

Challenges Faced By the Hearing Impaired Learners in Composition Writing and in Answering Comprehension Questions in English Language Lessons

William Omondi Kodiango and Anne Syomwene

Abstract

Hearing impaired learners are exposed to the same curriculum as those without the impairment. This paper is a report of a study on the challenges faced by the Hearing Impaired learners in composition writing and in answering comprehension questions in English language lessons. The study was carried out in selected special schools for the Hearing Impaired in Homa Bay County in Kenya in the year 2012. The study adopted Knowles (1973) theory of learning. The study utilized a descriptive survey design with a mixed methods approach. Head teachers were purposively selected to take part in the study while simple random sampling method and census technique were used to select the teachers and students who took part in the study. A total of 3 head teachers, 8 teachers and 39 learners with Hearing Impaired participated in the study. The study used structured interview guides for the head teachers, questionnaires for the teachers and tests for the pupils for data collection. Descriptive statistics were used in the analysis of quantitative data while qualitative data was analyzed thematically. The research established that the Hearing Impaired faced challenges in composition writing and in answering comprehension questions in English language lessons. The study recommended that teachers should train the learners to develop good handwriting, master correct spellings and acquire adequate vocabulary for effective composition writing. Teachers should assist the Hearing Impaired to develop a reading culture for effective comprehension skills. This study sheds light on some of the challenges encountered by the Hearing Impaired learners during English language lessons which if addressed can facilitate them to achieve to their full educational potential for self-reliance.

Keywords: hearing impaired; English language; composition writing; comprehension

Full text: <https://oapub.org/edu/index.php/ejes/article/view/327>