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EDUCATION

SCHOOL READINESS TO ACCOMMODATE DEAF STUDENTS IN AN INTEGRATED CLASSROOM: THE CASE OF YEKATIT 23 PRIMARY SCHOOL IN BAHIR DAR CITY

BY
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School Readiness to Accommodate Deaf Students in Bahir Dar City

BY

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A Thesis Submitted in the Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Special Needs and Inclusive Education

Advisor: Dr Zelalem Temesgen (Associate Prof.)

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BAHIR DAR

Declaration

Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis titled **"School Readiness to Accommodate Deaf Students,** in Primary School of Bahir Dar City" by Girma Moges prepared under my guidance. I recommend the thesis be submitted to oral defense.

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Approval of Thesis for Defense Result

As members of the board of examiners, we examine this thesis entitled "**School Readiness to Accommodate Deaf Students, in the Primary School of Bahir Dar City**" by the Board of examiners. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of "Masters".

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Abstract

In Ethiopia in the past children with disabilities, there had no chance to learn in school; particularly, deaf students. Nowadays, they could attend; learn with other non-deaf peers in the principle of inclusive education in an integrated classroom. The policies and strategies promote the education of deaf individuals; however, there was a gap in its implementation. The aim of this study was to explore the school's readiness to accommodate deaf students in an integrated classroom. Qualitative research case study design is used. The purposive sampling technique to recruit the participants is employed. Three deaf students, one school principal, four teachers, and one interpreter, who were drawn using purposive sampling, are participated in the study. The data are collected using semi-structured face to face interview and observations. The interviews were made in the school of Yekatit 23 Primary School and the empirical data are analyzed thematically. In order to analyze the data coding, categorizing and organization of major themes and sub-themes is done. The finding revealed that the school was not ready to accommodation deaf students. The school had not have accessibility on the compound in different activities and facilities, it found as conventional and the deaf students' participation in different activities is restricted. The adapted devices and necessary educational materials were not available and the teachers' were not ready to deliver proper assessment and teaching methods; they employed only teacher centered approach and did not give additional time for assessment completion. The study concluded the school had inaccessible for deaf students, no planned delivery of assessment and teaching methods, and the absence of adapted devices. The sign language training, planned and organized assessment delivery, student centered teaching approach and provide adapted devices are recommended.

Keywords: *Accessibile Environment, Accommodation, Adapted Devices, Deaf Students, Teachers' Readiness, Integration, Integrated Classroom, School Readiness*

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Acronyms / Abbreviations

CLES- Centre for Local Economic Strategies

ENAD- Ethiopian National Association of the Deaf

ESL- Ethiopian Sign Language

FDE- Florida Department of Education

FENAPD- Federation of Ethiopian National Associations of People with Disabilities

FHI- Family Health International

IE - Inclusive Education

LSENs - Learners of Special Educational Needs

MoE- Ministry of Education

NCSE- National Councilfor Special Education

SN- Special Needs

SNE- Special Needs Education

SWD- Students with Deaf

UNCRC- United Nations Convention on the Rights of the Child

UNESCO- United Nations Educational, Scientific, and Cultural Organization

UNICEF- United Nations Children's Fund

UNICEF- United Nation Children's Education Fund

WHO- World Health Organization

CHAPTER ONE

INTRODUCTION

In this chapter the background of the study, statement of the problem, purposes of the study, research questions, and significance of the study and operational definitions of terms were presented.

1.1 Background of the Study

In the past, children with special educational needs tended to be educated separately from their peers in separate schools. Children with disabilities are marginalized because of these cultural beliefs and practices, and their voices are rarely heard in families and schools (Tirussew, 2005). Nowadays, the students with disabilities have benefited from inclusive education, it's the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive (UNICEF, 2018). The fundamental concept of inclusive education is to address the individual needs of learners, including the needs of children with disabilities. Its educational environments also promote better social equality to all children (UNICEF, 2014). In order to meet the educational and developmental needs of children with special educational needs, schools had to become inclusive. In inclusive education, more children with special educational needs are being educated in mainstream schools with their peers (UNESCO, 1994). One of the major concerns of educational policy today is to include children with any disability into general schools (Wallang, 2016). Policy decisions which have led to increasing inclusion of children with special needs in mainstream schools have been influenced by international developments and agreements such as the Salamanca Statement on Special Needs Education, UNESCO (1994), the UN Convention on the Rights of the Child, UNRC (1989) and the UN International Convention on the Rights of Persons with Disabilities (2006).

Ethiopia as a country accepts the international declarations and conventions; the Government is striving to bring all children to school following the philosophy of inclusive education. Inclusive education implies educational arrangements in regular schools, in and out of classroom settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs (Ministry of Education, 2016). The UNRC (1989), declarations protecting and promoting the survival and development of children, including their education, rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of people with disabilities.

Although, there is still a gap in the provision of access to all learners, particularly those with special educational needs and the integration of disability in education is under practice. Even, the availability of the schools are not enough to accommodate all the deaf students Chimdi (2015). The school could address the special needs of deaf students through accommodation, however, the schools are not ready.

School readiness means a powerful framework for improving equity in access to education and learning outcomes, especially for marginalized children. In addition, its readiness focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children. The school readiness means the addressing of learners special needs in inclusive classrooms. The practices to accommodate students with disabilities and the creating of an accessible school environment and perpetually evoking new ideas about how young children should be served best (UNICEF, 2012; Kagan, 2007). To conceptualize school readiness, the associated factors, and some major principles further explicating its essence synthesizing more recent international researches in the field.

Readiness of schools for children, this includes; the school's availability, accessibility, quality, and most important, its responsiveness to local needs and circumstances (Myers & Landers, 1989; as cited Belay, Fantahun & Missaye, 2015).

In Ethiopia, most of the special schools which provide services for children with disabilities suffer from overcrowding, scarcity of modified instructional materials and shortage of teachers trained in special education (Tirussew, 2005). Actually, disability imposes restriction on the daily and academic activities of the deaf students; hence, they require support and accommodation to perform tasks. Currently, the deaf students getting attention to be served some public schools in an integrated setting, with some support and attend school as their peers. An accommodationis changes that can be made in the way the student accesses information and demonstrates performance. Through accommodations can meet the need of deaf students toempower and ensure equal access to the academic activities and social interaction. According to Rasmitadila (2018), the critical concentration has been on altering the culture, systems and applies of schools, especially, within the skills of teachers, the facility of extra resources, such as learning support aides and adjusting the curriculum and teaching approaches. Anjali Singh (2014) explained, that the education to be effective in schools; the environment needs to be conducive to learning, allowing the pupils' space and time to interact with the learning,teaching process, the teacher's behavior, good infrastructural, and excursions were found out to be major stimulants in the schools for students;while, the methods of teaching like conducting activities, discussions, demonstrations were also considered as important factors bring students to the classrooms; hence, a stimulating environment is a pre-requisite for better learning and understanding. The inclusive teaching methods, as well as learning materials, should be provided to children with disabilities in inclusive settings (UNICEF, 2014).

In order to meet the needs of deaf students in an integrated classroom, the school should have accessibility with in its compound, adapted devices and ready teachers that deliver the teaching by considering the needs them. The teachers who teach in the integrated classroom can employed various teaching materials to support and address the deaf students' learning.The deaf students also attain and benefited their education from sign language interpreter. However, the schools have a lack of sign language interpretation services for deaf learners and there is no well-recognized system of accommodating such aides in the education system (MoE, 2012). Mpofu & Chimhenga (2013) described, there are some instructional aides teachers can use when teaching deaf or hard of hearing students. For instance, equipment, including overhead projectors, bulletin boards, computers, and televisions showing captions on the screen, can also be used in teaching. However, the employing of different instructional materials andthe practices of the required pedagogical modifications or adaptations are far from being implemented within them (Wallang, 2016). Even, the number of special needs students each year is increasing while the inclusive school still cannot accommodate them (Rasmitadila, 2018). Thus, this study also aimed to find out the school readiness to accommodate deaf students, in an integrated classroom, in Yekait 23 Primary School.

1.2. Statement of the Problem

The policies, and strategies promote the education of disabilities without discrimination and proper accommodation. Ethiopia as a country accepts different international conventions and declarations to support the education of students' with disabilities through accommodation. The Strategy of Special Needs/ Inclusive Education indicated, that the special educational needs can be taught integrated with others particular support provided according to their needs (MoE, 2016).

It is well known that all educational policies and strategies promote teaching students in the inclusive education system. However, the reality on the ground indicates that there is limited progress towards implementing these legal instruments when it comes to the education of children with special needs (Belay, Fantahun & Missaye, 2015). Belay and Belay (2015) School Readiness Programs in Ethiopia: Practices, Challenges and the Way Forward described, that the young children who need ECCE programs are as yet marginalized and underserve. Ofori (2017), challenges and opportunities for Inclusive Education in Ghana explained that, lack of facilities is the challenge for the implementation and practice of inclusive education. Similar to the above author, Tirussew and Alemayehu (2007) described as the deaf students face many barriers in education because of physical inaccessibility; including school compound, pathways, inaccessible library and classroom building, disability-related barriers in teaching and learning process including an examination.

Mall, Pirttimaa and Saloviita (2015) found that there are barriers that limit the full participation of the deaf students, such as lack of adaptive educational materials and facilities, lack of trained trainers, and systematic exclusion of students with disabilities. Solomon (2015) explained, there are many levels of challenges for Deaf students in accessing the regular curriculum which does not cater their language and visual needs. Dessalew (2019) pointed that the regular classroom teacher teaches the inclusive class without a sign language interpreter. Nitsuh (2008) found, insufficient preparation of the teacher, rigid and poor teaching methods and lack of need identification process arebarriers to implement inclusive education successfully.

This study concerned the school readiness to accommodate deaf students in the integrated classroom, it was important to carry out this study in the school. Since, the deaf

students should get proper accommodation for the success of their learning. Hence, this study is conducted, first in this area, there is no conducted research regarding the school's readiness to accommodate deaf students. Second, the researcher had knows the deaf students learn in the integrated classroom, however they attend learning without accommodations in order to participate different activities in the school setting such as classroom instructions, assessment courses and extracurricular activities. Hence, the deaf students faced different barriers, due to the absence of educational materials, adapted devices, a good school environment, and teachers' readiness to deliver their assessment and teaching strategies. The students with the deaf are placed in regular classrooms without a special organization and accommodation. Thus, would help increase what is known about the school's readiness on the accommodation of deaf students. Therefore, this study would seek the school's readiness to accommodate deaf students; in school accessibility, adaptive devices, and teachers' readiness to accommodate students with the deaf in their teaching time.

1.3. Research Questions

+ Does the school have an accessible environment for deaf students?

+ Does the school have adequate adapted devices to support deaf students?

+ Are teachers ready to accommodate deaf students during their teaching?

1.4. Aims and Objectives of the Study

1.4.1. Research Aim

The main aim of ths study is to explore the school readiness to accommodate deaf students in integrated classroom the aspects of the school's environmental accessibility, teachers' readiness in accommodating in their class to deaf students, and the provision of adapted devices in Yekatit 23 Primary School.

1.3.2. Research Objectives

The followings are the specific objectives of the study:

- ✦ To explore school's environmental accessibility for deaf students.
- ✦ To find out the availability of adaptive devices to support deaf students in Yekatit 23 Primary School.
- ✦ To describe the teachers' readiness to accommodate deaf students during their class.

1.5. Significance of the Study

This study gives pertinent information for the school about the accommodation of deaf students in an integrated classroom. This study has the beneficence for deaf students, teachers, the principal of the school and also the school community. It have a policy implication in the field of children with disabilities in Ethiopia the rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of people with disabilities .This study would alert for the education bureau, education districts,special needs education experts, and policy makers in order to give special attention for the teaching of deaf students. Hence, this study have academic and practical significance. Specifically, this study have importance on the following:

- ➢ It would help to promote the full inclusion of deaf students into the general classroom with proper accommodation.
- ➢ It would be important to provide vital information to the concerned body about how schools accommodate deaf students.
- ➢ It might serve as a springboard for other researchers who wish to undertake a deeper study in the area.

1.6. Delimitation of Study

The study is aimed to conducted on Yekatit 23 Primary School in Bahir Dar City that practices inclusive education integrated classrooms. In the city, there wrere three schools teaching students with disabilities in the integrated classroom. The researcher carried out the study only in the school, because there was instability the seasonal condition, therefore, it could not administer those schools. Hence, it has been decided only to pay attention to the deaf students that what seems like the school readiness to accommodate deaf students and to cover all aspects of accommodations that incorporate with them may the researcher require skill and well developed knowledge on the area.

So, this research focused only on the school's environmental accessibility and the availability of adapted devices, and teachers' readiness in their class; particularly in assessment delivery and employs various teaching strategies. The target population of the study was from grade five to eight; in an integrated class the students who have deaf from grades five, six, and seven.

1.7. Operational Definition of Terms

Accessibility: a barrier free school environment to learn and participate in the school compound and the classroom for deaf students in Yekatit 23 Primary School

Accommodation: is the school's provision of adapted devices and addressing the needs of deaf students

Deaf Students: the students who can not hear the spoken words totally

Integrated classroom: is a classroom that the deaf students learn with non-deaf peers that start from grade five up to eight

Integration: teaching deaf students with non deaf students with proper accommodation

Interpreter: an interpreter who delivers the teachers' teaching through sign for deaf students

Primary school: the school serves students from grade one up to eight

School readiness: the provision of proper accommoadation to enroll deaf students by providing adapted devices, environmental accessibility and teaching students with considering their needs

Teachers: are regular teachers who teach in an integrated classroom.

Teachers'readiness: their competency to deliver assessment and utilize teaching methods to address the needs of deaf students.

CHAPTER TWO

Review of Related Literature

This chapter describes reviewing the literature that related the school readiness to accommodate students with deaf and examines how students with deaf are accommodated in integrated classes. The researcher would consider what resources and supports available to accommodate deaf students. The major focuses are accommodation; on the school accessibility, the educational materials and assistive technology devices, and theteachers' readiness todeliver accommodation of teaching.

2.1. Deafness/ Hearing Impairment

Hearing impairment is a broad term that covers individuals with impairments ranging from mild to profound; it includes those who are deaf and hard of hearing. A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition. Hard of hearing is a person whose use the hearing aids, has residual hearing sufficient to enable successful processing of linguistic information through audition. As the increasing numbers of deaf students in the health professions, they require accommodations in the clinical setting to ensure effective learning and accurate communication. Although classroom learning barriers have long been identified and addressed, barriers to clinical education have been far less analyzed. The auditory and visual stimuli, pose unique obstacles to deaf students (Meeks, et al., 2015). In this study deafness is a term that has eluded any fixed definition by any entity because within the term "deaf" lies a diversity of meanings that suit only the views of people defining it and the international association of the deaf declare as possible to employ the word "Deaf". A hearing person might see it as a disability where one cannot hear and therefore cannot

speak, whereas to a Deaf person, "deafness" is just a normal way of life devoid of sound. In the larger society, however, it is the "voice" carried by the spoken word that is heard above the silent words of the Deaf (Wallang, 2016). According to World Health Organization, describes a person who cannot hear within a hearing threshold of 25 dB (decibel) in both ears as a case of hearing loss (WHO, 2015).

2.2. Deaf Education in Ethiopia

During the earlier times when the lives and work of Ethiopian society was dominated by the Christian faith, education of the persons with visually and physically impaired as well as those who were gifted and talented was the responsibility of the Ethiopia Orthodox Church (Fikru, 2013). However, persons with hearing and intellectually impaired weren't part of church education, because of the nature of schooling. Predominantly, the teaching methodology of church education was oral (Zelalem, 2014). Deaf education in Ethiopia is better than it was decades ago, but it still has far to go (Tefera, 2019). The special needs education in Ethiopia initially was initiated by overseas missionaries. Those who attend school also suffer a high risk of dropping out (Tirusew, 2005). The deaf education is characterized by absence of enough schools for deaf and with an information gap on the access of deaf education (Chimdi, 2014).

Although Ethiopia has adopted international proclamations advocating for the rights of children with disabilities to education and endorsed the National Framework for special needs education (SNE) in 1994, children with disabilities are mostly excluded from education (Lewis, 2009). Discrimination and stigmatization are common in inclusive schools. The School Improvement Program reports, poor school infrastructure, facilities and adapted teaching, the absence of a financing mechanism to support SNE and inclusive education and learning materials for SNE along with the absence of standards and guidelines are challenges of supporting students with disabilities (ESDP- V, 2008-2012).

For advocating the rights disabilities establishedthe Federation of Ethiopian National Associations of People with Disabilities (FENAPD). It is an umbrella body that promotes the human rights of persons with disabilities and advances their well-being. It focuses mainly on awareness-raising, capacity-building and resource mobilization. Its member organizations include: Ethiopian National Association of the Deaf (African Child Policy Forum, 2011).

2.3. Educational Options of Deaf Students

According to Moravkov (2011), deaf students have two options to get their education. These options are attending schools specialized for teaching the students with hearing impairment or inclusive schools and learn with hearing students. The first option focuses on developing a culture of including the hearing impaired in education. In Ethiopia, the education of children with disabilities such as visually and hearing impairment has been served by special schools for the last four decades. However, in recent years the accessibility of education for people with disabilities has ensured in special needs education. Nowadays, the deaf students could learn in special classes and integrated classroom through sign language. Sign language is a formal language, socially agreed on, rule –governed symbol system that is generative in nature. The components of sign language are not phonemic (sound) combinations that movement at form words, at spoken language, but rather phonological combinations (i.e. hand shapes, form signs (Mccanally, 1994). For deaf students sign language is used for communication American Sign Language, manually coded English, and finger spelling are different types of sign language. The Ethiopian sign Language has its origin in American Sign Language (ASL) with some influences from Nordic countries and indigenous local signs. Sign language interpreters required for students who are deaf and need assistance to understand the teaching. Students who are deaf need; messages conveyed through amplified natural

speech and nonverbal communication, visual information (words, charts, graphics) and repetition, a sign language interpreter or notetaker and assistive listening devices. Currently there are many special classes, boarding schools, special school, and inclusive schools (MoE, 2007).

2.4. School Readiness

The concept of "school readiness" has a number of different understandings and interpretations in varies context. Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children (UNICEF, 2012). Schools' readiness for children is defined in terms of the aspects of the school environment that support a smooth transition for children (and their families) into primary school and advance learning for all children (Pianta & Kraft-Sayre, 2003). Schools need to make huge changes by adapting curricula, teaching methods, materials and procedures in order to meet the needs of all children in their schools (Ainscow, 1999).

The School Improvement Programme (SIP) is intended to improve the capacity of schools to prioritize needs and to translate these into actions captured in a school improvement plan. However,lack of knowledge, skills andcommitment to implement activities to support SNE, which is true from the federal to the school level (MoE, 2015). The schools should accommodate all children regardless of their disabilities. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 1994).

However, the school readiness is more than academics. It also includes children's physical, social, and emotional progress (Gilbert, .et al. 2011). This studythe school readiness views related with accommodations in; accessibility of school, adapted devices

and teachers' readiness to accommodate students with deaf. Providing accommodations for individuals with disabilities means that changes may be needed in the way you teach or test. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs education encountered in every school (Armstrong et al., 2011).

Curriculum materials, books, and classroom set up do not send any signal that there are children in the classroom who think differently, read and write in ways other than paper-and-pencil, hear with seeing than with ears, and speak without tongues... sitting arrangements fail to allow adequate/ appropriate child-teacher and child-child interactions and support, teaching strategies dominantly lecture-based, individualized teaching not in picture at all, rigid lessons plans used across the board. This is mainly because the required resources are not in place and the main actors (teachers and administrators) are not sufficiently trained except for attending some orientation programs or short-term trainings. Even the teacher training institutions are not well equipped with resources and experts that help in preparing qualified special educators with skills to facilitate the education of children with disabilities. Schools and teachers find it difficult to accommodate students with special needs, and instead compel them to adapt to the school, classroom, and peers (Belay, Fantahun & Missaye, 2015).

2. 5. Accommodation for Deaf Students

Accommodations may be needed that involve changes to the physical features of the school or workplace. It plays an important role in meeting the needs of students with disabilities. The student may need to use different instructional materials or require

changes in the learning environment. Accommodations for a student with disabilities are to think of how the student will be expected to learn and demonstrate new knowledge and skills (Florida Department of Education, 2011). Although impossible to generalize across disabilities, students included in the general education classroom typically require meaningful curricular and instructional accommodations and adaptations in order to succeed academically (van Hover & Yeager, 2003). The author Nowacek (2001), of Suggestions for Teaching Students with Disabilities in General Education Classrooms, it is explained that an accommodation is "a modification to the delivery instruction or method of student performance that does not significantly change the content or the conceptual difficulty of the curriculum. Adaptations extend beyond the accommodations and involve changing the content or the conceptual difficulty of the curriculum. The students with deaf can be accommodated in inclusive settings through sign language. The sign language, which is made up of an organized system of signs, including gestures, mimes and facial movements, is usually used by the deaf people, or the hearing who can communicate with deaf people. Just like spoken language, there are many different sign languages in the world. Like any other languages, sign language can be elaborated, codified and standardized (ENAD, 2003). Hearing aids enable deaf people to hear speech, hearing aids serve the purpose of amplifying sounds. Speech sounds become loud enough when they are within the range of an individual's hearing. Upon using an aid, these individuals will experience the ability to hear speech and environmental sounds, but they would not be able to clearly differentiate the speech sounds (Bevan, 1988). When an off-campus site is selected, it is important that students with disabilities be provided the opportunity for activities with nondisabled people. An accessible or barrier-free environment is necessary to ensure the mobility of students with disabilities. Many buildings are well-equipped with nonslip surfaces, guide rails, ramps, elevators, and

automatic doors for students who have difficulty getting around (Florida Department of Education, 2011).

Learners who are deaf will require specific adaptations such as total communication (including signing), FM listening systems and assistance with maintaining hearing aids. The most widely used accommodations were smallgroup testing, interpreting test directions, and extended time.With the exception of interpreting or reading test items aloud, accommodations were largely used for both reading and math assessments. Extended time increases the time available to complete the exam and can range anywhere from time and a half to double or unlimited time (Cawthon, 2008).

2.6. Integration of Students with Deafness in the Classrooms

The deaf students in different levels of impairment are numerous in the world (Ross, Gaffney, Green & Holstum, 2008). The children who are deaf who were receive special education was more conventional from diverse backgrounds (Gallaudet Research Institute [GRI], 2008). Children and youth who are deaf are educated in a variety of settings from separateschools, to separate classrooms in public schools where they are partially included with hearing students, to the full inclusion model where they attend classes in the general education setting with hearing students (Andrews et al., 2004).

The Ministry of Education is responsible to implement Ethiopia's mainstreaming approach to education for children with disabilities (ACPF, 2011). When discussing the topic of Special Education and the students who are placed within these classrooms, it is necessary to identify whatname the "identifiers" of these students integrated within the general education classroom (van Hover & Yeager, 2003). The students that have been identified as having a disability within the general education setting have a written individualized education program (IEP). The IEP includes levels of functioning, long- and

short- term goals, extent to which -the student will not participate in the general education classroom and curriculum, services to be provided, plans for initiating and evaluating the services, and needed transition services (van Hover & Yeager, 2003).

2. 6.1. School's Environmental Accessibility

All children would have access to schooling and remaining barriers to learners' participation in schooling would be removed (MoE, 2015). According to the World Health Organization (2015), amplification system, interpreter, captioned films, the assistance of a note taker, alternative communication methods and counseling are among the facilities. The inclusive classroom available without facilities (Solomon, 2017).

Physical access to the educational setting requires a barrier-free environment. In particular, it means identifying and removing barriers and creating an environment so that its use and interaction with people is maximized regardless of culture or abilities. Accessibility also includes ensuring policies and services are free from barriers. The students those who with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extra-curricular activities (UNESCO, 1994).

Accessibility for students who are Deaf is concerned with breaking down barriers of language. With the assistance of technology, some of these students use spoken language to access the curriculum. Others, who access language visually, use signed language to access the curriculum. Many students who are Deaf who use spoken language benefit from group and personal amplification systems that amplify the voice of the teacher

and/or other students while reducing background noise. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds (FDE, 2010). Schools can implement inclusive education programs if they are adequately prepared, are able to garner support of all stakeholders involved in the process and have the basic resources to run the programs. The suggested ways in which curriculum adaptations, teaching methodology and evaluation procedures can be adapted to suit needs of children with special needs. Issues of role allocation and seeking support of parents and peers are also dealt with (Madan, & Sharma, 2013).

Building more facilities encourages more children to be in schools because a lack of facilities becomes the barrier for many children who find themselves out of the school system (Obeng-Asamoah, 2016). This lack has led many children to drop out of schools when there are not sufficient facilities to accommodate them (Gadagbui, 2010). In essence, physical accessibility had a major influence on whether students were able to fully participate in the school environment. Laws and regulations determined what resources and services were made available, which in turn influenced student involvement in different contexts. Each school's culture, values, and attitudes influenced methods of problem solving and how resources were used (Egilson & Traustadottir, 2009).

2.6.2. Adapted Devices and Educational Materials

Inclusive classroom for the hearing impaired students have gotten special service offered by qualified and skilled teachers to respond to their unique needs. The school hasn't implemented inclusive education without having sufficient organization in human resource and facilities (Solomon, 2017). An audiologist's service will be sought for diagnostics, the fitting of hearing aids, recommendations for acoustical classrooms,

provision of FM systems, and the continual adjustment of the speech processor for cochlear implants (Brown, 2009). Hearing science professionals are concerned with physiological issues that affect educational programming such as how hearing loss can be permanent, temporary and correctable by surgery or medicine, fluctuating, or progressive.Hearing loss can be classified as sensor neural, conductive, or mixed or as a central hearing loss. Sensor neural losses are permanent and are caused by damage to the cochlea or inner ear section. A conductive loss is often caused by an infection in the outer or middle ear and, although temporary, can affect language learning of the child who is deaf (Brown, 2009).

The physical aspects of schools do not have a safe environment to accommodate students with special needs. So that schools should be provided with facilities that enhance accessibility and flexibility for SEN students. Materials needed to conduct differentiated learning activities in the classrooms. Teachers also need to incorporate a variety of materials and activities to meet learners 'needs. When teaching SEN students in inclusive settings, teachers need to modify their assessment strategies so that the diversity of needs are catered (Shareefa, 2016).

A number of technological advances have made it easier for person with hearing impairment to communicate with and have access to information from hearing world. The implementing accommodation involves anticipating problems students with disabilities may have with instruction or assessment activities. Students may need to use some type of assistive technology to overcome or mitigate the effects of their disability. Assistive technology encompasses a wide range of tools and techniques.Many students who are Deaf and hard of hearing who use spoken language benefitfrom group and personal amplification systems that amplify the voice of the teacher and/or other students while reducing background noise.Technological advances in the field of disability

accommodations have set the bar high for higher education. The students who are hearing impaired or deaf may need a Communication Access Realtime Translation (CART). This involves the use of a stenographer to instantly translate the spoken word into English text. The text is displayed on a computer screen or other display (Escamilla, 2017). Students may be socially isolated outside the class due to the unusual electronic-sounding communication devices and other unusual sounds. As a result, classroom group activities may seem initially awkward to group members and could benefit from faculty intervention (Chung, Carter, & Sisco, 2012). The teaching- learning materials and assistive devices are not available in the national market, as a result of this; schools are under-resourced (MoE, 2012).

The challenges that come with accommodating students so as to allow equal access to the educational experience are surmountable with the assistance of student disability offices. New technology is being developed to assist students with learning both in and out of the classroom. Supportive attitudes from faculty in including students with disabilities allow all students to benefit from the experience (Escamilla, 2017).Students who are deaf and hard of hearing using hearing aids or cochlear implants may experience a need for assistive technology (AT). Cochlear implants or hearing aids do not create normal hearing for the user. They work best in quiet environments and/or with assistive technology. The cochlear implant is the most popular and expensive medical intervention for children who are deaf. The cochlear implant is a prosthetic device that includes an external package made up of a microphone and a speech processor (Nussbaum, 2009).

The creation of accessible school buildings alone will not provide appropriate access to education for all children. The abilities of children with disabilities can be greatly enhanced if appropriate assistive devices and technologies are available to support their learning needs. An assistive device is a tool, technology or other mechanism that enables

a person to do everyday tasks such as moving through the community, lifting an object or reading a book (UNICEF, 2014). Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and to enhance overall well-being. They can also help prevent impairments and secondary health conditions. Examples of assistive devices and technologies include wheelchairs, prostheses, hearings aids, visual aids, and specialized computer software and hardware that increase mobility, hearing, vision, or communication capacities (WHO, 2020). Teaching materials are very interesting for teachers' commitment and motivation to teach students. Teaching materials are well prepared and enough teachers' also motivate to teach and develop constructive attitude towards subject matter and student themselves.

Augmentative and Alternative Communication/ AAC

Augmenting Devices/Systems

'Utilize all means to develop communication skills'

There are two main techniques used in AAC to improve learners' ability tocommunicate effectively: unaided and aided:

Unaided techniques do not require external aids in order to communicate. These include non-verbal means of natural communication, as well as manualsigns, such as:

- facial expressions;
- gestures; and
- manual signs

Aided techniques require some additional external support, such as a physical object or a device, in order for the learner to communicate. Examples include:

- ➢ graphic sign systems;
- ➢ pictures;

- ➢ symbol charts; and

- ➢ computerized speech-generating devices, including voice synthesizers

- ➢ and voice output communication aids (VOCAs) (David Mitchell, 2008).

Personal FM systems can send a teacher's voice from a wireless microphone worn by the teacher through FM radio waves directly to a small receiver worn by the student with hearing loss. Personal FM systems can be used by students who use hearing aids or a cochlear implant and by those who do not. Personal FM systems:

- ➢ Can be connected directly to a hearing aid or cochlear implant, or there are a variety of options for use without other devices including: using a headset or earbuds; or small desktop speaker.

- ➢ Are often helpful for students with cochlear implants to enhance the signal-to-noise ratio.

- ➢ There are different types of FM receivers. You need to work with the child's audiologist, FM

- ➢ manufacturers, and cochlear implant center to find out which FM systems and coupling

- ➢ options will work best with the child's cochlear implant processor.

- ➢ Are portable and usually easy to take from one classroom to another or use outside the classroom.

Soundfield systems send the teacher's voice from a microphone to one or more speakers positioned close to the child or mounted to a wall. This allows more than one student to use the system simultaneously. A sufficient signal-to-noise ratio for a child with hearing loss may not be provided by some systems in noisy rooms or in rooms where sound reverberates. Another type of soundfield system is an induction loop (IL) system.

Other Assistive Listening Devices include infra-red (IR) systems through which sound is transmitted using infrared light waves. A strict line of sight is usually required between the light emitter and the listener with the receiver since natural light may interfere with the transmission. Audio-visual FM Systems facilitate speech-reading for students who are oral-deaf or hard of hearing. Amplified Telephones provide a wide variety of adapted telephones as well as alerting devices that can help persons with varying degrees of hearing loss.

Translation Services are available which allow the words of a speaker to be transcribed, by a trained individual using a keyboard, into text displayed on a monitor, screen, or laptop computer, used by the students who are hard of hearing or deaf.

Captioning Services for video/audio productions provide captioned audio and video productions for students who are deaf/hard of hearing to support equal access to content. Schools are required, if indicated on the student's Individual Education Plan, to provide captioned audio and video productions. Text and other Adaptive Telephones (TTY) can provide access for individuals who cannot use amplified phones. Additional options now available include PDAs, Blackberries, Sidekicks and videophones (Missouri assistive technology council,n.d).Visual technologies such as the videophone, text messaging, email, multimedia materials presenting stories in three languages (ASL, English and Spanish), signing avatars, and vlogs have increased both communication and learning of children who are deaf. Most teachers agree that film and video are two technological advancements that have many benefits when used in a classroom setting. Hearing aids and cochlear implants are the two main types of personal amplification systems used by hard of hearing and deaf people. There are various captioned filmed productionsfor classroom use. Those in the educational field must remain ever vigilant that the commercially prepared movies and videos they show in classrooms are truly accessible

to all students. Ensuring that the programs they show are captioned is one way to guarantee accessibility. There are two options: using prepared captioned films and adding captions to prepared films.Although advances in auditory and visual technologies have virtually changed the landscape of children's world today, it is important to note that support services for students and adults who are deaf are necessary throughout the lifespan. Communication refers to a symbolic system of gestures, vocalizations, mime, body language and drawings (Andrews, Shaw, & Lomas, 2011).

✦ Using Prepared Captioned Films

An excellent resource for obtaining free academic and entertainment films that are commercially captioned is the Described and Captioned Media Program (DCMP).

✦ Adding Captions to Prepared Films

All users will need to do is create a simple text file with all the words in the video. The new technology will determine when the words are spoken and create appropriate captions for the video (Dell, 2011)

✦ Electronic documents

The usability of such electronic documents can be greatly enhanced if they are created as accessible electronic files rather than simply plain text.

Various Captioned Filmed Productions for Classroom Use

Film, Video and Broadcast Resources

Those in the educational field must remain ever vigilant that the commercially prepared movies and videos they show in classrooms are truly accessible to all students. Ensuring that the programs they show are captioned is one way to guarantee accessibility. An excellent resource for obtaining free academic and entertainment films that are

commercially captioned is the Described and Captioned Media Program (DCMP) (Dell, 2011).

Sign Language Movies with Captions

Within the past few years there has been an increase in the number and visibility of Deaf filmmakers, directors, producers, script crafters, and actors. Films by both adults and high school students are shown at many of these festivals. As a unique twist, Deaf Cinema films often have English subtitles so hearing people will have equal access to these productions. Films and other audio-visual materials are frequently used by teachers within the classroom as a learning resource. The use of traditional film media is rapidly being overtaken by DVDs as well as online streaming services such as YouTube.

Children who are deaf, deafened or hard-of-hearing will benefit from having captions (sub-titles) to supplement the audio components of the film or video. Alternatively, if the child knows sign language, provide an interpreter to sign the audio content of the film/video. Children with vision loss will benefit from having described video content. Described video is additional audio information which describes the context of the film/video and the information which is not obvious from simply listening to the soundtrack (UNICEF, 2014). A screen reader changes digitized text to synthesized speech (text-to-speech). Screen reader software provides an audible version of text displayed on a computer screen. An accommodation is a support or service that is provided to help a student fully access the general education curriculum Accommodations should be chosen based on the individual student's need for the accommodations Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) (Indiana Department of Education, 2018).

Text- and video-creating technologies for teacher-student and student-student interactions, such as: smartphones and tablet computers using: Skype: ooVoo: certain types of apps

• Face-to-face communication technology

• UbiDuo emergency notification systems

     hearing aids and cochlear implants

     amplification systems

     onsite backup for all amplification

     other communication devices

     maintenance of back-up equipment

     repairs

     using audio sound meter for students with deaf

Support for students with a significant special care need arising from a disability (NCSE, 2010).

2.6.3. Teachers' Readiness to Accommodate Deaf Students

Appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. The knowledge and skills required are mainly those of good teaching and include assessing special needs, adapting curriculum content, utilizing assistive technology, individualizing teaching procedures to suit a larger range of abilities (UNESCO, 1994). The teachers are responsible for providing the accommodations to students with disabilities, and students are responsible for using the accommodations and making their best effort in instruction and assessment activities. The teachers can proactively modify the curriculum, teaching methods, resources, learning activities, and student products to address the needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom (Hillier, 2011).

Teachers utilize differentiated instruction to address needs of learners in one way or another, for example, by giving a student more time to finish an assignment, allowing children choice in what to read, or giving different types of assessments. However, a teacher can make the classroom more responsive to student needs with a systematic approach to differentiation (Levy, 2008). The teacher should assure the conveyance to hearing-impaired students of important information like class cancellations, class relocation, assignments, and tests by stating the details in writing in a hand-out and on the chalkboard. They need to make special considerations when teaching hearing-impaired children. The consideration, which mostly involves common sense, can be sharpened through close collaboration with the student, the student's family and people that have more experience and training. Thus,should be minimal distance between the teacher and the child so that lip reading is easier and the teacher should face the child during all oral communication and ensure there is good lighting so that visual aids can be clearly seen. Visual information as far as possible should be used to reinforce provided auditory information (FDE, 2010).

Majority of the teachers have been mostly using non-participatory strategies which are not effective in teaching. Although, instructional strategies that facilitate differentiation include learning centers, interest groups, group investigation, complex instruction, compacting, learning contracts, tiered activities, and tiered products. Lack of accommodations was seen as a reflection of teachers' interest, as measures such as extra time for exams and placing a student's desk where there is no glare only requires "the willingness of the educator and the institution concerned to embrace the individual needs of student to enable a student to function at his or her full potential" (Hillier, 2011). There are a number of instructional aids teachers can use when teaching deaf or hard of hearing students. A teacher can use sign, finger spelling and speech reading. The teacher can

employ equipment, including overhead projectors, bulletin boards, computers and televisions showing captions on the screen, can also be used in teaching. There are various ways of accommodating hearing impaired students: there is need to seat hearing-impaired students where there is an unobstructed view of the teacher: the classroom reorganization will ensure that these pupils can lip read if they are trained to do so. The teacher should try to repeat comments and questions asked by other students who are not in the range of vision of the hearing-impaired student. The use of visual media especially overhead projectors or Power Point as much as possible is encouraged. They are effective tools that will enhance the learning process for the hearing impaired pupils. The teacher needs to prepare a brief course outline, a syllabus, and a list of learning objectives for the class ahead of time (FDE, 2010). Teachers can also use materials such as pictures, illustrations, artifacts, slides, computer graphics and films with captions. Visual aids including classroom rules charts, job and choice menus, transition time cards and charts, task organizers, daily schedules and the Internet can also be used to enhance the learning process and communication. Teachers can take a sensitive approach and alleviate unnecessary information that requires too much energy for the deaf or hard of hearing students to process (Mpofu & Chimhenga, 2013).

However, most of the time teachers did not address the special needs of the students and they lack preparation. Clarissa and Kathleen (2009) states, teachers felt adequately prepared to teach students with special needs but ongoing professional development lacked the support teachers desired. Teacher preparation has profound implications for educators in inclusive settings as they face increased pressure to perform to a wider set of roles than in previous generations (Avramidis, Bayliss, & Burden, 2000; Knight, 1999). Teachers now are expected to rise to the challenge of an increasingly diverse classroom (Peterson & Beloin, 1992), adjust their teaching strategies to accommodate varying learning styles

(Kortman, 2001), and to be psychologically and practically prepared to take on the dynamic role of an inclusive educator (Mullen, 2001). The teachers, special needs assistants and support staff are central to the success of inclusion. It is therefore important that all staff working in an inclusive environment possess the skills and knowledge to deal with the challenge of inclusion. It is equally important that staff work together constrctively as a team, to ensure that all students are effectively included in the educational environment (NCSE, 2010). The class or subject teacher has the primary responsibility for the progress of all students in their class, including those with special educational needs. While, many teachers do not feel well prepared for inclusive classes and lack confidence in their own ability to teach children with special needs in inclusive settings (Dwyfor, Davies & Garner, 1997; Garner, 1996; Scruggs & Mastropieri, 2002; Winter, 2006).The Special Needs/ Inclusive Education Strategy Ministry of Education stated, teachers are not sufficiently trained in adapting the regular curriculum to suit the needs of individual learners. According to Ruth (2012) revealed that, lack of adequate skills on sign language on the part of the teachers as well as deaf students and sign language interpreter's complexity and uniformity of sign language used by most of the hearing-impaired. Instructional practices in inclusive programs must be driven the understanding that improving school achievement by students with severe disabilities can only be done by improving the efficacy of instruction for all students.The teacher played a key role in whether a child was an active participant in class. Accordingly, change in personnel often altered the situation considerably, for better or worse. Teachers must begin to broaden the instructional formats that they use to meet the unique needs of students with severe disabilities. Rather than clinging to traditional one on-one or small group instructional formats to meet student needs, teachers must begin to employ strategies that infuse

opportunities for students to receive instruction on targeted routines, activities, and skills within the ongoing operations of the class (John McDonnell, 1998).

Classroom teachers require the knowledge, skills, understanding and competence necessary to provide for the education and care of all students but most particularly those with special educational needs. Teachers are responsible for providing the accommodations to students with disabilities, and students are responsible for using the accommodations and making their best effort in instruction and assessment activities. Teachers must consider how the accommodations will be implemented when they are planning instruction and assessment activities (Radhika K apur, 2018). Mainstream schools have access to additional fully qualified teachers to provide supplementary learning support and resource teaching support to students with special educational needs in mainstream schools (FDE, 2010).

2.7. Educational Challenges of Students with Deaf

The teachers must make sure that each pupil understands the instructions and expected working modalities. Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. And also be familiarized with new curricula and trained in addressing student performances. A child-centered curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning (UNESCO, 2009).

The special education policy advocates for early assessment and intervention, appropriate adaptation and differentiation of the curricula, use of relevant pedagogical approaches, adequate and relevant educational resources, and accessible classroom communication for learners with diverse needs. Nonetheless, the education of deaf and hard-of-hearing learners faces challenges, such as societal myths, barriers to curricular

access, teacher incompetence in the language of instruction, and low expectations (Adoyo & Maina, 2019). In the academic setting, the curriculum of the school, which includes all the planned and unplanned activities, becomes a major barrier because of the language use (Solomon, 2017). The hearing-impaired students and their teachers seem to fail to establish common understanding because of lack of sign language for technical and scientific environmental science and chemistry terminologies (Ruth, 2012). To promote school participation of students with disabilities, occupational therapists should consider a confluence of child, environmental, and task factors rather than focusing on individual aspects. Adaptations of educational tools and assignments allowed many students to work successfully on school activities. The use of assistive devices enabled some students to maintain an adequate posture to promote optimal performance, concentration, and endurance within the classroom and to travel within school. However, lack of time and knowledge about how to use the devices occasionally resulted in limited benefit. Some of the hindrances in the physical environment were related to school traditions and routines, which had an influence on the organization of operations.Individuals with disabilities still happened to face challenges. Children with disabilities were denied public education and their chance to learn, or separated from the students who were non-disabled. There were some instances where an individual was considered a safety hazard due to their wheelchair or a nuisance due to their cognitive and behavioral problems. Other circumstances include insufficient funding for appropriate programs and resources. The lack of knowledge and skills on inclusive education, lack of facilities, lack of awareness among all stakeholders, curriculum difficulties, and time restrictions are the challenges to implement inclusive education (Shareefa, 2016).

The students with disabilities have faced enormous obstacles to precede their education competently likewise other non-disabled schoolmates. Hence, no matter how

these children have a right to receive quality education, because of multifaceted factors, they weren't being catered in the expected manner (Zelalem, 2018). The challenges the teacher faces in teaching to students with hearing impairment are associated with absences in preparing audio-visual material that can enable students to see the pace, tone, pause, silence, rhythm and timing; captions for every narrations; and teaching aids; and teaching how to pronounce words (Solomon, 2017).

For this; lack of trainings among teachers, inaccessibility of school environment & inflexible financial statement and lack of awareness among the school principals about the necessity of devising special provision. The absence of enforcing regulations to oblige the regions to provide access to education and support for learners with special educational needs and learning barriers has led the provision to be sporadic). Inadequate training of teachers in SNE, unfavorable school facilities and absence of inputs appropriate to LSENs (MoE, 2016). Political leaders at all levels could not lead the implementation of the strategy with commitment and paying due attention, insufficient teaching -learning materials, stationeries and assistive devices ; Teaching- learning materials (text books, large prints, visual graphics, etc), equipment and assistive devices (hearing aids)are not available in the national market, as a result of this, schools are under-resourced (MoE, 2012).

According to Tewodros (2014), hearing impaired students face challenges after they are assigned to regular classes. These challenges occurred due to lack of knowledge of Ethiopian Sign Language, lack of motivation of teachers to learn Ethiopian sign language, lack of resources and unavailability of resource room.The barriers to implement inclusive education successfully include insufficient preparation of the teacher, rigid and poor teaching methods, and lack of need identification process (Nitsuh, 2008). Barriers to education can take a variety of forms. They can be physical, technological, systemic,

financial, or attitudinal, or they can arise from an education provider's failure to make available a needed accommodation in a timely manner. Inadequate funding was the prime reason for delayed and diminished special education services at the elementary and secondary levels. Often, accommodation decisions are made based on budgetary considerations rather than on an assessment of the actual needs of students with disabilities.Students with disabilities continue to face negative attitudes and stereotypes in the education system. Lack of knowledge about and sensitivity to disability issues on the part of some educators, staff, and students can make it difficult for students with disabilities to access educational services equally (Ontario Human Rights Commission. n.d). There is a widespread negative societal attitude towards persons with disabilities in Ethiopia despite recent improvements in public awareness (Tirussew, 2005).

In the implementation of inclusive education in the Ethiopian context both teacher and resource related factors are causing the challenge. Demisew (2014) found out the challenges to implement inclusive education are inflexible curriculum, problems of language andcommunication, and lack of human resource. Similar to UNESCO (2005) and Demisew's (2014) findings, the teacher related problems are fundamental. The regular teachers teach both hearing and hearing impaired students without having basic training on how to help hearing impaired students in the inclusive classroom.

CHAPTER THREE

RESEARCH METHODS

The main purpose of the study is to explore the school readiness to accommodate deaf students. For this purpose, the research methods are then explained with the reasons for adopting the approach outlined. This is followed by a description of the participants in the study, the methods of data collection, an explanation of how the data were analyzed, and an outline of the ethical procedures following with which the study is conducted.

3.1. Research Approach

The rsearch approach is plan and the procedure for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Cresswell, 2007). The qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest (Creswell, 2008).

To gain insights about the school's readiness to accommodate deaf students the researcher employed qualitative research, because it is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research with school readiness to accommodate students would be appropriate to explore the occurring phenomena and evaluating a program. Qualitative concerned with quality of information, qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them (Centre for Local Economic Strategies [CLES],

2011). Hence, for this aim a qualitative research approach was appropriate to explore whether the school was ready to accommodate deaf students; particularly, school environmental accessibility, the availability of adapted devices and teachers readiness to deliver assessment and employed teaching strategies.

3.2. Research Design

A research design is an action of designing for decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design (Kothari, 2004; Yin, 2003). The study design is the use of evidence-based procedures, protocols, and guidelines that provide the tools and framework for conducting a research study. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaininginformation that could be associated with the real situation (Burns & Grove, 2001).

The researcher employed case study research design. A case design is administered on the occured program, an event, an activity or a process in one or more individuals. Since, the case study allows for the researcher, which explores in depth a the school readiness to accommodate deaf students in; school's environmental accessibility, the availaibility of adapted devices and the teachers' readiness to deliver assessment and employed teaching methods. According to Neale et al., (2006), a case study is a story about something unique, special, or interesting stories can be about individuals, organizations, processes, programs, neighborhoods, institutions, and even events. The case study gives the story behind the result by capturing what happened to bring it about and can be a good opportunity to highlight a project's success or to bring attention to a particular challenge

or difficulty in a project. So this research design is can go with the purpose of the study; the school readiness to accommodate students with the deaf. Hence, the researcher would explore the school's readiness; in the accessibility of the school environment, the availability of adapted materials, and the delivery of classroom accommodation.

3.3. Study Area

This study was conducted in Bahir Dar city Yekatit 23 Primary School. Bahir Dar is the capital city of Amhara regional state, located northwestern Ethiopia, and far from 560 km from Addis Ababa.In this city, there are around forty primary schools from those some schools have special needs and integrated classrooms for students with disabilities. In the city, three schools have practices inclusive education in integrated classrooms. In this school,three classes are integratedthestudents with the deaf and non-deaf. The researcher for selecting the school as a study site was its experience of implementing inclusive education integrated classrooms. Currently, the school registered 22 students (8 grade from five, 10 grade from six, and 4 fromgrade seven) students with the deaf at integrated classroom.

3.4. Sources of Data

The researcher conducted the study by the obtaining of primary. The primary data were obtained through direct communication with participants. This was done by using interview for participants by asking individuals concerning the issue through direct communication with deaf students, teachers, interpreter and the school principal; and from observation was also used to get additional information.

3.5. Population of the Study

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Population as the totality of all members that possess a special set of one or more common characteristics that define it. The population of interest is the study's target population that it intends to study or treat. In this study the population was Yekatit 23 Primary School students, deaf students, teachers, interpreters and the school principal. The total population of the study is 1218, from those 1,125 were students with out deaf, 55 were Deaf students, 35 regular teachers, 2 were sign interpreters and 1 was school principal.

3.6. Sample and Sampling Techniques

It is not necessary to collect data from everyone in a community in order to get valid findings. In qualitative research, only a sample (that is, a subset) of a population is selected for any given study (FHI, 2011). The purpose of selecting a sample is to gain information concerning a population. In qualitative research, sampling is a process of selecting a small number of individuals for a study in such a way that the individuals chosen would be able to help the researcher understand the phenomenon under investigation (Creswell, 2002). Sample sizes, which not be fixed prior to data collection, depend on the resources and time available, as well as the study's objectives. Purposive sample sizes are determined on the basis of theoretical saturation (the point in data collection when new data no longer bring additional insights to the research questions).

The researcher used purposive sampling technique. The purposive sampling strategy means the inquirer selects individuals and sites for the study (Creswell, 2007). The purposive sampling, one of the most common sampling strategies,groups participants according to preselected criteria relevant to a particular research question. The researcher

selected participants that he believes those real participants to get accurate information about the issue. Because, they better understand my research questions, and purposefully informed an understanding of the research questions and central phenomena in the study. Thus, on the researcher recruited the participants based on his experience and knowledge. This sample included individuals with the deaf and teachers were taken through purposively. The school principal and the interpreter that had expected to obtain enough information about the accommodation of the deaf students. The deaf student participants would have given brief information to the study issue than any other individuals. The the total number of deaf students in the school were 55 and 22 were attend their learning an integrated classroom in grade (5-8) because it start from grade five .

The total number of the deaf students that they attend their class in the integrated classrooms was twenty two. In grade five, one female and seven male; grade six, two female and eight male; grade seven, one female and three were there. From the total population of this school, the researcher selected nine individuals for an interview; three deaf students, one interpreter, four regular teachers, and one school principal selected through purposeful sampling technique because the researcher expected students and teachers would have brief information about the issue being studied.

The the total numbers of teachers in the school were 35 and 19 were teachers on the integrated classroom. The researcher had taken four teachers from the total for interview through purposively, because they may circulate among the students deaf during a lesson to ensure that they understand the concepts being taught, help with note-taking skills, answer questions, and reinforce them. The researcher also would interview with the school's principal because he had information about the accommodation deaf students.

3.7. Data Collection Instruments

The qualitative research method was employed to generate qualitative data through a qualitative approach about the school readiness to accommodate deaf students. The data gathering tools were interview and observation.

3.7.1. Interview

The interview is a useful instrument to understand the reasons why and how things happen and the way they are happening. The interview is the researcher conducts face-to-face interviews with participants. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Creswell, 2007). Although the researcher used semi-structured interviews to conduct the research. The semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Nigel, et al., 1998). Semi-structured interviews are a more commonly used interview technique that follows a framework in order to address key themes rather than specific questions (CLES, 2011).

For this purpose, the researcher is prepared an interview schedule to get sufficient information regarding the school readiness to accommodatedeaf students. The interview session was done in the compound of the school.Interview data consist of tape recordings, typed transcripts of tape recordings, and the interviewer's notes (FHI, 2011). The researcher used a tape recorder and the data couldbe transcribed into a computer file for analysis. The items of the interview and the interview session were translated into the Amharic language. The researcher would have interview duration with participants, from

the school principal 15 minutes , from deaf students 10 minutes average for each taken, 13 minutes for each teachers and 11 minutes with sign language interpreter was taken.

3.7.2. Observation

Besides the above data collection instruments, an observation was employed. An observation is a type of qualitative research method (Jamshed, 2014). Observation is a social research technique that involves the direct observation of phenomena in their natural setting. A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site (Cresswell, 2007). Hammersley and Atkinson (1995), observing in a setting is a special skill that requires addressing issues such as the potential deception of the people being interviewed, impression management, and the potential marginality of the researcher in a strange setting. The researcher would lookatthe school's readiness to accommodate students with deaf; on the availability of adaptive devices and educational materials, and the school accessibility for deaf students.

An observation checklist was prepared by the researcher and the researcher has observed. The researcher could observethe school's compoundthe school environment, accessibility, adapted technological devices and educational materials. For researcher would use photographs for documenting the observed phenomena and program. An observation held by the researcher to secure the situation through concrete means -"taking photographs/ Video capture. Simply put, document what you observe, taking care to distinguish it from both your expectations and your interpretation of what you observe (FHI, 2011).

3.8. Data Collection Procedures

The researcher developed the interview questions, and examined by professionals in the department. The researcher had approval and supportive lettersfrom the department of Special Needs and Inclusive Education at Bahir Dar University and was entered into the study site and started data collection.The researcher developed a structured protocol for his field research which show the rigor process of field entry, consultation/approval from gatekeepers, assistant researcher and field guide training, data collection process, and field research termination/goodbye.

The researcher supported by an interpreter who helped him through his data collection, such as rapporting between the study participants anddeliver my interviews for deaf interviewees. The researcher would ask the respondents willing to participate in interviews, then; a data collection would run in the school compound. The researcher could use a tape recorder for all interview sessions and camera for capturing the observed school environment; accessibility, and assistive devices.

The role of the researcher in qualitative research is esessential to attempt access the thoughts and feelings of study participants. The researcher could apply all research ethics when start to collect and analyze the data. Accordingly, the researcher had known about this school, when I was attending the degree program, the researcher went to do an assignment and practical field work and also post graduate program. Hence, the deaf students attend their class in the integrated classroom. The researcher believe this understanding of the situation and it enhances my awareness to many of the challenges, and issues encountered as a deafness and accommodation gaps and would assist me in

working with the informant in this study. Moreover, participants' information which is given for the researcher was secured and confidential for them.

The researcher could establishes a good rapport in this study that of primarily before data collected, though the participants were volunteer to participate in the study. The researcher would have interview with participants duration with school principal was 15 minutes, from deaf students 10 minutes average for each taken, 13 minutes from teachers and 11 minutes with sign language interpreter. a researcher is the data collector of the research and analysis that could collected, coded, and analyzed the data from interviews, and observation to uncover the emerging patterns. Upon coding data, the researcher gets to the part of the analysis process where the codes must come together in one overall analysis.

3.8. Data Analysis Technique

In this study qualitative data analysis technique is employed. The study used thematic analysis technique in order to elaborate data that collected through interview and observation. It is is a foundation method for qualitative analysis and a method for identifying, analyzing and reporting patterns (themes) within data. Moreover,it involves searching across a set of data, for example a number of interviews, to find repeated patterns of meaning (Braun and Clarke, 2006). In qualitative data analysis the mass of words generated by interviews or observational data needs to be described and summarized. The words are transcribed verbatim and the data were analyzed as they were collected through the process of coding thematically. The researcher would use thematic analysis for the data which obtained from the interviews. The process of data analysis involves making sense out of text and image data. Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions

(Creswell, 2007). The words are transcribed verbatim, the researcher is likely to bias the transcription by only including those sections that seem relevant or interesting to them records were analyzed by means of the thematic analysis (Creswell, 2003). The data collected from the students' interview through the aid from interpreter was transcribed into English by the researcher.

To analyze data the researcher would prepare and organize the data; it is from gathered his print out manuscripts, notes, documents, or other material; review the data this would help to read the data several times; create the initial code highlight key words and phrases as well as make notes in the margins to categorize the data; review those codes and revise or combine into themes and present themes in a cohesive manner. The writing should therefore begin in phase one, with the jotting down of ideas and potential coding schemes and continue right through the entire coding analysis process. The coding analysis process starts when the researcher begins to look for patterns of meaning and matters of potential interest inthe data (Braun & Clarke, 2006). It is important that the researcher is familiar with the content of the data. The data should be read repeatedly in an active way, i.e. by searching for meaning and patterns. The process of transcribing interviews is an excellent way for the researcher to become familiar with the data (Riessman, 1993). It is relatively easy for a researcher to carry out a good thematic analysis on qualitative data even when a researcher is still learning qualitative techniques.

3.9. Trustworthiness

In order to ensure the trustworthiness of the research, appropriate criteria for qualitative research would have several methods that include member checks, peer reviews, and triangulation. The indicators of trustworthiness used in this study are

credibility, transferability,and conformability. Credibility seeks to ensure that there is a correspondence between how the participants viewed the phenomenon and how the researcher interpreted the comments of the participants. Transferability refers to the degree to which the findings may be generalized (Guba & Lincoln, 1989). They view the use of member checks as the most important criterion in establishing credibility. The researcher would checked the trustworthiness through triangulation and peer reviews.

3.11. Ethical Considerations

Ethical issues are relevant to qualitative research. Research ethics deals primarily with the interaction between researchers and the people they study. Professional ethics deals with additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data, and plagiarism, among others. The researcher would establish informed consent with the participants;it is one of the most important tools for ensuring respect for persons during research (FHI, 2011). Informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate.

The researcher need to protect their research participants: develop trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions: and cope with new, challenging problems. To carry out this study the entire necessary requirement for data collection process was done. First, the researcher was received formal letter from Bahir Dar University from the Department of Special Needs and Inclusive Education, and then it has given to the principal of Yekatit 23 Primary School. After the researcher got permission, the researcher introduced the purpose of the study; the respondents were clearly informed there would

not be any form of harm and coercion. In addition to this, they would be informed about their right to withdraw from the study at any time. The researcher could use audio recorder during the interview based on the respondent's consent. Respondents' responses would be kept confidentially and there would not be any obligation to make participants stay in the study. The researcher is promised to the participants of the study that the information which is collected from the respondents shall not be transfer to the third party in candid or it would not be exploited for undertaking other than the purpose of the research study.

CHAPTER FOUR

Results

This chapter mainly focuses on the data presentation, and analysis of the results based on the data obtained from the participants by using interviews and observation that took place in Yekatit 23 Primary School. The data compiled from the school principal, teachers, and deaf students and the sign interpreter. All names used in this chapter are pseudonyms as it is important to protect the anonymity of the participants involved in the study.

The purpose of this study, as it is shown in chapter one, was to explore the school's readiness to accommodate deaf students. The main findings cover the following areas: the school environment accessibility, the availability of adaptive devices, and teachers' readiness to accommodate students in an integrated classroom. The results from the interviews are demonstrated following the above-mentioned themes.

4.1. Demographical Information of Deaf Students

Regarding the respondents, interview data was collected from 3(three) students with deaf. Accordingly, all respondents were lie under the age 13-15 and between 5-7 grade levels. In addition, all of the respondents have orthodox Christianity religious affiliation. All of the respondents have totally deaf. With respect to sex distribution of respondent, two of the respondents were females and the rest one was male.

Table1: Demographical Information of Deaf Students

Name	Age	Sex	Grade	Religion	level of impairment
Student 01	12	F	5th	Orthodox	Totally deaf
Student 02	15	M	7th	Orthodox	Totally deaf
Student 03	13	F	6th	Orthodox	Totally deaf

Source: Yekatit 23 Primary School, Bahir Dar, 2012 E.C

As mentioned earlier, the general objective of this study was to explore the school readiness to accommodate the deaf students. In order to gain detailed data about school's readiness to accommodate students, their readiness to deliver accommodation in the classroom, data were collected from teachers. Accordingly, 1 (one) of the informants was a sign language interpreter, four teachers were from integrated classroom,and the rest 1(one) informant was a school principal.

Table2: Demographical Information Teachers Who were Interviewed

Name/code	Age	Sex	Experience	Educational qualification	Subject/ teacher
Informant-A	49	M	30	Diploma	English
Informant-B	39	M	15	Diploma	Physics
Informant-C	52	M	33	Diploma	Sport
Informant-D	30	F	9	Diploma	Mathematics
Interpreter	24	F	2	Degree	-
School principal	39	M	15	Degree	-

Source:Yekatit 23 Primary School, Bahir Dar, 2012 E.C

Table 3: Major and Sub- Research Themes

The major themes of this table taken from research questions and sub themes derived from major themes.

Research Themes	
Major Theme	Sub- Themes
School's environmental accessibility for deaf students	The Classroom accessibility
	The School compound accessibility
Adapted Devices to Support Deaf Students	Adapted devices
	Educational materials
	Assessment delivery
Teachers Readiness to deliver Accommodation of Deaf Students in their Teaching	Teaching methods

4.2. The School Environment Accessibility for Deaf Students

In this section presents the school readiness in accessibility for deaf students from teachers, the principal, and the deaf students and from the interpreter own point of view. Hence, the findings are demonstrated from the perspective of school accessibility in the classrooms, and the school.

4.2.1. The Classroom Accessibility for Deaf Students

All the student participants and the sign language interpreter explained that the classroom did not have accessibility, rather it found as accustomed. They agreed that the school had not attempted to accommodate them with an accessible classroom. The student informants explained, to participate and interact with other non-deaf peers the classroom had not accessibility. A student 03 stated that, "I want to participate and interact with other

non-deaf students. However, they could not communicate using sign language". According to his explanation, the sign language speakers in the classroom were not available except interpreters and deaf peers. To participate and interact with other non-deaf students require the ability sign skills. An integrated classroom, communication is crucial and its impact is visible when giving and following directions, attending and comprehending classroom instructions. The deaf students got their learning via interpreter merely. The informant A explained as follows:

> *The deaf students that learn in an integrated classroom, they could access the class teaching and various activities through interpreter. For instance, to deliver my teaching for deaf the interpreter should be exist in a class. With out interpreter, my feedbacks and teachings could not delivered for deaf students.*

According to the above, informant statement the deaf students had benefited the interpreter's sign of the learning. The same to informant A the informant B, also stated, that the deaf students did have access the classroom via interpreter, especially the teaching. They got feedbacks, responding to questions, comments, discussing in groups and asking questions by interpreter only. Hence, the deaf students in the integrated classrooms are expected to have communication with their interpreter, teacher, peers, and everyone else. However, the deaf students did not interact with the teachers and non-deaf students. The Student 03 commented, "The classroom lacks teaching aids and the sign language speakers not available except interpreter and deaf peers, these limits my participation and interaction in a classroom activities". This implies the deaf students' participation and interaction in an integrated classroom were not advanced. The absence of sign interpreter of the learning and teaching aids hinder the students' class participation and enhanced socialization. The informant C explained, the school has not enough sign interpreters and the students' participation in the class was not enhanced, and also the teaching materials were not available to support the deaf teaching with various instructions.

The deaf students in the classrooms did not get enough accessibility, they only benefited from the interpreter, and also the setting of the integrated classroom is not separated from other classes. Regarding this, student 02 states, "If the class far a distance with other class my attention could not stole. But, when someone passes through behind them interrupt my class". Based on his statement, as a case of the class presented not a scatted the students easily disturbed, once someone pass near to class. The deaf students attend their learning only observe an interpreter and teacher's writing on the blackboard. So, the integrated class should be dispersed with other classes to make accessible the classrooms for the deaf.

The deaf students require accessibility in their classroom for mastering their learning, although, they only got access through interpreters. The classroom had not have supportive materials and devices that make accessible for students'learning. Regarding classroom accessibility informant C explained, "The classroom is not accessible for students with deaf, there are not available different teaching aids and materials. In an integrated classroom the students attend their teaching only and particularly by the interpreter. Even, the school has not enough interpreters". The student participant 03 tended, as they access the classroom through the interpreter and attending blackboard writing for their learning. He reported as follows: "I access my learning via sign interpreter, unless follow attentively what write in the black board. The classrooms do not address the learning by aided with different devices and materials".

The deaf students explained, as they usually had difficulty in their learning, especially classroom activities such as group discussion, and assignment work. The student 02 stated that, the classroom activities were not advantageous. He stated, "I get my learning through an interpreter, the classroom activities like group works and discussion does not have access for us. The case for this is the absence of enough sign interpreters

and speakers sometimes missing the class occur". The student 01 also commented that the school classrooms remain found as accustomed, there were adapted devicesand practices to be accessible for deaf students. Nevertheless,in the integrated classroom the deaf students could access the classroom learning through interpreter. However, the classroom could not address the needs of the students by preparing audio- visual with interpreted teachings, creating more images about the topic and teacher interpreter matched during learning, discussion, group work and various activities in class.

All the informants claimed that there is a gap in the classrooms accessibility for deaf students. The classroom has not practiced to be accessible for students rather it found as conventional.

4.2.2. Accessibility in School compound for Deaf Students

In Yekatit 23 Primary School, the deaf students are admitted to learn in the regular classrooms with hearing peers. Although inclusive education needs upgraded infrastructure, the school seems to be merely named inclusive without special facilities that meet the needs of students with the deaf. Based on the participants' statement, the school could not create accessibility that consid ered the students with the deaf. According to the principal of the school regarding the accessibility of the school stated, that the school has note nough accessibility that considered students. As the teacher participants' explanation, as the school had not have accessibility on the compound in different activities.

The teacher informant A stated, "the school has not welcomed deaf students by creating accessibility in; the social interaction and participation different setting, awareness about students, and the ways of information getting". The school had not have appreciated practices on the school compound that considered deaf students. The

participation of students in different school activities was limited. Regarding this informant B explained, "the school compound found as it is there no attempts sport field, the library and the classrooms are available as it's, the school community in communication and interacting with them are not attractive". The social interaction of deaf students in the school compound was not advanced. The informant A stated, the deaf students usually interact with their peers, and sometimes non-deaf students. The student 01also explained, "Most of the time I interact with deaf students in the school surrounding and sometimes I have little interaction with non-deaf peers". In the school the students with the deaf usually interact with their deaf peers, because other school community could not sign the language. Most of the time to establish interaction they prefer with those who have deaf, but some students try to sign a little extent as introducing in the classroom and out of the classroom. Their participations in the school's different social activities and clubs are restricted. The teachers commented that the deaf students most of the time did not participate in school clubs and other activities in the case of unable speak the sign by other individuals. The student participants also stated, as they have not participations from different school clubs. A student 03 explained, "I have not interaction with other school community and participations in different clubs. This is because the communication affects my interaction and participation".

Based on the participants requested the participation of deaf students in the classroom different activities was not enhanced.There was not harmonious social interaction between the deaf students and the school community. The reason for this, the sign language could not speak by another school community.

Although, the school gave sign language training for teachers for enhancing social interaction and creating an accessible school environment. The principal stated,

"sometimes the school givessign language training for teachers only; however, it should be given for all school community and do consistently". This implies that the sign language training is delivered for teachers and it has not continuity and could not give for all community of the school hinder the social interaction and participations of deaf students.

The deaf students require facilities in order to address their academic and social issues. The school has not access facilities that consider deaf students. The school admitted and teach deaf students through an interpreter only, the principal of the school explained, that the school had not have different facilities to meet the need of deaf students, for instance; special rooms and the assistive devices. As mentioned above, the school did not make access to the school environment that designed for the issue of students' need. The computer library was available for internet access that canbe get the students internet website that related to their learning; however, it was not open by considering the needs of deaf students. They have not unique beneficence or users as like as other students and there are not enough and deaf oriented.The school principal explained, the students utilize computers in the library like other non-deaf students and also it is not open for deaf students, though they utilize it without proper adjustment. This implies the school had not had the special responsiveness to students to use computers with proper orientation and aids.

Indeed, the students with deaf may not need accessibility in a classroom location, offices, library, and different rooms. Although not only students with deaf even, the individuals who have not disabilities also require a clear and accessible environment. Any ambiguity in the school environment affects the movement of students, to avoid this the school should prepare indicator signs for all directions of the school buildings. The researcher observes the school environment, it's found as it is, conventionally, there were

not available the indicator sign for different rooms and buildings. That available without alteration that considered the students and the absence for facilities.

All the students' informant assured that the school has not accessibility for them, there had not have practices that considered their special needs, different facilities were not available and the social interaction was not enhanced.

4.3. The Available Adapted Devices and Educational Materials

As can be the data indicates in the school had not have adapted devices for the deaf students. Some educational materials are available such as, Ethiopian sign language books; however, these may not enough for students with the deaf. All the participants explained that the school had not any technological devices for assisting students.

4.3.1. Adaptive devices

All participants explained that the adaptive devices were absent in the school to support the students in their learning and communication. The adapted devices can enhance the students' interaction and learning, it also enables to maximize their personality. The school has not the shortage of devices, but, not available at all. The deaf students need assistive devices for improving their communication and interaction. According to the school principal stated, there were no adapted devices, hearing aids, and other devices in the school, "I know, the students with deaf should get adapted devices and related services. However, in the school there are no supportive devices for students, there is a lack of devices, the school has not enough budget to provide these devices". This indicates that he had known about the important of adapted devices and the students should provide however, the absence of those devices they could not get it.

Informant A explained, the adapted devices give support for teaching deaf students, "the school has not any adapted devices for assisting the deaf students. The school has not assistive devices, for the deaf students benefited from interpreters, especially in their teaching".

The adapted devices enable to hear for the deaf students and help for their classroom activities. However, all the student and teacher informants explained, that the school had not any adapted devices for enhancing communication and learning. The merely to learn, to interact, to ask, to respond and to discuss the chance for addressing these was through sign interpreters. The interpreter explained, "the classroom, there has not devices for supporting teaching in videos and slides". However, in class there is no access, especially technological devices for utilizing in teaching schedule. The deaf students require accessible classroom for their academic competency and addressing their needs in class. So, the devices for providing access in varying ways are not available.

All participants agree that the school has not adapted devices and the deaf students did not get any devices for altering their learning and communication and theyonly benefited from the interpreters in their classroom teaching.

4.3.2 Educational materials

In the school had not different educational materials, only Ethiopian sign language books/ ESL available in the library. The deaf students found in the school without necessary learning and teaching materials. The educational materials are essential for supporting students' learning and teachers' taught. There are no unique materials for their disability and estimated practices that considered them to be accommodated in a library setting; they read the available materials as other students. In the school library sign

language books and auxiliary books are available; the sign language books are important for students, particularly for beginner, and other books are for all learners.

Based on the teacher and student participants stated the school has some materials. In the library sign languagebooks and other books. The school principal stated, provide note books and pen for deaf students, and giving monthly pocket money.

The researcher also observes the available educational materials, as he notes Ethiopian Sign Language books, and other text books and auxiliary books. This sign language books availability usually important for other non-deaf individuals to improve their interaction. Text books are the regular textbooks published for regular students. However, the school has not text books that translated in ESL; otherwise they can use library books like other students. Even, these books could not give beneficence unique to others. Regarding educational materials one teacher informant stated the school as has not educational materials to support teaching. "the absence teaching materials the students with deaf did not support in the teaching learning period. The teaching could aid by materials the deaf students could got altering for learning"

As he explained the above, the educational materials are essential for hastened teaching learning. In the presence of necessary materials the teachers can use pictures, illustrations, artifacts, slides, computer graphics and films with captions to address the needs of the students. Usually, the students with deaf benefited from the provided adapted devices and materials, especially for learning proceeding, technological devices can enable the students with deaf as can attend learning and could benefit from differentiated learning.

The students stated, the educational materials in the school are not addressed by the school, they state, "for us the only access for learning and information are books and interpreters, there are no other options for our education". Based on their idea, nowadays

there are various technological advances for information and listening devices to easily access their learning, for instance the students could access the electronic document through the smart phones, and making their learning in a differentiated way.

4.4. Teachers' Readiness to Accommodate Deaf Students in their Teaching

In this section presents the classroom teachers' readiness in their teaching for students in; assessment delivery and teaching methods. As the data indicates the teachers' were not ready to accommodate deaf students in their teaching.

4.4.1. Assessment Delivery

Based on the majority of informants the assessment delivery seems like as other non-deaf students in an integrated classroom, usually the students with deaf treated as situational support. Some teachers gave extra time and try to support during their teaching delivery the deaf students, however, its only consider as they have deaf. During the time of exam, group work and assignment work the teachers gave the same as other students. According to informant A said, the assessment ways of delivery is the same as other students with non- deaf. He explained, that "I give assessments in exam, an assignment and classwork activities like other students. The classwork activities run by the helping sign interpreter and I give extra time for exam completion when they ask"

This implies that the given assessment is delivered without plan and preparation. The Informant B also explained that the assessment delivery does not vary from other non-deaf students. The contents of the exam and the assignment are the same as other students. However, when the students "ask me additional time for completion class work activities and exam, I give extra time and I feel stressed for their learning whether my teaching is understood by them or not". The deaf students did not got proper assessment delivery in

an integrated classroom. There was no accommodation that considers the students need and additional time for assessment completion.

As she stated, the additional time given to the deaf students is as a conventional, that there was not well-prepared scheduled accommodation. The given time and orientation is accidental.

Informant C tended, during exam, assignment and class activities he did not deliver proper assessment. He stated as follows:

> *I give additional time, although I do not employ accommodation for students, they merely from the interpreter. In my class the students with the deaf treated as other non-deaf students, I'm not clear with them in teaching integrated classroom. They may need accommodation in class for extra support in learning, exam; assignment and special treat, though I have not experienced how to teach them.*

Whereas informant D explained, "I do not give accommodation, whether exam, nor class activities for students with the deaf". As the informants' stated in the above, the assessment of delivery in integrated classroom was given as usual.

4.4.2. Teaching Methods

In order to address different needs of the deaf utilizing a variety of teaching strategies are necessary; especially for integrated classroom setting. The deaf students watch actively every movement of the teacher towards the blackboard and write down whatever he wrotes. Sometimes, they write only words, incomplete sentences in a non-sense manner. These show the students are attend in the writing activities of the teacher. One of the respondents of the study gave the following statement about the engagement he has in the classroom.

> *I'm involved in the classroom as teachers enter into the class. I writes everything*
>
> *that the teacher writes on the blackboard actively. Infrequently, I try to see the*
>
> *notes of my hearing mates who sit next to me so that I can understand why the*

teacher writes even a word. Therefore, I give attention to every classroom activity.

(Student 03)

Informant A stated, he tried to teach by considering deaf students during class;

> *I usually think the students with the deaf their understanding of learning, I have 33 years teaching experience. I try to some sign language skills and I have communicated to some just as introducing. Even if out of the classroom, they love me, I also embrace them.*

The informant D contended that, during teaching time he did not try to sign that considers students with integrated classroom. He explained, "I cannot signs the language even introducing myself so the students with deaf benefited from interpreter". As all teacher respondents explained their teaching methods were not considering the students with the deaf. The respondents stated, usually the teaching method is given by the teacher-centered method. They expressed as could not utilize the various teaching strategies, the case of gap in the signs. Informant B stated, "to administer the different teaching methods some challenges occurred, such as the time and inability to sign the language. Although, I stressed how to teach students the deaf in integrated class by understand their needs".

The teachers also told me, the absence of devices and teaching materials in the school, as a result they could not employed teaching methods.

> *As the classroom is integrated the teachers should use various teaching techniques for this the devices needed in order to address deaf students' learning. The teaching could provide in supported with captioned videos and audio-visual in the interpreter. Though, there are no devices and materials. (Informant C)*

All the respondents stated, they usually follow their preferred teaching techniques and teacher center teaching methods mostly employed. Their teaching delivered for students through sign interpreter and their writing on the blackboard. The spoken words signed by interpreters, and the students wrote what the teacher's write on the board. The student participant supported the teachers' idea, they could access their learning through

interpreters and the writing from the blackboard. The Student 03 states, "I attend my learning usually through an interpreter, the teachers spoken words delivered to me via an interpreter and I look the blackboard what the teacher writes".

In regards to teaching methods, all the teacher respondents told me to as they could not use various methods. The student 01 states, the exam, assignment and other class work activities are no differ from other non-deaf students. She stated, "some teachers give for me additional time for me to the class work and exam completion. But, some teachers do not give varies in patience".

Based on the participants of the study, the teachers of an integrated classroom could not employed different teaching methods in line with the absence of devices and educational materials, and the incompetency of language skills in sign.

CHAPTER FIVE

Discussionof the Results

This part deals with the results in the line with the research questions of the study. Some findings from this study tended to corresponding to previous researches; whereas there also raised some new aspects that call for further investigation. The purpose the study was to explore school's readiness to accommodate deaf students. I have reflected on the major findings the study based on the research questions that this study sought to address.

5.1. School Environmental Accessibility for Deaf Students

This question was addressed through exploring school's environmental accessibility for the deaf students. The accessibility of school was viewed all welcomed activities and practices to address the learners of special needs in the school. The school has no accessibility for deaf students to address their educational needs and social activities. The absences of school compound accessibility; the library, the classroom scatteredand the facilities were identified as the problem for deaf students. The World Health Organization (2015) reported, amplification system, interpreter, captioned films, assistance of a note taker, alternative communication methods and counseling are among the facilities. The result absence of the adaptive devices and the educational materials could consequence the school where inaccessible for deaf students. Additionally, participants reported, that there was a gaps in the social interaction of deaf students. The deaf students usually preferred to interact with their deaf peers. The case to inability to sign the language other school community. Nevertheless, the participation of deaf students in the school's various extra-curricular activities was restricted such as clubs and varies games in the school. The various facilities that considered deaf students were not available

in the school. Regarding the school's accessibility Rasmitadila (2018), described, that on the schools readiness to become inclusive classroom, schools do not have inclusive school supporting facilities. Kuyini (2010) pointed that, proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach disabled children. Although, the school gave training for teachers but, they were not qualified to enable the sign and communicate with deaf students. The above discussion suggests that the school should be ready to integrate those students by making school's environment accessible for deaf education.

The availability of facilities can support education of deaf in the integrated classroom. Obeng-Asamoah (2016) suggested, building more facilities encourages more children to be in schools because a lack of facilities becomes the barrier for many children who find themselves out of the school system. Gadagbui (2010) and ACPF (2011) found, inclusive classrooms are physically inaccessible also described, the lack of facilities has led many children to drop out of schools when there are not sufficient facilities to accommodate them. The availability of supporting facilities as an important issue that becomes a complaint of every school. However, in this school there were no those facilities considered deaf students to be accessible, rather it presents as conventional. The various facilities that considered deaf students were not available in the school. Regarding the school's accessibility Rasmitadila (2018), describes schools readiness to become inclusive classroom, schools do not have inclusive school supporting facilities. The World Health Organization (2015) reported, amplification system, interpreter, captioned films, assistance of a note taker, alternative communication methods and counseling are among the facilities. The result of absence of the adaptive devices and the educational materials could consequence the school where inaccessible for students. Motivated teachers to teach deaf students and different facility practices those considered them among the

facilities. Proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach disabled children (Kuyini, 2010). Although, inadequate training of teachers in SNE, unfavorable school facilities and absence of inputs appropriate to LSENs were challenges for teaching deaf students. The school gave training for teachers though they were not qualified to enable the sign and communicate with deaf students. Based on Ministry of Education (2012), CwDs are not being served by the education system and are still out of school.The school has shortage sign interpreter to cover all integrated classes and involve different activities that the deaf presents. The lack of sign language interpretation services for Deaf learners in regular schools, education has been inaccessible for most CwDs (MoE, 2012). The deaf students faced on their learning and classwork activities. The school environment also has not accessibility; the students with deaf establish social interaction with deaf peers. The school has a computer library that essential for accessing information, although it was not opened considered the deaf students and they use as other students non deaf. The absence of accessibility the participation of the students in different activities such as; clubs, and other social events were not accessed. The discussion indicate that the school should provide facilities to be accessible for deaf students. Although, school was not ready on the environmental accessibility for deaf students.

5.2. Availability of Adapted Devices and Educational Materials

Find out the availability of school's adaptive devices to support deaf students in Yekatit 23 Primary School was the second basic question for this research. For deaf students the adapted devices and materials are vital to enhance their learning and participation in the school. Hence, adaptive devices the deaf students can hasten hearing and learning. All the participants asserted that the school has not adapted devices for the supporting of deaf students learning and to be accessed it. In line with this the teachers

could provide differentiated instruction by teaching aids. Regarding this Ministry of Education (2012), the equipment, including overhead projectors, bulletin boards, computers and televisions showing captions on the screen, can also be used in teaching help students learning. In the availability of devices, the teachers can use materials such as pictures, illustrations, artifacts, slides, computer graphics and films with captions. Visual aids including classroom rules charts, job and choice menus, transition time cards and charts, task organizers, daily schedules and the Internet can also be used to enhance the learning process and communication. The absences of educational materials affect the students' education, in the school there was not available the needed materials and devices. For the students deaf educational materials enable to get educational access. Escamilla (2017) proposed,using electronic tablets in the classroom can allow all students to use individual screens that can be enlarged for better reading ability.

The absences of adapted devices in the school affect deaf students' education. When the school provides technological devices the students could hear the speaking of teachers and improve their interaction in the class. The absence of materials and adaptive devices can improve the educational, social participation and for teachers' teaching. However, the absence of necessary resources and adaptive devices also affect teachers' readiness to accommodate students with deaf. The school hasn't necessary resources and accessibility affect the teachers' accommodation delivery. Even though students with hearing loss rely primarily on their own auditory equipment for understanding one-to one conversations, the extraneous noises of the classroom and poor acoustics often make it difficult for them to follow class discussions or group activities (Dell, A. G. 2011). Ofori, E. A (2017) supposed that, developing the education system for disabled children to take part calls for school development, training and providing necessary equipment to meet their participation in the regular school environment. The

availability of special tools needed by each child with special needs (Rasmitadila, 2018). Without necessary educational materials and adaptive devices the teaching students in an integrated classroom are difficult. The above discussion suggests that the adapted devices and materials can support the education of deaf students in an integrated classroom. Though, the school has no any adapted devices for deaf students and necessary teaching aids; it lacks readiness in delivering assistive devices for integrated classroom of the deaf.

5.3. Teachers Readiness to Accommodate Deaf Students in their Teaching

This question was addressed by describe the teachers' readiness to accommodate deaf students during teaching in their class. The teachers' readiness to accommodate deaf students is essential to meet their special needs. Their readiness in the accommodations of the classroom had seen in teaching methods and assessment delivery that consider deaf students. Based on the finding, the teachers were not ready on the assessment delivery and the teaching methods. Teachers should be ready to give the delivery of assessment and teaching strategies. Radhika Kapur (2018) suggested, teachers must consider how the accommodations would be implemented when they are planning instruction and assessment activities. Thus, the teachers can set students with special needs up for success if they are knowledgeable of a variety teaching strategies to do so and can take a sensitive approach and alleviate unnecessary information that requires too much energy for the deaf or hard of hearing students to process (Mpofu & Chimhenga, 2013; Megan, 2017). The teachers should consider deaf students in an integrated classroom through differentiated teaching methods, the ways of giving assessment and student setting.

However, the study found that there was a gap on the teachers' readiness to accommodate deaf students in their teaching. The teachers deliver the assessment for

students was not different from others non deaf students. The teachers did not gave extra time and support for students, unless the students ask additional time. Rosas and Winterman (2010) found, the teachers felt adequately prepared to teach students with special needs, but ongoing professional development lacked the support teachers desired. The Special Needs/Inclusive Education Strategy (MoE, 2012) supposed, that teachers are not sufficiently trained in adapting the regular curriculum to suit the needs of individual learners. The students with the deaf require accommodation for their learning, in the assessment delivery they can give additional time for the students' exam, assignment, classwork completion and also make differentiate the contents. Meeks (2015) pointed out; accommodations implemented for the students are reviewed within the context of their successes and challenges, with the goal of providing a roadmap for the future learning environment. The problem of training, lack of assistive devices and motivation of them for training affect their readiness (MoE, 2012). For accommodating the students with the deaf in the classroom needs the teachers' willingness. The teachers could not well organized and prepared accommodation, rather it's conventional unless, the students will not ask them. The instructional strategy so far that teacher is focusing on teacher-oriented, which leads to learning is only controlled by teachers. Whereas in inclusive classroom required good collaboration between general teacher and special need teacher or interpreter. The teacher's readiness to teach an inclusive class changes explicitly the teacher's view of an instructional system. Nonetheless, the assessment should be provided planned based and considered always their special needs. The above discussion suggests that the teachers should be ready to deliver proper accommodation for the teaching of deaf students by addressing their needs.

CHAPTER SIX

Summary, Conclusion, Implication, Limitation and Recommendation

6.1. Summary of the Findings

The school readiness to accommodate deaf students in an integrated classroom needs adequate devices, accessible environment, special preparation and diverse approaches of teachings. The aim of this study is to explore the school readiness accommodate deaf students, the findings indicate that the school was not ready to accommodate deaf students.

➢ The school had not have accessibility for accommodate deaf students in the classroom and the school compound, rather it found as a conventional.

➢ The deaf students did have access the classroom via interpreter, especially the teaching.

➢ The absence of adapted devices and necessary materials is affect the students' learning in the integrated classroom.

➢ The assessment delivery of the deaf students seems like other non-deaf students.

➢ The teachers usually employed teacher centered teaching strategies in integrated classroom.

6.2. Conclusion

The purpose of the study is to explore the school's readiness to accommodate deaf students in Yekatit 23 Primary School. The researcher summarized the results to draw the following conclusion:

- The school was not ready to build accessibility in the classroom and the school's compound for deaf students. The school's environment was not accessible for deaf students; the participation of them in different activities was restricted and the social interaction would not enhanced. The deaf students had not active participation; in the classroom activities such as, group work and discussions with non-deaf and the school compound different extra-curricular activities such as clubs and playing with non-deaf, and they usually preferred establish friendship and interaction with non-deaf peers. The proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach deaf students (Kuyini, 2010).

- The educational materials and adapted devices can enhance the learning of deaf students. Using different electronic tablets and devices in the classroom can allow all students to use individual screens that can be enlarged for better reading ability (Escamilla ,2017). However, the deaf students did not get necessary materials and adapted devices in the school.

- The deaf students attented their teaching almost like as other non-deaf students, the teachers also coul not deliver proper assessment that consider students' needs. The teachers could not employ different teaching methods, utilizing various steaching techniques enabled the students to easily understand the lessons and the assessment delivered haphazardly. Thus, the teachers should be delivered the teaching by considering the deaf students need and preferences. The teachers must consider

how the accommodations would be implemented when they are planning instruction and assessment activities (Radhika K apur, 2018). Teaching methods mostly dependent on the direct teaching (teacher centered approach) than of important methods (student centered), and the teachers lacks preparation & utilization of instructional strategies. Thus, the teachers can set students with special needs up for success if they are knowledgeable of a variety teaching strategies to do so and can take a sensitive approach and alleviate unnecessary information that requires too much energy for the deaf students to process (Mpofu & Chimhenga, 2013; Megan, 2017).

+ Generally, the school found with out accessibility in the classroom and school compound, the absence provision of adapted devices and materials, and unplanned assessment delivery and teaching methods. Though the school was not ready to accommodate deaf students, in the school students benefited only sign interpreter.

6.3. Implications

The absence adapted devices and necessary educational materials negatively affect the learning and participation of those students. the absence of different facilities and practices of the school found inaccessssible for students and the teachers could deliver proper accommodation in their teaching. Hence, the school was not ready to accommodate deaf students, although they have rights to be served with appropriateness for their needs. The disability imposes restriction to utilize their potential;therefore the schools should give appropriate support and accommodation. Therefore, the readiness of the school to accommodate deaf students in an integrated classroom should be given emphasize. The implication of the above conclusion is the students with deaf attend their class as a

conventional natural setting like other non-deaf students. Since education is the right of all children, the student expected to attend in an integrated classroom with accommodation.

6.4. Limitations

This study conducted for the purpose of gaining insight on the school's readiness the aspects of the accessibility and the availability adapted devices and the teachers' delivery of accommodation. The limitation of the research was due to the occurrence of pandemic disease (Covid-19), the researcher could not get easily participants to gather data, because, they are frustrated and some weren't volunteer. Thus, it may did not give safe to respond freely about interview topic. Although the researcher could get the information from the participants through appointed and wearing mask and keep a distance. Consequently, limitation was could not administer the study on another integrated classroom and FGD. In addition, the absences of enough and related literature to the school readiness to accommodate deaf was limit reach supported literatures.

6.5. Recommendation

Based on the major findings and conclusion made above, the points have been recommended to solve the challenges of the school to accommodate deaf students.

- To enhance the participation of deaf students, the school gave sign language training for teachers but, they were not qualified to enable the sign and communicate deaf students. Although the school should be ready to integrate those students by making school's environment accessible for deaf education and the social interaction and participation of the deaf students in the school should be given special attention for sign language training for all the community the school

and stressed on the providing of educational materials and technological devices. Kuyini (2010) that, proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach deaf students.

- The school has not adapted devices and necessary materials for supporting the learning of deaf students. Nevertheless, the presence various devices the teacher can employ equipment, including overhead projectors, bulletin boards, computers and televisions showing captions on the screen (FDE, 2010). Therefore, the school should provide necessary devices and educational materials to assist the learning of deaf students.

- The language affects the deaf students learning and social participation within and out of the classroom, thus the students could not participate different school activities. So, the school should give emphasize continuous sign language training for all school community.

- The delivered accommodation that is given in the class was guesswork, rather it should be evidence based, planned and organized. Therefore, the teacher should deliver proper assessment and teaching methods as well prepared.

- Teaching methods mostly dependent on the direct teaching (teacher centered approach) than of important methods (student centered), and the teachers lacks preparation & utilization of instructional strategies. Thus, the teachers should deliver various teaching strategeies by considering the deaf students need and preferences., teachers must consider how the accommodations would be implemented when they are planning instruction and assessment activities (Radhika K apur, 2018). Furthermore, other studies should be done in a different setting to enhance transferability of the findings using the same or different methodologies

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Appendix A- Interview Guide Engilish Version

Bahirdar University

College of Education and Behavioral sciences

Department of Special Needs and Inclusive Education

Research Title: School Readiness to Accommodate Deaf Students

Researcher Name: Girma Moges

Phone No: +251941683217

Email: Tewaneyzeabsy@gmail.com

Advisor: Zelalem Temesgen(Associate professor)

Good morning/Good afternoon dear participant, my name is Girma Moges I'm a post graduate student in Special Needs and Inclusive Education. The purpose of the research is to explore theschools' to accommodate deaf students in integrated classroom in Yekatit 23 Primary School

Demographic information of deaf students'participant

Name	Age	Sex	Grade	Religion	Level of Impairment

Interview Questions for Students with the Deaf

1. How do you see the accessibility of school in information access, classroom acces and access the school surrounding for deaf students?
2. Does the school have enough adapted educational materials and technological devices?
    1. Do you get the needed educational materials, devices?
3. Does the teaching methods delivered by consider you? Please tell me, how do you do, assignment, exam and class?
4. Do the teachers treat you as other non- deaf students?
5. How do you see social interaction between you and the school community?
6. Do the students with hearing assist you? Please tell me, in study, classroom and out of the classroom?
7. How do you see the school's accommodation delivery?

Demographic information of teacher participants

Name/code	Age	Sex	Experience	Educational qualification	Subject/ teacher

Interview Questions for Teachers

1. Do you give teaching instruction by considering deaf students? Please tell me in the aspects of assignment, exam, chair setting, and the employed teaching method?

2. Do the deaf students get needed adapted educational materials?

3. How do you see the social interaction of deaf students in the classroom and out of the classroom?

4. Do you treat equally deaf students as other non-deaf?

Interview Questions for School Principal

1. Does the school has an accessibility for deaf students? Please, tell me access of information, class access and the school environment?

2. Do you know schools should create accessible school environments for deaf students?

3. Does the school have enough adaptive educational materials?

      1. Do the deaf students get the needed devices?

      2. What are the available educational materials and devices in the school?

4. Does the school give training for teachers about deaf students?

5. Does your school strive to meet the needs of all the deaf students? Tell me please what experience the school has?

6. Do the deaf students have good social interactions with the school community?

AppendexB: Interview Guide in Amharic version

ባ/ዳር ዩኒበርሲቲ

የትምህርት እና ባህረሳይንስ ኮሌጅ

የልዩ ፍሳጎት እና አካቶ ትምህርት ት/ት ክፍል

በልዩ ፍሳጎት እና አካቶ ትምህርት ማስተር ኘሮግራም

የጥናቱ ርእስ፡ የትምህርት ቤቱ ዝግጁነት መስማት የተሳናቸዉ ተማሪዎችን ለማሰትናገድ

ተመራማሪ ስም፡ግርማ ሞገስ

ስልክ ቁጥር: 0941683217

ኢሜል፡ tewaneyzeabsy@gmail.com

የቃስ መጠይቁ መነሻ

እንዴት አደራችሁ/ዋላችሁ ተሳታፊዎች፡ እኔ ግርማ ሞገስ የምባል ሲሆን በባ/ዳር ዩኒበርሲቲ የልዩ ፍሳጎት እና አካቶ ትም/ት ክፍል የድህረ ምረቃ ተማሪ ነኝ፡፡ የጥናቱ ዓላማ በየካቲት 23 አንደኛ ደረጃ ት/ቤት የትምህርት ቤቱ ዝግጁነት መስማት የተሳናቸዉ ተማሪዎችን ለማሰትናገድ ማጥናት ነዉ፡፡

የተማሪዎች ቃስ መጠይቅ

1. በመረጃ ተደራሽነት፣ በክፍ፤ የትምህርት ማረጋገጫዎች እና በአከባቢዉ የሚገኛዉን ትምህርት ቤት ተደራስነት እንዴት ይመስከታስ?
2. ትምህርት ቤቱ በቂ የሆኑ ትምህርታዊ ቁሳቁሶች እና ቴክኖሎጅ መሳሪያዎች አሉት?
    1. አስፈላገዉን የትምህርት ቁሳቁስ፣ መሳሪያዎችን ያገኛስ?
3. የቀረቡት የማስተማር ዘዴዎች እርስዎን ግምት ዉስጥ ያስገባነዉ? እባክዎን ይንገሩኝ የግሩፕ ስራ፣ ፈተና እና የት/ት አቀራረቡ?
4. አስተማሪዎች መስማት የተሳናቸዉ እንደ ሌሎች ተማሪዎች ያደርጓታልን?
5. በእርስዎ እና በትምህርት ቤቱ ማህበረሰብ መካከል ማህበራዊ ግንኙነቶችን እንዴት ይመስከታስ?
6. የመስማት ችሉታ ያሳቸው ተማሪዎች እርስዎን ይረዱዋታል? እባክዎን ንገሩኝ፣ በጥናት፣ በመማሪያ ክፍል እና ከክፍል ዉጭ?
7. የትምህርት ቤቱ መስማት የተሳናቸዉ አስተናገዶን እንዴት ይመስከታስ?

የርእሰ መምህር ቃስ መጠይቅ ጥያቄዎች

1. መስማት ለተሳናቸዉ ተማሪዎች የትምህርት ቤቱ ሁኔታ ተደራሽነት እንዴት ነዉ?
    1. እባክዎን ስለ አከባቢዉ፣ የሀንጻ፣ መማሪያ ክፍሎች፣ ቤት መጸሐፍቶች፣ መቸት እና ስለአቅርቦቶች ይንገሩኝ?

    2. መስማት ለተሳናቸው ተማሪዎች ትምህርት ቤቱ ተደራሽ የትምህርት ቤት እክባቢን መፍጠር እንዳስባቸው ያወቃሉ?

2. ትምህርት ቤቱ በቂ ረጅ መሳሪያዎች፡ ቁሳቁሶች አሉት?

   1. መስማት የተሳናቸው ተማሪዎች እስፈላጊውን መሳሪያዎች ያገኛሉ? ምን ምን ትምህርታዊ ቁሳቁሶች፤ መሳሪያዎች አሉ?

3. ትምህርት ቤቱ ለመምህራን ስለ መስማት ተሳናቸው ተማሪዎች ሥልጠና ይሰጣል?
   1. መምህራን መስማት ለተሳናቸው ተማሪዎች እስፈላጊውን ርዳታ ስመስጠት ዝግጁ ናቸው?
   2. መምህራን መስማት የተሳናቸውን ተማሪዎችን እንዲሴሉ ተማሪዎች መስማት የተሳናቸው እንደሆኑ እድርገው ይመስከታሉ

4. ትምህርት ቤትዎ መስማት የተሳናቸውተ ማሪችን ጨምር የሁሉም ተማሪዎች ፍላጎት ስማድረስ ይጥራል? ትምህርት ቤቱ ምን ተሞክር አለው?

5. መስማት በተሳናቸው እና በትምህርት ቤቱ ማህበረሰብ ውስጥ ባሉ ተማሪዎች መካከል ጥሩ ማህበራዊ ግንኙነቶች አሉ?

ለመምህራን ቃስ መጠይቅ ጥያቄዎች

1. መስማት የተሳናቸው ተማሪችን በመመሪ ማስተማሩ ማስተካከያ ይሰጣሉ? የክፍል ስራ፤ ፈተና፤ በክፍል አቀማመጥና የማስተማር ዘዴ እንዴት ነው?

2. መስማት የተሳናቸው ተማሪዎች ተሰማሚ የትምህርት ቁሳቁሶችን ያገኛሉ?

3. መስማት ለተሳናቸው ተማሪዎች የትምህርት ቤቱ እክባቢ ተደራሽ ነውን?

4. በመማሪያ ክፍል እና በክፍል ዉጭ የመስማት የተሳናቸውን ተማሪዎች ማህበራዊ ግንኙነቶች እንዴት ይመስከታሉ?

5. መስማት የተሳናቸው ተማሪችን ከሴሎች ተማሪዎች ጋር እኩል እድርገው ይመስከታሉ?

Observation Checklists

N<u>o</u>	Items	Remarks	
		Present	Absent
1	Sign language books		
2	Sign text books		
3	Computer library		
4	Indicator signs for offficess, classes, library,..		
5	Access of technological devices		
6	Hearing aids		
7	Interpreter		
8	Amplification		

Appendix C: Combined Letter of Information and Consent Form

Study Title: School Readiness to Accommodate Students with the Deaf: The Case of Yekatit 23 Primary School.

Name of Student Researcher: Girma, Department of Special needs and Inclusive Education (SNIE), the Bahir DarUniversity (BDU).

Name of Supervisor: ZelalemTemesgen, Associate professor at BDU and PhD in Special Needs and Inclusive Education.

I am Girma Moges, a MA student in the Department of SNIE, the Bahir Dar University (working under the supervision of Dr. Zelalem. I am asking deaf students to take part in a research study exploring school's readiness to accommodate deaf students: the case of Yekatit 23 Primary School. If you agree to take part, I will interview you for about one hour at any public location of your choosing. The interview will be audio-recorded and later transcribed. There are no known risks for taking part in this study. While there are no direct benefits to you as a participant, study results will help inform about potential challenges in school readiness to accommodate deaf students. There is no obligation for you to say yes to take part in this study. You don't have to answer any questions you don't want to. You can stop participating at any time without penalty. You may withdraw from the study before I start the data analysis by contacting me at tewaneyzeabsy@.comand/or +251-941683217 (Mobile).

I will keep your data securely. Your confidentiality will be protected to the extent possible by replacing your name with a pseudonymfor all data and in all publications. The code list linking real names with pseudonyms will be stored separately and securely from the data. Other than me, only my supervisor and a transcriber who has signed a Confidentiality Agreement will have access to any of the data.If you have any questions about the research, please contact me, Girma Moges, at tewaneyzeabsy@.com and/or +251-94163217 (Mobile)

This Letter of Information provides you with the details to help you make an informed choice. All your questions should be answered to your satisfaction before you decide whether or not to participate in this research study. Keep one copy of the Letter of Information for your records and return one copy to the researcher, GirmaMoges.
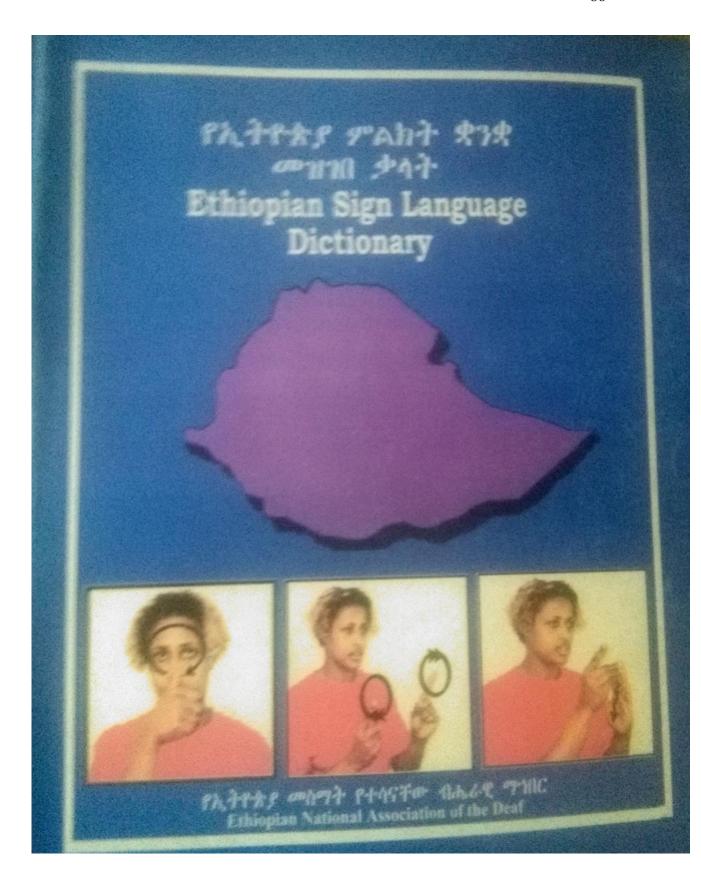
By signing below, I am verifying that: I have read the Letter of Information and all of my questions have been answered. Thank you for your participation in this research study.

Name of Participant: _____

Signature: _____

Date: _____

ETHIOPIAN SIGN LANGUAGE BOOKS IN THE LIBRARY

የኢትዮጵያ ምልክት ቋንቋ
መዝገበ ቃላት
**Ethiopian Sign Language
Dictionary**

የኢትዮጵያ መስማት የተሳናቸው ቤሔራዊ ማህበር
Ethiopian National Association of the Deaf

Permission Letter taken from the Department of SNIE

የትምህርትና ሥነ-ባህሪ ሳይንስ ኮሌጅ   College of Educational & Behavioral Sciences

ምክትል ዲን ጽ/ቤት   V/Dean office

ባህር ዳር ዩኒቨርሲቲ   Bahir Dar University

ባህር ዳር ኢትዮጵያ   Bahir Dar Ethiopia

E-mail: _____@gmail.Com Website:

Website: www.bdu.edu.et/febs

ቀን:- **10/06/2012**

ቁጥር:- **ስ/ኮ/ት/21/2012**

ለ:- የ9ኛት 23 እንደኛ ደረጃ ትምህ ቤት

     ባህር ዳር

ጉዳዩ:- ትብብር ስለመጠየቅ!

ባህር ዳር ዩኒቨርሲቲ የትምህርትና ሥነ-ባህርይ ሳይንስ ኮሌጅ የልዩ ፍላጎትና አካቶ ትምህርት ክፍል በመደበኛ ፕሮግራም የሁለተኛ ዲግሪ ተማሪ የሆነው ተማሪ ግርማ ጥሬ የጥናትና ምርምር ሥራ ለመሥራት መረጃ መሰብሰብ እንደሚፈልግ ጠይቋል::

ስለዚህ በጥናትና ምርምር ወረቀ መረጃ ለመሰብሰብ ወደ ትምህርት ቤታቹ ስለሚመጣ ተፈላጊ ትብብሮቹን እንድታደርጉለት እንጠይቃለን::

ከሰላምታ ጋር!

የልዩ ፍላጎትና አካቶ ትምህርት ትምህርት ክፍል ኃላፊ (የ/ር)

ግልባጭ:

ለልዩ ፍላጎትና አካቶ ትምህርት ትምህርት ክፍል

     ባህር ዳር ዩኒቨርሲቲ

ፕሪት ያለው ትምህርት ለሁሉም ::