

## ABSTRACT

Performance of English in KCPE examination by Deaf learners showed a trend of low scores as compared to their hearing counterparts in Nakuru Region. For four consecutive years; 2010, 2011, 2012 & 2013 English mean scores by Deaf learners in Nakuru Region were: 29.74, 31.41, 29.58, & 30.27 while Regular school learners English mean scores were: 48.74, 47.89, 47.87 & 56.24 respectively. A number of studies done looked at effect of language of instruction and age of onset of hearing loss as variables, yet none considered Impact of KSL on written English grammar. The purpose of this study was to analyse Impact of KSL on written English grammar among Deaf learners in Upper Primary classes in Nakuru Region. Objectives of this study were to: Analyse impact of KSL on: choice of vocabulary, syntactical patterns, and tense markers and singular//plural markers in written English grammar among Deaf learners in Upper Primary classes in Nakuru Region. Language learning was guided by Behaviourist theory based on stimuli reinforcement to get desired behaviour. Descriptive Research Design was used. The study was carried out in Nakuru Region, Kenya. Target population comprised 157 Deaf learners and 21 teachers for English. Saturated sampling technique was used to select 141 Deaf learners and 18 teachers for English. Purposive sampling was used to select regular primary schools involved in the study. Data was collected using document analysis guide and questionnaire. Reliability of research instruments with a correlation coefficient( $r$ ) of 0.75 was considered high enough in a pilot study involving 16 learners and 3 teachers, constituting 10% of research population. Face validity and content validity of research instruments was established by experts in Department of Special Needs Education of Maseno University. Qualitative data was organised into categories and reported in verbatim as themes and sub-themes emerged. Results from this study established that written English grammar by Deaf learners contained randomly written vocabulary. Syntactical patterns inclined towards KSL word order. Except for simple present tense, learners had challenges in marking tenses appropriately. This study concluded that other than singular and simple present tense markers, KSL had negative impact on written English grammar. Findings of this study might be significant in enhancing pedagogical approach in teaching of written English grammar to learners who are deaf in primary schools in Kenya. This study recommended use of bilingual approach in teaching of English grammar to Deaf learners.