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Educational Practice and Challenges of Deaf Student in the Integrated Classes of Tabor Primary School in Debre Tabor Town

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EDUCATIONAL PRACTICE AND CHALLENGES OF DEAF STUDENT IN THE INTEGRATED CLASSES OF TABOR PRAIMARY SCHOOL IN DEBRE TABOR TOWN

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Educational Practice and Challenges of Deaf Students in the Integrated Class of Tabor Praimary School in Debre Tabor Town

A Thesis Submitted to Department of Special Needs and Inclusive Education Partial Fulfillment of the Requirement for the Degree of Master of Arts in Special Needs and Inclusive Education

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Bahir Dar, Ethiopia

Declaration

I, Aychew Getie, do here by declare that this thesis is my original work and has not been submitted partially or fully by any other person for an award of degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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Approval of Thesis for Defense

The undersigned certify that they have read and hereby recommend to Bahir Dar University to accept the thesis submitted by **Aychew Getie**, entitled "**Educational Practice and Challenges of Deaf Student in the Integrated Class of Tabor Praimary School the Case of Debre Tabor Town**" in partial fulfillment of the requirement for the Award of Master of Special Needs and Inclusive Education.

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As members of the board of examiners, we examined this thesis entitled **"Educational Practice and Challenges of Deaf Student in the Integrated Class of Tabor Praimary School the Case of Debre Tabor Town" By Aychew Getie**. We hereby certified that the thesis is accepted for fulfilling the requirements for the award of MA Degree in Special Needs and Inclusive Education

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Abstract

The purpose of this study was to explore the educational practices and challenges of Deaf students in Tabor primary integrated school. Qualitative case study design was employed to conduct this study. 24 respondents were participated in the study and interview was held with 4 Deaf Students, and 2 principals. Whereas, focus group discussion was held with 10 teachers and 8 hearing peers of Deaf students. Moreover, observation was conducted to supplement the data obtained through focus group discussion and interview. Data was analyzed by using thematic data analysis technique followed by narration and description of facts and information. Finding indicates that the value that integration could contribute to the Deaf looked to be more and social benefits rather than the academic benefits. And also Deaf students also facing challenges after they integrated into regular class; these occurred due to lack of communication in the instructional process were hampering Deaf students' academic achievements. Besides, ill equipped resource rooms hampered the teaching learning and Deaf students learning and their relationship with their teachers was impeded by a lack of communication. Collaboration among teachers, parents, and non-governmental organizations were poorly exercised in the school to maintain material and educational support to enhance the quality of Deaf students' learning. In addition, guidance and counseling is not yet provided to Deaf students; whereas Library and laboratory services were provided without sign language interpreter. Furthermore, there are some practices, such as support form hearing peers through gestural communication; provision of interpretation service by voluntary special needs teachers, normal class size, front seating position, and classroom sitting arrangement for class discussion and group works were appropriate. Finally, some of the recommendations, such as, the school should to provide frequent workshops to teachers on current trends of the education of Deaf learners; need to hire sign language interpreters; and need to concentrate library and resource room services with sign language interpreters.

Key terms: Deaf Students, Educational Challenge, Educational Practice, Integration.

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Abbreviations or Acronyms

AFB   American Foundation for the Blind

BSL   British Sign Language

DB   Decibel

EFA   Education for All

FDRE   Federal Democratic Republic of Ethiopia

FGD   Focus Group Discussion

MOE   Ministry of Education

PHCE   Population and Housing Census of Ethiopia

SL   Sign Language

HP   Hearing Peers

DS   Deaf Student

TGE   Transitional Government and Ethiopia

UNESCO   United Nations, Educational, Scientific and Cultural Organization

UNICEF   United Nations International Children's Emergency Fund

VABVI   Vermont Association for the Blind and Visually Impaired

WFD   World Federation for the Deaf

WHO   World Health Organization

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions of the research, objective, significance, delimitation, limitation and operational definition of key terms for the study.

1.1. Research Background

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. It is also a basic necessity for all people which is recognized as a primary means for gaining independence, citizenship rights, appropriate employment, economic power and self-empowerment (Najjingo, 2009).

Over the last two decades, there has been a great deal of worldwide interest in researching the integration of children with deaf and other groups with special educational needs. As noted by educator one of the reasons for integrating Deaf students into the regular classroom is to facilitate positive interactions among children with disabilities and non- disabled students (Horne, 2005). However, the attainment of this goal is highly dependent on the practices of teachers and peers towards children with disabilities. Moreover, it is pointed out that it would be realistic to suppose that many children with disabilities (especially the Deaf student) will be subjected to a negative school experience unless the practices of peers and teachers are changed (Ainscow, 2005).

From historical point of view, sensory disabilities, like hearing impairment, have existed since the beginning and the human race being accompanied by misunderstanding and superstitious beliefs about the nature of disability and the disabled persons. As a result, until the 16th century, individuals with disabilities were not seen as human beings and hence were misunderstood, mistreated, or put to death (Gearhart & Wieshan, 2000).

Although a move towards integration appears to be a global phenomenon, maintaining positive practices reflected in a commitment to encouraging the progress of students with disabilities through the realization of full integration. Integration inevitably requires radical changes in thinking about

special education, and hence it was not always valued with positive practices by some persons that are most closely involved (Jenkinson, 2003). However, some previous research outcomes have affirmed that most progress has been achieved in integrating student with deaf into regular classrooms (Crol, 2005). On the other hand, some researchers seem to have a common agreement that integrating/mainstreaming students with special needs in regular classes depends crucially on the practices and the actions of the regular class teachers, students and the school team (Milward and Dyson, 2005).

According to Department for International Development, UK Aid, (2011) education can reduce discrimination against children with disabilities and tackle poverty. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together. Education gives children with disabilities skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty.

According to Thomas and Loxley, (2001) as cited by Kirsi Klemelä, (2006) from the viewpoint of a democratic society and of a truly comprehensive school system, the shift towards protecting children's rights is perhaps the most essential issue within the integration debate. It is no longer a question of compulsory education or the children's special needs, but rather the right to participate in the common education.

The World Health Organization (WHO, 2005) cited in Rangita S., (2008) has estimated that 10% of the world's children have a physical, sensory, intellectual or mental health impairment. 80% of these children live in developing countries. These children could not able to get proper education. This is due to lack of awareness, lack of resource and other different issues.

The educational prospect in Ethiopia has undergone major changes over the years, resulting in better provision of education and better educational practices. Education is a universally recognized fundamental human right that should be accessible to all citizens. It plays a pivotal role in eradicating poverty and promoting socio economic development in any society. In order to make the education system integrative and to provide education for all, The Federal Democratic Republic of Ethiopia Ministry of Education has to give priority to special needs education within the overall education sector development, and to use existing national expertise MoE (2006).

According to Ethiopia Ministry of Education, (2012) report, education has been inaccessible for most children with disabilities. For instance, the national average gross enrollment rate at the primary level was 96.4% in 2010/11, while that of children with disabilities was merely around 3.2%. This signifies that nearly 96.8% of children with disabilities are not being served by the education system and are still out of school. Not only the access but also the quality of education received by children with disabilities remained to be very low. This is mainly attributed to the inadequate training of teachers in special needs education, unfavorable school facilities, and other issues.

To take on this problem and make education accessible to all, the Ethiopia government issued Special Needs/Inclusive Education Program Strategy MOE (2012). Accordingly, the issues of DS gradually become more prominent within the various national policies and legislations (Gezahegne, 2010). Integration from its very beginning, as policy direction to give education to all, requires the recognition of all children as full members of society and the respect of all of their rights, regardless of age, gender, ethnicity, language, poverty or impairment. Integration involves the removal of barriers that might prevent enjoyment of these rights and requires the creation of appropriate supportive and protective environments.

In the integrated classroom, it was considered that schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. The focus was on making education accessible for students with all kinds of disabilities, including DS (Sentayehu, 2015). This integration as a government reform strategy intended to include students with different kinds of disabilities in mainstream regular schools. To successfully implement it, the school curriculum, teaching methods, organization, and resources need to be adapted to ensure that all learners, irrespective of their ability, can successfully participate in the regular classrooms.

Even though integration is a policy concern for children with special needs, there are still a lot of challenges in its implementation and the satisfaction of deaf students are under question. DS have challenges in the integrated classroom even though there are improvements in some cases (Susanne et al, 2008). Also, like other disabled students, deaf students are not in a way to be competitive with other hearing students and academic success is not equivalent to others. School curriculum, teaching methods, organization, and resources related issues are not arranged in a way that it was supposed for the integrated classroom.

Deaf students face many challenges encountered in the academic path. In our existing social context, children with even minimal hearing loss are at risk academically compared to their normal-hearing peers. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term (Carrington and Robinson, 2006). Obviously, in all integrated schools on average, Deaf students had a lower grade point average than their school mates. The pupils with hearing problems were found to have lower average grades than children with normal hearing (Hear-it, 2012).

1.2. Statement of the Problem

Deaf students face so many challenges encountered in the academic path. In our existing social context, children with even minimal hearing loss are at risk academically compared to their normal-hearing peers. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term (Carrington and Robinson, 2006). Obviously, in all integrated schools on average, children with hearing difficulties had a lower grade point average than their school mates. The pupils with hearing problems were found to have lower average grades than children with normal hearing (Hear-it, 2012).

In Ethiopia context, many factors continue affecting and regulating the development of integration strategy in a country. A limited understanding of the concept of disability, negative attitudes towards persons with disabilities and a hardened resistance to change are the major barrier hampering integrative education (Asrat, 2013). Studies on hearing impairment have tended to focus on the inability to communicate as the only barrier experienced by hearing-impaired persons (Gudyanga, 2014). Studies by Kahingi, (2008) and Munyua, (2009) have focused on factors affecting teaching and learning for hearing impaired students in Deaf schools, leaving out the experiences and challenges in an integrated learning setting faced by those with hearing impairment. Further, a study by Yabbi, (2014) among Deaf students only focused on the socioeconomic and cultural challenges to their performance in school.

The educational movement undertaken to integrate special needs children into general education classrooms is firmly established in various countries. This can be taken in itself as a world-wide movement in educational reorganization (Milward and Dyson, 1995). As seen from the general trend, although some evidence indicates that integrating Deaf student into regular classes seems to win

the trust of some educationalists; its implementation is not yet fully achieved under all circumstances for various reasons.

Shilbre et al.,(2001) observes that despite some helpful laws, policies and systems of practice in some countries, compared to their disabled or non-disabled, Deaf students are less educated; experience higher rates of unemployment; more likely to be abused; poorer; more isolated; experience worse health outcomes; generally have lower social status due to the practices of the society. The practices affecting individuals with deafness need to be addressed because studies indicate that practices are a barrier to a positive quality of life.

It is obvious that Ethiopia ratified international agreements in the FDRE Constitution (1995) under article 9(4) such as Standard Rules on the Equalization of Opportunities for Persons with Disabilities, (1993), The World Declaration on Education For All (EFA) (1990), the Salamanca Statement and Framework for Action on Special Needs Education (1994), and The Convention on the Rights of the Child, (1989), but these have not yet reached to the desired level.

Regarding the practices and the challenges towards the integration of Deaf students into regular schools, research conducted in Ethiopia has been limited due to the relative beginnings of the use of integration as an educational principle. The studies were particularly conducted focusing on practices of teachers towards Deaf students from the educator's perspectives and aiming to design practices and strategies that will assist them in the classroom. Restrictions related to the shortage of sufficiently trained human power, scarcity of special teaching materials and instruments (like hearing aid), the existing possible misconceptions about the academic potentiality of Deaf children are some of the problems that may be obstacles for integration (Abebe, 2000).

The acceptance of international agreements can be taken as an opportunity for Deaf students. Even though, different literature and research works have been presented on the student with disabilities in general attention have not been given for deaf students in particular.

Therefore, the idea that initiates the researcher to conduct this research is based on the researcher's experience that was observed in the workplace as a social worker before two years ago. The researcher know the school has many Deaf students facing many challenges in integration classrooms while I was learning together as a class mate there in the school and attention was not

given for Deaf students like other students who are blind. In addition, researcher has access and opportunity to observe and get versatile data. Moreover, from my knowledge and experience no previous research works on the educational practice and challenges of Deaf students in the study area. That is why the researcher preferred to select the research problem and to conduct an investigation on educational practice as well as solutions suggested by participants on the challenges of Deaf student with in Tabor Primary School in Debre Tabor town. Bearing this in mind this research attempt to fill this gap about the perspectives of teachers and Deaf students towards integrative education in Debre Tabor town, Tabor primary school so that the gap for the learning experience will be filled.

The study attempted to explore the educational practice and challenges of Deaf students in the integrated class in Tabor primary school in Debre Tabor Town

1.3. Research Questions

1. What practice does Tabor primary school employ when teaching do Deaf students the integrated class?
2. Which challenges do Deaf students face in Tabor primary school?

1.4. Aims and Objective of the Study

1.4.1. Objective of the Study

The main objective of this research is to explore educational practice and challenges of Deaf students in the integrated calass of Tabor praimary school in Debre Tabor.

1.4.2. Specific Objective of the Study

❖ Explore practice does Tabor primary school employ when teaching do Deaf students the integrated class
❖ Find out which challenges do Deaf students face in Tabor primary school

1.5. Significance of the study

Research findings in the educational practice and challenges of Deaf students in the primary school will be an indicator of the exact practice of integration. Hence, the study will particularly be expected to have the following importance.

- It could provide feedback to primary school students, principal and teachers about the educational practice and challenges of Deaf students to generate a body of knowledge which could further the move toward quality education.
- The finding will help to overcome the challenges that the school faced to teach Deaf students in integrated classroom setting by promoting changes in educational approaches.
- It might serve as a reference material for researcher and special needs educators to carry out future study on similar issues.
- This study can also serve as knowledge base for policy makers and practitioners of integrated class an inclusive education.

1.6. Scope of the Study

Geographically, this study was delimited to Debre Tabor located in south Gondar Zone, Amhara National Regional State of some selected primary schools. The populations of the study participants were Tabor primary regular education teachers, hearing peers, school principals and Deaf students in Debre Tabor town including their demographic. Conceptually, this study was delimited to explore educational practice and challenges of Deaf student in the integrated class of Tabor primary school.

1.8. Definition of Key Terms

The following are definition of terms frequently used in the study.

Deaf Students: refers to students who are unable to detect sounds with and without hearing aids that need support, adaptation and modification in their educational process as result of hearing problem in integrated class of Tabor primary school.

Educational Challenge: refers to the situation or condition that hinders educational activities of Deaf students in the integrated classes of Tabor primary school.

Educational practice: refers to the existing practical activities in the instructional process; adjusting; physical learning environment; accessing educational materials and equipment and educational support services for DS to address their needs in Tabor primary school.

Integrated class: refers to the placement of DS in the regular classrooms that have equal access and participation with their classmates' to manage their learning in the classrooms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on literature review related to this study. The first part discuss the concept of hearing impairment, classification of hearing impairment, language development of Deaf children, the practices of teaching Deaf students in Ethiopia, educational services and supports to DS, social interaction of DS in integrated schools, materials and equipment to DS in an integrated setting, the earlier situation on education of Deaf students, the current situation of Deaf students, meaning of integration, educational integration, current situation of integrated education in Ethiopia, integration of Deaf students in the regular classroom, teaching support for the Deaf students, practices of teachers towards integration, practices of students towards integration, major challenges DS faced in their learning are the different topics that are presented in this chapter.

2.1. Concept of Hearing Impairment

The definition given to hearing impairment are said to controversies and to convey different meaning to different people .different definition and terminology may be used in different countries for different purposes.

Hearing-impairment is defined as a generic term indicating a hearing disability, which may range in severity from mild to profound, includes the subsets of Deaf and hard of hearing. Deafness is understood as a condition when a person's hearing disability prevents successful processing of linguistic information through audition, with or without a hearing aid. Hard of hearing is a person who generally with the use of a hearing aid has residual hearing sufficient to enable successful processing of linguistic information through audition (Hallahan & Kauffman, 2001).

Most importantly, educators are highly concerned about the age of onset of hearing impairment and its relationship with language development. As a matter of fact, Deafness (like in the case of hearing impairment) has no a universally accepted definition and it will be unfair to define Deafness in terms of a single etiological agent (Cleve, 2004). A deaf person is one, whose hearing is disabled to an extent that it precludes the understanding of speech through the ear alone, with or without the use of hearing aid. A hard of hearing person is one whose hearing is disabled to an extent that makes difficult, but does not preclude, the understanding of speech through the ear alone, with or without a hearing aid (Reynolds, 2005).

2.2. Classification of Hearing Impairment

There are many ways of classifying hearing impairment:

1. Age of on set. In this congenital (born deaf) and adventurous Deaf (Deafness acquired after birth).

More specifically it can be categorized based language development a: pre-lingual deafness is hearing impairment sustained prior to language acquisition or before speech is developed. Post-lingual deafness is occurring after the development of speech (Petersen, 2003).

2. Degree of impairment this includes hard of hearing: person who can hear spoken language in a normal conversation with or without hearing aid. Deaf is a person who cannot hear spoken language in a normal conversation with or without hearing aid.

An ear is a vertebrate organ of hearing responsible for sensing and collecting sounds as well as maintaining equilibrium. The ear is divided into three parts, the outer ear (pinned), the middle ear, and the inner ear. Each part of the ear has its own functions. The function of the ear is to collect sound from the environment goes different process that can be interpreted by the brain (Hewared & Orlansky, 2007).

According to Gurallnick, (2000) hearing impairment (HI) may be classified by type (conductive-a hearing loss caused by interference with the transmission of sound home the outer ear; sensor neural - a hearing loss associated with damage to the sensory end organ or dysfunction of the auditory nerve or mixed - both conductive and sensor neural hearing loss), time of onset (at birth or after birth), by severity (on a continuum from mild to profound) and by etiology; all these being interactive in their nature. It is suggested that the type and hearing loss mainly determines the nature of hearing impairment and by the part of ear that is affected (Schulz & Carpenter, 2003).

As stated by Gearhart (2004) the loudness or intensity with which a person hears speech is affected/ impaired with a conductive type of hearing loss as a result of the blockage in the transmission of sound from the outer ear to inner ear. The ear is a complicated structure and it functions in a complex way. Many problems can occur to our hearing system. Hearing impairment occurs when there is a problem or damage to one or more parts and the ear. Hearing impairment is a hearing disability at any degree of hearing loss from mild to profound. It includes the subcategory of Deaf and hard of hearing. There are three types of hearing impairment.

2.2.1. Conductive Hearing Loss

Result from a problem or difficulty with the outer or middle ear, including the ear canal, eardrum. A blockage or other structural problem interferes with how sound gets conducted through the ear, making sound levels seem lower. In many cases, conductive hearing loss can be corrected with medications (Hewared & Orlansky, 2007).

In a conductive hearing loss, the sound waves cannot be transformed into a fluid wave within the cochlea, thus the sensory cells receive decreased or no stimulation. Many conductive hearing losses are amenable to surgical correction. For example, in serious infections of the fluid in the middle ear space can be removed, the stapes bone can be replaced with a prosthetic bone and those with this type of hearing loss have residual hearing left and can hear and understand spoken language with the help of suitable hearing aids.

2.2.2. Sensor Neural Hearing Loss

Sensory hearing loss occur when the sensory cell of the cochlea (inner ear) or the auditory nerve fibers are dysfunctional. The acoustic energy (sound wave) is not capable of being transformed inside the cochlea to nervous stimuli, reasons for this include noise damage to the cochlea, aging, ototoxic medications and tumors, such as an acoustic neuroma. Sensor hearing loss is, in general not amenable to surgical correction (Meyen, 2000).

2.2.3. Mixed Hearing Loss

Mixed hearing losses are simply the combination of a conductive and sensory hearing loss. All of the above type of hearing loss can be present at birth, i.e. congenital later or acquired or later on in life. Children and young adults who are hard of hearing generally perform better social interaction and participation than those who are Deaf. Deafness is a hearing loss that is so severe or profound that can`t processing linguistic information by hearing with or without a hearing aid. A child with severe hearing loss can`t hear conversational speech at all and uses sign language as means of communication (Hewared & Orlansky, 2007). Hard of Hearing the term "hard of hearing" refers to those who can hear with the use of hearing aid and has sufficient residual hearing to successfully process linguistic information through the ear (Meyen, 2000).

2.3. Levels of Deafness

The level of Deafness can be described in two ways: as a decibel (dB) hearing level; or as mild, moderate, severe or profound deafness. Understanding these ways of describing deafness can help you to explain it to others.

Table 1: Level of measuring Deafness by decibel

Level and deafness	Hearing level in decibel (loudness)
Mild	26-40
Moderate	41-55
Sever	71-90
Profound	91+

Mild Hearing Impairment (Hearing thresholds: 26 to 40 dB)
- ➢ Have difficulty in perceiving unclear sound or a conversation in a noisy environment;
- ➢ A suitable distance from the sound source and a good listening environment can increase the ability to perceive sounds; and
- ➢ May have minor problems in articulation.

Moderate Hearing Impairment (Hearing thresholds: 41 to 55 dB)
- ➢ Unable to completely perceive a conversation held at normal voice level;
- ➢ The ability to communicate can be enhanced with the use of hearing aids; and
- ➢ May have problems in articulation.

Severe Hearing Impairment (Hearing thresholds: 71 to 90 dB)
- ➢ Can hear loud sounds only within a short distance;
- ➢ Have to rely on hearing aids and speech reading to communicate with others, have difficulty in understanding audiotapes or audio-visual information without subtitles; and
- ➢ Speech development is greatly hindered.

Profound Hearing Impairment (Hearing thresholds: 91 dB or higher)
- ➢ Usually find it very difficult to hear sounds and can sense the vibrations only, have to rely on hearing aids or cochlear implants to perceive sounds;

➤ Also rely on speech reading, other visual cues such as gestures and body language are helpful for comprehension of conversational speech, but unable to understand audiotapes or audio-visual information without subtitles; and

➤ Speech development is greatly hindered.

2.4. Language Development of Deaf Children

According to Azalech, (2005) children who become deaf before they have begun to speak (usually before the age of two) have difficulty in learning a form of language as children who are born deaf. But those who have learned some language and lost hearing around 3 or 4 years old can be trained more quickly and more successfully in language when they start school than congenitally are exposed to sign language environment in infancy, they can fluently communicate. In Ethiopia the learning of language and communication skills of Deaf children, both at home and in the school environment seems to be a very low status, because of lack of competent users of sign language. Language models may not be available at home and school environments and the development of sign language as a natural language in a curriculum, both for teacher training and school setting may be insufficient (Azalech, 2005).

According to Bench, (2006), human communication is interpersonal, that develops early in life. It involves the sharing of thoughts, meanings and ideas between people. An act of communication usually requires a reciprocal act. Such communication skills progress naturally from a young child`s interaction with the social environment. Oral Communication - oral communication methods are a method of expressing ideas by using speech, speech reading (lip reading) and residual hearing, and expressing themselves through speech (Moores, 2001). Manual Communication - this system usually use hand sign, gesture to transmit a message between persons. Being expressed manually, they are received visually and sometimes tactually. Total Communication - is the use of all means of communication such as sign, finger spelling, speech, lip reading, facial expressing and gesture (Lynas, 1994). Sign language - peoples with hearing impairments express their ideas using body movement instead of speech, expressing ideas by using other parts of the body: eyes, eyebrows, cheeks, lips, tongue and shoulders in the language are being used. Finger spelling is a special form of sign system in which each letter of the alphabet has a finger sign used to spell words and sentences used in conversation (Heward & Orlansky, 2007).

2.5. The practices of teaching Deaf students in Ethiopia

In the last four decades, the education of children with obvious sensory disabilities such as hearing impairments and visual impairment were served by special schools initially initiated by overseas missionaries. However, until now, the intake capacity of these few special schools was limited and the number of children served in these schools remains small. The education of children with Deaf started with the opening of special classes in Tabor Primary School in Debre Tabor in 1989. Since then, special classes for Deaf children have emerged in different regular schools settings. A good number of children with motor disorders (polio cases and others with neurological problems), reading, writing difficulties, visual and auditory impairments, mild developmental disabilities, behavioral problems as well as others with special educational needs have been going to regular schools with children without disabilities. There has never been a placement service in the school system which makes assessment at the entry point to help identify children who need back-up support, nor were the schools prepared to provide the necessary support to address the children's needs. Consequently, most of these children seem to be left without any educational support. They often suffer from psychological and academic difficulties and are predetermined to leave school early in life without success (Tirussew, 2005).

In recent years, there is a general trend toward inclusive education with the goal of mainstreaming children with disabilities in the regular school setting. This movement has resulted in an extreme increase in the scale of special class in the regular school setting for children with hearing impairment and children with visual impairment and children with mental retardation. The current trend which promotes the philosophy of inclusive education as opposed to segregated education has stimulated public debate and discourses among the stakeholder, policy makers, professionals, special school teachers, community based rehabilitation workers and nongovernmental organization (Tirussew, 2005).

Through the educational setting of children with disabilities in Ethiopia seems to have the following five faces:

Special day schools (schools where children with the same type of disabilities attend during the daytime);

Special boarding schools (residential schools where children with the same type of disabilities attend during the daytime and stay the night together);

Special classes (classes in regular school settings where children with disabilities are placed);

Regular Schools (schools where children with undetected disabilities are attending regular classes with others).

Inclusive Schools (regular schools where children with disabilities are placed fully or partially in regular classes with children without disabilities).

In the first four types of educational deliveries, attempts have been made to meet the special needs of the children by providing the necessary educational back-up support and making available necessary instructional resources. However, most of the special schools suffer from over crowdedness, scarcity of special instructional materials and facilities as well as shortage of teachers trained in special education. The special schools and classes as well as inclusive schools whose financing is dependent on the government report a serious problem of financial limitations. Even worse is the situation of the children with undetected or hidden disabilities who are attending classes with the non-disabled peers in the regular schools without any special educational support. As indicated earlier, the enrollment rate of children with disabilities in public special schools and classes in Ethiopia is extremely low (Tirussew, 2005).

2.6. Educational services and supports to DS

2.6.1. Individual education program (IEP)

IEP is a blue print for the special education that every student with disabilities receives. Most scholars argue that IEP is prepared based on the comprehensive assessment by interdisciplinary team. In the preparation of IEP, parents are rich source of information regarding the development, skill, behavior style, and need of their child and their report should be used in IEP (MOE, 2012).

To sum up, in teaching DS, the curriculum content is almost identical to that of their peers, but there is a need of modification of materials as well as mode of presentation. However, in teaching math, science, Social Science and language the material and method used vary based on the nature of subject content. The role of the teacher is providing concrete and accurate information to DS in order to promote their learning. Conducive classroom atmosphere is another point that enables DS to learn better, interact with others. Hearing peers and teachers should provide assistance in and out of class for DS in both academic and non-academic issues.

2.6.2. Physical learning environment to DS

The school's environment might hinder learning of Deaf students by the nature and space between materials and equipment. However, Farrell (2008) write that healthy classroom environment provide children with disabilities with necessary materials, equipment, good light, and toilet facilities that provide enough space to them. A good classroom environment is safe physically and psychologically. However, ICDR's, (2002) study result related to learning environment reported that the internal organization of Ethiopia schools has been found below the required standard, for example, toilet facilities will be lacking in several schools.

The class size is another dimension of classroom environment; Hetheringston, (2002) stated that smaller class size which ranges from 20-40 children is advantageous in elementary schools and might help the program of children with disabilities including DS. MOE, (2002) decided that the standard number of students per class must be 50 for elementary schools. Besides, international research findings like, Ozbester, (2006) reported that larger number of students attendance in the classroom must decrease to provide quality education to students with and without special needs education in a main stream classes.

The classroom environment is a very crucial aspect for DS. If there is noise within or outside the classroom, it will impact on their ability to use residual hearing through hearing aids, and the student will not be able to understand and interact in the classroom effectively (Ainscow, 2000).

Teaching and learning in sign language friendly environment will be very effective to speed up the learning of DS and promote his or her participation in the classroom. In addition, the sitting location and lighting is also very important for interaction in a regular classroom. Some DS may need a good visibility and facial clues for lip-reading. Lip reading involves observing a person's face and mouth to understand what words are being said (ASLInfo, 2010). In addition, the classrooms should also be well lit to enable the students to lip read and to read the signing. Provisions for written or captioned school announcements should also be availed.

In short, it is possible to have an insight that one of the prerequisite for quality education in teaching DS is the physical learning environment. The nature and the space between chairs, tables,

equipment's, sitting position and unnecessary noise should not be restricting the movement and work of DS rather it should facilitate and encourage them.

2.6.3. Resource room or itinerant teacher services

Resource rooms should provide educational support services to educational success and independent life of DS. In line with this idea Frelberg, (2002) suggested that inclusive movement has increased the needs for special services to enable DS to succeed in the regular classrooms. For DS to be meaningfully and successfully included in the regular classrooms and kept up with their classmates they must have educational support services, reading, comprehending skills, and materials in accessible formats.

The resource or itinerant teacher mostly provides assistance to DS. To this end Gear Heart et al, (2002) suggested the following resource room or itinerant teacher services. These are: Specialized instruction in hearing aid and lip reading and cued speech; instruction in comprehending skills, sign books, are the most important paths of learning for DS; and parent counseling; instruction of adapted materials and equipment's; development of understanding efficiency by means of visual clue for Deaf students; and resource room teacher must supplement supplementary or introductory instruction before the regular classroom teacher carried out the regular teaching.

Resource room service should be made available in parallel with inclusive education. Related to this idea, MOE, (2012) suggested that learners with special needs require basic support services for learning to be effective in an inclusive setting. Some important support services that should be made available to the learner with special needs in the regular class: resource room; educational resources; parental support; technical support such as sign language interpreter; teacher-aid; peer support; physiotherapy; guidance and counseling; occupational and speech therapy; community support and varied equipment.

2.6.4. Sign-language interpreter service

Educational sign language interpreter is qualified professional that serve as a link between a teacher and the DS in the classroom or between the DS and other hearing members of the society. A sign language interpreter serves as link between the DS and their hearing counterparts in many ways: Most of the DS stand not to benefit much from oral communication as a result of the degree of their hearing loss. The sign language interpreter therefore helps to bridge the communication gap by

mediating between the two parties. So also in some situations, the sign language interpreter role complements the DS use assistive technology devices in the inclusive educational setting (Ewa, 2016). There are two types of sign language interpreters: Oral and Cued speech. The oral sign language interpreter mouths speech to the DS using facial and other bodily expressions while signing. The cued speech sign language interpreter on the other hand mouths the words to the DS and as well uses the hand signs (Ewa, (2016).

Regarding the role of sign language interpreter, Westwood, (2009) summarizes the sign language interpreter issues in assisting DS to participate in inclusive classroom as follows:

1. Interpreter should be in the students Line of Vision. Because, all communication are comes through the eyes of Deaf people.
2. In order for Deaf people to follow the action of the event, it is necessary for the interpreter to sit or stand near the focus of attention. Speakers, media, and interpreter should be positioned along one sight line.
3. If the Deaf students communicate through sign language, the interpreter has to voice what the student has said.
4. One person should speak at a time. During class if the teacher is speaking too fast, if someone speaks in audibly, or if several students are speaking at once, the interpreter will not be able to provide a clear interpretation to the student.

2.6.5. Library service delivery

The teaching learning process and school library service are inseparable in order to meet the special needs of reading for students. The goal of the library is encouraging reading, by providing materials because text books alone can't satisfy individual needs and teachers may not be fully aware of the diversified personal reading needs to satisfy them accordingly. Thus, librarians should fulfill these gaps by providing appropriate materials related to the subject and provide seconding skills to meet student's needs. In order to realize the provision of services (Martin,2003) stated that socially conscious librarian seek to serve all the public including children with disabilities and they view the library as one of the several institutions working with the society aimed at improving social and academic conditions. With regard to Library services of DS, Sahi, (2011) said that emphasis should be given for the availability of reading materials for the Deaf since reading is the greatest source of profitable and recreational occupation open to them. Generally, library service for DS must provide appropriate reading materials related to their subjects.

2.6.6. Guidance and counseling service delivery

Studies suggested that in any grade level of educational institution there is a need to have guidance and counseling services by professional counselor to assist DS. Regarding this idea Jordon, (2000) reported that the guidance and counseling services provided to enable the children with disabilities including DS to accept the limitations that cannot be avoided and to develop attainable satisfying goals within the existing limitations. In this situation, the counselor has to possess a higher order of professional competence by applying his/her educational knowledge; he/she needs to make a lot of efforts to modify various environmental conditions, which affect the adjustment of the children with disabilities.

In addition, Finch, (2000) said that a competent counselor who is capable of understanding the need of a DS and who is effective in helping children has a deep understanding of the school in providing possible services to a Deaf child. Thus the counselor should to assist the school to develop varied and flexible program to provide educational services that meet the special needs of children with disabilities including DS.

In short, the counselor should be competent enough in understanding the school atmosphere and the psychological and emotional conditions of DS. Thereby, the counselor enables to adjust valuable program to meet the special needs of children. The counseling service provided to DS is of crucial importance to develop his/her self-concept, social adjustment, and better educational achievements.

2.7. Social interaction of DS in integrated schools

2.7.1. Social interaction with peers

Effective interpersonal social skills can have a lifelong impact. It can influence academic achievement, leisure time activities, success on job and overall adjustment. Interpersonal skills can be learned, and the opportunity for using those skills can be increased (Heward, 1988). A study of public schools in Australia that focused on the social status of DS compared with hearing students discovered that a large number of DS were rejected by their hearing peers as compared to only a small number of hearing students who, like the Deaf students, also became social misfits (Cappelli, 1995).

DS may experience feelings of loneliness because they cannot easily participate in social activities with peers due to Communication difficulties. DS may also begin to identify themselves as helpless individuals and avoid participating in school activities (Schulz, J.B., & Carpenter, C.D., et al. (1991). Many students report that although they participate in social activities with hearing peers, their relation DS are short-term and casual and that they feel emotionally secure only with other friends who are DS, although some are emotionally secure with hearing classmates (Stinson et al., 1996). From the above scholars discussion it could be concluded that social skills are very important stimulating factors for the teaching learning process of DS. Social interaction with teachers, hearing peers and parents is of vital importance to benefit DS.

2.7.2. Social interaction with school staff

In a School setting, staff members play key roles in creating a supportive environment for students with disabilities; many intend to interact with DS but tend to create these barriers unintentionally (Wauters, L. N., & Knoors, H. 2008).DS are evaluated more negatively by teachers and hearing peers on dimensions such as intelligence, achievement, and personality through a phenomenon known as the hearing aid effect. The meaningful participation of DS in schools and the community is influenced by the cultural attitudes and values of its citizens. If a society expresses disregard and prejudice towards children with disabilities, then discriminatory practices will continue to be spread (Tewodros, 2014)

According to Tirussew, (2005), Deaf students' less can learn socialization from their parents, siblings, peers and teachers, but the value of socialization depends on the feelings of persons interacting towards the disabled person. Bench, (1992), discussed the development of communication as human communication is interpersonal, that develops early in life. It involves the sharing of thoughts, meanings and ideas between people social environment. The rationale of inclusion is creating significant social interaction and participation between students with Deafness and hearing students, and raising the positive attitude of hearing students towards Deaf students.

Most hearing impaired people are fully capable of developing positive relationship with their hearing peers when a satisfactory method of communication can be used. Students with hearing impairments in the regular school mostly have problem to establishing close relation with their hearing peers (Heward & Orlansky, 1988).

2.8. Materials and equipment to DS in an integrated setting

The communication skill of DS can be developed well if the teaching aid materials and methodology carefully takes care of their needs and capacity. These materials should have specific linguistic, environmental, psychomotor activities, and other components. Children with congenital hearing impairment would have their own special needs regarding the teaching methods, quality of understanding concepts and language (Mahwish, & etal (2012). Mahawisa added that, during lectures and other teaching session's DS or hard of hearing often use vision as a primary means of receiving information. Lecture information is presented in a visual format like chalkboard, overheads, power point slides, handouts ,captioned videos, overheads, diagrams, and other visual aids are useful instructional tools with suitable seating arrangements in the room which the hearing impaired student can see everyone in the class.

To elaborate more, teachers of the DS be adaptable and must have teaching materials and devices that are adaptable and designed for use by the Hearing impaired student. Instructional strategies must vary according to the diagnosis of the learning problems and the possibility of communication available to the teacher and student. Instruction must be planned at a level to enable understanding and yet at a level to challenge the student to grow and develop intellectually and socially.

Hearing aids early have a far better chance of acquiring speech than children who remain unaided longer. Many children that do not receive aids until after age six; will never develop clear speech or the ability to easily understand spoken words. All children with severe hearing loss require special help because they receive only a portion of the clues usually available in speech sounds (Patrick, 2002). In more elaboration, Patrick added that, any degree of hearing loss affects a student's ability to access their environment in a number of ways. Hearing impaired students may have reduced opportunities to learn incidentally through television, radio, audiotapes, videos, theatre performances and lacks to acquire accurate speech and language patterns. All members of the school community staff, families and students have a role in providing a positive and supportive environment and fulfilling adequate materials and equipment to enhance DS learning

2.9. The Earlier Situation on Education of Deaf Students

As Mammo Mengesha in Savolainen et al., (2000) pointed out, students with disabilities enrolled in schools in the year 1999 were 3,900 and this figure revealed that the participation of children with disabilities remains below one percent. And, out of this number of children with disabilities, those children with hearing impairment were 1675 (940 males, and 735 females). According to Tibebu, (1990) less than one percent of the school age children expected to be hearing impaired get special educational services at the primary level.

Tibebu stated that the result of the study about the communication between the hearing impaired child and parent was found unsatisfactory as it is mainly through home sign and oral language. Tibebu also noted that because of the medium of communication used at school in which the hearing impaired children use to express their ideas being different from the home sign; the parents are unable to understand it. A significant number of persons with hearing impairment, even those with good and abilities are in great disadvantage in developing social and personal adjustment.

2.10. The Current Situation of Deaf Students

Studies by the World Federation for the Deaf, (2010) reveal that the enrolment rate and literacy achievement of Deaf children is far below the average for the population at large. Illiteracy and semi-literacy are serious problems among Deaf people. Without appropriate education, advancement in society as an independent, employed, contributing citizen becomes problematic. Without a strong educational and language base, it is difficult to succeed in today's communities and marketplaces, and in the world of technology and information (WFD, 2010).

Moreover, even in industrialized countries, the majority of current Deaf education programmes do not respect the linguistic human rights of Deaf children. Indeed, most Deaf education programmes fall into the language deprivation category described in theoretical models of education of linguistic minorities. "Language deprivation" for Deaf people means ignoring the use of sign language as a basic communication means, as a language of instruction and as a school subject. Following this, the linguistic human rights of Deaf children are grossly violated in educational programmes all over the world (WFD, 2010).

2.11. Meaning of Integration

According to Tirussew, (2005), Integration is the placement of children with disability a similar term is mainstreaming but not necessarily the identical treatment condition for both. Integration" in its widest usage entails a process of making whole, of combining different elements into a unit. As used in special education, it refers, to the education of pupils with special needs in ordinary school. Integration provides a natural environment where these pupils are together with their peers, are from the isolation that is characteristics of much special school placement

In addition, Hodkinson & Deverokond, (2001) integration implies a restructuring of regular mainstream schools to ensure that every child, regardless of disability, is fully involved in schools community. The construction of education is convergent with the social model of disability. In its hardest form, disability is viewed as a socially created problem. This rule applies to school organization of education can create obstacles and difficulties and bring about special educational needs.

According to Jahnukainen & Hausstatter, (2014), the goal for integration was to restructure the educational system so that all children had the right to education, the education should be offered in local schools, and that there would be a reorganization of the special education system.

2.12. Educational Integration

Educational Integration Educational integration means that the children with disability and non-disability children and students are studying together, which enables them to get to know each other, to be together in one room during the classes and the leisure time activities in order to become familiar with each other. We can also speak about full, partly, limited or reduced school integration, or about individual integration to a class in regular school and integration of an individual to special class connected to regular school (Jitka, 2003). Educational integration has advantages in support of social learning and social involvement in hearing society, it also elimination and minorities segregation, the children become more tolerant to each other, when they are learning together. This in turn helps to shape their future life in the society (Jitka, 2003).

However educational integration has some disadvantages the setting requires special service (integration into non-special schools and classes) is much more expensive because of special equipment. Teachers who have the knowledge of sing language should be employed for translation

purpose. The other problem is lack of social preparation and information about the handicapped of the teachers and children. Deaf children and their families have additional requirements to implement educational integration successfully (Jitka, 2003).

2.13. Current Situation of Integrated Education in Ethiopia

Integrating Deaf students into existing public schools can break down the segregation that reinforces stereotypes. Moreover, special schools are often chronically underfunded and lack either skilled teaching staff or the equipment needed to deliver a good education. But integration is not a solution for all problems related to children with severe disabilities may require highly specialized support (UNESCO /GEMR, 2017).

2.14. Integration of Deaf students in the regular classroom

Integration can be practical when the students with deafness are fully interacting and participating in the classroom, when the classroom teacher has cooperation with special needs educator, adapt the classroom environment and curriculum to the student`s educational needs (Stinson & Antia, 1999). With regard to communication (Kreimeyer et.al, 2000) indicated that one of the main objectives and inclusive classroom is to create a means of communication that allows direct interaction between hearing and hearing impaired students. According to Azalech, (2005), hearing impaired students communicate in ways that are different from those around them and this can slow down their social interaction and development. Regarding to interaction and participation the first and most essential, difficulty faced when hearing impaired students and hearing students are educated together is common access to communication.

Integrating children with hearing impairment in to the regular classroom has become an argument among teachers, professionals and parents. Because fulfilling the special needs of hearing impaired students particularly of those who are integrated with the hearing peers, is not an easy task (Azalech, 2005).Teachers and hearing student's practices towards the hearing impaired students are factors that can affect the effectiveness of integration. Maintaining students with special needs in regular education depends on the practices and the action of the regular teachers (Nitsuh, 2008).Teachers and the school team, organization, financing, regulations, teacher training and so on can all facilitate and enable integration, but if teachers do not actively support the effort to achieve integration, the placement of students with special needs in regular setting will remain problematic (Azalech, 2005).

One of the huge challenges of hearing impaired students in the regular classroom setting is managing students with a wide range of individual difference with social and academic disabilities (Cawthon, 2001). He also described, Communication needs of Deaf students and the teaching method in atypical oral-only classroom are likely difficulties with inclusive education. Sign language interpreters can be used to addition teacher speech and help Deaf student involvement in classroom dialogue.

In order to make the classroom inclusive for all learners, teachers should work jointly with special needs educators, and professionals to make adaptation in the curriculum to meet the diverse group of learners in a class (Stinson & Antia, 1999) and also described that, if the classroom teacher does not take proper actions, such as structuring class discussion to encourage participation, then the experiences of the hearing impaired students are doubtful to be successful.

2.15. Teaching Support for the Deaf students

Teaching Deaf students in the regular classroom needs reliable knowledge and constant effort of the classroom teachers (Azalech, 2005). According to Etenesh, (2008), the challenge towards integration education could come from different directions such as attitudinal factors, inflexible school system, and resistance to change, lack of clear educational principle, and fear of losing one's job on the part of special school teachers. According to Stinson and Antia, (1999), the diversity of the student in the regular classroom challenge educators to give support, and motivate to be effective in their academic results. As it is described by Cawthon, (2001), it is obeys that using oral language as a media and instruction in integrative classroom where hearing impaired students are found, is not only academic problem also as a violet of the right and the deaf students (Cawthon, 2001).

Parents and teachers need to help young children and adolescents to establish a course for self-esteem by focusing on their strengths, supporting them, and helping them to take control of their lives with their own culture and values (Ornstein et.al, 2003). The real challenge of integrative education is to meet the special needs of all children with and without disabilities. In some schools, regular teachers are asked to teach special needs students without receiving any type of training as well as administrative support (Etenesh, 2008).

In integrative classroom, if teachers do not actively support the effort to achieve integration, the placement and students with special needs in regular setting will remain problematic (Azalech, 2005). According to Antia et.al, (2002), teacher expectation can have a negative impact on the academic performance of students by communicating to students that they are not expected to fully participate in classroom activities.

The basic knowledge of hearing loss will make an instructor more comfortable working with a hearing impaired student, they will be able to make appropriate adaptations and accommodations in teaching strategies, activities and curriculum to meet the needs of students (Underwood, 2003). Classroom participation refers to the student's ability to participate in classroom activities and discussion. It is important for students to participate as it has been found to be a good predictor of course grades (Saur et al., 1983). Students who have difficulty communicating in the classroom may choose not to participate in classroom activities, which may in turn affect their learning and their academic success (Long et al., 1991). This requires that the hearing impaired student have access to all lecturer and student.

Communication and also those discussions and other activities are structured in a manner that allows the student to participate (Stinson and Antia, 1999). Some of the barriers to classroom participation include the rapid rate of instruction and discussion, rapid turn taking, rapid change of topics, the high number of speakers involved in the discussion, and the use of space (physical arrangements in the classroom) Stinson et al., (1996).

2.16. Practices of teachers towards integration

Although the issue of integration and its implications for education appears to be debatable during the past thirty years, societies have become increasingly concerned with ensuring the educational rights of all children irrespective of the severity of their disability. As a result, the integration of Deaf students into the regular educational setting as ordinary/regular class students has become the concern of educators, governments and the society at large (Millward and Dyson, 1995).

As a matter of fact, several studies that had been conducted so far have failed to produce a clear cut picture of the most appropriate educational placement of students with disabilities, particularly to the hearing impaired children (Choate, 1997). According to Padeliadu, (1997), one of the major arguments that have often been used in the debate about the integration of students with

special needs has been the practices of teachers towards the integration of students with special needs". It is further pointed out that teachers' practices have been considered as one of the major affecting factors guaranteeing the success of integration of students with special educational needs. Similarly, Millward and Dyson, (1995) reported that "maintaining students with special needs (which includes the hearing-impaired) in regular education depends crucially on the practices and the actions of the regular teacher (which includes the special education teacher) and the school team". They further noted that, although organization, financing, regulations, teacher training and so on can all play their own part to facilitate/enable integration, the placement of students with special needs in regular settings will remain problematic unless teachers actively, support the effort to achieve integration.

According to Turnbull and Carpenter, (l991) also affirmed that "teacher practices have been identified as being crucial to the success of any mainstreaming program". Referring to the effect of teachers' practices on student's perception, further declared that teacher practices "not only set the tone for the relationship between teachers and hearing impairment students, but they also substantially influence the practices and without hearing impairment classmates.

2.17. Practices of students towards integration

According to Turnbull and Carpenter, (1991), "Integration among handicapped and non-handicapped students usually does not occur suddenly in mainstreamed classes" for it requires structuring experiences systematically to create favorable conditions under which students can work or enjoy leisure activities together. Moreover, it is believed that social integration could be facilitated when due attention is given to developing actual practices toward hearing impaired students and to establishing a class atmosphere that allows "open and honest communication, success and respect". In the Ethiopian context, a research conducted concerning practices and challenges towards the integration of hearing-impaired students into regular classrooms appears to be very rare.

However, the study conducted by Tibebu, (1995), to examine the practices of regular class and special class teachers; regular class students and parents towards persons with different types of disability categories gives a hint about the nature of teachers' and students practices towards integration in general. His study generally revealed that the special and regular teachers have mean below the neutral value, thereby indicating their practices towards the integration of children with disabilities. Furthermore the study indicated that, age, experience and presence of the disabled child in the family, had significant differences on practices towards integration.

Furthermore, a research conducted by Bench, (1992), indicated that the attempts of hearing impaired children "at social interaction are rejected relatively often by the potential hearing peers". Another observer has also noted that a "consistent theme in the literature is that hearing impaired students are frequently rejected and separate in regular class setting" partly by their "normal" peers (Turnbull and Carpenter, 1991). In some instances, possibly, there can be negative reactions on the part of hearing students in the social interaction, which may incline hearing impaired students, develop actual practices towards integration.

2.18. Major challenges DS faced in their learning

According to ministry of education there are many barriers that hinder progress of DS learning includes: poor communication between the teacher and the learner; negative attitude of teachers, parents and other stakeholders; unfriendly learning environment and school related factors; delayed identification and intervention; lack of commitment to implement the strategy; poor community involvement; poor school management; curriculum barriers; poor educational approaches and evaluation; insufficient/lack of resources; discriminative cultural factors; political and economic factor; and lack of resource (MOE, 2012).

According to Hear-it., (2012) there are so many challenges encountered by hearing impaired students. Even children with "minimal" hearing loss are at risk academically compared to their "normal" hearing peers'. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term; according to the American Better Hearing Institute. A German study cited in Heart-it., (2012) has found that the children with hearing difficulties had a lower grade point average than their school mates.

Generally, it is not difficult to have an insight from the discussion that the main challenges DS faced in Ethiopia that are, poor communication, inconvenient learning environment, attitudinal factors, lack of support services, traditional instructional procedure, ill equipped resource rooms, lack of clear policies, insufficient human, financial and material supports, inconvenient organization of the school, attitudinal factors, and lack of knowledge and skills in teaching children with special needs. These barriers might affect directly or indirectly DS in the educational process.

CHAPTER THREE

RESEARCH METHODS

Introduction

In this section the researcher was highlighted the methodological part of the study. Accordingly, this chapter was containing research approach, research design, study site, study population, population and sampling techniques, source of data, data collection instruments, trustworthiness of the study, data collection procedure and data analysis.

3.1. Research Approach

The main objective of this study is to explore the educational practice and challenges of Deaf students at Tabor primary schools. For this reason, qualitative research approach was utilized. A qualitative study employed to follows: gathering data through multiple sources, including interviews, focus group discussion, and Observation. As Merriam, (2009) stated if a researcher wants to improve the practice of teaching, collecting data through a qualitative approach is the most appropriate approach to use. Qualitative researchers tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Qualitative research is ''multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter'' (Lincoln, 1994), Cited in Gall, (2007). As Creswell, (2007) suggested qualitative research was employed when we need a complex, detailed understanding of the issue, which can only be established by talking directly with people, going to their homes, or places of work.

3.2. Research Design

This study was conducted to investigate the educational practice and challenges of Deaf students in integrated Tabor primary school. Thus, case study research design is quite appropriate to this study. According to Creswell, (2009) in case study design, the researcher explores a case or case over time, through detailed, in-depth data collection. It answers questions about what happened and why or how it happened. Robert, (2012) on his side narrated that the case study method is amongst the most flexible of research designs and is particularly useful in researching issues related to sustainability and institutional systems. It is used to describe the intense study of a bounded system with the boundaries to be defined by the researcher. Others scholar define; a case study is a research method that provides a detailed analysis of a single individual, group, institution or problem of

interest. In the last two decades, the case study method has evolved into a well-respected set of design strategies (DePoy, & Gitlin, 1998). According to Hancock and Algozzine, (2006) cited in Hanckok et al, (2007), the case study should be the methodology implemented when several factors are present. The first is the presence of a phenomenon that needs further exploration, and the second reason for using a case study is when the research takes place in "its natural context bounded by space and time." Typically the kind of case study design will utilize multiple case designs with descriptive type. This type of research design can provide descriptive information that leads to an understanding of Deaf student, hearing peers, regular teachers, and Principals. Thus, the researcher applied a case study design to this study to make an in depth analysis of the educational practice and challenges of Deaf student in the school.

3.3. Area of the Study

The study was conducted in Tabor primary School, which is located in the center of Debre Tabor administrative town in South Gondar zone. It is located 94 km far from Bahir Dar, the capital of Amhara Regional State. The school was established in 1976 E.C by the Government. From the beginning of 1976 E.C up to 1989 E.C, the School served only for students without disabilities. However, Starting from 1989 E.C onwards the school enrolled students with three types of disabilities, namely, students with visual impairment, students with hearing impairment and students with intellectual disability and transformed itself to Tabor General Primary School. Tabor primary school was selected for the study site using purposive sampling for the reason that: [i] its geographical proximity; [ii] the researchers' easy access to get valuable data to facilitate the study since he complete his primary education in the school and [iii] the main participants of the study [Deaf students] were being attending their learning in the school made the selection purposive.

3.4. Sources of Data

In this study both primary and secondary data sources were used to bring relevant data from the participants of the study namely regular teachers, Deaf students, hearing peers, and principals. The Primary sources of data for this research obtained through semi structured interview from principals and Deaf students and through FGD from regular teachers and hearing peers. In addition, primary data obtained through on-site observation. Besides, the secondary sources of data include findings of prior research works, journals, and websites which were highly utilized as reference materials for review and discussions.

3.5. Participants and Sampling Techniques

Different members of respondents of the school namely Deaf students, teachers, principals and hearing peers were identified and participated in the study to get valuable data. This sample size is shown in Table 2 below.

Table 2: Participants Sample Size by Sex

No	Departments	Students						Sampling techniques
		Population			Sample			
		M	F	T	M	F	T	
1	Deaf students	3	1	4	3	1	4	Comprehensive
2	Regular class teachers	11	8	19	6	4	10	Purposive
3	Principals	2	-	2	2	-	2	Comprehensive
4	Hearing peers	204	104	308	4	4	8	Criterion
	Total	**220**	**113**	**333**	**15**	**9**	**24**	

Source: from Tabor primary school, 2012 E.C

As can be seen from the Table two, all 4 Deaf students were selected from the school as participants using compressive sampling technique since they are the main sources of data and are small in number. In addition, 2 principals were selected using comprehensive sampling technique that are being top management of the school and be responsibility for the teaching learning process. Moreover, 10 teachers who teach in the integrated classes were selected using purposive sampling technique. It is believed that teachers are the first responsible persons to enhance the educational activities of Deaf students and also they face challenges while teaching. Five math teachers and five English teachers who teach from grade 5 to 8 were selected for the reason that they have repeated and closer contact to Deaf students since these two subjects are 5 periods per week for each. Furthermore, 8 hearing peers were selected based on nomination of teachers and Deaf students using criterion sampling technique. The reason behind is that [i] close relation with or critical friends of Deaf students;[ii] serves as an interpreter in written form or by gestural form while doing group work and

project work and [iii] nearness of residence and moving together from home to School or vice versa. Thus, it is believed that hearing peers can give valuable data on social and educational practices and challenges Deaf students encountered.

Unlike researchers of quantitative approach, those with qualitative research agree that non-probability sampling technique is found to be effective in many qualitative case studies (Robert K. Yin. (2012). and it was found comprehensive, criterion, purposive and the like sampling technique more appropriate in getting relevant information for the study. Therefore, a total of 24 participants [15 male and 9 female] were selected. Of these, 4 Deaf students [3 male and 1female], 8 hearing peers [4 male and 4 female], 10 teachers [6 male and 4 female], and 2 male principals of the school were participants of this study.

3.6. Data Collection Instruments

The data for this study was collected through interview, focus group discussion, and observational checklist. These instruments were prepared in English by the researcher from his extensive reading of literature review themes in line with research variables. Each instrument is described below.

3.6.1. Interview schedule

Semi structured interview provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock, 2007). In this regard semi structured interview is helpful for the case at hand to deeply and carefully investigate what are the practices and challenges towards the integration of Deaf students. The "what" and "why" questions were mainly used focusing on the important components that are believed to meet the objectives of the research. The main purpose of the interview was to obtain data from principals and Deaf students of the Tabor Primary School.

3.6.2. Interview for Deaf students

The interview schedule for the Deaf students focused on their integration in regular classroom with hearing students; the instructional practices; support interaction and communication with their school community; the counseling service condensed to them; and the availability and access of materials in the resource room for them; and the overall challenges they face in the educational process. The researcher spent one day to complete student's interviews. It contained 11 leading items which were held with 4 Deaf students to obtain data on educational practices and challenges they

faced. A face to face interview was employed by supporting voluntary sign language interpreter for each interviewee was lasts a maximum of one and half hour.

3.6.3. Interview for principals

The purpose of semi-structured interview with principals is to gather information regarding their knowledge and awareness on the school integrated education; the educational support Deaf students received the training of teachers to communicate with sign language; the material and supports that deaf students receiving and the overall practices and challenges in the educational process of Deaf students related to learning. The interview items comprised of 8 items for principals which was held with 2 of them and lasts a maximum of one hour face to face interview for each.

3.6.4. Focus Group Discussion/ FGD/

The purpose of focus group discussion guide was to obtain well discussed and versatile data to crosscheck some of the data obtained through other instruments. FGD guide was the second data collection instrument. FGD instrument was developed to collect information on teachers' awareness, understanding on integrating of Deaf students and actual teaching practices in the classroom and the challenges faced during the teaching and learning process. Besides, the FGD leading items developed for hearing students focused on supports and interaction of Deaf students with their peers. It contained 9 leading items which were held with 8 hearing students and 9 items for regular teachers respectively in the separate respective classes to obtain data on the challenges and practices of Deaf students faced. FGD discussion was held for one session lasting 40-50 minutes for each group. An assistant, sign language interpreter makes ease the communication while the researcher facilitating the discussion. The researcher ensures no one dominated others in the FGD discussion by properly guiding the discussion. It will be tape recorded, in order to greatly minimize possible confusions and mistakes that could have been occurred during panel discussion.

3.6.5. Observation Checklist

Observation was the third instrument primarily intended to collect first hand data and thereby to triangulate the data obtained through other instruments. The researcher with assistant observer was collect data in and out of the class in the school. The observation checklist contains 9 yes/no items which was used to observe any material and the program arrangement of services provision in resource center on-site observation was conducted one times resource room accessibility and service delivery to get valuable information. Thus, observation was primarily intended to collect firsthand data to identify

the educational practice and the challenges of DS faced and thereby to triangulate the data obtained through interview and FGD.

3.7. Trustworthiness

In order to maintain the trustworthiness different actions and steps were taken. First the instruments [interview, observation, checklist and FGD guide] items were developed and submitted to two post graduate teachers for further comments and amendments. The second step is that the instruments were submitted to three lecturers in special needs education in Debre Tabor University for rater agreement. Finally the researcher submitted to his advisor for primary evaluation. Again, Later on, the researcher made different corrections and amendments based on comments to maintain trustworthiness of the instruments. Besides, the participants were kept heterogeneous to maintain trustworthiness. Finally, for further identification of vague and ambiguous items and to modification of the shortcomings of the instruments, piloting the instruments was carried out in Aba Aregay Primary school with one Deaf student, one principal and two teachers. Thereby final amendments were made. Before conducting FGD and interview for the pilot study, the purpose of the research and the discussion and responding to the questions are made clear to the participants in their respective office and class for one session. It was conducted in one day during their free time based on the program. Furthermore, in order to increase the trustworthiness and to decrease threats to credibility of the research findings, the researcher carefully employed different steps recommended by renowned qualitative researchers. Thus the researcher used steps:

[i] triangulation to collect data from different sources using multiple data collection methods to confirm emerging findings; [ii] member checks to participants and repeat observations to check again and verifying its plausibility; [iii] Engagement to use adequate time to collect data for more tangible evidences; [vi] Audit trail to providing a detailed account of the methods, procedures, and decision points in carrying out the study (Merriam, 2002).

3.8. Data Collection Procedure

Contacts were made with the school principals and teachers in order to establish a smooth relation DS to achieve the purpose of the study. Preliminary information was also secured from the selected school to determine the number of participants to be included in the study from the schools. To gather pertinent information, the researcher held interviews with two (2) school principals and four (4) Deaf students, Moreover, focus group discussions were held with eight (8) hearing students, and

ten (10) regular teachers. Observations were conducted to collect the data which are essential to make the research reliable.

3.9. Methods of Data Analysis

The data was analyzed qualitatively. Qualitative data was analyzed by narration and description. The data collected from the semi structured interview, FGDs, and observation were analyzed and interpreted qualitatively. The interview and the focus group discussion notes were hand written, transcribed, categorized and compiled together into themes; summary sheets prepared and translated in to English. To this end, analysis and interpretations were made on the basis of the interviews, observation and the FGDs results.

3.10. Ethical Consideration

Data collection in case study research poses various ethical problems. An interviewee might experiences unexpected emotional difficulties as a result of expressing deeply held and perhaps controversial beliefs and feelings to an interviewer (Gall, 2007). It is very important to make ethical considerations to better protect the right of the participants. In order to undertake the study in an ethical manner, the following ethical principles were included into the research process: Getting permission from the schools, school administrators, teachers and parents; permission and readiness of the participants to participate in the study after understanding about the purpose and significance of the study. Participants were informed who will get access to the data and informed that their identities remain confidential. The study was carried out with respect and concern for the dignity and welfare of the research participants.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

In this chapter, the data collected for this research will be presented and analyzed. The major objective of this study is to explore the practices and challenges of Deaf students in the integrated class of Tabor praimary school in Debre Tabor town. In this study, the data has been collected by using the qualitative methods of data collection. To get in-depth information from 4 Deaf students, 8 hearing students, 10 regular teachers, and 2 principal, Semi-structured interview, focus group discussion and observation checklist were used as research instrument. The focuses of the data analysis were presented and analyzed the information according to the emerged themes from the data collected.

4.1. Demographic Characteristics of Participants

Letters, symbol [#] and numbers are used to represent the respondents. As well as direct quotes are used for responses obtained during the interview session. As shown in the case description and in consecutive table 1 and 2; "DS" stands for Deaf students, "RT" for regular teachers and "PR" for principals and "HP" for hearing peers. Wherever number is added, it represents serial number of the participants in the study (for example, DS*1*, stands for the first, DS*2* stands for the second Deaf student and so on). However, the numbers do not contain any meaning, like ranks and values, but they have only been used for identification purpose only. In these section participants Deaf students, teachers, principals and hearing peers were requested to provide information on their personal profile. The details of the analysis are given in table 3 and table 4 below.

Table 3: Demographic characteristics of participant Deaf students and hearing students

No.	Pseudonyms	Sex	Age	Grade	Label of Impairment	Average Academic achievement
1	DS#1	M	17	5	Deaf	56.7
2	DS#2	M	15	6	Deaf	44
3	DS# 3	M	18	7	Deaf	43
4	DS# 4	F	19	8	Deaf	49
5	HS# 1	M	15	5	Hearing	80.1
6	HS# 2	M	15	5	Hearing	75.8
7	HS# 3	F	16	6	Hearing	79
8	HS#4	F	17	6	Hearing	76.5
9	HS#5	M	18	7	Hearing	82
10	HS#6	F	16	7	Hearing	74.9
11	HS#7	F	18	8	Hearing	70.6
12	HS#8	M	16	8	Hearing	69.9

Source: Tabor Primary School Debre Tabor town, 2012 E.C

It could be read from Table 3, out of 4 Deaf students; 3(75%) and 1 (25%) were male and female respectively. Again out of 8 hearing students, 4 [50%] are males and 4 [50%] of them are females. Again, about 5(42%) and 7(58%) are in the age brackets of 15-16 years and 17-18 years respectively. In addition, with respect to the grade level of Deaf students, 1(25%) were from each grade level from grade 5 to 8. Besides, from 8 hearing students 2(25%) were from each grade level from 5th grade to 8th grade in the second cycle respectively. Moreover, from document analysis about Deaf students 3 [75%] and 1 [25%] are with first semester 2012 E.C academic achievement from 40-49 and 50-55 respectively. Furthermore, their degree of hearing impairment depicted that 4(100%) are totally Deaf that cannot hear any sound stimuli using their ear. Farrell, (1997) reported that the level of hearing acuity has a linear relationship with students' performance.

Table 4: Demographic characteristics of participant teachers and principals

No	Pseudonyms	Sex	Age	Qualifications	Training in SNE/IE	Work Experience	current position	Percent %		
								M	F	T
1	RT#1	F	36	Diploma	Trained	35	Teacher			
2	RT#2	F	31	Diploma	Trained	33	Teacher			
3	RT#3	M	52	Diploma	Untrained	23	Teacher			
4	RT#4	M	57	Degree	Untrained	22	Teacher			
5	RT#5	M	48	Diploma	Trained	25	Teacher	6[60%]	4[40%]	100%
6	RT#6	M	40	Diploma	Trained	15	Teacher			
7	RT#7	F	35	Degree	Untrained	16	Teacher			
8	RT#8	M	39	Diploma	Untrained	15	Teacher			
9	RT#9	M	40	Degree	Untrained	20	Teacher			
10	RT#10	F	37	Degree	Untrained	17	Teacher			
11	PR#1	M	37	Degree	Untrained	20	Principal			
12	PR#2	M	36	Degree	Untrained	15	Vice principal	2[100%]	-	100%

Source: Tabor Primary School Debre Tabor town, 2012 E.C [PR#1, PR#2, and RT#1- T#10]

As can be seen from Table 4, about 6(60%) are male and 4(40%) female teachers. Regarding the educational background, about 6(60%) and 4(40%) are graduated at diploma and degree level respectively. About 2 [100%] are male principals with degree holders. However, it could be observed that she/he has not graduated at diploma and degree level in special needs education. With regard to work experience about 5[50%], 3[30%] and 2[20%]were in work experience between 15-20 years, between 21-25 years and between 30-35 years respectively. However, it could further observe those only 4[40%] of teachers have got short-term training on special needs education. But 6 [60%] teachers and 2 [100%] principals have not yet got short term awareness training on special needs education.

Most scholars believed that qualification, experience and on work training have positive impact in professional practices. Thus the demographic characteristics helps for critical analysis on the educational practices and the challenges of Deaf students faced.

4.2 Themes and Categories

The two major themes are: [I] educational practices with seven main categories and [II] educational challenges with eight main categories pertinent to the research objectives are presented consecutively under table 5. However, presentations of the results were done based on these themes followed by categories one by one under here.

Table 5: Themes of educational practice and challenges

Major Themes	Sub Themes
Educational Practices	1. Teachers' teaching methodology 2. Teachers' assessment and feedback 3. Individual education program [IEP] 4. Using materials and equipment 5. Physical learning environment 6. Educational services 7. Communications with others
Educational challenges	1. Lack of school support for deaf students 2. Lack of communication of sign language 3. Lack of educational materials and equipment 4. Low participation in co-curricular activities 5. Teachers lack of sign language training 6. Lack of motivation of teachers 7. Lack of sign language interpreters 8. Social interaction of DS with school community

4.3 Educational Practices for Deaf Student

4.3.1. Teachers' Teaching Methodology in Integrated Classes as Perceived by Participants

Most scholars argued that the instructional process will be successful if meaningful communication exists between a teacher and students through medium of instruction. It is true that instructional process is a bridge for effective students learning and their achievement. It was important to know whether different teaching methods were used by teachers to meet the needs of the DS or not in the class room as one component of the instructional process. DS were asked "Do teachers use variety teaching methods and meaningful communication for DS?" DS#1 stated that "I feel discomfort while the teacher speaks orally in the instructional process. Thus it is not possible to get appropriate explanation of lessons without hearing any sound stimuli unless otherwise teachers use sign language or assign sign language interpreters in class."

Similar response was found from DS#2 explained that: "teachers' ways of teaching and communication is poor. Some teachers use the combination of both gestural and oral communications at the same time while teaching DS, but I can't hear lecture. In addition, DS#3 gives much focus on communication modality and student- centered methods and forwarded his opinion that: "I prefer student-centered methods because students can participate in class to share experiences with each other. This helps students to develop their speaking abilities and critical thinking. I cannot ask and answer any questions as well interact with peers while the instruction is going on using lecture methods without any sign which I can't hear it. Thus, my communication is hindered." Moreover similar idea fromDS#4 said that:

> *I felt integrated classes are simply used to damp Deaf student rather than addressing the needs. In integrated classes, our teachers were present their lesson instruction with oral language without the support of communication methods such as us cued speech; finger spelling and lip reading. They rarely use gestural cues with oral language. However it is confusing and doesn't give any meaning for us to attend the lesson. That is why because of communication barriers most of my Deaf friends were drop out and repetition from integrated classes.*

All teachers from FGD reported similar views with what is reported by interviewees. Teachers don't deny that they lack sign language knowledge and skill for the Deaf and other means of communication for hard of hearing students to make the concepts clear or no interpreter in class. In

most activities they use oral explanation than student-centered methods. The reason behind they reported were most of the subjects couldn't covered with a given time portion or periods. As a result, Deaf students could not able to generate creative thinking ability since the focus of attention isn't student-centered methods. All of them agreed on that student-centered method are most preferable for DS than teacher-centered methods. In reality DS have different needs. However, teachers don't take any training on sign language skills at college level. Teachers simply teach as hearing peers without special attention to their needs. But one teacher [RT#1] pointed out his actual practice that "I feel DS need special support, so I tried to help them, assign a student to interpret the oral lecture in short written form, initiate them to learn, I use visual materials and give extra time while I teach orally.

Furthermore, principals agreed on DS and teachers views that teacher don't communicate effectively with Deaf students while teaching because of lack of sign language skills. PR#1 on the concerns described that "the way of teaching doesn't satisfy the need of DS since communication modality is a problem for teachers in the integrated class rooms. As a result within a year [by 2011]3 Deaf students were dropouts and 2 were repeated from grade 5 and 7 in Tabor primary school integrated classes due to communication barriers with teachers and class peers in the instructional process." It is true that medium of instruction is a bridge for effective students learning and social inclusion. Thus, in this finding DS weren't able to get appropriate explanations from the teacher to learn academic concepts with class peers in a cooperative way.

From observation data, it is found that during lecture time Deaf students do not give attention for the lesson, they were doing different activities. Talking to each other by using sign language, writing short notes from their book, seating idly or laying their head on the desk, hide their face between their hands and stretching their bodies upright, because they do not understand what the teacher was saying and losing attention from the oral discussion and conversation among the teacher and the hearing students. The DS seem to be disappointed by the teaching methodology of the regular classroom teachers. The above finding agrees with the Fielder's, (1993) suggestion that "Deaf students need to have access to the content of lessons through special teaching strategies and medium of instruction with the provision of trained teachers or interpreters to identify and overcome the difficulties they face". For such problems, MOE, (2012) clearly stated that "Sign Language Interpreter provide training and interpretation services for parents, school management, DS and regular class teachers while teaching DS". In a similar manner, thus, lack of access to training in such skills might have created a problem for effective communication in learning regular subjects. In general, regular

subject contents and their delivery using sign language for Deaf students are one coin of two faces without which the regular curriculum contents delivery is impossible.

Thus, it is possible to conclude that principals, teachers and students reflected similar opinion that DS face challenges in getting appropriate instructional process by teachers. Teachers' lack special training in sign language communication modalities and student centered methods that might restrict teachers to provide coherent presentation of the contents and implementation of appropriate IEP in the integrated class rooms to address the needs of individual DS. This finding agree with ICDR's, (2002) finding that teachers lack training on medium of instruction in primary schools so they should be provided with pre- and on-job training on the field that would enable them to make use of effective teaching at desired standard.

4.3.2. Teachers' Assessment and Feedback Practices

The quality of formal education can be improved through continuous assessment and evaluation because the application of evaluation is somewhat more demanding in education than in other activities. The teaching process and assessments are both aspects of the same coin, the fact that assessment is part and section of instructional process. DS#1 said that:

I feel that teachers lack skill sign language to communicate with Deaf and make the concepts clear and no sign language interpreter in class. Besides, most of the time they write main concepts of the lesson on the black board. I can't hear the explanations questions and the feed backs like hearing peers. Sometimes teachers provide formative assessment like quiz, and variety of class works or activities either from the book or on the board. After I done activities, teachers mostly give corrections and feedbacks orally not in a in a written form. In the mean time I am not benefited. Therefore, assessments and feed backs are impossible as it is done for hearing peers by teachers (DS#1).

Similarly DS#2 agreed with the above concerns and he said that *I am unable to communicate with teachers because I can't hear what is explained. No way or chance for discussion and feedbacks. No one consider my problem of hearing. I could not get any feedback from teachers and hearing peers.*

Among others, DS#3 replied that some of our teachers took training by the school SNE teachers on how to teach and assess DS. I heard that training was given on how to handle DS and how to communicate using sign for half a day only. After the training, some teachers a little bit solved their

own problems. For example, one teacher can correct student's class works and assignments in written form than orally. Besides, DS#3 and DS#4 argued with poor assessments and feed backs as compared to hearing peers in integrated classes by saying that without communication in learning assessment and feedbacks is impossible since they are one faces of the same coin.

Almost all Participant teachers [90%] don't deny that they lack knowledge and skill of sign language for the Deaf both in the instruction and assessments and feedbacks. In most cases teachers suffer in providing practical activities, assessments and feedbacks for DS than hearing peers using explanation or lecture in integrated classes. But one teacher [RT#1] claimed that in most cases use written explanation and assessment feed backs by considering Deaf students. Even if he has can't communicate using sign language he uses gestures. However, the communication and assessment feedbacks are most of the time depends on oral language without sign language interpreter in the instructional process. Thus, regarding assessments and feed backs, the finding revealed that DS were unable to get appropriate formative assessments and feedbacks from teachers in learning academic concepts. Teachers and DS argued that in learning academic concepts, DS face serious problems. And Deaf students suffer from assessments and feedbacks. In order to alleviate this problem, MOE, (2012) design a strategy that stated as "provision will be made to orient and educate teachers in both pre-service and in-service programs along inclusive lines to provide appropriate instruction for DS in regular class rooms". However, the assessment process not yet implemented to support DS to address their needs in the school under study.

In summary, teachers and students reflection and observation data revealed similar opinion that DS face challenges in getting appropriate assessment and feed backs by teachers. Lack of special training in SNE especially sign language might restrict teachers to provide clear presentation of the contents and implementation of appropriate individual formative assessment and feed back in the integrated class rooms to address the needs of DS. DS were forced to accept these entire burdens especially assessment and feedback barriers in their educational success. This finding agree with ICDR's, (2002) finding that teachers lack training on formative assessment so they should be provided with pre- and on-job training on the field that would enable them to make use of effective teaching and assessment at desired standard. In whatever active methods and formative continuous assessment used to enhance students learning. From the existing practical conditions of the school, providing instruction without trained teachers in integrated classes might not fully address in particular the special needs of DS.

4.3.3. Individual Education Program [IEP]

With regard to preparation and implementation of IEP, principals, teachers and DS argued that it is not yet practiced by interdisciplinary team. For instance, (DS#1) said "I don't know the concept of IEP. I felt still now neither teachers nor students and principals are involved in IEP activities as a member of team. This is because the plan and its practical activities were not exercised." In addition, DS#2 and DS#3disclosed the same idea that no one invites them in IEP activities. Thus, they do anything about IEP. Besides, interview with principals revealed similar results to specific problems. In IEP planning and implementation by interdisciplinary team to address the quality of education in general and individual needs of DS in particular, until now nothing have been done in the school. From FGD held all teachers agreed that even though Deaf students become academically decline, there is no appropriate IEP practice to support DS. They reason out that they lack knowledge and skill on IEP. Unlike what is practically done in the School, Veen, (1994) suggested that appropriate instructional strategies like IEP, teachers need to plan and implement to address special needs of DS by this means to enhance the instructional process. Gave focus much on IEP, MOE, (2012) declared that those regular classroom teachers need to identify and assess students' individual abilities and environmental barriers, so that plan IEP to remove the barriers and assist their students learning. In summery IEP is not understood and implemented in the school as one of instructional component to address the need of DS.

4.3.4. Using Materials and Equipment for DS as Perceived by Participant

It is obvious that the use of materials and equipment makes the lesson real and remembered for long period of time. Concerning on these issue of access and use of instructional materials, participants were asked the question "Is there any access and use of instructional materials needed for Deaf students?" Almost all participants responded the same opinion. From semi-structured interview held a Deaf students [DS#1] said that "I really feel sad for the use of materials while teachers are teaching. No one uses materials and equipment's that are suited to my lesson." In a similar manner, DS#2 disclosed that except radio lesson in some subjects, charts and maps, there is no any access and use of instructional materials. In addition, DS#3 said that "even if teachers use radio lesson, everything is dark without hearing for me since I am Deaf." Moreover DS#4 agreed with what has been said by others that it may be impossible to learn successfully without hearing sounds and use of materials.

Similar finding from teachers and the school principals confirmed that the school has no such advanced assistive technological materials and equipment for the Deaf students. This idea is also supported by teachers through FGD. All teachers [100%] don't deny that they use low cost and locally available made materials such as globe, maps, charts and pictures with fair illustration using eye contact and gesture. Besides, the teaching learning process is come first through the provision of radio education with equal step in the integrated education system for both DS and hearing students in some subjects. In case DS face communication barriers. To alleviate such problem, an attention is given to support DS to attend their visualized educational session to keep their step with others. One of them, teacher [RT#1] replied that not all but some teachers are a little bit using locally made teaching materials like charts maps diagrams and pictures. However, texts books have no sign language pictures and alphabets illustrations within are used by both hearing students and DS. Interview with principals [PR#1} reported that despite all the challenges and the school lacks supplementary assistive technologies, teachers give instructions using radio, Globe, graphs and charts with illustration. However, Deaf students are unable to hear radio lesson, or class teachers unable to interpret it. But SNE teachers serve as interpreters in radio tutorial class without seeking additional fees in extra time.

To sum up DS are inaccessible with a variety of assistive technologies that provide them with improved participation in the instructional processes. Thus enhancing learning using assistive technologies is not yet possible. This finding is in agreement with Abebe's, (2017) findings that children with disabilities lack appropriate materials and equipment in integrated schools.

The researcher observed indoor materials found better, when it is compared to the outdoor services. Significant classroom materials that can be tangible are presented and children can access, for instance desks, tables' wooden chairs and black board were available. The classrooms have no light and electricity there was no instructional materials like text book and sign language interpreters and hearing aids. The chairs and tables they were not separate and designed to use for three children together. During the observation, almost all of the regular teachers teaching in the selected classrooms were using the same procedures to apply student-centered method in the teaching learning process. The desk and bench were organized by the teachers in the way of a semi-circle to be convenient for group discussion. Each group consists of 5-6 students. The Deaf students were in the same group in each classroom this to help each other. Besides, ICDR, (2002) found that there has been a critical shortage of technological materials and equipment in integrated schools to address their needs. In contrast to this finding, materials and equipment such as hearing aids, argumentative devices,

audiometers, television, LCD, computers, televised announcements, sound field amplification systems, and interactive white boards can have positive impacts for DS achievement (Ewa, 2016).

4.3.5. Physical Learning Environment on the Academic Practices of DS as Perceived by Participants

The physical learning environment is one of the pre-condition for effective teaching and learning. In line with this for the question "is the physical learning environment improvement DS learning?" Almost all participants responded similar views. It was evidenced from interview of DS#1 said that:

Integrated class rooms were accommodated 45 students on the average and the teacher allows Deaf students seat together in between hearing peers in the front line for group discussion; but sometimes in cloudy season there is poor light to see so this affects me on the teaching learning activities.

Similarly DS#2 Disclosed that the class room arrangement was made in such a way that one desk is used by one DS and two hearing students together I the front side so as to help each other. In addition, DS#3 confirmed that there is a good sitting arrangement to support each other and particularly during the class discussion and group works. With the similar view DS#4 replied by saying that a front seating position allows them to easily focus on the teacher. This finding concurs with Ewa, (2016) finding that DS should seat themselves toward the front of the lecture room where they will have an unobstructed line of vision. It is true that the classroom environment is a very crucial aspect for learning of DS.

Almost all participants from FGD forward the same opinion. All hearing students 8[100%] argued that even though the seating position and group arrangement is accepted by DS, the noise outside the classroom affect their ability to use residual hearing and the students will not be able to understand and interact in the classroom effectively. Likewise, all teachers gave focus much on front seating position and group arrangement to enhance students' participation in class activities. However, they don't deny as there is noise destruction. The finding supported by Ewa, (2016) result that noise interferes in the use of residual hearing, distorts the speech sounds and limits the understanding of Deaf students in classrooms.

Moreover, during the classroom observation, the teacher did not pay attention to the Deaf students' classroom arrangement and they sat in horizontal classroom seating arrangements. The

seating arrangement was completely uncomfortable to Deaf students and made it very difficult for them to discuss with one another, it deprived them of the ability to see other students' responses. When students in the front of the room respond or ask questions, the students that are behind them are not able to see what is being signed. It's not until another student or the teacher repeats what was said back that the other students in the back of the room that they get the information and then can participate. The same is true for the students sitting in the front; they are not able to see the responses of their class mates that are sitting behind them. Many times when a student in the back responds the students in the front will turn around to see, more often than not by that time the response was done and the student was not able to catch what was said is a major barrier to the teaching-learning process. In support of Ewas' finding, Ainscow, (1995) suggests the physical environment for Deaf students in the classrooms should be away from visual distraction that affects students' understanding. There is need to reduce visual distraction. The classrooms should also be well lit to enable the students to lip read and to read the signing.

In Summary, teaching and learning in friendly environment such as front seating position, the sitting location and good sitting arrangement were effective to speed up the learning of Deaf students and promote their participation in the classroom. However, visual destruction was reported difficulty in a regular classroom interaction.

4.3.6. Educational Services to DS as Perceived by Participants

Concerning on the issue of services [counseling, resource room and library]; it is obvious that these services delivery are critically important centers with the right professional and materials to enhance students' learning. Participants were asked the question "Do the school has appropriate counseling, resource room and library service delivery?" For this question all DS 4(100%) in interviewed and the principals participated in FGD responded similar views as follows. For instance DS#1 said that "I think counseling, resource room service provision is not yet known in the school even if the resource room was established with few computers from donation. Besides, no one assists me to communicate in library reading and laboratory class. Similar response was found from DS#2 that "I don't know counselor and who itinerant teacher is and what to do in the service delivery? Besides, I felt the only person who serves as my counselor and supporter is the SNE teacher." In addition, DS#3 in the same way expressed that in Tabor primary school Deaf students are forgotten in service deliveries both in counseling and resource room. He added that no one assist him in the library to get and read books. Likewise, DS#4 replied as follows that the school doesn't provide any

counseling, resource room and library support. Deaf students suffer from laboratory use because of lack of sign language interpreters. They were heavily relied on looking at what the technician was doing without having the procedure explained or signals to indicate a significant sound. As the Deaf students, school principals [PR#1 and PR#2] confirm that in Tabor primary School resource room service has never been yet exercised. They don't deny that school doesn't have itinerant teacher, counselor and adequate material resources in the resource room to assist DS and they reason out lack of budget constraints to hire appropriate person and to buy materials. With regard to library service they replied that the library didn't concentrate service extensively and frequently to DS because of lack of interpreter to communicate with librarians; ill-equipped with reference Sign books and reading rooms. Besides, a counselor is not assigned to provide guidance and counseling service to DS.

Moreover, all participants (principals and Deaf students) argued that counseling, library and resource room services not yet supported by professionals. As opposed to this finding, MOE,(2012) stated that "a resource center should be equipped with specific materials and assistive devices as well as staffed with professionals to give services to special needs education learners, teachers and neighboring schools", similarly, irrespective of what has been practically done in the school, Shea and Bour, (1994) reported that resource room should be made accessible to children with disabilities parallel to the integrated classroom education so that it enables them to succeed in the regular classrooms. Moreover, with specific importance of guidance and counseling services, Jordon and Junter, (1995) suggested that guidance and counseling services should be exercised for the benefit of DS to accept their limitations that can't be avoided and to achieve satisfying goals within the existing limitations. In addition, in line with counseling service, Yusuf, (1987) forwarded that guidance and counseling services assist students in solving their present problems and prepare them for further higher standards of tasks, better efficiency and well-being and developing personal resources for growth. Most scholars argued that guidance and counseling is needed for formal development of all children and to alleviate emotional, social, economic and educational problems. Regarding this point, Farrant, (1980:209) has stated that: "Counseling is the act of assisting an individual with advice, comfort or guidance to relieve or overcome problems that trouble students. It is increasingly being recognized as an important component of the teacher's work. Students learn best when they are free from worries or matters that interfere with the development of their personality."

Furthermore, on the issue of itinerant teacher service delivery, Ferrell, (1994) described that more attention should be given to itinerant teacher's service delivery and the amount of time devoted

to specialized instruction in the resource rooms. On the same issue (MOE,2012) declared that itinerant teachers are certified SNE experts who provide resource room and counseling services for regular teachers, student with disabilities and parents; implementing the student's IEP; assessing the student's educational needs; collaborating with principals; and participating in the team activities among others".

To sum up, all respondents confirmed that DS experience substantial problems in educational services. For instance, they face barriers in obtaining library service; guidance and counseling service; resource room service; and lack interpreter services.

4.3.7. Communications of Deaf Students with the Regular Teachers and Hearing Peers

Deaf students' communication systems were not being difficult to each other. Even though, one of students including those Deaf students did not had sign language skill, but he has been practiced eye contact, lip movement, hand waving, and etc. to attract the attention both and his/her friend with hearing impairment or normal.

In relation to the above identified theme interview with Deaf students, FGD with hearing peers and regular teachers at Tabor primary School indicates that in our first meeting in the regular classroom, the main factors that were most repeatedly stated by DS for disfavoring integration were the inability of regular teachers and hearing students to use sign language, communication problem with hearing students (due to language problem), fear to handle with hearing students in academic matters, mistreatment and teasing on the part of hearing students and the perceived low practices of regular class teachers in accepting DS in their classrooms.

DS#1 also stated that integrative education by itself creates relation DS among DS with regular teachers and hearing students and this social relation DS makes our feeling positive towards the regular teachers and hearing peer (class mates) in particular but the communication problem relating to sign language skills are the predominant factors that affect such kind of relation. In addition DS#2 he said that, the most challenge that they are facing is on the social infarction we used to learning Ethiopian Sing Language from grade 1 to 4. Now being integrated with hearing students, the interaction is becoming difficult because the teachers and hearing peers lack knowledge of Ethiopian sign Language. Almost all regular teachers and hearing peers when the time of meeting Deaf student using oral method and are unable to communicate and they cannot provide us any kind of support.

DS#3 said that, when the time of joining with the regular teachers and hearing peers they are struggle to communicate with us because of they can't use Ethiopian sign language skills. Likewise, DS#4 also revealed that we need to join with the regular teachers and hearing peers but we reminded that communication problems are hinders for harmonious relation between us and they and also we cannot simply understand what they says but a little bite we comprehend some body's idea by looking at their face and following their lips movement and body actions.

Four of the respondents said that we can't communicate by Ethiopia sign language but we communicate in terms of writing, facial expressing and gesture while other use oral communication to express their idea, That indicated the communication of Deaf are very low because lack of sign language skill.

Almost all of hearing peers [80%] from FGD reported that we communicate by using sign finger, spelling speech, lip reading, facial expressing and gesture while HP#1 stated that "I use oral communication to express my idea by using speech reading (lip reading)." Besides HP#2 responded that "Yes I communicate oral communication method." That indicated the communication of hearing peers with Deaf students was very poor because lack of sign language.

The development of effective communication, skills and practices is crucial to achieve the desired outcomes in an integrated schooling. Similarly, all teachers [100%] were not contradicting that they don't communicate with Deaf students using sign language. To this end, teachers practice to the consideration and individual learner's interest and learning performance would play a vital role in integrated class room to develop communication skills. [RT#2] on his side stated that Deaf student's awareness training for other pupils are helpful, enabling other children in the class to understand the difficulties that Deaf pupils face and what they can.

Most teachers had a little bit got the training from the hand cup international for six days training provided by the Amhara regional education bureau in collaboration with handicap international. Therefore all argued that in order to make sign language communication skills successful in our school availability of ongoing sign language interpreters and trainings in regular school are mandatory. What they said to elaborate their idea was that we all have no the knowledge, the skill and the experiences of communicating Deaf students. But trying to communicate Deaf

students in one class in which a teacher should speaks two languages simultaneously. Most teachers argued that same the act of concerned bodies and different professionals' relating to sign language skills are a vital role in order to develop sign language skills and to make good relation with Deaf students. Teachers in integration of Deaf students in a regular class are the heart of to develop sign language skills when gained appropriate training that enhance the social and emotional development of all Deaf students and hearing students learning interactions.

Regarding the interaction and communication with hearing peers, with each other and with the teachers, observations have been conducted. Accordingly, the data indicates that the DS have no strong relationship with hearing peers except with those who share seat in the classroom, but they have strong relation with each other (DS). This indicates that in comparison the DS have strong relation with each other i.e. Deaf students with other students having hearing impairment. In relation to this, Azalech, (2005) also revealed that Deaf students communicate in ways that are different from those around them and this can slow down their social interaction and development. Regarding to communication and participation the first and most essential, difficulty faced when Deaf students and hearing students are educated together with common access to communication. In this study, the data gathered from DS, regular teachers, hearing peers and school principals indicted that there is no supportive environment in the schools where by DS are learning.

4.4. Challenges of Integration Deaf Students in to Regular Classes

Deaf students who are attending classes in Tabor primary schools in Debre Tabor town have faced some challenges. All Deaf students who enrolled in the integrated classroom in Tabor primary school have practiced worse educational experience. In this major theme a number of sub themes were emerged. These were lack of school support; lack of skill to use Ethiopia sign language, ill equipped resource center, low participation in co-curricular activities, low awareness of teachers and teachers' lack of sign language training were the mentioned. The themes are presented one by one here below.

4.4.1. Lack of School Support for Deaf Students

The principal of the school disclosed that the program of teaching Deaf students began while the Woreda education office made placement of special needs education teacher in the 1989 academic year. Even the program opened, the school didn't provide full support for Deaf students. He also added how the school support indicates that the opening of special needs education in this elementary school was long period of time but not mean that Deaf students gained sufficient educational provision from

the school. What the school done has welcomed the Deaf students without sufficiently prepared the educational materials, but in special classrooms the support is better.

4.4.2. Lack of Communication of Sign Language

The major problem encountered by Deaf students is Ethiopian Sign Language. When they were learning from grade 1 up to 4 their teachers were be able to communicate them with the Ethiopian sign language, but starting from grade 5 till now the Deaf students are forced to learn in a regular classes with the teachers lacking the Ethiopian sign language. This made them dissatisfied to their educational success.

DS#1 from grade 8 said that, the teachers teach the whole lesson verbally and they don't provide us any kind of support. We were obliged to sit idle and seen as a strangers while the teachers teach the Deaf students. Due to the absence of communication with other hearing peers in the school, they sometimes get taught with hearing peers. This is due to the misunderstanding that hearing students have. Even if Deaf students want to play with them they do not understand their interest. As the result, Deaf students often get fought with their hearing peers. To avoid such bad relation with DS, most of Deaf students prefer to be alone. Besides, DS#2 said that "Deaf students have no communication with their classmates, because of the language they use most of the hearing students are not even willing to learn the Ethiopian sign language and to understand us." One of the hearing student participated revealed that in focus group discussion. The hearing students do group work without including them. "They are sensitive and cry or become angry as they wrongly thinking we have insulted them." added the student. They do not do homework's because the teachers do not give care to their needs.

One of the participants from grade 7 ,DS#3 , who is a Deaf students, he said that, *the most challenges that they are facing is on the teaching learning process we used to learning Ethiopian Sing Language from grade 1 to 4. Now being integrated with Deaf students, the study is becoming difficult because the teachers lack knowledge of Ethiopian sign Language. Most of the time the teachers when the time of teaching using oral method and by this case unable to meet our needs. They cannot provide us any kind of support except for hearing students. He added that even their teachers are not properly informed when homework and corrections are given.*

Deaf students are forced to depend on hearing students. They usually do not attend make up classes because they are not aware of it. During the interview one of the students DS#4 said that,

during the lecturing time, I was reading a book because I was not aware of it what the teachers said. Then immediately he came to me and snatched my book, threw it away through the window and slapped me as if I was doing that intentionally. And also what's surprise he or she did not even know me that I am a Deaf student.

Deaf students were unable to communicate with hearing peers and teachers due to Ethiopian sign language gap from school community in general and teachers in particular.

4.4.3. Lack of Educational Materials and Resources

Unreachable educational resources and lack of school support are considered as big problems that can prevent the successful enrollment of Deaf students in the integrated classrooms practices in Tabor primary school. Deaf students are rejected by inaccessible educational materials.

When the researcher observe the school setting and all the participants during interview and focus group discussion confirm that the school does not have a resource room for Deaf students. A resource center is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to Special Needs Education learners, teachers and neighboring schools. (MoE, Guide for SNE, 2012). Likewise, as it was discussed in review literature, the finding is similar with Sapp and Hatlen, (2010) asserted that assistive device, specialized equipment, and other materials should have to provide for students with sensory impairments equal access to the core and specialized curricula. However, it is sensible to guess that if the availability of these devices is inconsistent or not existing, in the school, then it will have a negative effect on the students' access to the classroom curricula. In that school there is the incomprehensible use of the available old teaching aid materials. Due to this DS excluded the educational benefits and intended contents.

In adding, Sherrill, (1998) the need of Deaf students can be addressed if they were delivered with teaching equipment such as; hearing aids, pictorial diagrams, and maps. Certainly, schools are supposed to simplify Deaf students with appropriate support not only to retain but also to minimize school drop out of the group (UNESCO, 2005). However, the finding is the reverse of the above literature. DS in Tabor primary school were not gained the desired teaching materials.

In this study, the teachers' responses in relation to teaching aid materials were not articulated. They seemed not be very comfortable with the use educational aid materials. Most regular teachers from FGD were not aware of prepare and present the materials; they provide the intended learning activity only in the descriptions way. Thus, this was another concern in which the student's knowledge be more important than the regular teachers. To meet student's educational needs, specialized services, appropriate instructional books, and materials as well as other equipment's should be integrated.

On approval of the above fact, Bishop, (1996) suggested the need of adapting teaching materials to improve academic achievement of Deaf students. To the reverse, Deaf students in Tabor primary school are not receiving the appropriate educational aid material support. Totally the school has stopped producing locally made educational materials. The school pedagogical center didn't plan the Centre's annual plan. Due to this, the teachers didn't produce the appropriate teaching aid materials. Unless the school produces locally available teaching aid materials or buy commercial teaching aid materials, teachers can't deliver appropriate education services for Deaf students. This in turn affects the academic achievement of students, particularly Deaf students.

For quality learning of Deaf students, some features and conditions should be keep to. These includes special services from specialized teachers, teaching and learning resources, as well as assistive device like hearing aids pictorial diagrams and the use of flexible teaching methods (Simon et al, 1998 & Roe, 2010).

In summary, the interpretation originated from respondents in this research was that awareness rising did not take place in this integrated primary school and even up to that point communication was still not up to an appropriate level. There was no discussion between regular teachers and Deaf students to minimize the educational challenges of these students for many years. By now integrated them together without awareness and other necessary facility will not solve the problem. Therefore, it should be considered that educational integration will not happen without fulfill facilities and accessibilities.

4.4.4. Low Participation in Co-curricular Activities

Most of the Deaf students felt about their non-participation in school activities and most of the time hearing learners do not come to discuss or to play with them.

All students participated in the interview expressed similar ideas. DS are not active participants in co-curricular activities. They didn't participate actively in competitive games and different clubs. Hearing students also did not invite them in competitive games. Even, health and physical education teachers do not allow them to play games. Because they afraid that they may face problems while they play. In the same way, other teachers didn't initiate to take part the DS in co-curricular activities.

For instance DS#1 from grade 8 stated that: I am not a member of any club in my school because; teachers did not invite me to participate in co- curricular activities. "What is special from being that not only deaf student, but also culture in the area affects the students not to participate in competitive games? In addition, DS#2 revealed that Deaf students do not participate actively in the school clubs not the cause of physical performance rather the attitude of the school community culture do not allow them to participate. In addition SWD#3 did not register as members in different clubs of the school, even though there are many clubs which are functional in the school.

Similar to others, DS#4 disclosed that the participation of Deaf students in Co-curricular activities and nonacademic subjects was not encouraged by the school, the teachers and regular students. Even though, co-curricular activities are the supplement of the main curriculum. The DS didn't have a chance to participate. In the school there are numerous clubs such as anti HIV/AIDS, anti-corruption, sanitation, charity, language and literature, sport and the like. However, none of the Deaf students participate in the school co-curricular activities. Almost all teachers confirmed that they didn't initiate Deaf students and students themselves didn't know why not they participate in the school clubs because they feel that they cannot hear other peers.

The above information indicated that DS are not participants in either competitive games or co-curricular activities that can supplement the core curriculum. As it can be distinguished from the responses, DS are neglected from participating in competitive games and from co-curricular activities. This situation is also taken as a usual culture in the school.

4.4.5. Teachers Lack of Sign Language Training

Concerning to this theme, Deaf student in Tabor primary school didn't receive deserved educational services. They have gained the educational services with inadequately trained teachers. My research finding is resounded by Sapp & Hatlen, (2010) and AFB, (2012). They argued, in general

education environments, a consensus that Deaf students are often not receiving the support from teachers to be fully integrated. Deaf students frequently receive instruction from regular teachers who are not qualified to teach critical skills such as sign language and different gestural skills. This problem is even more alarming in rural communities, where shortages of qualified personnel are most sensitive.

In addition, as literature suggested that DS need instruction from a teacher with expertise in the area of hearing disorders, and sufficient training in effective use of strategies. This finding is an evidence for the literatures. Adverse educational practice of Deaf students in the Tabor primary school have been linked to teachers low level of understanding about Deaf students and intervention techniques and inadequate special educational support. As the finding indicate that, hearing students and teachers did not have sufficient information about the significance of integrated education. This has also unwanted effects on the educational integration of Deaf students. The school community did not have clear information about the needs of student with special needs. There was no a front thought responsiveness about the integrative education in the school that took place for preparing both the students to work friendly together.

An educational collaboration between Deaf students and regular teachers are very limited. Teachers didn't follow the educational activities of DS for example homework and class work. Therefore, enhancing consciousness is a crucial component and contributing factor in the educational integration of Deaf students.

This finding is also dissemblance with AFB, (2012) and VABVI, (2016). AFB, (2012) stated that instruction should be designed to promote learning that is best for the student's unique abilities and learning needs. Effective teachers of Deaf students employ strategies that support the child's multisensory capabilities. Similarly, VABVI, (2016) also stated in addition to the specific areas of the expanded core curriculum components, Deaf students may need accommodations to access the same assignments as their peers. These accommodations may include extended time, specialized instruction, specialized materials, and environmental adaptations arrive at the same levels of performance as hearing students.

Further, in relation to teachers' lack of training to teach Deaf students, the finding look like with the work of Zindi, (2004). Regular education teachers are at a disadvantage when required to instruct Deaf students. A problem exists with reduced support. It was difficult for regular education teachers to

meet the visually needs of Deaf students. Regular education teachers did not have training, awareness for the literacy needs of Deaf students, or knowledge of the different types of educational materials and resources used to access and creates literacy materials. Zindi also added that teacher's type of training influences his/her attitude towards children with disabilities. The attitude of specially trained teachers is more positive to special class /unit placement than that of teachers without special training.

UNESCO, (2017) report supports integrating students with disabilities into existing public schools can break down the segregation that reinforces stereotypes. But the finding is the reverse in Tabor primary school. DS viewed that the educational aspects of their integration is negative and they didn't prefer being a part of the integrated class. They don't feel that they have gained educational support from this school and can't make their own choices. Actually the physical integration without accessibility, accommodation and adaptation of educational materials and services isn't a solution.

From the discussion, it became clear that, the Deaf students prefer a special needs class than integrated class why because the integrated class didn't offer them educational opportunities as other hearing peers.

4.4.6. Lack of Awareness of Teachers

Most of the teachers who contributed in the FGD confirmed that they are well aware of Deaf students and other disabilities during their stay at schools. However some teachers are not aware of disability related issues. One of the teachers responded that, "I have no deep understanding of Ethiopian Sign Language as means of way of communication for the Deaf student except greetings and explaining what I write on the blackboard." The other teacher added that "I have didn't get the training and a related education to take care of Deaf students. But I understand their situation as I am their teachers.

Although one of the teachers who contributed in the FGD process has the awareness of Deaf students, according to the participants; they did not show willingness in order to update their teaching method to use flexible curriculum to ease the learning of Deaf students. The teachers do not give short notes to the students. And also the teacher says that we had to prepare two concepts to minimize or eradicate this problem. The first we had formed a Special Needs unit and created a fair awareness on Ethiopian Sign Language. On the other side, principal of the school said that "we had facilitated Ethiopian Sing Language trainings for the teachers, but a resistance showed up by the teachers

complaining of overload and lack and motivation following by inconsistent attendance". According to the director of school, for the future there is a plan to give training for them in material teaching aids if it can be practical, because no one will take the initiative. The school even cannot do any better for the students because there is no any professional support from responsible administrative upper bodies.

4.4.7. Lack of Sign Language Interpreters

The data obtained from interview and FGD revealed that teachers don't communicate with DS in sign language from grade five to eight. Besides, sign language interpreters are not assigned in integrated classroom. All deaf students from the interview confirmed that they do not know any interpreter in the school history rather they were supported by SNE teachers as interpreters for social communication. As opposed to this finding MoE, (2012) stated that all professionals in areas of SNE should get promotion in their education level on subject they teach and good skill of sign language in order to enhance DS learning. It also pointed out that students with special needs need to support with their language in the instructional process and in social interaction. However, the participants reported that inadequate knowledge and skill on the side of sign language are still bottle neck and prominent.

4.4.8. Social Interaction of DS with School Community

All most all participant teachers and hearing peers from FGD and DS from interview revealed that there is positive interaction among DS and hearing peers than with other school community. DS face difficulties in building positive and effective relation with the school community as a result of lack of knowledge about deafness by some staff, and difficulties with communication the finding is an agreement with Tirussew, (2005), Deaf students can learn socialization from their parents, siblings, peers and teachers, but the value of socialization depends on the feelings of persons interacting towards the disabled person. Bench, (1992), discussed the development of communication as human communication is interpersonal, that develops early in life. It involves the sharing of thoughts, meanings and ideas between people social environment. The rationale of integration is creating significant social interaction and participation between Deaf students and hearing students, and raising the positive attitude of hearing students towards Deaf students.

To sum up regular class teachers rank order specific challenges while teaching DS starting from very serious challenges to least challenge in the instructional process were listed in order below. (i) Communication barrier with DS in their learning; (ii) Lack of sign language interpreter; (iii) Lack of support from integrated class teachers; (iv) Inadequacy of learning materials and equipment; (v)

Inaccessible resource center services and supports; (vi) Poor social interaction students; (vii) Lack of support from a school; (viii) unsafe Physical learning environment; (viii) Lack of hearing aid for hard of hearing students and (x) lack of support from hearing students.

4.5. Possible Solutions Suggested by Participants

Participants (regular teachers, principals, DS, and hearing peers) were asked to give their possible suggestions on how to enhance the learning of DS in an integrated class. Almost all participants argued that provide short term training to teachers, peers, staff, and parents in sign language so as to help Deaf students in their learning; assign skilled teachers or sign language interpreters in integrated classes; equipped the resource center with appropriate materials; provide appropriate materials to DS to benefit from learning and maximize the social interaction of DS with the school community.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusion drawn, and the recommendations forwarded

5.1. Summary

As stated that the main objective of this study was to explore the educational practice and challenges of Deaf students in the integrated calass of Tabor praimary school in Debre Tabor town which could either, hamper or further the move towards DS learning. To this end the study focused on the following specific objectives.

1. Explore the practice does Tabor primary school employ when teaching do Deaf students the integrated class
2. Find out the challenges do Deaf students face in Tabor primary school

Based on this the following results were obtained: FGD was conducted to 10 regular teachers; and 8 hearing students; whereas interview employed with 2 principals and 4 Deaf students. The data obtained through interview, observation and FGD were analyzed and presented based on themes qualitatively for the purpose of triangulation.

As seen from the given responses, the indicated benefits that integration could contribute to the Deaf students looked to be more and societal benefits rather than the academic benefits. Hearing peers who supported the integration of DS believed that integration would enable Deaf students to develop better relationship with hearing students, avoid feeling of loneliness, gain assistance from hearing students in academic activities, develop self-confidence and to improve their academic performance. The teaching methodology in the classroom is student centered, which motivates the student to participate and interact in the teaching learning process practically. This helps the student to learn by doing. But for the case of Deaf students still remains challenging. During the observation, almost all of the regular teachers teaching in the selected classrooms were using the same procedures to apply student-centered method in the teaching learning process. The desk and bench were organized by the teachers in the way of a semi-circle to be convenient for group discussion. Each group consists and 4-6 students. The Deaf students were in the same group in each classroom Group. This helps these students to help each

other. The challenges that most teachers do not use sign language for students who are Deaf. The only means they learn is only the written thing on the chalk board; also the school did not have a resource room for Deaf students. Even though the teachers who participated in the FGD process are not use Deaf student based teaching learning systems and the teachers did not show interest to update their teaching method to use flexible curriculum in order to ease the learning of Deaf students.

5.2. Conclusions

Based on the data collected, the analyses made and the findings obtained, the following conclusions are drawn. Even though, DS face variety of challenges and they experience some practices in their educational process. In conclusion, the practices and challenges were presented below.

5.2.1 There are some practices by the school to carry out their activities. For instance, (i) some SNE teachers provide interpreter service using tutorial classes; (ii) hearing peers provide support with DS through written and gesture communication to work group activities; (iii) the normal class size, front seating position, and classroom sitting arrangement for class discussion and group works are some of a conducive physical learning environment; and (iv) regular school set up enable DS to have closer social contact with hearing students.

5.2.2 There are some encouraging opportunities for the school and DS faced to carry out their activities. For instance, (i) DS have got access to learn with hearing peers in the integrated classes; (ii) financial support on school uniform and stipend to DS from Woreda Education Office; and (iii) the established policies such as Education and Training Policy and SNE Strategy Guide Line.

5.2.3 Deaf students encounter challenges from instructional and social interaction. Social integration with supportive staff seemed to be strained due to lack of information as a result of communication barrier. Besides, the instructional process is inappropriate due to communication gap, teachers aren't aware of how to treat and communicate with DS; lack of sign language interpreter; and inadequate resources seems to prevent DS from attaining positive learning outcomes. Thus, the instructional process and the social interaction towards the DS still need extra effort to support the need for DS using Ethiopian sign language; The Tabor primary School lacks appropriate educational materials and equipment; besides Deaf students', noise distraction hampered the teaching and learning process; and Sign language interpreter service and counseling service aren't yet available to render services for DS. Thus, DS are not benefited from the services for their social and academic development. In general, even though there are some good practices in the academic practices of DS in Tabor primary school

there is a bottleneck problem that requires high commitment of school management, the school community Woreda education sectors at large.

5.3. Recommendations

As indicated on the findings and conclusions drawn, the following recommendations were suggested with the view that they would help to reduce the challenges and elevate their achievement status of DS in Tabor Primary School:

1. The Woreda educational office need to hire either sign language interpreters or teachers with appropriate educational skills to provide services to address instructional needs of DS in the integrated classes.
2. The school should to strengthen professional development trainings through workshops, seminar, orientation and the like especially on sign language skills for teachers, non-teaching staff and class peers so that they can make ease communication and effective support to enhance DS learning and minimize dropouts and repetitions, especially for Deaf students.
3. The school in collaboration with Woreda educational office must provide library service, counseling service and resource room service to address the needs of DS learning in the integrated classes by fulfilling: ill-equipped resource center with adequate materials and equipment; library materials like sign book and its special reading rooms; and assign its appropriate interpreter service since these are absolutely necessary and part of the instructional process for the academic progress.
4. The school still needs extra effort to expand a partnership among stakeholders (the school staff, parents, Deaf Associations, the community, and other organizations) through proper application of the special needs education strategies to obtain support on technical, professional, material and capacity building to strength the learning of Deaf students.
5. The study was aimed at only explore the academic practices and challenges of DS in integrated classes. So future research is highly recommended about the impact of integration on students' attitudinal, social, psychological and related factors with a large sample which could be generalized to a wider population

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Appendix 1: Interview for Deaf students

Bahir Dar University

School of Graduate studies

Department of Special needs and Inclusive Education

The objective of this interview is to collect necessary information to explore the practice and challenges of Deaf students in the integrated classrooms and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Deaf Students

1. Do teachers use variety teaching methods and meaningful communication for DS?
2. Is there any access and use of instructional materials needed for Deaf students?
3. Is the physical learning environment enhancement DS' learning?"
4. Does the school have appropriate counseling, resource room and library service delivery?
5. What problem(s) have you encountered so far due to your hearing lose? (Especially with regard to communication with others and education?
6. Do you communicate with Ethiopian sing language? If No, How do you communicate in the classroom?
7. Do your teachers communicate with Ethiopian sign language? If No, How do you communicate with your teachers and how does the teaching learning process going on?
8. Do you explain the interaction with Hearing students inside the classroom?
9. What support do you get from the school community?
10. Is there resource room and special classes?
11. What do you suggest to enhance the teaching learning process?

Appendix 2: Interview for Principal

Bahir Dar University

School of Graduate studies

Department of Special needs and Inclusive Education

The objective of this interview is to collect necessary information to explore the practice and challenges of Deaf students in the integrated classrooms and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Interview guide for Principals

1. What do you know about Deaf student?

2. Can you tell me about the situation of students with deafness in your school?

3. What support does your school provide for students with deafness? If yes, do you think these supports are enough?

4. What challenges do Deaf students face?

5. Do all teachers communicate with Ethiopian sign language? If not, how do they teach Deaf students?

6. What kind of support does the school provide to solve the problems mentioned above?

7. Are there resource rooms in the school?

8. What should be done to improve the Education of Deaf students?

Appendix 3: FGD for Hearing Students

Bahir Dar University
School of Graduate studies
Department of Special needs and Inclusive Education

The objective of this interview is to collect necessary information to explore the practice and challenges of Deaf students in the integrated classrooms and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

FGD for Hearing Students

1. Are there Deaf students in your class? If Yes, How is your interaction with them inside and outside the classroom?

2. Do you communicate with the Ethiopian sign language? If No, How do you communicate Deaf students?

3. Do you support Deaf students in your lesson?

4. What kind and support do you offer for Deaf students?

5. How do you do your group works if you are given together with Deaf students?

6. Are teachers helpful for Deaf students?

8. What challenges do Deaf students face in the school?

9. What should be done to improve the learning process of Deaf students?

Appendix 4: FGD for Regular Teachers

Bahir Dar University
School of Graduate studies
Department of Special needs and Inclusive Education

The objective of this interview is to collect necessary information to explore the practice and challenges of Deaf students in the integrated classrooms and come up with some solution for better education.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

FGD for Regular Teachers

1. What do you know about deafness?

2. Are there Ethiopian Sign Language Interpreter?

3. Do you communicate with Ethiopian sign language? If No, How does the learning and teaching process taking place?

4. What does the interaction of Hearing Students and Deaf students look like in the classroom and in the school compound?

5. What teaching method do you apply in the class?

6. What Educational support do Deaf students get? Do you think the support is adequate?

7. What challenges do Deaf students face?

8. What measures did you take to solve the problems you mentioned above?

9. What must be done to resolve the challenges and improve the education of Deaf students?

Appendix 5: Observation Checklist

No	Description	Yes	No	Remark
1	Is there Noise?			
2	Is there Proper Light?			
3	Position of the interpreter			
4	Is there Eye contact?			
5	Hearing Aid Availability			
6	Is there proper Seating Arrangement?			
7	Classroom interaction with hearing Students.			
8	Teaching Method			
9	Is the Class Size Optimum?			