siblings are hearing leading to negative attitude. The studies also agreed that learners who are deaf are exposed to reading and writing a lot that is more paperwork leading to negativity. However, the study by Ogutu (2017) focused on English functioning level of learners who are prelingually deaf in class three. There were barriers in communication that led to negative attitude among the learners. The study by Dianne (2015) focused on learners with minimal hearing loss, performance and functional status in languages. The study also focused on the attitude of the community towards communication. The study by Ball (2014) focused on the attitude of parents towards bringing up of children who are deaf. The study also focused on deprived student background in terms of education level of parents and other siblings that led to negative attitude. The current study however focused on the influence of profoundly deaf learners' attitude towards their performance in English grammar in primary schools for the deaf in Lake Region.

1.2 Statement of the Problem

The general performance of learners who are deaf in both internal and external examinations are below average in comparison to their peers who are hearing at the same educational levels. (Ministry of Education, KNEC results). Baseline survey done showed that English grammar is among the worst performed subject areas hence a major contributor to poor performance in primary schools for the deaf. Between 2013-2017, schools for the deaf in Lake Region posted mean scores of 28.2, 27.3, 27.9, 27.5 and 26.8 respectively. These results indicate a 'D' grade which is below average. (Table 1 & 2).

Studies have been done on various determinants that influence performance in English language in special schools for the deaf. They include age at onset of deafness, socioeconomic status of the parent, attitude of the community towards deafness, family background-whether the parent are also deaf (DODs), language competence of the learner, degree of hearing loss among others. Of the four selected determinants that is language of instruction when teaching English grammar, availability and use of visual teaching and learning resources, application of varied teaching and learning strategies and attitude of profoundly deaf learners towards their performance, hardly any studies have clearly linked how they influence performance in English grammar. The present study therefore sort to determine and explore the influence of four selected determinants on performance of class seven profoundly deaf learners in special schools for the deaf in the Lake Region.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of selected determinants on performance in English Grammar among class seven profoundly deaf learners in six primary schools for the deaf in Lake Region, Kenya.

1.4 Objective of the Study

The specific objectives of the study were to:

- i) Determine the influence of language of instruction on performance in English grammar among learners who are profoundly deaf.
- ii) Determine the influence of teaching and learning resources on performance in English grammar among learners who are profoundly deaf.
- iii) Determine the influence of teaching and learning strategies on performance in English grammar among learners who are profoundly deaf.
- iv) Establish the influence of learners' attitudes on performance in English grammar among learners who are profoundly deaf.

1.5 Research Questions

- i) To what extent does language of instruction influence performance in English grammar among learners who are profoundly deaf?
- ii) To what extent does teaching and learning resources influence performance in English grammar among learners who are profoundly deaf?
- iii) To what extent does teaching and learning strategies influence performance in English grammar among learners who are profoundly deaf?
- iv) To what extent does learners' attitude influence performance in English grammar among learners who are profoundly deaf?

1.6 Scope of the Study

The study was carried out in six Primary Schools for the deaf who registered the lowest mean scores in English language in KCPE in Lake Region. The region refers to counties found in the former Nyanza province namely Kisumu, Siaya, Homa Bay, Migori, Kisii and Nyamira. The study focused on determining the influence of the four selected determinants on performance in English grammar among class seven profoundly deaf learners. They include the language of instruction when teaching English grammar, availability and use of visual teaching and learning resources, application of varied teaching and learning strategies and attitude of learner who are profoundly deaf towards their performance in English grammar. The study confined itself to learners who are profoundly deaf in class seven only. They are suitable because they are pre-candidates who have acquired knowledge of English as a language in the previous six years of Primary Education and have a wide range of reading ability. They are able to use the

questionnaires well and take part in focused group discussions. Finally, they still had one more year to be in school hence the researcher had enough time to do follow-ups.

1.7 Limitations of the Study

The limitations of the study were:

- i) The researcher used questionnaires to collect data which has ceiling and floor effect. Some respondents may give information in order to please the researcher. This was minimized through triangulation; other research instruments such as interview and observation schedule were also used to collect data.
- ii) Sign language, though used as a medium of communication, is influenced by regional signs hence need for an interpreter. Interpretation may distort the intended meaning hence give the researcher unreliable outcomes. This challenge was minimized by the use of total communication.
- iii) Some teachers of English language were reluctant to take part in lesson observations for fear of being intimidated. The researcher had to re-assure them that it was not a fault-finding mission before they took part in the study.

1.8 Assumptions of the Study

This study was based on the assumptions that:

- i) Teachers of English language in Primary Schools for the deaf are well trained and competent to teach English grammar to learners who are profoundly deaf.
- ii) All learners who are profoundly deaf have the potential to learn English as a compulsory subject in primary schools' curriculum.

- iii) Teaching of English grammar and composition is integrated but the tests are administered differently and that teaching of one area has not compromised the other.
- iv) All respondents gave independent, honest and reliable responses to the research tools that were used.

1.9 Significance of the Study

For teachers of English grammar, they will use the findings of this study to improve and adopt appropriate instructional strategies to help learners who are profoundly deaf to improve their performance in English language. They will also use the outcome of the study to come up with the best language of instruction to learners who are profoundly deaf to bring consistency when teaching English grammar. For policy makers, the outcome of the study will enable them implement the policies well as in posting of teachers who are specially trained to handle learners with varied special needs in education. For parents and guardians of learners who are deaf, the findings of the study will be useful in helping them to identify relevant visual resources that they should provide for their children for use in English grammar. For quality assurance and standards officers, the findings of the study will give useful information in regard to suggestions to be given to teachers and headteachers to enhance students' positive attitude towards learning English grammar. Also, for provision of vital information and recommendations on necessary visual teaching and learning resources that can help to improve performance of learners who are profoundly deaf in English grammar in special primary schools hence the overall performance in both internal and external examinations (KCPE).

1.10 Conceptual Framework

Figure 1.1 shows a conceptual framework for the interaction between independent, dependent and intervening variables that influence the performance of learners who are deaf in English grammar.

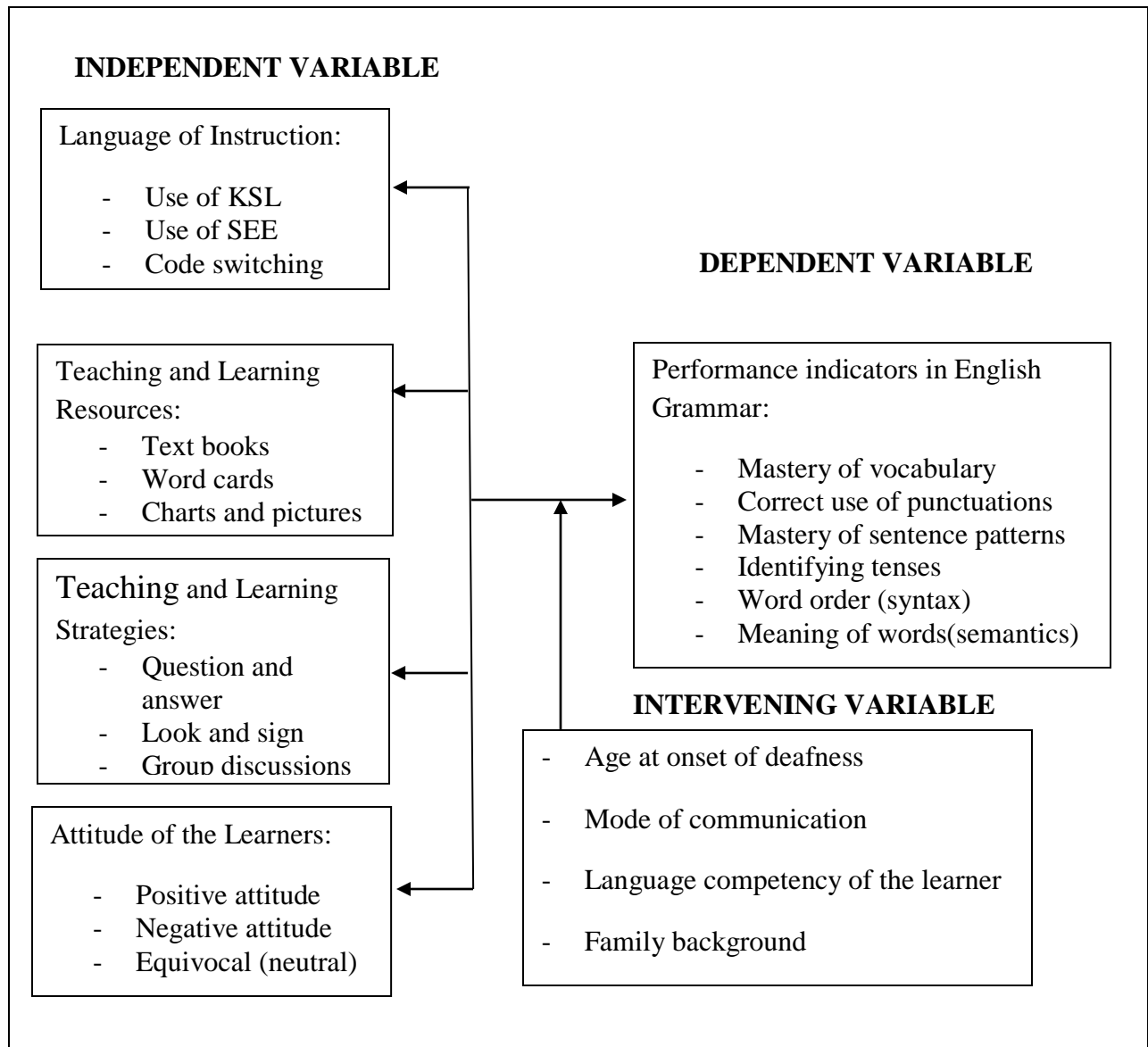


Figure 1.1: A Conceptual Framework Showing Interaction Between Selected Determinants Influencing Performance in English Grammar among profoundly deaf Learners in primary schools for the deaf in Lake Region.

Figure 1.1 shows interaction between independent and dependent variables. Independent variables consist of language of instruction used while teaching English grammar to the deaf, teaching and learning resources such as textbooks, charts, story books, pictures, realia, used in teaching English grammar. In addition, the independent variable consists of teaching and learning strategies such as use of question and answer, story signing, demonstration, look and sign method, set induction, discussions, group activities. The attitude of the learner towards English grammar as a subject and the teacher handling the subject may also affect how a learner performs in the subject. These four selected determinants were likely to influence the performance of learners who are profoundly deaf in English Grammar. Performance in English grammar is the dependent variable.

Under the influence of language of instruction there was, use of KSL, use of SEE and code switching. Under teaching and learning resources, there were text books, word cards, charts and pictures. Under teaching and learning strategies there were question and answer method, look and sign and group discussions. Under learners' attitude, it can be positive attitude, negative attitude or equivocal (neutral). Performance in English grammar which was the dependent variable had the following as indicators; mastery of vocabulary, correct use of punctuations, mastery of sentence patterns and identifying tenses.

The interactions between the independent and dependent variables may be affected by other factors such as age at onset of deafness among the learners, mode of communication used when teaching English grammar, language competence of the learner, environmental exposure and the status of the parents whether they are hearing or deaf. All these comprise of the intervening variables. Therefore, the intervening variables were controlled statistically through multiple

regression and correlations so as not to interfere with the outcome of the study. The interrelationship between the independent, dependent and intervening variables are shown in figure 1.1.

1.11 Operational Definition of Terms

Attitude- The perceptions and believes a learner has towards English grammar and the teacher teaching the subject.

Curriculum content- Outlined academic tasks for a particular level of learners.

Determinants- Factors that decide and direct the use of an element in a given concept.

Deaf- A person who is unable to hear sounds. Used to refer to learners who are unable to perceive speech sounds with or without hearing aids

Degree of realism- The numerous details that appear on a teaching and learning resource that makes it appear real or deviate from reality.

Finger spelling-Forming individual letters using hand shapes

Grammar- Refers to sub – themes that are taught in English language such as vocabulary, parts of speech, spelling and punctuations.

Language of instruction- Medium of instruction during teaching and learning processes and in examination or assessment.

Lake Region- Refers to former Nyanza province. It comprises of the following six counties; Kisumu, Siaya, Homa bay, Migori, Kisii and Nyamira.

Learners who are Deaf – Learners who are unable to perceive speech sounds below 90dB with or without hearing aids. (Profoundly deaf) They use sign language, lip reading and reading and writing for communication.

Mother tongue- A child's first learnt language. For learners who are prelingually deaf, its Kenyan sign language.

Performance- Results acquired by learners in both internal and external exams in a given subject area (English grammar).

Special School- A School whereby learners are having different categories of hearing loss.

Teaching and Learning resources- Input or devices that teachers use when teaching to aid in imparting knowledge. Such as textbooks, charts, pictures, realia, models.

Teaching and Learning strategies- Refers to methods used in teaching English grammar to learners who are Deaf. Such as question and answer, scanning, story signing, matching words, look and sign among others.

Total communication-It is a combination of speech and signing as communication is in process. It involves body movement and facial expressions and finger spelling and lip reading.

Visual literacy- The ability to interpret, negotiate and make meaning from information presented in form of an image.

CHAPTER TWO: LITERATURE REVIEW

2.1 Influence of Language of Instruction on Performance in English Grammar

Language of instruction is the communication that the teacher uses in class during the lesson to impart relevant knowledge and skills to the learners (Angel, 2013). Depending on how well the teacher balances the use of the language of instruction, then learners who are deaf can get the maximum benefit or not. (Dick, 2001).

In Philippines, most high schools strictly used Tagalog as the language of instruction except where there were foreigners in a class (Joderic, 2014). Many students simultaneously acquired new languages in school and learnt new academic vocabulary and discourse practices.

English language occupies special position of being a service subject to all other subjects taught in the schools' syllabus other than language subjects. Ideally, every teacher of other subjects should also be a teacher of English language and are concerned about correct grammar usage. This is because learners' competence in the language enhances performance in all the other subjects. English language is therefore a service subject across the entire schools' curriculum.

Learners who are deaf often get less information than their counterparts who are hearing or at times only a condensed version due to language barrier. Much of education and instructions given to learners who are deaf is based on the spoken or oral language and not signed language or using signs (Maina, 2009). When words with different meaning have or use similar signs, then there are high chances of learners who are deaf to end up in a state of confusion. Research done preview that learners who are deaf and also have deaf parents thus (DODs) do become better readers than their counterparts who have hearing parents (Bess, Murphy & Parker, 2015).

Language use assist learners in being broad minded, perceptive and capable of constructive criticism.

Unlike many other countries, the united States do not have an official national language policy. Educational language policy in the country is a result of widely held beliefs and values about immigrants and patriotism (Mobility International USA, 2010). Most of the states in the US do follow a three language policy in high schools that include the local language of the states and English as the first language. Learners in the US are therefore exposed to variety of languages in use for learning hence they are not restricted to one or two languages only. This gives them a wide range of languages to choose from then they better their performance in languages.

Sessional Paper No .14 of 2012 consolidated and reinforced what the Kenyan government policy on language has been as a medium of instruction in primary schools. The language of the catchment area thus mother tongue shall be used in baby care, pre-primary and lower primary learners all over the nation. The Gachathi Report on National Committee on Education Objectives (1976) recommended the use of mother tongue as a language of instructions, the language of the catchment area for the first three years. KSL is the mother tongue for learners who are prelingually deaf. The Kamunge Report of 1988 and KIE (2004) also supported that the language spoken within the catchment area should be used as a language of instruction in pre-school and adult education.

Fluency in a language needs an ideal environment, where consistency prevails to provide a rich language environment. Ability of learners who are deaf to connect printed words in a language with the signs of the same words and finger spelling is possible where there is good mastery of the later. When a teacher uses KSL to give instructions to learners who are profoundly deaf in an

English grammar lesson, they get confused for word endings and other suffixes cannot be translated. This therefore leaves them with the option of using facial expression to imply whether the word is a verb, an adverb or an adjective. The best way to teach a language is then to use the very language to teach it (Hurt, 2012).

Language teachers should always bear in mind that language teaching is teaching a language and not teaching about a language (Angel, 2013). Language teaching is aimed to assist a learner who is deaf in gaining the ability to use both signed and written language confidently and with some degree of fluency and accuracy. Use of reinforcing gestures and signs while talking helps the deaf learner to figure out what the teacher is saying during the lesson, thus total communication.

Adoyo (2008) observed that learners who are deaf never performed better as hearing learners. This was as a result of lack of appropriate language of instruction. Adoyo argued that teachers use modes of communication that make curriculum content inaccessible to learners who are deaf. Adoyo proposed the use of Kenyan sign language as the main language of instruction for the deaf in Kenya. KSL is a visual gestural language used by members of the deaf community in Kenya for communication.

On the other hand, Angel (2013) and Dick et al (2001) focused their studies on language barriers in the classroom while teaching is in progress. They never focused on the influence of language of instruction on performance in English grammar.

The language of instruction that a teacher uses is vital when handling English grammar to learners who are deaf. It is quite important to be consistent in one language of instruction to avoid mixing up the learners (Ogada, 2012). This study therefore is aiming at determining the

influence of language of instruction when teaching English grammar to learners who are profoundly deaf and their performance.

Studies done by Adoyo (2008), Angel (2013) and Maina (2009) all focused on the challenges of giving instructions to learners with hearing impairment. The studies also focused on the challenges with communication because most of the learners who are deaf have hearing parents. However, the study by Adoyo (2008) focused on educating deaf children in an inclusive setting. The study by Angel (2013) focused on language barriers in the classroom when teaching learners with hearing impairment. The study by Maina (2009) focused on the challenges of teaching English as a second language in middle level classes. The current study however focused on the influence of language of instructions that teachers use when imparting knowledge and skills on performance in English grammar to learners who are profoundly deaf in primary schools for the deaf in Lake Region.

2.2 Influence of Teaching and Learning Resources on Performance in English Grammar

These are inputs and devices that a teacher can use when teaching a language to aid in imparting knowledge. Teaching can never be effective when a teacher simply teaches without making good use of other teaching and learning resources (Kyriacou, 2000). The teacher has to make use of some inputs or devices in form of learning resources to meet the learner's needs, lesson objectives, subject area and styles. These teaching and learning resources do appear in varied forms like, print media such as books, newspapers and magazines, graphic media such as charts, maps and graphs, photographic media such as prints, slides and films. They also include electronic media such as computers, laptops and even real objects (Newby 2000 & Cuban, 2002).

Visual aids play an important role in teaching English language. Among other pedagogical functions, visual teaching and learning resources do motivate the learners by creating a vital link between the theoretical aspect of the lesson and the real world (Iyumagomya, 2018). Virtual teaching and learning aids also create stimulus variation by creating a change in the mode of reception from listening to seeing through use of realia and graphics in three dimensions (3D).

Bizimana (2014) did a study in Rwanda on teaching and learning resources availability and teachers' effective classroom management and content delivery in secondary schools in Huye district. The study sort to find out the level of teaching and learning resources availability, effective classroom management and content delivery. The study established that the level of teaching and learning resources availability was insufficient and the teachers and administrators were not improvising some of these resources from local materials since they largely relied on purchased materials. These led to poor performance posted by learners.

According to Elkins (2010), teaching and learning materials need to be evaluated. The systematic appraisal of the value of materials in relation to their objectives and objectives of the learners using them. Evaluation can be pre-use hence focusing on predictions of potential value. It can be whilst-use hence focuses on awareness and description of what the learners who are deaf do with the material. It can also be post-use hence focusing on the analysis of what happened as a result of using the materials to learn English grammar and the general performance.

Lewis (2016) pointed out in his study that quality improvement in education is associated with textbooks availability and use. And that, research experience has shown that the considerable potential contribution those textbooks and other instructional materials can make to effective teaching and quality of education. The study also mentioned about teaching and learning

resources in a conference in Manchester in 2016 on textbooks provision and library development in Africa. Textbooks were found to fulfill three important purposes: to provide the major vehicle for the curriculum in use for languages, they are the main if not only source of information to the teachers and that examinations and students' assessments are heavily derived from them. Effective provision of textbooks to schools therefore does not guarantee proper usage.

Ogada (2012) argued that learners who are deaf need to learn using teaching and learning resources that do communicate meaning more clearly than the written and spoken work. They should be more concrete and direct. Word, whether written or spoken are arbitrary symbols. They usually neither look like nor sound like the objects or things they do represent. Learners who are deaf do rely solely on their sight to acquire knowledge. Therefore, the relevance of teaching and learning resources used is very vital.

Gathumbi & Masembe (2005) pointed out that materials in use should be learner centered, interesting, creative and task based. They should be dealing with real lives of the learners' experiences hence the teachers should be keen on changing and alternating them as time goes by. There is dire need to carry out effective instructions, the outcomes of which can be measured in terms of ability to read and comprehend and achieve better grades in English language.

Khan (2004) argues that the principal role of educational technology is to assist the learner in improving the final efficiency of teaching and learning process. Teaching and learning resources do develop the learners' creativity, trigger imagination and boost their overall performance. However, some schools for the deaf may lack these facilities or lack the personnel or worse still, the resources may lack reality hence doing more harm than good to the learners. This study therefore is aiming at examining the influence of teaching and learning resources on performance

in English grammar among learners who are profoundly deaf in special primary schools for the deaf.

According to Maina (2009), teaching and learning resources are materials that are being used in the teaching and learning process. They include charts, graphs, diagrams, text books and even chalk board. The study further pointed out that, careful selection of these resources contributes to nurturing concepts from basic ideas. The study recommended the use of visual teaching and learning aids such as charts, posters, flash cards, pictures or any other visual aids to illustrate different concepts when teaching. The studies done on teaching and learning resources do focus on the availability of these resources, degree of realism and use. However, the studies did not focus on the influence of T/L resources on performance in English grammar among learners who are deaf.

Studies done by Iyumagomya (2018), Lewis (2016) and Maina (2009) all focused on the challenges that language learners experience and use of varied teaching and learning resources when teaching language. However, the study by Iyumagomya (2018) focused on the reasons behind poor mastery of language among learners and teaching and learning resources used. The study by Lewis (2016) focused on the availability and use of teaching and learning resources when teaching languages. The study by Maina (2009) focused on the challenges faced when using teaching and learning resources in teaching English as a second language in middle level classes. The current study therefore focused on the influence of using varied teaching and learning resources on performance in English grammar among learners who are profoundly deaf.

2.3: Influence of Teaching and Learning Strategies on Performance in English Grammar

Teaching and learning strategies refer to the instructional techniques that the teachers use to impart knowledge and skills to the learners. There are several factors that determine whether a teaching technique is appropriate to a given level of learners (Newby, 2000). They include the competency of the learner in language use, ability to write legible and comprehensive phrases and sentences, story signing and improved performance in the target area thus English grammar. Language is taught with integration of listening, speaking, reading and writing in conjunction with the cultural heritage.

Dianne (2015) in the case of French schools, where English is viewed as a third language and is compulsory at the secondary school level. Bilingual education was formerly opted for however, in practice, the oral-aural method which does not include the use of any sign language but concentrates on the development of speech, speech reading and use of residual hearing. Learners who are profoundly deaf had real challenges in developing reading skills in English grammar. Teachers of English had to overcome barriers in class and develop teaching and learning strategies accordingly and employ written and visual teaching and learning resources to empower learners who are profoundly deaf and eliminate lexical ambiguity.

The decisions made on what to do in a particular lesson depends solely on the assessment made and all the factors that are involved in teaching learners who are deaf in a specific situation. It is however noted that there is no single specific method or technique that has been proven to have a magic situation to all teaching and learning problems (Hurt, 2012). Since different situations need different approaches with different individuals, it is therefore upon the teachers who are

teaching learners who are deaf to identify and adopt a strategy that will fit their learners well and the lesson objectives.

Khaemba & Bolton (2017) pointed out that language teachers should teach a language and not teach about a language. Language teaching should assist the learner in gaining ability to use both signed and written language well and accurately. The study mentioned about the traditional grammar-based approach where learners were taught language structures with little or no emphasis given to language outside the classroom. This approach does not take into consideration the varied environmental exposures that different learners have and their language ability. Some learners who are deaf may have wide exposure through television, books, newspapers and magazines and also other electronic devices while others will have little or even lack exposure to English language outside the classroom (Onyango, 2013).

Lewis (2016) argues that the teaching and learning strategies that a teacher uses in class is very vital. A language teacher should involve all the learners in questions and answers and set the level of the lesson that caters for each individual learner. When only a few learners are involved, then the others will find the lesson to be boring and tend to withdraw.

Kembo (2017) pointed out that, a language needs practice and learners who are deaf need to be actively involved in grammar lessons. The teacher should strive to make the lesson to be learner centered by involving the learners in group work, pair work, miming, story signing rather than only giving written exercises. Active participation in and out of class activities will make the learners take part actively in class work.

The studies that were done on varied teaching and learning strategies mentioned on particular strategies used to teach learners who are deaf and make them active.

The studies did not focus on the influence of teaching and learning strategies on performance of class seven learners who are profoundly deaf in English grammar in primary schools for the deaf.

Studies done by Khaemba & Bolton (2017), Kembo (2017) and Dianne (2015) all focused on the use of teaching and learning strategies that involve all the learners actively during language lessons. However, the study by Khaemba & Bolton (2017) focused on the use of teaching and learning strategies that emphasize on language use outside the class room. The study by Kembo (2017) focused on activities that involve the learners during grammar lessons through groupwork, pair work and miming. The study by Dianne (2015) focused on the use of oral-aural method which never included the use of signs when teaching learners who are deaf. The current study therefore focused on the influence of teaching and learning strategies on performance in English grammar among learners who are profoundly deaf.

2.4 Influence of Learners' Attitude on Performance in English Grammar

Learners' attitude is the tendency to respond in certain ways towards something. Learning attitude determines how one perceives things and what to become as a person (Petty, 2004). Learners' attitude have cognitive, affective and behavioral components in nature. Attitudes are one type of factors that give rise to motivation which eventually results in attainment of proficiency in a second language. It can therefore be conceptualized as favorable or unfavorable responses to varieties of a single language. Learners can have positive attitude, negative attitude or equivocal attitude towards a set target.

The attitude the society has towards learners who are deaf make them grow up with minimal exposure on daily life activities (Okello, 2013). Lack of exposure or inadequate exposure makes them exhibit peculiar developmental patterns such as inattention, withdrawal, failure to complete

tasks and even memory related issues. Petty concluded that members of the community subject majority of learners with hearing loss to under performance in terms of academic achievements. In this study, Okello (2013) tackled on the attitude of members of the society towards learners who are deaf that led to their withdrawal and underperformance in both academic and day to day tasks. Contrary to the study above, this study is intending to focus on the influence of the attitude of learners who are profound deaf on their performance in English grammar.

Akay & Toraman (2015) did a comparative study on the attitudes towards teaching and learning grammar in High school students in Sweden. It was found out that even though the variables of gender, age and frequency in English subject learning among Latvian and Sweden High school students were different. The results showed significant difference between students' attitudes and the variables. They both registered below average performance

The attitudes of learners who are deaf towards learning of English grammar can either be negative or positive depending on the approaches that are used by their teachers. Before 1970s, learners who are deaf were taught by orals only (Oring, 2000). Their teachers were not signing in class hence the pace at which they were learning was grammatically very slow because they were relying solely on lip reading and speech reading. The pedagogical significance of taking into account interests of learners is that education is an active process. It involves the active effort of the learner himself or herself. In general, the learner will acquire things that are often done in school and out of school.

In Kenya, the official document that deals with the use of mother tongue (MT) in primary schools is the Gachathi Report of 1967. For learners who are deaf, the teachers use KSL as language of instruction and as the mother tongue of learners who are prelingually deaf (Riddle,

2009). This lower their self-esteem hence leading to negativity towards the content being taught in English grammar. Teachers who teach learners who are deaf use oral methods of communication that puts emphasis on teaching these learners how to speak and yet they are deaf. These continued emphasis of the use of oral skills and KSL in schools for the deaf is tantamount to denial and violation of the rights of these learners leading to development of negative attitude towards the content to be covered (Petty, 2004).

The approaches that teachers of English language do use to teach learners who are deaf can also lead the learners to denial and negativity (Bess et al, 2015). The Gachathi report of 1967 recommended the use of mother tongue (MT) as a language of instruction in lower primary. This can extend its use to upper primary hence interfere with the acquisition of English as a second language and its grammar rules. This conflict can make the learners switch off in acquiring the rules hence view English language as a complex subject (Petty, 2004).

Vaezi (2016) did a study on integrative and instrumental motivation towards learning English as a foreign language. In the study, 79 non- English major students from Islamic Republic of Iran (IRI) were selected to complete questionnaires reflecting their motivation for learning English. The results showed that Iranian students had very high motivation and positive attitude towards learning English and that they were more instrumentally motivated. The students' positive attitude was typically focused on English as part of communication system and not an academic one.

Hearing provides a basis for almost all kinds of learning an individual is subjected to (Zachary, 2015). From the time that a child is born, after a few weeks he/she is expected to respond to some degree of sound stimuli. Zachary explained that this is only possible if one's auditory

systems are well developed. This is possible because the ability to learn effectively is supported to the fullest by the integration of all the five senses of a human being thus sight, smell, touch, taste and hearing.

Adoyo (2004) argued that learners who are deaf do lag behind their peers in performance due to lack of an appropriate language of instruction. The modes of communication that the teachers use make the curriculum content inaccessible to learners who are deaf. They are disadvantaged hence tend to withdraw. KSL is a language with its structures and norms. When used to teach another language thus English, then there can be conflict in the language structures and patterns. Language teachers should therefore be using the same language to teach that language to enable the learners to acquire the grammatical rules of a given language well (Kyriacou, 2000).

In the Kenya Institute of Education handbook (2014), a handbook for primary education English, the primary English syllabus is arranged in themes and sub-themes which are considered to be useful to all primary school learners in class seven. Within these themes and sub-themes, language patterns, vocabulary, grammar, tenses, oral skills and pronunciation are emphasized. Learners who are deaf do rely on sight to acquire knowledge. They cannot therefore benefit from oral skills and pronunciation. The environmental exposure that these learners have cannot also be compared to their peers who are hearing hence they are disadvantaged (Laster, 2008).

The studies done showed how learners who are deaf may develop negative attitude from the approaches their teachers use, the language of instruction and the curriculum content that emphasize on oral skills and pronunciation. They did not focus on the influence of the learners' attitude on performance in English grammar.

Learners who are deaf do learn visually and not through hearing, hence there is need for consistency when teaching English grammar. This mix up leads to withdrawal and negative attitude. This study aims at establishing the influence of learners' attitudes towards performance in English grammar among learners who are profound deaf in class seven.

Studies done by Okello (2013), Adoyo (2004) and Zachary (2015) all focused on attitude as a driving force that gives rise to motivation which eventually result in attainment of proficiency in the target area. However, the study by Okello (2013) focused on attitude of members of the society towards learners who are deaf and attitude of the parents towards taking care of children who are deaf. The study by Adoyo (2004) focused on difficulty in accessing the curriculum by deaf learners which led to withdrawal and modes of communication used. The study by Zachary (2015) focused on deprived students' home background in terms of education level of parents and other siblings that led to negative attitude. The current study however, focused on the influence of profoundly deaf learners' attitude on their performance in English grammar in Primary schools for the deaf in Lake Region.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

A research design is a plan showing how the problem of investigation will be solved (Orodho, 2012). The study employed descriptive survey and correlational research designs. Descriptive survey design involves collection of data from a sample of population with respect to the variables using questionnaires, interviews and observation schedule (Best & Kahn, 2006). The method gathers data from a relatively large number of cases at a particular time. It is concerned with characteristics of individuals; in addition, it is about the statistics that reset when data is abstracted from a number of individual cases (Mugenda & Mugenda, 2003).

Descriptive survey design is essentially cross-sectional (Kothari, 2008). A descriptive survey design is advantageous because it is simple and easy to administer. It allows collection of information in a relatively short period and it is quite accurate (Orodho, 2008). The use of descriptive survey design enables the researcher to find out facts adequately, seek opinions, describe, analyze, and interpret data. In addition, descriptive survey design aided the researcher in formulating the objectives, methods of data collection, sampling, data analysis and reporting of the findings (Kothari, 2008).

A correlational research design was used to determine the relationship between variables (Best & Kahn, 2006). In the present study, correlational research design was used to determine the influence of each of the selected determinants on academic performance in English grammar among class seven learners who are profoundly deaf in Lake Region in Kenya.

3.2 Area of Study

The study was carried out in Lake Region which consists of six counties namely; Kisumu, Siaya, Homa Bay, Migori, Kisii and Nyamira counties targeting six Primary Schools for the deaf. The six schools registered very low mean scores in KCPE as per the Ministry of Education KNEC results for 2013-2017. A baseline survey done revealed that special schools for the deaf in Lake Region registered poor performance when compared to regular schools in the same region. Kisumu, Siaya, Homa bay and Migori are mainly inhabited by Luo community while Kisii and Nyamira counties are mainly inhabited by Gusii speaking communities. The area borders Lake Victoria which is the deepest lake in Africa. On the global map the area is latitude 0.5°S and longitude 34.5°E. There are other tourist attraction sites like The Impala Park, Ruma National Park, Kit Mikayi and an International Airport. The major economic activities practiced include both large and small scale farming, cattle rearing and fishing. The area is also blessed to host Kisumu city which is the third largest city in Kenya after Nairobi and Mombasa. The researcher chose the area because it has six special schools for the deaf and the performance in English language was poor. The highest mean score registered during the period 2013-2017 was 28.8 which is grade D. The area also has improved road network to allow movement from one place to another throughout the seasons. This enabled the researcher to move and collect data within the stipulated time. The security in the area is also reinforced hence the researcher could move freely within the area to collect necessary data.

3.3 Study Population

The study targeted 80 learners who are profoundly deaf from class seven, 30 teachers of English language and six Head teachers in six Primary Schools for the deaf. Learners at this level have

covered most of the syllabus content in English grammar and are competent to gauge the activities that take place in class during grammar lessons. These learners too still have one more year to be in school hence there is provision for follow-up by the researcher.

3.4 Sample Size and Sampling Techniques

The study employed the use of saturated sampling technique in selecting 27 teachers of English language and five head teachers from six primary schools for the deaf in Lake Region. All the teachers who took part in the study were neither deaf nor dumb. This technique suits the sample because the target population is few to make a sample from them. The use of saturated sampling technique ensured that all participants take part in the study because the population of teachers and head teachers in special schools for the deaf are few to get a sample from them (Best & Kahn, 2006). The 72 learners who are profoundly deaf were sampled using purposive sampling technique. This is because in special schools for the deaf, there are learners with varied categories of hearing impairments. The researcher purposively selected learners who are profoundly deaf to take part in the study so as to collect focused information with respect to the objectives of the study. Profoundly deaf learners were identified from the assessment records held in the schools from Education Assessment and Resource Center (EARC) where diagnostic assessments are done before placement to special schools with varied special needs in education. Class seven learners were preferred to other classes because they have developed language competency and proficiency in English language than the lower classes, and they have enough experience. Hence, they can use the questionnaires well. Secondly, they have covered most of the primary English syllabus and they are still in school for the next one year to ease follow-ups. The sample frame in Table 3.1 summarizes the sample size for each respondent.

Table 3.1: Sample Frame

Respondents	Population (N)	Sample size (n)	%
Learners who are Deaf	80	72	90
Teachers of English	30	27	90
Head teachers	06	05	83

3.5 Instruments of Data Collection

The study used questionnaires, interview schedules, observation schedule and an English grammar test was administered to the learners. The selection of the research tools have been guided by the nature of data to be collected, objectives of the study and time frame available for the research.

3.5.1 Questionnaires

Questionnaires were used since the research is intended to and is concerned with variables that cannot be observed directly such as the influence of learners' attitude and teaching and learning strategies on performance in English grammar among learners who are deaf (Oso & Onen, 2005). It also favours collection of substantial amount of information over a limited period of time. Because the target population is literate, they can easily use the questionnaires correctly. Closed ended items have an advantage in that they are easy to administer, analyze and time saving. Open ended items may also be suitable because they give the respondents room to give information that might be useful to the researcher. Closed and open ended questionnaire was administered to learners who are profoundly deaf to establish their views on the influence of language of instruction, teaching and learning resources, teaching and learning strategies and learners' attitudes on English grammar. A five point rating scale format was used in the questionnaires to collect view of learners. (See appendix I).

3.5.2 English Teachers and Head Teachers Interview Schedule

English teachers and head teachers were interviewed to obtain information that may not be observed directly. Interview schedule makes the researcher to gain full control over the kind of questions to be asked (Welman & Kroger, 2001). In-depth interview schedule was used to probe on the teachers of English languages' opinion on the influence of language of instruction, teaching and learning strategies and resources when teaching English grammar and the performance of learners who are deaf. They also gave their views on learners' attitude. Interview has advantages in that it gives information about particular cases; it is systematic and time saving. It is also comprehensive besides the data collected being quantifiable (Kothari, 2008).

3.5.3 Observation Schedules

Observation techniques permits the researcher to see what is perceived to be the situation on the ground, what it is in reality (Oso & Onen, 2005). Observation was used to check the types of visual teaching and learning resources that were available in the schools, use and their adequacy. The degree of realism was also observed. On the first day of the visit to the schools, arrangements were made for lesson observations on the following week. The researcher explained to the head teachers and teachers clearly about the purpose of the observation. Space was provided against each stage of lesson progression for filling in the necessary remarks. Lesson observation schedule was used to collect data on strategies used when teaching and learning English grammar especially written language exercises. The frequency at which the learners' work books were marked and corrected in class. Whether the teacher involved the learners in the use of the language corner and word cards was also observed. The researcher used a checklist (Appendix VI) to confirm language of instruction, teaching and learning resources and strategies that were used during English grammar lessons.

3.5.4 English Grammar Test

An English grammar test was administered to learners who are profoundly deaf in class seven to establish their academic performance. A researcher made test was set across the primary schools' syllabus and textbooks for classes six and seven were used. The series of textbooks, Keynote English, are approved by Kenya Institute of Curriculum Development. The tests consisted of language areas in grammar such as vocabulary, punctuation marks, spelling and parts of speech. It used multiple choice questions adapted as per the KCPE standards (See appendix IV). The test covered the content across the syllabus which had been taught to all the learners in the six schools by the time the research was conducted. The test was done at the same time in the six schools to avoid leakage. The test assisted in establishing the influence of teaching and learning strategies as was revealed in the learners' performance. Content validity and test- retest reliability were used to ensure the test was valid and reliable before being administered. The experts judged the instruments independently to ensure that all the content on each test item addressed specific objectives. Recommendations made on each section were considered before administration of the test. Head teachers, class and subject teachers in the target schools were requested to assist the researcher in the administration of the test and preparing the learners on time. After the entire process of tests construction and administration, the raw marks (x scores) for each learner in each school were moderated and recorded. The marks were standardized into z scores and analyzed accordingly.

3.6 Validity of the Research Instruments

Validity refers to the degree to which results obtained from analysis of data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). Face validity is a qualitative means of ascertaining whether a measure on the face of it appears to reflect the content of a concept

(Cooper & Schindler, 2003). Content validity, on the other hand, is a qualitative means of ensuring that a measure includes an adequate and representative set of items to cover a concept (Drost, 2011). Consequently, the determination of the face and content validity of the research instruments in this study guaranteed accuracy and connection among the questions asked and variables measured. Face and content validity are ensured by obtaining subjective judgments by the experts of the concerned field (Borg, Gall & Gall, 2001) Content validity was used to establish the accuracy of the research instruments. Content validity of research instrument was established by presenting the research instrument to experts from the department of Special Needs Education, Maseno University and teachers of English in primary schools to ascertain validity. The experts judged the instruments independently to ensure that all the content on each test item addressed the specific objectives. The experts made recommendations on each section testing various objectives. The corrections were made based on the recommendations before the instruments were administered in the field.

3.7 Reliability of the Research Instruments

Orodho (2012), reliability refers to the extent to which a research instrument measures whatever is meant to measure consistently. Reliability of the research instruments was established through test-retest method using 10% of the study population in which one headteacher, three teachers of English language and eight learners who are profound deaf were selected. Results from the two tests were then correlated. Reliability coefficient for the questionnaire was ascertained if they are above the acceptable value of 0.7, $p < .05$ as pointed out by Kothari (2008) was deemed to be reliable. The findings revealed a reliability of 0.74 for language of instruction, 0.79 for teaching and learning resources and 0.83 for teaching and learning strategies. Reliability for interview schedule was determined by obtaining responses from the two administrations of the interviews.

Later, they were counter checked thematically to ascertain consistency. The inadequacies, inconsistencies and weakness of the research instruments identified during the pilot study were corrected before the instruments were then used in the actual study excepting the population used for pilot study.

3.8 Data Collection Procedures

Research permission was obtained from Maseno University Ethics and Review Committee (MUERC). A courtesy call was made to the County Directors of Education of Kisumu, Siaya, Migori, Homa bay, Kisii and Nyamira counties in which the primary schools for the deaf were so as to seek permission to conduct the research within the counties. The headteachers of the schools were also contacted through relevant sub-county Education Officers (SCEOs) and permission for the study sought. Permission was also sought from parents whose children were to take part in the research (see Appendix vii). The researcher met the head teachers, class teachers and teachers of English language and learners who are profoundly deaf in class seven to establish rapport. The researcher also met and trained research assistant and class teachers who were internal research assistants. The respondents were to take part in the interviews, answering the questionnaires and taking the academic performance test. The questionnaires were administered and collected after an agreed period, which was two weeks and then organized and analyzed. The participating schools were visited at random during the administration of the academic test to ascertain transparency and the smooth running of the entire examination period. The test was administered the same day in all the six schools to avoid leakage.

Later the researcher carried out to the respondents; that is the head teachers and teachers of English language interviews and distributed questionnaires to learners who are profoundly deaf

in Class seven. This was done with the assistance of class teachers, an interpreter and research assistant. They supervised and administered the academic test to the learners to ensure smooth running of the entire examination period.

Observation schedule on language of instructions, teaching and learning resources and strategies was done. In this study, a research assistant had been trained by the researcher on how to record observations and carried out the observation process alongside the researcher. Both the researcher and the research assistant checked on language of instructions when teaching English grammar, teaching and learning resources that were available and their use, teaching and learning strategies used during grammar lessons. In addition, they coded the various activities that the learners took part in during the lesson. A percentage level of agreement was obtained by dividing the number of time the researcher and the assistant agreed by the total number of ratings. The acceptable level of agreement was set at 80% and above, the conventional acceptable level of agreement for interrater-observers rating was adopted (Drost, 2011).

A test in form of questionnaires and interview schedule was administered to ten percent of the study population. The questionnaires were left with class teachers and collected after three days in order to give the respondents enough time to respond appropriately. Interview schedule were administered to English grammar teachers and headteachers by the researchers. Later, the research instruments were re-administered to the respondents after two weeks. The academic test was first administered, then after two weeks, it was re-administered on the same respondents. The instruments were marked and coefficient of correlation calculated using Pearson, r correlation.

3.9 Methods of Data Analysis

Quantitative data collected using the questionnaires were coded manually, entered to Statistical Package for Social Sciences (SPSS) data sheet before analyzing using SPSS-19.0 version. In coding and interpretation of the questionnaires, items from closed ended questionnaires were coded with each of the five points rating scale being given: Always (A)-5 points, Very Often (VO)-4 points, Often (O)-3points, Rare (R) -2 points, Not at All (NA)-1 point. Reverse coding order was done for particular statements in order to align the coding with the rest of the test items as advised by Borg & Gall (2001) and Kothari (2008). That is reverse coding was; Always (A)-1 point, Very Often (VO)-2 points, Often (O)-3points, Rare (R) -4 points, Not at All (NA)-5 point. This applied to the rest of the statements that were reverse-coded during coding.

Quantitative data was analyzed using frequency counts, percentages and mean for descriptive data while inferential data used regression. For the first three objectives that is language of instruction, teaching and learning resources and teaching and learning strategies, means, standard deviation and percentages were used to establish to what extent they influenced performance of learners who are profoundly deaf in English grammar. Correlation was used to establish the influence of the first three objectives while controlling the intervening variables. The effect of each objective was correlated with performance in English grammar. Correlation significant level was set at $p < .05$. To determine the influence of each objective, the correlation coefficient r was squared to get coefficient of determinants (R^2), which was later converted into percentage.

To calculate the influence of learners' attitude towards their performance in English grammar from the statements in the questionnaire, the results were described using frequency counts, mean and percentages.

Mean scores derived from SPSS were used to interpret the data with a rating scale divided into five levels with the following ranges: 1.00 – 1.49 = Strongly disagree, 1.50 – 2.49 = Disagree, 2.50 – 3.49 = Somehow agree, 3.50 – 4.49 = Agree and 4.50 – 5.00 = Strongly agree. Mean for each objective was a run using SPSS. In the interpretation of scores a mean score of 1.00 - 2.99 indicated a low negative influence and 3.00 -5.00 indicated a high influence on performance in English grammar among learners who are profoundly deaf. Inferential statistics was used in that a sample of data was taken from a population to describe and make inferences about the entire population. It saves time and is convenient because not the entire population was used but a generalization from the sample.

Qualitative data from interview schedule was analyzed through thematic analysis approach. That is identifying themes or patterns in the data that are important and significant hence use them to interpret the research questions. All the data that was relevant to each theme and sub themes were gathered together and analyzed accordingly.

3.10 Ethical Considerations

According to Best & Khan (2006), ethical considerations protect the rights of participants by ensuring confidentiality. The respondents were assured of confidentiality of the information collected and were also informed that their views will be used for the purposes of the study only. Anonymity and privacy was highly observed by not capturing the respondents' personal details on the questionnaires and or coding the details. The researcher conformed to the principles of voluntary consent whereby the researcher disclosed the real purpose of the study and also gave the respondents a chance to willingly participate in the study.

Secondly, the researcher sought consent from the parents of learners who are profoundly deaf through the head teachers of respective schools before the research study was conducted (see Appendix vii). Research was carried out only on those respondents who willingly agreed to participate in the research. Research permission was given by Maseno University Ethics and Review Committee, MUERC.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents, triangulates and discusses the findings of the study as per the study objectives. The findings are presented starting with the descriptive statistics followed by inferential statistics. Descriptive statistics are the frequency counts, percentages, means and standard deviations. Inferential statistics comprise of the correlation and regression models. Pearson product moment correlation was used to analyze the relationship between the independent variables and dependent variable while simple linear regression model was used to determine the influence of language of instruction, teaching and learning resources and strategies and learners' attitude on performance in English grammar. An English grammar test was administered to learners who are profoundly deaf in class seven to establish their academic performance, and the results used as the dependent variable.

4.2 Influence of Language of Instruction on performance in English grammar among learners who are profoundly deaf.

The first objective of the study sought to determine the influence of language of instruction on performance when teaching English grammar to learners who are profoundly deaf. The findings on descriptive statistics based on respondent's rating are presented in Table 4.1.

Table 4.1: Language of Instruction in English Grammar

Learners' responses

Statements	Always	Very often	Often	Rarely	Not all	at Mean
I am taught English grammar through Kenyan sign language	34(47.2)	28(38.9)	10(13.9)	0 (0)	0 (0)	4.33
Signed Exact English is used when teaching sentence patterns	22(30.6)	30(41.7)	20(27.8)	0 (0)	0 (0)	2.03
I read short sentences through signing	11(15.3)	39(54.2)	22(30.6)	0 (0)	0 (0)	3.85
Our teacher uses both signs and gestures when teaching English grammar	20(27.8)	42(58.3)	10(13.9)	0 (0)	0 (0)	3.14
I join our teacher in demonstrations when learning English grammar	10(13.9)	22(30.6)	40(55.6)	0 (0)	0 (0)	2.58
I use word cards and pictures to identify tenses during grammar lessons	10(13.9)	20(27.8)	42(58.3)	0 (0)	0(0)	2.56
I don't get the instructions given by the teacher during grammar lessons (R)	0(0)	6(8.3)	40(55.6)	24(33.3)	2 (2.8)	3.31
Our teacher repeats and finger-spells new words to us in class	22(30.6)	30(41.7)	20(27.8)	0 (0)	0 (0)	3.13
Average						2.2647

The findings in Table 4.1 indicate that at least 47.2% of the deaf learners were always taught English grammar through Kenyan Sign Language. Sign exact English was also very often used while teaching sentence patterns according to 41.7% of the learners. Learners read short

sentences through signing very often, 39 (54.2%) and the teachers used both gestures and signs when teaching English grammar very often as indicated by majority, 42(58.3%) of the learners. The findings further indicate that majority, 55.6% of the learners often joined teachers in demonstration when learning English. They often used word cards and pictures to identify tenses during grammar lessons as revealed by 58.3%, and in addition, they often got instructions given by the teacher during grammar lessons according to 55.6%, of them. Teachers also repeated and finger spelled new words to most of the learners, 30(41.7%) more often. The average mean score for language of instruction was 2.2647 which translates that language of instruction had a low negative influence on performance in English grammar.

Pearson Product Moment Correlation and Simple Linear Regression models were carried out to analyze the relationship and effect of language of instruction when teaching English grammar to learners who are profoundly deaf. The findings are presented in Tables 4.2, 4.3 and 4.4 as follows.

Table 4.2: Descriptive Statistics

	Mean	Std. Deviation	n
MARKS_FINAL	3.1411	.38680	72
Language of Instruction in English Grammar	2.2647	.22683	72

The findings in Table 4.2 indicate the summary descriptive statistics. Mean mark for the deaf learners was averagely 3.14 transformed to a five-point rating scale, with standard deviation of 0.38680. English grammar had a mean of 2.2647 with a standard deviation of 0.2268. The difference in the means was insignificant. These means were then correlated to obtain correlation coefficients as indicated in Table 4.3.

Table 4.3: Correlations between language of instruction and performance

		MARKS_FINAL	Language of Instruction in English Grammar
Pearson Correlation	MARKS_FINAL	1.000	0.624
	Language of Instruction in English Grammar	0.624	1.000
Sig. (1-tailed)	MARKS_FINAL	.	.000
	Language of Instruction in English Grammar	.000	.
n	MARKS_FINAL	72	72
	Language of Instruction in English Grammar	72	72

The findings indicate that there was a positive significant correlation between language of instruction in English and academic performance of the deaf learners ($\beta = 0.624$, $p < .05$). The p value indicates that the findings were significant. These findings imply that there is use of Language of instruction in English grammar which is correlated or associated to performance positively. The language of instructions that the teachers used when teaching English grammar is not desirable and the learners still registered poor performance in the subject. In order to establish the influence, simple linear regression results for the model coefficients are presented as shown in Table 4.4. The standardized model coefficients were used to present the findings.

Table 4.4 : Model Coefficients on Influence of Language of Instruction in English Grammar on learners' performance.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Correlations		
	B	Std. Error				Zero-order	Partial	Part
1	(Constant)	.729	.363	2.012	.048			
	Language of Instruction in English Grammar	0.739	0.111	6.684	0.000	0.624	0.624	0.624

a. Dependent Variable: MARKS_FINAL

The findings show a standardized coefficient value of 0.624. This implies that Language of Instruction in English Grammar has a unique positive contribution on deaf learners performance ($\beta = 0.624$, $p < .05$), with significant effect, $t(72) = 6.684$, $p < .05$. It can be deduced that Language of Instruction during English Grammar has a significant effect on learners' performance in English. The standardized coefficient (β) gives a measure of contribution of language of instruction to the model in terms of standard deviation (SD). The correlation between language of instruction and performance is moderate because β is 0.624 which is between 0.4 – 0.7. The findings on the model summary results in order to establish the variation in the learners' marks accounted for by the language of Instruction in English grammar are also presented as shown in Table 4.5.

Table 4.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Change in R Square	Change in F	df1	df2	Sig. F Change
1	0.624 ^a	.390	.381	.30435	.390	44.680	1	70	.000

a. Predictors: (Constant), Language of Instruction in English Grammar

The findings in Table 4.5 indicate that a square of the r value (0.624) results in a variation of .390. This value when multiplied by 100% is said to be the percentage variance learners' performance accounted for by Language of Instruction in English Grammar (39.0%). Which was found to be significant and therefore the results can be presented as, ($R^2=.390$, $F(1, 70)=44.680$, $P<.05$), therefore were not by chance but as a result of fitting the model.

In addition to these findings, an interview schedule was carried out with the teachers and head teachers. One of the head teachers who had been in the profession for more than ten years in a school with seven teachers and three in lower section with a mean grade was D+ indicated:

“We use KSL in our school because it is easy to understand.”

“Learners use KSL during group activities and they understand each other well.”

“Many learners use it for communication both inside and outside classroom.”

“Communication is easy and direct when we use KSL with the learners.”

“Even teachers use it when giving instructions to learners who are deaf both inside and outside the classroom.”

“Both teachers of English language and learners who are profoundly deaf do communicate in KSL.”

From the interview with the headteacher, it came out clearly that both teachers and learners who are profoundly deaf use KSL in most of the activities both inside and out of classrooms. This cause interference with learning of English grammar hence leading to poor performance.

Further interview with the teachers on language of instruction in English grammar revealed that they used KSL because it was the language used in the schools. For instance, the teachers were quoted:

Teacher X: "I use KSL because it is the language used for communication."

"I use KSL when giving instructions to learners who are profoundly deaf in class."

"Learners who are deaf do get instructions given in KSL better during grammar lessons."

Teacher Y: "I use KSL because many learners are comfortable in it."

"I use KSL because it is more direct."

"Learners who are profoundly deaf tend to follow the instructions given in KSL."

Teacher Z: "I use signs and finger spelling when teaching grammar."

"I use KSL during group work because learners are comfortable in it."

"Learners who are deaf communicate easily in KSL and they get it well."

These findings imply that there was use of KSL in the schools because of various reasons. One of the reasons was that it was simple language to understand. It was also clear that KSL was used because profoundly deaf learners had no option but to use it for communication and also teachers were using it when giving instructions. Because KSL is used in most of the activities in the school by both teachers and deaf learners, it interferes with performance in English grammar. The quantitative findings are in line with the qualitative findings which support the fact that language of instruction in English grammar has a negative influence on learners' performance since it was the most reliable language in the schools.

In order to validate the results further on language of instruction, triangulation was carried out using an observation schedule. Data on influence of language of instruction during English grammar lessons was collected using an observation schedule. A lesson observation was conducted where the researcher sat at the back of the classroom with a copy of the lesson plan and observed all the stages of the lesson to the end and took notes. The researcher used a checklist to observe on the following key areas (See Appendix vi).

Where the acceptable level of agreement between the researcher and the research assistant was set at 80% and above.

What was the language of instruction when:

- When the teacher gave instructions during English grammar lesson
- When the learners were taught new words/vocabulary from written texts and broken passages
- When the learners work was being corrected in class after doing assignments.
- When teaching sentence patterns in English grammar to the learners.
- When the learners were responding to questions asked in class.

Qualitative data was analyzed by establishing analytical categories from the checklists and calculating percentages per the responses. Then cross tabulation of responses and calculation of percentages was also done. Learners were observed inside the classroom during English grammar lesson. The language of instruction that the teacher used during the lesson was in KSL and also when correcting learners work books, KSL was used. The teacher used SEE only when teaching sentence patterns in English grammar. Percentage level of agreement was 66.9% for language of instruction. Learners were observed to check on teaching and learning resources used during English grammar lessons. Teaching and learning resources were inadequate and the

available ones were being underutilized. Percentage level of agreement was 69.4% for teaching and learning resources. Teaching and learning strategies that the teachers used when teaching English grammar were also observed. The teachers used only a few strategies to teach English grammar that led to poor performance in the subject. Percentage level of agreement was at 68.7% for teaching and learning strategies.

Results from the checklists indicated that most of the instructions given to the learners during English grammar lessons were given in KSL. Teachers used Signed Exact English only when teaching sentence patterns and when reading sentences in the learners' books. After reading comprehensions in the books, analysis was done in KSL and the learners' written work was in SEE.

The findings of the study concur with Adoyo (2004) who observed that learners who are deaf failed to perform better as their hearing peers due to inappropriate language of instruction. The study further argued that teachers do use modes of communication that make curriculum inaccessible to learners who are deaf.

The present study also agrees with the findings of Maina (2009) and Angel (2013) who emphasized that the best way to teach a language is to use the very language to teach it. They reinforced the use of gestures and signs while communicating to learners who are deaf. This will help them to figure out what the teacher is saying during the lesson.

However, the study contradicts Adoyo (2004) findings that proposed the use of KSL as the main language of instruction for the deaf in Kenya. Interviews with both teachers and learners indicated that when KSL is used to give instruction to learners who are profoundly deaf in an English grammar lesson, then the learners may get confused for word endings and other suffixes

cannot be translated. The learners are therefore left with an option of using facial expressions to imply whether the word signed is a verb, noun or an adjective. The best way to teach a language is therefore to use the very language to teach it (August & Shanahan, 2016)

4.3 Influence of Teaching and Learning Resources on Performance in English Grammar among learners who are profoundly deaf

Teaching and learning resources was another selected determinant of deaf learners' performance in English language. The study therefore assessed the extent of its practice and the results presented in frequency counts, percentages, means and standard deviation as shown in Table 4.6.

Table 4.6: Teaching and Learning Resources**Learners' responses**

Statements	Always	Very often	Often	Rarely	Not at all	Mean
We watch video stories during English grammar lessons	0(0)	0(0)	7(9.7)	14(19.4)	51(70.8)	1.39
We use newspapers and magazines to learn English grammar	0(0)	8(11.1)	44(61.1)	20(27.8)	0(0)	2.83
We read story books in the library during English lessons	23(31.9)	27(37.5)	22(30.6)	0(0)	0(0)	4.01
Our teacher writes difficult words (vocabulary) on the chalkboard	14(19.4)	46(63.9)	12(16.7)	0(0)	0(0)	4.03
We help our teacher to make reading charts in English language	0(0)	6(8.3)	35(48.6)	31(43.1)	0(0)	2.65
We use pictures and word cards to identify tenses	0(0)	4(5.6)	46(63.9)	22(30.6)	0(0)	2.75
We don't share the reading cards during English grammar lessons (R)	4(5.6)	27(37.5)	41(56.9)	0(0)	0(0)	2.51
We use the English corner to do our assignment in class	0(0)	2(2.8)	10(13.9)	52(72.2)	8(11.1)	2.08
My parents buy for me reading books in English language	0(0)	0(0)	0(0)	7(9.7)	65(90.3)	1.02
Average						2.784

The findings in Table 4.6 indicate distributed views from the learners' perspective on teaching and learning resources. It emerged that the majority of learners, 51(70.8%) did not at all watch video stories during English grammar lessons. However, they often used newspapers and magazines to learn English grammar according to 44(61.1%) of them. They also read storybooks in the library during English lessons very often, 27(37.5%) and their teachers wrote difficult words (vocabulary) on the chalkboard, 46(63.9%). At least 48.6% of the learners helped their teachers to make reading charts in English language and 63.9% used pictures and word cards to

identify tenses. It further emerged from the findings that the learners often shared the reading cards during English grammar lessons, 41(56.9%), but rarely used the English corner to do their assignment in class, according to 52(72.2%). Their parents also did not at all buy for them reading books in English language according to 65(90.3%) of the learners. The average mean score for teaching and learning resources was 2.784 which is weak. The teaching and learning resources that are available in the schools are inadequate hence affect the performance of deaf learners in English language. However, some teaching and learning resources are adequate like newspapers and magazines at 61.1% and pictures and word cards at 63.9% but still the performance in English grammar is below average with a mean score of 2.784 which is a low negative influence. It therefore shows that teachers are not making maximum use of the available teaching and learning resources hence leading to poor performance in English grammar.

An overview of the mean comparison between the teaching and learning resources and their performance is presented as shown in Table 4.7.

Table 4.7: Mean comparison between the Teaching and Learning resources

	Mean	Std. Deviation	n
MARKS_FINAL	3.1411	.38680	72
Teaching and Learning Resources	2.7804	.41258	72

From the results, it is clear that teaching and learning resources gained a mean of 2.7804 and a standard deviation of 0.41258. Compared to the mean on the learner's performance in English on five-point rating scale, this mean was low, rated in the category of 'rarely' or 'often' when rounded off to a whole number to a mean of 3.0. Teaching and learning resources had a low negative influence on performance in English grammar.

Further analysis of the relationship between the teaching and learning resources and their performance in English language was carried out using Pearson product moment correlation and regression analysis for the influence respectively. The findings on the correlation are presented as shown in Table 4.8.

Table 4.8: Correlation between Teaching and Learning Resources and Performance

		MARKS_FINAL	Teaching and Learning Resources
Pearson Correlation	MARKS_FINAL	1.000	0.365
	Teaching and Learning Resources	0.365	1.000
Sig. (1-tailed)	MARKS_FINAL	.	.001
	Teaching and Learning Resources	.001	.
n	MARKS_FINAL	72	72
	Teaching and Learning Resources	72	72

Pearson Product Moment Correlation revealed a low positive significant correlation between teaching and learning resources and learners' performance in English language ($r= 0.365$). These findings were significant at a p value of 0.001, which is less than the 0.05 threshold value. This implies that there is an association between teaching and learning resources and learners' performance in English language and therefore, the teaching and learning resources have some impact on their performance. Teaching and learning resources were inadequate in the schools and the teachers were not making good use of the available teaching and learning resources. To assess this impact or effect, a simple linear regression model results are presented as shown in Table 4.9.

Table 4.9: Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations		
		B	Std. Error				Zero-order	Partial	Part
1	(Constant)	2.191	.293		7.471	.000			
	Teaching and Learning Resources	.342	.104	.365	3.276	.002	.365	.365	.365

a. Dependent Variable: MARKS_FINAL

The standardized beta coefficient in Table 12 indicates a unique contribution of teaching and learning resources on learners' performance ($\beta = 0.365$). These findings were found to be significant as indicated by a t value $t(72) = 3.276, p < .05$. The implication of these findings is that teaching and learning resources available in the schools are inadequate and worse still, the ones that are adequate are being underutilized leading to poor performance in English grammar. In this case, there is a small positive practice in the teaching and learning resources leading to a low improvement in performance in English. The findings on the overall variation in their performance explained by the teaching and learning resources were presented as shown in Table 4.10.

Table 4.10 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.365 ^a	.133	.121	.36274	.133	10.731	1	70	.002	

a. Predictors: (Constant), Teaching and Learning Resources

The results indicate that teaching and learning resources accounted for 13.3% in learners performance ($R^2=.133$) which is very low. The findings were also significant and not by chance but as a result of fitting the model, $F(1, 70) = 10.731, p < .05$. The percentage variance in learners' performance is small; however, it cannot be neglected since it is significant. It can therefore be deduced that teaching and learning resources have an influence on learners' performance in English language. The moment they are underutilized, the learners also register poor performance in English grammar.

Teachers' interview on teaching and learning resources revealed that teachers used word cards and wall charts. Teachers were also provided with manila papers and felt pens to use. The teachers were quoted saying:

Teacher X: "I use word cards and wall charts when teaching grammar."

"I use newspaper cutouts and magazines when teaching English grammar."

"I involve my learners in reading stories from their books in class."

Teacher Y: "We are provided with Manila paper and felt pens to make word cards."

"I write new words (vocabulary) on the chalk board for the learner to finger spell and read."

Teacher Z: "I use pictures and word cards to story sign in class during grammar lessons."

"We do not have an English corner in our class to be used during English grammar lessons."

These findings indicate that teachers are not employing various teaching and learning resources to enhance learners' performance. Some teaching and learning resources are available like word cards, newspapers and magazines but they are being underutilized during grammar lessons. This makes the learners not to perform well in English grammar. Further interview with the teachers

revealed that teachers also used chalkboards in classes. For instance, teacher X was quoted saying:

Teacher X: "I use the chalkboard when teaching sentence patterns for the learners to read."

"I use the chalkboard to write new words for the learners to fingerspell."

"I use newspapers and magazines when teaching grammar to help the learners identify tenses."

These findings indicate that the teachers used chalk board to write new words for the learners in order to finger spell. It is therefore clear that teaching and learning resources that were available were underutilized at the schools hence leading to negative influence on the learners' performance as revealed by the quantitative results.

In order to validate the results further on teaching and learning resources, observation was used to check on the availability of varied visual teaching and learning resources and the degree of realism. The researcher also observed to justify the adequacy and use of the word cards when reading. The use of language corner, availability and adequacy of supplementary books in library or book store and other reading materials was also observed.

Results indicated that text books were the most commonly used resources in schools and were found to be useful resources as they provided the guidelines to the content to be covered. The learners also used pictures and word cards to story sign in class at 63.9%.

The findings of the study concur with Kyriacou (2000) who emphasized that teaching can never be effective when a teacher simply teaches without making good use of other teaching and learning resources. The teacher has to make good use of some inputs or devices in form of teaching and learning resources to meet the learner's needs, lesson objectives, subject area and

styles. It also agrees with Lewis (2016) who found out that teaching and learning materials need to be evaluated before use. The systematic appraisal of the value of materials in relation to their objectives and objectives of the learners using them is very vital.

The findings of the study also concurs with Ogada (2012) who argued that learners who are deaf need to learn using visual teaching and learning resources that do communicate meaning more clearly than the written or spoken work. The teaching and learning resources should be more concrete and direct. It also agrees with Gathumbi & Masembe (2005) who pointed out that materials in use should be learner centered, interesting, creative and task based. They should be dealing with real lives of the deaf learners' experiences hence the teachers need to be changing them as times go by.

Studies done by Khan (2004) and Iyumagomya (2018) also agree with the present study. They argued that the principal role of educational technology is to assist the learner in improving the final efficiency of teaching and learning resources to develop the learners' creativity, trigger imagination and hence boost their overall performance.

However, the study contradicts Ogada (2012) findings where it was found out that chalkboard was the most used teaching and learning resource in English language in primary schools for the deaf. The findings in the current study revealed that text books were commonly used and were found to be useful resources as they provided guidelines to the content to be covered. Text books are also available in all the schools because the parents no longer buy but the national government is supplying.

4.4 Influence of Teaching and Learning Strategies on performance in English grammar among learners who are profoundly deaf.

The third objective of the study entailed seeking the influence of teaching and learning strategies on learners' performance in English language. An overview of these strategies used on the deaf learners' response were measured on a five-point rating scale as shown in Table 4.11 using frequency counts, and percentages.

Table 4.11 : Teaching and Learning strategies

Learners' responses

Statements	Always	Very often	Often	Rarely	Not at all	Mean
We match pictures and diagrams when learning new words in class	0(0)	0(0)	22(30.6)	34(47.2)	22(30.6)	2.08
We read short sentences through sign reading	9(12.5)	38(52.8)	25(34.7)	0(0)	0(0)	3.75
We don't use group discussion to re-write sentences (R)	0(0)	8(11.1)	48(66.7)	15(20.8)	1(1.4)	3.12
We help ourselves in small groups (peer teaching)	0(0)	18(25.0)	24(33.3)	30(41.7)	0(0)	2.28
Our teacher uses signs and demonstrations to teach vocabulary and new words	1(1.4)	30(41.7)	28(38.9)	13(18.1)	0(0)	3.26
We use pictures in our books to identify tenses	40(55.6)	15(20.8)	16(22.2)	1(1.4)	0(0)	3.91
Our teacher brings another teacher to teach us grammar(guest teacher)	2(2.8)	0(0)	0(0)	16(22.2)	54(75.0)	1.33
We take part in questions and answers during the lesson	20(27.8)	27(37.5)	25(34.7)	0(0)	0(0)	3.93
We use new words and vocabulary to write sentences in our books	19(26.4)	43(59.7)	10(13.9)	0(0)	0(0)	4.12
We don't use word cards to write sentences during grammar lessons (R)	0(0)	8(11.1)	58(80.6)	6(8.3)	0(0)	2.07
Average						2.2750

The findings in Table 4.11 indicate that majority 34(47.2%) of teachers rarely used the strategy of matching pictures and diagrams when learning new words in class, besides, their teachers did not at all bring another teacher to teach them grammar (guest teacher), 54(75.0%). It also emerged that they rarely helped themselves in small groups (peer teaching) according to majority, 30(41.7%) of them. The findings however indicate that majority of the learners, 66.7% and 80.6%, often used group discussion to re-write sentences and word cards to construct short sentences during grammar lessons respectively. More positive was the findings that majority of the learners, 38(52.8%) and 43(59.7%) read nouns and verbs through sign reading and used new words and vocabulary to write sentences in their books respectively. Of all the teaching and learning strategies, the most used was use of pictures in their books to identify tenses according to the majority of the learners, 40(55.6%).

Teaching and learning strategies had an average mean of 2.2750 which is weak. It can be deduced from these findings that only few teaching and learning strategies were used when teaching English grammar to learners who are profoundly deaf. The strategies that were very often used at 52.8% was making profoundly deaf learners to read short sentences through sign reading and also using new words or vocabularies to construct sentences in their work books at 59.7%. The strategy that was always used at 55.6% was the use of pictures in the learners' books to identify different tenses. The strategy that was never used was the incorporation of guest teachers to teach grammar. Teaching and learning strategies had a mean of 2.2750 which showed that there was low negative influence on performance in English grammar. These contributed to poor performance in English grammar among learners who are profoundly deaf in class seven. Findings on the summary means and standard deviation comparison between the strategies and performance are also presented as shown in Table 4.12.

Table 4.12: Descriptive Statistics

	Mean	Std. Deviation	n
MARKS_FINAL	3.1411	.38680	72
Teaching and Learning strategies	2.2750	.20743	72

From the findings, the mean on teaching and learning strategies was 2.275 with a standard deviation of 0.2074. This means compared to the learners' performance it implies that there was minimal practice of these strategies. Teachers never varied the strategies they used to teach English grammar hence leading to poor performance. The means were correlated in order to find out if there was a correlation between teaching and learning resources and learners' performance in English. The results using Pearson Product Moment Correlation coefficient are presented as shown in Table 4.13.

Table 4.13: Correlations between Teaching and Learning strategies and Performance

		MARKS_FINAL	Teaching and Learning strategies
Pearson Correlation	MARKS_FINAL	1.000	0.248
	Teaching and Learning strategies	0.248	1.000
Sig. (1-tailed)	MARKS_FINAL	.	.018
	Teaching and Learning strategies	.018	.
n	MARKS_FINAL	72	72
	Teaching and Learning strategies	72	72

The findings indicate that there is a positive significant correlation between teaching and learning strategies and learners' performance in English ($r= 0.248, p<.05$). This implies that there is poor or small association between the two variables. This weak association could be as a result of low performance as compared to the use of only a few strategies leading to mismatch. Simple

linear regression model coefficient results were also presented in order to establish the effect of the teaching and learning strategies on learners' performance as shown in Table 4.14.

Table 4.14: Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			
	B	Std. Error				Beta	Zero-order	Partial	Partial
1	(Constant)	1.629	.709	2.299	.025				
	Teaching and Learning strategies	.462	.216	.248	2.138	.036	.248	.248	.248

a. Dependent Variable: MARKS_FINAL

The findings indicate that teaching and learning strategies had a negative but unique contribution to the learner's performance in English ($\beta = 0.248$). These findings are significant and therefore not by chance, $t(72) = 2.138$. The correlation between teaching and learning strategies and learners performance is weak because standardized coefficient β is 0.248 which is below 0.4. This implies that the poor use of the selected teaching and learning strategies negatively contribute to the deaf learners' low performance in English language. The findings on the summary model variance in learners' performance explained by the teaching and learning strategies were also presented as shown in Table 4.15 using standardized coefficients.

Table 4.15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig. Change	F
1	.248 ^a	.161	.048	.37742	.161	4.573	1	70	.036	

a. Predictors: (Constant), Teaching and Learning strategies

The findings indicate that teaching and learning strategies accounted for 16.1% variance in learners' performance in English language ($R^2=.161$). These findings were significant and not by chance but as a result of fitting the model $F(1, 70) = 4.573, p < .05$. The percentage though small, is still significant. This implies that teaching and learning strategies have an influence on deaf learners' performance in English language. Teachers used only a few strategies in teaching learners who are profoundly deaf which led to poor performance in English grammar in class seven.

An interview with the head teachers on teaching and learning strategies was also carried out. The findings revealed that the head teachers ensured that teachers maintained active group discussions during English lessons. Teachers also indicated the use of teaching and learning strategies proposed. An interview with the teachers was reported when they were asked about the teaching and learning strategies that they always used:

Teacher X: "I use question and answer methods most of the time when teaching English grammar."

"I involve the learners in matching pictures and diagrams when teaching new words in English grammar."

"I guide learners to use new words and vocabularies to construct sentences in their books."

Teacher Y: "I use group discussion during grammar lesson because all the learners are involved."

"I do help the learners to read short sentences in their books through sign reading."

"I have never brought in another teacher to help me teach my learners in English grammar."

Teacher Z: "I use pictures in the learners' books to teach new words because the books are available at the ratio of 1:1."

"I prefer group discussions' when rewriting sentences with the learners in class."

The findings indicate that there are selected teaching and learning strategies employed by the teachers so as to enhance learning among the profoundly deaf learners but performance in English language remained to be below average. The teachers employed only selected methods such as question and answer and group discussion methods as revealed in the learners' questionnaire; however, there was no improvement in performance in English language as compared to other subjects in primary schools for the deaf.

In order to validate the results further on teaching and learning strategies, observation was used to check on the teaching and learning methods that English teachers used when teaching English grammar to learners who are profoundly deaf.

Results indicated that the teachers used Signed Exact English when reading parts of speech and when teaching sentence patterns in English language which had a percentage level of agreement at 64.2%. KSL was used to give instruction in class during group work and when taking part in demonstrations which had a percentage level of agreement at 66.9%. It was evidenced that code mixing and code switching between KSL and English language had a negative effect on performance in English grammar with a percentage level of agreement at 67.3%.

The findings of the study concur with Khaemba & Bolton (2017) who found out that there was no single specific method or technique that has been proven to have a magic situation to all learning problems. It is therefore upon the teachers who are teaching learners who are deaf to identify suitable strategies as per the lesson objectives. It also agrees with Kembo (2017) who pointed out in his study that, a language needs practice and learners who are deaf need to be

actively involved during grammar lessons. Kembo emphasized that the teacher should strive to make the lesson to be learner centered by involving them in group work, pair work, miming, story signing and question and answer at all times.

Contrary to the present study, Onger, Mutiso, Birgen & Alembi (2017) mentioned about a traditional grammar-based approach where learners were taught language structures with little or no emphasis given to language outside the classroom. This approach does not take into consideration the varied exposure that learners who are deaf may have through electronic devices and print media hence use proper language both in class and outside.

A study by Dianne (2015) found out that question and answer is the commonly used strategy unlike in the present study where a combination of different strategies are needed to get better and improved performance in English grammar among learners who are profoundly deaf.

4.5 Influence of Learners' Attitude towards performance in English grammar among learners who are profoundly deaf.

Learners' attitude was also selected as an important determinant influencing English language performance among profoundly deaf learners. The findings on its measure in frequency counts and percentages are presented as shown in Table 4.16 based on learners' attitude.

Table 4.16: Learners' Attitude towards English Grammar

Learners' responses

Statements	Strongly agree	Agree	Somehow agree	Disagree	Strongly disagree	Mean
I hate comprehension stories because they have long sentences	34(47.2)	26(36.1)	12(16.7)	0(0)	0(0)	4.31
I like doing my assignments in English grammar	0(0)	0(0)	22(30.6)	32(44.4)	18(25.0)	2.06
I enjoy reading and signing nouns and verbs	0(0)	6(8.3)	33(45.8)	33(45.8)	0(0)	2.62
I use pictures and word cards to construct short sentences	0(0)	9(12.5)	44(61.1)	19(26.4)	0(0)	2.86
Our assignments in English grammar are marked in class	36(50.0)	22(30.6)	14(19.4)	0(0)	0(0)	4.32
I don't like my teacher of English language (R)	0(0)	8(11.1)	46(63.9)	18(25.0)	0(0)	3.14
I do my assignments in English grammar daily	0(0)	8(11.1)	22(30.6)	35(48.6)	7(9.7)	2.43
We are given a lot of homework in English language	26(36.1)	32(44.4)	14(19.4)	0(0)	0(0)	4.17
We identify new words and fingerspell them	20(27.8)	52(72.2)	0(0)	0(0)	0(0)	4.28
The time given for assignments in grammar is too short	38(52.8)	13(18.1)	12(16.7)	9(12.5)	0(0)	4.11
Average						2.3277

The findings on learners' attitude reflect different attitudes in different aspects of learning. For instance, majority of the learners, 34(47.2%) Strongly agreed that they hate comprehension stories because they have long sentences. Majority of them, 32(44.4%) disagreed with doing their assignments in English grammar and also rarely enjoyed reading and signing nouns and verbs. 33(45.8%). Most of them, 35(48.6%) also disagreed that they did their assignments in English grammar daily. It also emerged from the findings that learners did not like the fact that assignments in English grammar were always marked in class, 36(50.0%) and a lot of homework in English language which was agreed, 32(44.4%). However, majority, 46(63.9%) of the learners somehow liked their teacher of English language. They were also positive about use of pictures and word cards to construct short sentences with their partners in class, since majority 44(61.1%) agreed and practiced it. The average mean score for learners' attitude towards English grammar was 2.3277 which had a negative influence on their performance. From these findings, it can be deduced that learners had a negative attitude in many of the tested aspects hence were unable to register improved performance in English grammar. They lacked self-drive toward most of the tested aspects. Analysis of the means and standard deviation of their attitude towards English grammar is presented as shown in Table 4.17.

Table 4.17: Descriptive Statistics

	Mean	Std. Deviation	n
MARKS_FINAL	3.1411	.38680	72
Learners' Attitude Towards English Grammar	2.3277	.29453	72

The findings indicate a low rating on the learners' attitude in English, mean of 2.3277, with a standard deviation of 0.2945. Compared to their performance, the rating is low, which implies that they have a negative attitude towards English grammar and the activities involved in it.

Findings on the correlation between their attitude and performance in English language are presented as shown in Table 4.18 using Pearson Product Moment Correlation.

Table 4.18: Correlations between Learners' Attitude and Performance

		MARKS_FINAL	Learners' Attitude Towards English Grammar
Pearson Correlation	MARKS_FINAL	1.000	.416
	Learners' Attitude Towards English Grammar	.416	1.000
Sig. (1-tailed)	MARKS_FINAL	.	.000
	Learners' Attitude Towards English Grammar	.000	.
n	MARKS_FINAL	72	72
	Learners' Attitude Towards English Grammar	72	72

The findings indicate a moderate correlation between learners' attitude and performance in English language ($r= 0.416$, $p<.05$). This means that there is negative attitude leading to poor performance. The more negative the attitude, the poor the performance. Hence, they are positively associated. In order to establish the effect, the findings on the simple linear regression model coefficients are presented as shown in Table 4.19, using standardized coefficients.

Table 4.19: Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.325	.477	2.778	.007
	Learners' Attitude Towards English Grammar	.546	.143	.416	3.823

The findings indicates that learners attitude towards English grammar has a unique but negative contribution towards their performance in English language ($\beta=.416$, $t(72)=3.823$, $p<.05$).

The findings are significant as indicated by a p value of less than 0.5. The correlation between learners' attitude and their performance is moderate because the standardized coefficient is above 0.4 which is 0.416. This implies that as the learners' attitude negates, their performance reduces and therefore learners' attitude has a negative effect on performance in English language. The findings on the model summary percentage change in performance reduced by their attitude are presented in Table 4.20.

Table 4.20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Change in R Square	F Change	df1	df2	Sig. Change	F
1	.416 ^a	.173	.161	.35431	.173	14.615	1	70	.000	

a. Predictors: (Constant), Learners' Attitude towards English Grammar

The findings in Table 23 indicate that learners' attitude accounted for 17.3% change in their performance in English language. This is indicated by the results, ($R^2=.173$), which is significant and not by chance, $F(1, 70) = 14.615, p < .05$. This implies that attitude accounts for a significant percentage in learners' performance. Therefore, it can be deduced from these findings that learners' attitude has an influence on their performance and the influence is negative.

Further analysis on the learners' attitude towards English grammar by the head teachers revealed that most of the learners did not finish their assignments on time. Some learners also don't take part in group activities. Similar to head teachers' responses, the teachers' responses are quoted as shown:

Teacher X: "Most of the learners do hand in incomplete assignments."

"Most of the learners hate reading stories in their books because they are long."

"Some of the learners are withdrawn and do not take part in group activities."

Teacher Y: "Most of the learners are not very active in their groups."

"Most of the learners like their teachers in English language hence enjoy grammar lessons."

"I enjoy marking and correcting learners work in class because it is effective."

Teacher Z: "Most of their work is incomplete and they take too long to complete given tasks."

"Majority of the learners do complain that the time they are given to do assignments in English grammar is too short hence they hand in incomplete work."

These findings imply that learners generally do not complete their assignments at a percentage level of agreement of 89.6%, and some also did not complete in time at a percentage level of 84.8%. This indicates a negative attitude among profoundly deaf learners on the teaching and learning of English language which is one of the indicators of poor performance. It can therefore be concluded that learners' attitude is negative and hence it has a negative influence on their performance in English grammar.

In order to validate the results further on learners' attitude towards their performance in English grammar, observation was used to check on the learners' work in class. The researcher checked the learners' homework books if work given was regularly marked and corrected. The learners' class work books were also checked if work given was done and completed on time. How the learners took part in group work was also observed. The percentage level of agreement was at 62.8%. Views of the learners are important in that they are the immediate clients of the syllabus.

Results indicated that most of the learners never completed their assignments on time hence they handed over incomplete work to their teachers for marking and corrections. Majority of the learners' portrayed negative attitude towards their work in English grammar. They took more time to read short exercises in class. The percentage level of agreement between the researcher

and the assistant researcher were all below 80% indicating that the learners had a negative attitude towards their performance in English grammar.

The findings of the study concur with Zachary (2015) who found out that lack of exposure or inadequate exposure makes learners who are deaf to exhibit peculiar development patterns such as inattention, withdrawal and failure to complete tasks hence leading to under performance in terms of academic achievements. A study done by Dianne (2015) also concurs with the present study in that it found out that before 1970s, learners who are deaf were taught by orals only and their teachers were not signing in class. This slowed down the pace at which they were learning because they were relying on lip reading and speech reading. The current study is also not supporting the curriculum content in English language that emphasizes on oral skills and pronunciation for learners who are deaf.

The findings of the study also concur with Adoyo (2004) who argued that learners who are Deaf do lag behind their peers who are hearing in performance due to lack of an appropriate language of instruction leading to withdrawal and negative attitude.

Contrary to the study done by Petty (2004) where the study considered the attitude of the society towards learners who are deaf that makes them grow up with minimal exposure to activities of daily life (ADL). The present study is focusing on influence of attitude of learners themselves on their performance in English grammar.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

5.1.1 Language of Instruction

The first objective of the study sought to determine the influence of language of instruction when teaching English grammar to learners who are profoundly deaf. A comparison of the means between language of instruction when teaching English grammar and learners' performance revealed a minimal difference with the mean of the later slightly higher. Language of instruction had a mean score of 2.2647 which had a low negative influence on performance and a standard deviation of .22683. Most of the learners also expressed practices of language of instruction such as being taught always in Kenyan sign language at 47.2%, signing exact English while teaching sentence structures was very often at 41.7%, learning sentence patterns through signing was very often at 54.2% and teachers signing and using gestures when teaching English Language was also very often at 58.3%. The findings revealed a positive significant correlation between language of instruction and learners' performance. There was code switching between KSL and SEE when teaching English grammar to learners who are profoundly deaf which led to poor performance. Finally, simple linear regression model revealed a significant percentage change in learners' performance accounted for by language of instruction used in teaching English grammar.

5.1.2 Teaching and Learning Resources

Teaching and learning resources were another selected determinant influencing profoundly deaf learners' performance in English language. It had a mean score of 2.784 which had a low negative influence on teaching and learning resources and a standard deviation of .41258. The study revealed use of reading storybooks in the library during English lesson practices which was very often at 37.5% and teachers writing difficult words (vocabulary) on the chalkboard as the mostly used aspect at 63.9% . Parents rarely bought the learners supplementary books which was at 9.7%. The mean of teaching and learning resources was low as compared to the learners' performance. The findings however revealed a weak positive significant correlation between teaching and learning resources and learners' performance. Teaching and learning resources were inadequate in special schools and teachers were also underutilizing the few available resources which led to poor performance in English grammar. However, teaching and learning resources accounted for a significant percentage change in learners' performance.

5.1.3 Teaching and Learning Strategies

The third objective of the study sought to determine the influence of teaching and learning strategies on learners' performance in English language. It had a mean score of 2.2750 which was weak and a standard deviation of .20743. Only a few strategies were used during teaching and learning process. These strategies entailed use of pictures in books to identify tenses always at 55.6% and using new words and vocabularies to write sentences in their books which was very often at 59.7% and the performance was still very low. The strategy that was never used was the incorporation of guest teachers to teach English grammar. The mean of the strategies was lower than learners' performance when compared, however, there was a weak positive significant correlation between teaching and learning strategies and learners' performance.

Only a few strategies were used to teach English grammar hence leading to poor performance. The teaching and learning strategies therefore accounted for a significant change in learners' performance.

5.1.4 Learners' Attitude

The last objective of the study sought to determine the influence of learners' attitude towards their performance in English language. It had a mean score of 2.3277 which was weak and a standard deviation of .29453. The findings revealed that learners mostly had negative attitude in most of the tested aspects leading to poor performance. Majority of the learners felt that they were given a lot of homework in English language at 44.4% for strongly agree and at 36.1% for agree. The learners also expressed that the time given for doing assignments in English Grammar was always too short at 52.8% for strongly agree. Only 25.0% at agree liked their teacher of English language and 63.9% at somehow agree their language teacher. The mean of learners' attitude was slightly lower and it therefore accounted for a significant change in their performance.

5.2 Conclusions

5.2.1 Language of Instruction

The influence of language of instruction on performance in English grammar among learners who are profoundly deaf was negative. It had a mean of 2.26 and r accounted for 39.0% which is moderate.

5.2.2 Teaching and Learning Resources

The influence of teaching and learning resources on performance in English grammar among learners who are profoundly deaf was negative. It had a mean of 2.78 and r accounted for 13.3% which is very weak.

5.2.3 Teaching and Learning Strategies

The influence of teaching and learning strategies on performance on English grammar among learners who are profoundly deaf was negative. It gained a mean of 2.28 and r accounted for 16.1% which is very weak.

5.2.4 Learners' Attitude

The influence of learners' attitude on their performance on English grammar was negative leading to poor performance. It gained a mean of 2.33 and r accounted for 17.3% which is very weak.

5.3 Recommendations

5.3.1 Language of Instruction

The study found out that language of instruction when teaching English grammar to learners who are profoundly deaf had a negative influence on the learners' performance. The language used when giving instructions had not yet attained the desirable level among the schools for the deaf learners. There was code switching between KSL and SEE during the lesson. The study therefore recommended the use of Signed Exact English when teaching profoundly deaf learners English language. Additionally, all the stakeholders in schools that specialize in education of learners with hearing impairment need to organize for workshops and in-service courses for the teachers in conjunction with MOE and KIE to help them improve their skills in handling learners with HI to develop visual literacy.

5.3.2 Teaching and Learning Resources

Teaching and learning resources have not been fully equipped in special schools for the deaf to enable efficient learning among learners who are profoundly deaf. This is despite that its improvement could have a significant influence on the learners' performance. The study therefore recommended that special schools for the deaf to allocate enough funds for acquisition of varied visual teaching and learning resources. Proper uses of these teaching and learning resources need to be encouraged in special schools for the deaf through monitoring.

5.3.3 Teaching and Learning Strategies

The study found out that there was use of only a few selected teaching and learning strategies when teaching English grammar hence it had negative influence on profoundly deaf learners' performance. It therefore recommended that the schools to seek assistance from both national and county governments on empowering teachers through monitoring and in-service training to advance their skills on the best teaching and learning strategies to help learners who are profoundly deaf. Teachers should use varied teaching and learning strategies when teaching English grammar to learners who are profoundly deaf.

5.3.4 Learners' Attitude

From the findings, learners' attitude towards English grammar was negative. This could have been contributed to by various aspects such as the schools' set up, the teachers handling English grammar, curriculum content among others. A positive attitude could positively influence learners' performance. Therefore, the study recommended that special schools should improve on the teaching and learning environment and ways of teaching to help change the profoundly deaf learners' attitude. Finally, the study found out that the curriculum content that emphasize on oral skills and pronunciations was challenging to learners who are profoundly deaf. It therefore

recommended that the curriculum developers need to review this area for learners with hearing impairment because they cannot benefit from sound.

5.4 Suggestions for further research

(i) A study should be conducted to investigate the correlation between the integrated approach of teaching grammar and composition against learners' achievement in English language.

(ii) A study should be done on the influence of visual literacy against learner's performances in varied teaching and learning areas.

(iii) A study should be done to evaluate the role of curriculum support officers (CSO) in assisting language teachers to implement competency based curriculum (CBC) in special schools.

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APPENDICES

Appendix I: Questionnaire for Learners who are profoundly Deaf

Instructions:

The purpose of this study is to find out influence of selected determinants on performance in English grammar among class seven learners who are profoundly deaf in Primary Schools for the deaf in the Lake Region, Kenya. Kindly fill in the spaces provided with appropriate information.

The information provided will be treated with strict confidentiality and will only be used for the purposes of the study.

Section A: Language of Instruction in English Grammar

Statements	Always	Very often	Often	Rarely	Not at all
I am taught English grammar through Kenyan sign language					
Signed Exact English is used while teaching sentence patterns					
I read short sentences through signing					
Our teacher uses both signs and gestures when teaching English grammar					
I join our teacher in demonstrations when learning English grammar					
I use word cards and pictures to identify tenses during grammar lessons					
I don't get the instructions given by the teacher during grammar lessons (R)					
Our teacher repeat and finger-spells new words to us in class					

Section B: Teaching and Learning Resources

Statements	Always	Very often	Often	Rarely	Not at all
We watch video stories during English grammar lessons					
We use newspapers and magazines to learn English grammar					
We read story books in the library during English lessons					
Our teacher writes difficult words (vocabulary) on the chalkboard					
We help our teacher to make reading charts in English language					
We use pictures and word cards to identify tenses					
We don't share the reading cards during English grammar lessons (R)					
We use the English corner to do our assignment in class					
My parents buy for me reading books in English language					

Section C: Teaching and Learning strategies

Statements	Always	Very often	Often	Rarely	Not at all
We match pictures and diagrams when learning new words in class					
We read short sentences through sign reading					
We don't use group discussion to rewrite sentences (R)					
We help ourselves in small groups (peer teaching)					
Our teacher uses signs and demonstrations to teach vocabulary and new words					
We use the pictures in our books to identify tenses					
Our teacher brings another teacher to teach as grammar(guest teacher)					
We take part in questions and answers during the lesson					
We use new words and vocabulary to write sentences in our books					
We don't use word cards to write sentences during grammar lessons (R)					

Section D: Learners' Attitude towards English Grammar

Statements	Strongly agree	Agree	Somehow Agree	Disagree	Strongly Disagree
I hate comprehension stories because they have long sentences					
I like doing my assignments in English grammar					
I enjoy reading and signing nouns and verbs					
I use pictures and word cards to construct short sentences					
Our assignments in English grammar are marked in class					
I don't like my teacher of English language (R)					
I do my assignments in English grammar daily					
We are given a lot of homework in English language					
We identify new words from the passage and finger spell them					
The time given for assignments in grammar is too short					

Appendix II: English Teachers' Interview Schedule

Instructions:

The purpose of this study is to find out influence of selected determinants on performance in English grammar among class seven learners who are profoundly deaf in Primary Schools for the deaf in Lake Region, Kenya. Kindly fill in the spaces provided with appropriate information. The information provided will be treated with strict confidentiality and will only be used for the purposes of the study.

SECTION A: Language of instruction in English Grammar.

Which language do you use to instruct learners during English grammar lessons?

.....
.....

Explain your answer.

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

SECTION B: Teaching and Learning resources

Which teaching and learning resources do you use when teaching new words/vocabulary and how do you acquire them?

.....
.....

Explain your answer.

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

SECTION C: Teaching and learning strategies

Which teaching and learning strategies do you always use when handling grammar lessons and why?

.....
.....

Explain your answer.

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

SECTION D: Learners' Attitude towards English Grammar

How are your learners taking part in group activities and are they able to do and finish their English Grammar assignments on time?

.....
.....

Explain your answer.

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

Thank you.

Appendix III: Head teachers' Interview Scheduled

Instructions:

The purpose of this study is to find out selected determinants influencing performance in English grammar among class seven learners who are profoundly deaf in Primary Schools for the deaf in Lake Region, Kenya. Kindly fill in the spaces provided with appropriate information. The information provided will be treated with strict confidentiality and will only be used for the purposes of the study.

General Information.

1. For how long have you been heading this school?

.....
.....

2. What is the highest mean score attained in English language for the time you have been here?

.....
.....

3. How many teachers of English Language do you have in your school and are they enough?

.....
.....

SECTION A: Language of Instruction.

Which language do you use to give instructions to both teachers and learners in your school and why?

.....
.....

Explain your answer.

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

SECTION B: Teaching and Learning Resources.

Which teaching and learning resources do the teachers use when teaching English language and how do they acquire them?

.....
.....

Explain your answer.

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

SECTION C: Teaching and Learning Strategies

How do you ensure that the teachers use active group work, peer teaching and even involved a guest teacher to assist the learners?

.....
.....

Explain your answer.

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

SECTION D: Learners' Attitude towards English Grammar.

What are the challenges faced by the teachers and learners during English language lessons?

.....
.....

Explain your answer.

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

Thank you.

Appendix IV: English Grammar Test for Class Seven

ENGLISH GRAMMAR TEST

CLASS SEVEN

NAME: _____

SCHOOL: _____

Fill the blank spaces numbered 1 to 15 using the choices given below.

___1___ upon a time there was a ___2___ who had a lazy son called Steve. They ___3___ together ___4___ a tiny cottage. Steve and his mother were very poor. They lived from hand to mouth. As time went on ___5___ they became poorer while Steve grew ___6___. Soon Steve ___7___ his mother were ___8___ poor that all they ___9___ left ___10___ this worlds was one cow.

At last the day came when ___11___ mother said, "Tomorrow ___12___ must take our cow to the market and ___13___ her. She is all we have left, ___14___ be sure that you will get a good ___15___ for her."

A	B	C	D
1. Ones	one's	ones'	once
2. Window	widow	widower	windower
3. Lived	leaved	left	stay
4. Near	on	at	in
5. ,	.	!	?
6. Lazy	lazier and lazy	lazier and lazier	lazy and lazier
7. Or	but	and	also
8. Too	not so	very	so
9. Had	hard	herd	heard
10. On	in	for	off
11. Steve	Steves	Steve's	Steves'
12. I	she	he	you
13. Sale	buy	borrow	sell
14. So	since	after	before
15. Prise	price	prize	present

For questions 16 to 19 choose the alternative that means the SAME as the underlined words.

16. Mr. Juma will *see off* the visitor
A. Welcome
B. Call

- C. Bid bye
D. Look after
17. Although she promised to *look into* the matter, she did not do much about it.
A. Check
B. Conclude

- C. Investigate
- D. Decide

18. The teacher noticed that Gloria *takes after* her father.

- A. Behaves like
- B. Follows
- C. Likes
- D. Resembles

19. The union officials *called off* the meeting because of storm.

- A. Put forward
- B. Cancelled
- C. Postponed
- D. Held

In questions 20 to 22 choose the correct question tag

20. I am very hungry, _____

- A. Not I?
- B. Amn't I?
- C. Aren't I?
- D. Am I not?

21. Jane loves school, _____

- A. Didn't she?
- B. Does she?
- C. Did she?
- D. Doesn't she?

22. Wendy hardly takes a bath in the morning, _____

- A. Does she?
- B. Doesn't she?
- C. Does she take?
- D. Did she?

In questions 23 and 24 choose the correct preposition

23. All pupils should sit _____ their desks and start reading.

- A. On
- B. At
- C. In
- D. Under

24. The teacher writes on the chalkboard _____ a piece of chalk.

- A. Using
- B. For
- C. With
- D. By

In questions 25 and 26 choose the correctly punctuated sentence

25. A. Mrs. Tembo our new, headteacher, is kind

B. Mrs. Tembo our new headteacher is kind.

C. Mrs. Tembo our, new headteacher, is kind.

D. Mrs. Tembo, our new headteacher, is kind.

26. A. Germine said; "I am going to the library.

B. Germine said, "I am going to the library?"

C. Germine said, "I am going to the library!"

D. Germine said, "I am going to the library."

For questions 27-29, use a question tag

27. Juma is a crazy boy _____

- A. Is he?
- B. Isn't he?
- C. Does he?
- D. Doesn't he?

28. I like singing _____

- A. Don't I?
- B. Do I?
- C. Doesn't I?
- D. Am I?

29. Our school is full _____

- A. Is it?
- B. Does it?
- C. Isn't it?
- D. Doesn't it?

For questions 30-32 use the correct prepositions

30. Jane talked ____ her books.
- A. of
 - B. about
 - C. on
 - D. with

31. The farmer came ____ as yesterday.
- A. with
 - B. to
 - C. on
 - D. by

32. He sat ____ a dirty chair.
- A. on
 - B. with
 - C. at
 - D. in

For questions 33-38, change the verbs into past tense.

33. Take
- A. Took
 - B. Takes
 - C. Taken
 - D. Tooks

34. Give
- A. Given
 - B. Gives
 - C. Gave
 - D. Give

35. Write
- A. Writing
 - B. Writes
 - C. Wrote
 - D. Written

36. Read
- A. Reading
 - B. Reads
 - C. Readed
 - D. Read
37. Ask
- A. Asks
 - B. Asking
 - C. Ask
 - D. Asked

38. Do
- A. Does
 - B. Did
 - C. Didn't
 - D. Doesn't

For questions 39-42 write in plural

39. I read a book
- A. They read books
 - B. I read a books
 - C. I read books
 - D. We read books

40. I help myself in school.
- A. We help ourselves in school
 - B. They help ourself in school
 - C. He help himself in school
 - D. I help ourself in school

41. He is writing.
- A. He was writing
 - B. He were writing
 - C. They is writing
 - D. they are writing

42. You will come
- A. You will come
 - B. We will come
 - C. They will come
 - D. He will come

For questions 43-46, write in continuous tense:

43. You went to the market
A. You are going to the market
B. They are going to the market
C. We will go to the market
D. They will go to the market

44. The children played
A. The children are playing
B. The children will play
C. The children played
D. The children were playing

45. I will write a letter
A. I am writing a letter
B. I am write a letter
C. I am writing a letter
D. I was writing a letter

46. We ate good food
A. We eat good food
B. We are eating good food
C. They are eating good food
D. I eat good food

For questions 47-50, use articles a, an or the to fill the blanks

The owl and __47__ pussycat went to __48__ sea in __49__ orange boat and carried __50__ spade.

47. A. or B. an C. the D. a
48. A. an B. the C. or D. a
49. A. a B. an C. the D. or
50. A. a B. the C. or D. an

END

Appendix V: Marking Scheme

1. D	26. C
2. B	27. B
3. A	28. A
4. D	29. B
5. A	30. D
6. C	31. B
7. C	32. A
8. A	33. A
9. A	34. C
10. B	35. C
11. C	36. D
12. A	37. D
13. D	38. C
14. A	39. D
15. B	40. A
16. C	41. D
17. D	42. C
18. B	43. A
19. C	44. A
20. D	45. C
21. A	46. B
22. C	47. C
23. C	48. D
24. D	49. B
25. D	50. A

Appendix VI: Observation Schedule

LANGUAGE OF INSTRUCTION

Activity	Comments
What was the language in use when: - When giving instructions. - When teaching new words to the learners. - When teaching parts of speech and broken passages. - When correcting learners work in class. - When teaching sentence pattern.	

TEACHING AND LEARNING RESOURCES

T/L Resource	Comments
- Availability of varied visual T/L resources. - The degree of realism. - The adequacy and use of word cards when reading - The use of the language corner. - Availability of supplementary books in the library/ book store.	

TEACHING AND LEARNING STRATEGIES

Method used	Comments
-Question and answer - Look and sign - Story signing -Set Induction - Demonstration - Peer teaching - Group work - Finger spelling	

Appendix VII: Informed Consent Form for Parents/Guardians

Full name of Parent/Guardian (*To be coded*).....

Contact Address.....

Phone No.:.....

Are the Parent(s) deaf: Yes (), No ()

Child's Name (*To be coded*):.....

Age:.....

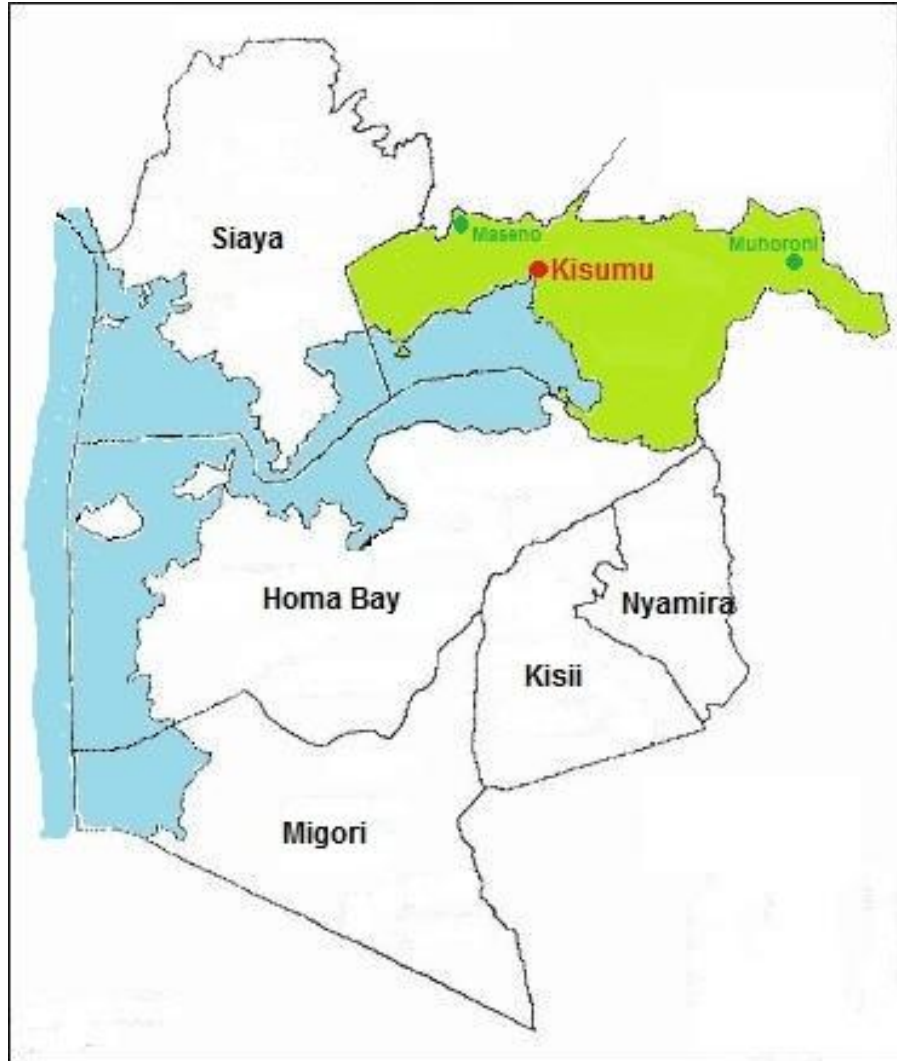
School:.....

I, realize that my child has been chosen to take part in the study on influence of selected determinants on performance in English grammar among class seven learners in Primary schools for the deaf in the Lake Region, Kenya. I will allow my child who is deaf to be observed in class during the research study, answer questionnaires and also allow academic performance tests to be given to him/her. I grant permission for the researcher to use my child who is profoundly deaf to collect data for the research study. I will provide accurate information about my child and allow his/her assessment and classwork to be viewed for the purpose of the study. Researchers contact: **0701 520 880**.

Signature of the Parent

Date

Appendix VIII: Map of Lake Region



Source: Google

: <https://www.google.com/search?q=lake+victoria+region+map&client>