The Nature of Pupil Interaction and Challenges Faced by Teachers and Pupils when Implementing Inclusive Teaching/Learning in ESL Classrooms

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Abstract

Inclusive education is the type of education that puts all the pupils regardless of their physical or mental disabilities to learn together. For example, the deaf learners put in the same class with the learners who are not deaf. The study aimed at analyzing language practices in selected inclusive education classrooms that have learners with hearing impairments in selected secondary schools of central province. The study was anchored on two objectives as follows: analyze language strategies teachers used when teaching English Language in inclusive classes and to asses the nature of interaction between the pupils with hearing impairments and those without hearing impairments. The method used was mixed methods, mainly qualitative and a bit of quantitative data was collected. The design was descriptive employed through face to face interviews, document analysis, focus group discussions and classroom lesson observations. 16 teachers of English Language and 180 pupils who were purposively sampled participated in the study and the findings were analyzed thematically and statistically. The study established that there were various Language Practices that teachers and learners used when teaching/ learning in inclusive classes of the hearing impaired learners and the non-hearing impaired. The Language Practices that were mainly used were simultaneous use of verbal and sign language, use of language interpreters among teachers who did not know sign language, interpretation of sign language to verbal language in a class where teachers could not only use sign language as well as use of pictures and videos to

deliver lessons. The nature of nature was such that pupils interacted in class when the teacher was around but did not interact outside where teachers were not present. There was discrimination and abuse of with each other which led to groups avoiding each other. The study recommended that government should put in a deliberate policy to train more teachers of special education on how to use the standard sign language to alleviate the shortages.

Key words: Inclusive Education, Inclusive classroom, Hearing Impaired, English, Teaching

Background to the Study

Simpson and Warner (2010:18) defined Inclusive Education as, "placing children with disabilities into classes with typically developing peers, as appropriate, and providing them with necessary services and support to enable them benefit from being there. According to Nwokeocha et al (2017), Inclusive education connotes a new system of education whereby able bodied children and those with disabilities study together. Inclusive classroom is therefore a learning environment or a classroom where pupils of different abilities study together without segregation. Inclusive classroom is an educational system that allows special child students to become included in normal classes alongside their peers (Lipsky and Gatner 1996). Additionally, inclusive classroom is the provision of services to students with disabilities, including those with severe impairments. It could also be seen as a place to prepare the special children to participate as a full student to acquire knowledge and skills to contribute to the development of the society through engaging in entrepreneurial practices.

In his summary of inclusive classrooms, Iliya (2017) postulates that an inclusive classroom is   one that is based on teaching students with disabilities in a regular classroom rather than in special schools or classroom pull-out locations. He adds that this form of educational system supports inclusive education as it is

the most current system of providing education for children with special needs. He quotes Obani (2006) who states that, "inclusive classroom is the acceptance or discrimination into the neighborhood school that they should ordinarily attend." Iliya clarifies that the implication therefore is that an inclusive classroom should have some adoptions and modification in the regular school in terms of administrative strategies, curriculum, learning materials, infrastructure, personnel and methods of approach in order to accommodate the special learning needs not with their forms of disabilities and difficulties in learning. He further explains that inclusive classroom is an option programme carefully designed to educate special needs learners with diverse needs within the restructured mainstream or school communities. It means that all students in schools according to Iliya (2017) regardless of their strength and weaknesses in any area become part of the school community. It is therefore a place where disabled children and non-disabled children are placed in the same classroom and school environments where they are taught to play together, communicate without possible labeling and discrimination of any sort. This according to Iliya (2017) means that the students start from early days in life to regard each other as colleagues, understand each other's' weaknesses and individual differences as a result, and appreciate one another at their level.

In the Zambian schools, English language is the main medium of instruction apart from the recent revised policy on education which directed the use of a familiar local language to be used as media of instruction from grades one to four. The Zambian sign language was recognized in Zambia in various learning institutions as means of communication for the deaf and hard of hearing learners. According to the Zambian sign language ethnography of 2015 18th edition, it was in the year 1996 when the country's government formally recognized the sign language. The same source further explained that the government provides bilingual education using the country's sign language for the deaf

children and deaf students in those educational settings (Zambian sign language ethnography 2010).

When the policy suggests bilingual instruction in these inclusive classes where sign language and verbal language have to be used simultaneously, the teacher has to be bilingual or employ strategies or interventions which still results into bilingual classroom instruction in order to communicatively reach out to both groups of pupils linguistically. Allen and Schwarz (1996) actually states that teachers have to use both verbal and sign languages and teach using a wide range of interesting activities and materials to both hearing and non-hearing pupils. Moreover, the senior secondary school English language syllabus recommends the use of the communicative language teaching approach and the text based integrated approach (CDC, 2013). This means that the teaching of English should be communicative with maximum classroom interaction through activities such as group work, debate, classroom discussion, role play, simulation and pair work (see CDC 2013:36). The question that begs attention is: How then do teachers and pupils communicate in these classrooms and what language practices do teachers and pupils adopt in the teaching and learning of English which enable epistemic access? Further, what activities are used in these classrooms and how are they employed while maintaining the principle of inclusive education?

Statement of a problem

In Zambia, inclusive education is backed by policy. In this study, focus is on inclusive classrooms where hearing and non-hearing pupils are placed together to receive instruction at the same when learning English. Since these pupils have different language abilities and different language codes (verbal language and sign language) but they have to receive instruction at the same time in a highly communicative environment, the research problem is that it is not known how pupils interact with each other in such

environments and the challenges which both teachers and pupils face in the implementation of inclusive learning/teaching in ESL classrooms

Objectives of the study

To assess the nature of interaction between the pupils with hearing impairments and their peers without hearing impairment in inclusive classrooms.

To establish the challenges which both teachers and learners faced in the implementation of Inclusive teaching/learning in ESL classrooms/schools.

Methods and Materials

The study deployed both quantitative and qualitative methods of data collection. This was done for triangulation purposes. The study's target population was all the schools in Central province that offer inclusive education of the hearing impaired learners, all the teachers that teach both the hearing impaired and non-hearing impaired learners, all the pupils in these inclusive schools of the hearing impaired learners (both HI and non HI learners). The number of schools that were sampled was 4. The population sample consisted of 196 respondents broken down as follows: 16 specialist teachers 4 from each school and 180 pupils 45 from each sampled school. The number of hearing impaired learners that was sampled from each school was 25 and those without hearing impairments was 20 bringing the total number of pupils that was sampled to 45 in each of the four schools. The sampling technique that the study involved for sampling schools with inclusive classes were Simple random to select pupils in order for every member of the population to have an equal chance of inclusion while purposive sampling was used to select schools, teachers and Education administrators. The teachers were sampled through purposive sampling methods. However, in the cases where a school had a shortfall of teachers who were currently teaching

in inclusive classes, the researcher included those teachers who had taught before in inclusive classes as they were considered as having enough experience and knowledge about the learners targeted as samples of the study. The learners used in the study were sampled using multi-grade simple random sampling technique. The two sets of pupils were grouped differently. After they were grouped differently, the targeted number was randomly picked until the required number for each category was reached. In each category, the researcher wrote number from 1-30 and distributed the numbers randomly to pupils. Then, the teacher asked pupils to check their numbers and asked those who had numbers between 1-25 and 1-20 respectively to be part of the sample. In total the number of learners as samples was 180 in all of the sampled schools. The following instruments were used in this research to collect data from teachers and learners; Questionnaires, interview Guides, and focus group discussions. Face to face interviews guide were used in collecting data. Qualitative Data was analyzed thematically while quantitative data was analyzed through SPSS where frequencies and percentages were generated to see certain characteristics of inclusive education in numerical terms.

Presentation of Study Findings

This chapter presents the findings of the study as they were gathered from the field. It will present the findings under each research question. Since there are different types of data under some research questions, there will be sub themes under some research question. In terms of broad themes, the first set of data will be on the nature of interaction between the verbal and sign language users. The second theme is on the challenges that both teachers and pupils faced in the implementation of inclusive teaching/learning.

Nature of interaction between the hearing impaired and the non-hearing impaired learners

The second objective was to establish the nature of interaction between sign language users and verbal languages users both in class and outside classroom. This was important because the principle of inclusive education is that pupils of different abilities and characteristics are placed in the same classroom, learn together, work together and help one another in their work. This obviously means that they mix and interact mutually as equal partners in the learning process both in and outside the classroom. Thus, the nature or simply the fact that these different kinds of pupils interact has implications for the success of inclusive education and whether or not the practice is practical or not. In order to get the answers as whether the hearing impaired and the non-hearing impaired interacted mutually in and outside the classroom, interviews, observations and questionnaires were used to collect the data.

A questionnaire was administered to 180 pupils both hearing and non-hearing impaired learners of which 80 were hearing impaired and 100 were non hearing impaired to find out the nature of interaction between the hearing impaired learners and those without hearing impairments during classroom activities as well as play time. The results revealed that out of 80 hearing impaired learners, 65 representing a percentage of 81.35% stated that interaction between sign language users and verbal language users was not mutual in class and outside classroom.

A total of 100 non hearing impaired answered the question in the questionnaire. Out of 100 non-hearing impaired pupils sampled, 84 of them representing a percentage of 84% stated that interaction between hearing and non-hearing pupils was not mutual both in class and outside classroom. Only 16 respondents representing a percentage of 16% were the ones who said that interaction was mutual both during classroom activities and outside during playtime.

Cumulatively, out of a total of 180 pupils who answered the questionnaires (both hearing impaired and non-hearing impaired), 149 pupils stated that interaction between the two groups of pupils was not mutual both in class and out of classroom. Only 31 pupils stated that there was mutual interaction both in and out of the classroom among hearing impaired and non-hearing impaired.

To answer the same question, teachers and pupils were interviewed. They were asked whether the principle of inclusion was working both in the classroom and outside classroom in the context of togetherness among pupils through classroom interaction and social interaction outside classroom. Different responses were given both among teachers and pupils.

Among teachers, most of the teachers stated that there was no mutual interaction between the two groups of pupils. They explained that hearing impaired pupils normally segregated themselves and were not willing to interact with the non-hearing impaired. It was also mentioned that hearing impaired pupils were short tempered and opted to live among themselves. Other teachers examined that hearing impaired pupils felt comfortable to live among themselves. Therefore, there was no interaction between the hearing impaired and the non-hearing impaired. Some teachers explained both groups of pupils could not communicate with each other and they lived in exclusion of each other such that both in class and outside class, the hearing impaired and non-hearing impaired did not interact mutually. Consider the following responses:

Teacher A: *These pupils the hearing impairment seem to have identified themselves from these communities where they come from. So even if we can say that they interact with the non-hearing impaired learners the interaction cannot be compared to the way they do amongst themselves.*

Teacher B: *From my observation since I started handling these inclusive classes, it is like the pupils with hearing impairments feel much more comfortable interacting amongst themselves than when they are with the non-hearing impaired pupils.*

Teacher C: *Some of these pupils with hearing impairments are short tempered. It is for this reason that the other pupils without hearing impairments try to avoid them by all means.*

Some pupils also stated that there was no interaction between the two groups. They explained that no matter how they tried to be close to their friends, it was difficult as they could be ignored by the people of different needs. What came prominent in the findings was that pupils avoided each even in instances where some pupils made attempts to interact. The following are some of the responses from the pupils:

Pupil A: One of my classmates is almost my neighbor because we live in the same community but each time I tried getting myself closer this person just ignores me regardless of how much I try to be close.

Pupil B: They are too moody at times so me I avoid them because most of them are short tempered.

Pupil C: They are only friendly when you are in class but when outside like during break, they segregate themselves. They do not want to play with us but want to interact amongst themselves.

Pupil D: I don't like playing with them (hearing impaired) because they like fighting.

Pupil E: The first time I tried to be friendly with one of these hearing impaired learners, I was just given a very bad look as if there was nothing that existed.

Pupil F: One time I tried to separate a fight between the two hearing impaired learners and the two just turned against me and started beating me up. Since then I do not like playing with any of them.

However, there was a small group of teachers who stated that interaction between the two groups of pupils was average while others stated that the pupils interacted only in the classroom but never interacted outside classroom during uncontrolled social interaction. The teachers explained that in class, pupils did some of the activities together but were not seen to do the same outside as they were seen to be associating according to their different language characteristics. The other reason given for lack of interaction was that the two groups did not know each other's languages. The pupils who used verbal language did not know sign language and vice versa and this affected their interaction both in class and outside classroom. The following were some of the responses saying that pupils partially interacted and that the interaction was in classroom and not outside classroom:

Teacher D*: Well, the interaction between the hearing impaired pupils and the non-hearing impaired pupils is average so to say.*

There are some who really get along with the pupils without hearing impairments nicely. Some of the pupils with and without hearing impairments come from the same communities and because they have learnt to accommodate each other from home before coming to school, the interaction among such is very excellent.

Teacher E: *When in class, at-least you can see some pupils with and those without hearing impairment tying to communicate to each other. Now during play say at break, the situation is different as one would see the*

> *pupils with hearing impairments grouped on their own and the others without hearing impairments busy on their own as well.*

Teacher F: *Yes they do interact but not in that way one would say it is adequate because the non-hearing impaired learners do not know proper sign language but the street sign language*

Teacher G: *These pupils maybe difficult to understand, you may observe during class especially when given group work they will communicate to each other but during break time, the hearing impaired like to isolate themselves.*

Teacher H: *They do interact in the classroom situation but outside the trend is different because one can see the pupils with hearing impairments grouping and isolating themselves from the pupils without hearing impairments.*

Teacher I: *In as much as the pupils without hearing impairments would want to interact with their friends, it is not easy because most of the pupils without hearing impairments here do not know how to use sign language.*

The interaction was also affected by negative attitudes between pupils with hearing impairments and pupils without hearing impairments. The findings showed that pupils without hearing impairments had negative attitudes towards those with hearing impairments. Regardless, a few pupils dispelled the assertions that there were negative attitudes between the two groups of pupils. The pupils who downplayed these views explained that it was mere perception or misconception that there were negative attitudes towards each other while clarifying that there was no problem as they interacted as normal as possible.

The teacher said that the interaction between the pupils with hearing impairments and those without hearing impairment was not good. He observed a trend where pupils without hearing impairments were making fun of their friends especially during play time when they were not in class. He said that it was for this reason that most of the pupils with hearing impairments found it comfortable to remain in class even during break because it was only in class that they felt they were safe. Even when they by all means avoided the other pupils with non- hearing impairments, they would still follow them where they were to make fun of their situation. This situation angered the pupils with hearing impairments making them isolate themselves on several occasions especially outside the classroom.

Another teacher explained that it was rare to see the two groups of pupils interacting even outside the classroom. Even in the classroom, they only talked when one maybe needed help from the other one. Say a learner with a hearing impairment in class while writing his pen stops and he sees that the one who has a spare one is the one without hearing impairment, he would ask from the friend who has. This finding was supplemented by what pupils said regarding interaction. Although the pupil was generally saying that they interacted, he exemplified situations of need when they interacted. Consider what the following sentiments from some pupils:

Pupil A: Our friends without hearing problems are just okay, we talk, we ask for things like pen or pencil when you do not have or maybe the one you had has stopped writing. You can easily ask from a friend without hearing problem and he or she will assist you.

Pupil B (HI): We get along and interact so well with our friends without hearing impairments. We help each other with things

Pupil C: Personally I feel it is just a general misconception that people have towards our friends with hearing impairments that they are not social, otherwise they are good.

Pupil D (HI): It's difficult. They (non HI learners) laugh at us and look down on us.

The findings also revealed that it was not only pupils who held negative attitudes towards non hearing pupils. Even some of the teachers held negative attitudes towards those pupils who could only communicate through signing. This made it difficult for special needs children to feel free and interact with the peers who had no hearing impairments. Teacher B disclosed that these pupils with hearing impairments were made fun of even from some members of staff. The teacher made mention of a particular teacher who would discourage the other pupils from interacting with the learners with special needs if he found any of them doing so. Take note of the following statement from one of the teachers:

Teacher B: It is quite sad that even some of our own members of staff here make fun of these pupils with different learning abilities. One of them even told me to stop teaching them that if I continued I risked having a child who would be like one of those pupils that I teach but of course you and I know that it is just actually an old belief.

In addition to observation data, the researcher also took notes during classroom and outside to just see whether there was interaction between the two groups of pupils. I observed that when it was break time, the hearing impaired learners grouped themselves under a tree. While some of the non-hearing impaired learners tried as much as possible to interact with their friends with hearing impairments. The researcher observed that the

response from the hearing impaired learners was not all that positive even when some of the other friends tried as much as possible to interact with them. One of the respondents; teacher C attributed the self- isolation of the hearing impaired learners from the non- hearing impaired learners to the stigma that some pupils (non-hearing) impaired learners have on the friends. However, there were cases where there was no stigmatization from the non-hearing impaired learners on their friends but merely cases of self-stigma by the learners with hearing impairments.

Observation was also made by the researcher that during classroom activities such as group work and discussions at one of the visited schools, the teacher had to isolate the hearing impaired learners from their non- hearing impaired learners' group. After the lesson, the researcher tried to find out why the teacher had to isolate the hearing impaired learners from their friends when creating the groups. The teacher cited cases of short temperedness from some pupils with hearing impairments and that most of the times they were mixed with the non- hearing impaired learners, fights usually broke out due to misunderstandings amongst the hearing impaired and the non- hearing impaired learners.

Summary

This objective investigated the nature of interaction between the learners with hearing impairments and their peers without hearing impairments. The findings were that in some instances, hearing impaired learners interacted with non-hearing impaired ones both during classroom activities and outside classroom but in very rare situations. The majority of the hearing impaired learners only interacted with the non-hearing impaired learners during classroom activities and not outside class.

4.   Challenges faced by teachers in providing inclusive education of sign language.

(a) Lack of teaching materials

Most of the teachers interviewed bemoaned lack of adequate teaching and learning materials as the greatest challenge encountered. One of the respondents revealed during an oral interview at School A that most the teaching aids used were self-improvised. In the other Schools visited, the teachers expressed concern and emphasized that just the way government procures teaching and learning materials for the other type of learners, it should as well consider doing the same for the learners with hearing impairments. Teachers complained that it was not an easy task to facilitate teaching and learning of the hearing impaired learners with inadequate teaching and learning materials. Teachers really had to sacrifice in order to prepare lessons that were going to make learning easier for those learners with hearing impairments. Meaning they had to come up with visual teaching aids for every topic that was to be taught as visual aids made teaching and learning easier not only for the hearing impaired learners' but also the other learners without hearing impairments. Consider what the teacher said below:

Teacher I: *The performance of the hearing impaired learners cannot be compared to that of the non-hearing impaired learners because the rate of understanding at which the hearing impaired learner grasps a concept is very different from that of a pupil without hearing impairments. It would have been of great help if the school had enough teaching and learning materials.*

At School B, the teachers talked to revealed that the hearing impaired learners take a longer time to understand a concept compared to their non-hearing impaired learners. This was as

a result of not having adequate teaching and learning material to carter for the hearing impaired learners. Consider what the teacher said here below:

Teacher E: *If government can consider providing learning material to all schools providing the education of learners with hearing impairments that would help in improving the results of the learners' with hearing impairments.*

(b) Slowness in learning

The teachers also attributed the slowness in learning by the hearing impaired learners' as natural issue because of the status of not understanding the articulate language. That these hearing impaired learners were too slow to learn and that they easily forgot what they had been taught. This made the progression rate of the pupils with hearing impairments to be slow because the teacher was forced to go back and re-teach the same content again and again before the concept could be understood. This slowed down the rate at which the syllabus was completed. However, the situation could be redeemed if the Schools had enough teaching and learning materials such as books so that after teaching, the learners are given the books go through the taught topic at their own time . This could aid the learners to retain most of the content taught on that topic before proceeding to the next. Teachers complained that in most instances, the syllabus was not even fully covered and yet the hearing impaired learners would be required to sit for the same examination as the other pupils who are non-hearing impaired. Here below is what one of the informants had to say:

Teacher J: *Hearing impaired pupils are slow by nature in understanding new concepts that are taught to them compared to the non- hearing impaired learners. One has to repeat a concept several times in order*

for them to get it. This makes the rate at which we move covering the contents of the syllabus slow failing to cover all and yet at the end of the year they are required to sit for the same exam with the non – hearing impaired pupils.

At School A the teachers interviewed revealed that teaching and learning materials was one of the major challenges they faced as a unit offering this type of education to the learners. Teacher A in this school bemoaned the rate at which the pupils with hearing impairments took to understand a concept. He said they (learners with hearing impairments) took a longer time to understand a concept that was taught to them compared to the non hearing impaired learners. This made it difficult for them to cover the contents of the syllabus in time. However, with or without completing the syllabus, the learners were required to sit for the same examination with the learners without hearing impairments. This made the learners with hearing impairments mainly to perform poorly in the National Examinations. Here below is what one of the informants from this School had to say:

Teacher C: *The hearing impaired learners are slow in capturing what is being taught to them, even when you are a fast teacher you cannot move faster leaving the other pupils behind. This makes us not to finish the syllabus and it is one of the reasons that the hearing impaired pupils usually perform poorly in the National exams.*

(c)   Teachers not knowing sign language

One of the teachers revealed that it was not easy for her when she just started work to communicate with the hearing impaired learners as she was not particularly taught sign language at the College she attended.

She had to learn how to use sign language while she was already deployed at that School. Because she was not a fluent user of sign language this also derailed that rate at which they had to cover the content of the schemed work for each term leading to a delay in covering the contents of the syllabus. Consider here below what the teacher had to say:

Teacher K: *You see, it is usually difficult when you are a beginner and you have been given a class for the hearing impaired pupils to teach when in the actual sense at College you were not taught sign language but Special Education.*

The teacher said that with time and through interactions with the learners and the older teachers who knew sign language, she became conversant. The researcher confirmed this when she observed one lesson presented by a student teacher. This teacher totally relied on the Head of Department for most of the communications in sign language during her lessons. Another teacher talked to at this School confirmed that he learnt Special Education at the College he attended but was never taught how to use sign language.

At School D one of the respondents revealed that though they use sign language when teaching not all teachers of special education are fluent in sign language and those that were able to communicate using sign language were not conversant with all the words. That is to say they found it difficult to sign some words. Due to lack of teaching materials in the school, it was a challenge to teach for instance reading comprehension because was not easy for the teacher to sign all the words found in the passage in order for the learners to get the meaning from the passage being studied hence the easier way to go around it is for the teacher to summarize the passage involved. However, there is again a disadvantage with summarizing the passage for them

because the information given was not comprehensive thereby making the pupils miss out on certain vital information. The respondent was quick to point out that it took much effort on the part of the teacher in order to make the Hearing Impaired learners grasp the concept of reading.

> *The majority of the learners/pupils don't know how to read said the teacher K*

In order to aid the hearing impaired learners grasp some reading concepts, the teacher said that she used the letters of the alphabet to make simple words and gradually go to simple sentences.

Another respondent from the same school pointed out that there was no effective communication as most of them did not know how to use fluent sign language.

Teacher L: *There is language barrier when you are teaching, you may think that the pupils have gotten the concept when in fact not, said the respondent.*

 The respondent said that one can judge based on the classroom exercises given that the pupils actually missed out the concept because they do not perform well in most of the given exercises. Based on the fact that the hearing impaired learners are slow in learning, the respondent felt that the Examinations Council of Zambia should consider giving the hearing impaired learners an exam that is simplified because usually they do not even manage to cover all the contents of the syllabus as they are slow learners. Their performance was not good even in the National exams.

(d)   Pupils not knowing standard sign language

Teacher F at School B said that it was not easy to communicate with the learners during lessons as most of them did not even know the standard sign language. Now when you go in class to teach and you are using the standard sign language, usually there is communication breakdown. The teacher said it was difficult for

her because she first had to start teaching the learners what she termed standard sign language before she could go into teaching the actual content of the syllabus. This consumed most of her time as pointed out earlier that these learners take time to grasp a concept. Here is what the teacher had to say below:

> *What the majority of our pupils use is street sign language, so when you receive the pupils, you have to teach them first the standard sign language. This on our part takes a lot of our time for teaching the syllabus contents.*

Teacher G at this school mentioned that some of the parents to the pupils with the hearing impairments also made it difficult for them teachers to operate smoothly as they would come to interfere with the schools way of running their programmes based on the information the parents received from their children. This teacher said that it was not easy to handle such learners and that it called for a strong willed person and one with a passion for the job. Teacher G said as well that the challenge she had was completing the syllabus in time. She said that it was difficult to cover the contents of the syllabus in time because the hearing impaired learners are too forgetful. She said that one would teach a concept today and hope to build on it the next day of meeting them only to discover that they cannot remember anything. This left the teacher with no option but to re-teach the concept. She again mentioned that sometimes it took the teacher to teach a concept more than two times before it could be registered on the pupil's minds' all this she complained that it was time consuming.

(e)   Sign language interpreters missing out vital information

 At School C, the only teacher who was fluent in sign language instruction was the volunteer teacher who is also deaf and dumb. The other teachers handling the pupils with hearing impairments at this School were working hand in hand with the volunteer

teacher so as to aid communication for both the hearing impaired and non-hearing impaired learners. Meaning that when he was teaching, an interpreter was needed to aid the other learners who were non hearing impaired as the particular one could not offer both the sign and articulate language. One of the special education teachers at the said school who happens to carry out the interpretations of the lessons for the pupils said that the volunteer teacher was so fluent and very fast when teaching such that sometimes it became so difficult to move at the same rate with the one teaching thereby missing out a lot of vital information for the pupils. The teacher (interpreter) said that the volunteer teacher is a good teacher but had a short temper especially if he was asked to repeat what he said. There were four teachers at this particular School including the volunteer of which only one out of the three permanent ones was a fluent user of sign language. Here is what the teacher had to say:

Teacher M: *Our friend (volunteer teacher) is so fluent and fast with his language. Because of his condition (both deaf and dumb), he cannot teach using both sign and the articulate language. It is for this reason that when he is teaching, someone has to interpret his lessons so as to cater for the non-hearing impaired learners because not all the learners understand sign language. Now the problem comes in when you as the interpreter miss a point because he doesn't like repeating points.*

Teacher (interpreter) mentioned that there are some other words that were difficult to find their equivalent in sign language. Here below is what the teacher had to say;

Teacher M: *One may have the knowledge and skills of sign language but sometimes it is not easy to find the exact or equivalent of certain words in sign language.*

(f) It is time consuming to use both sign and verbal language

At School A, teacher C lamented that it was time consuming to use both the verbal and articulate language while teaching. A single lesson which was supposed to be handled in 40 minutes ended consuming the time for the other lesson if it were a double period. In cases where a single period was allocated, that particular day meant not finishing the contents of the lesson that was prepared because it meant teaching two groups of people in two different languages at the same time. When asked if having someone to interpret the lesson was going to make teaching easier, the teacher said it was one and the same thing because after you talk, you have to give time to your friend (the interpreter) to as well communicate in the language he/she is using.

In summary, it has been observed that the implementation of inclusive teaching and learning is faced with a number of challenges.

Discussion of Findings

The discussion of findings below is done in line with the research objectives.

Nature of interaction between the pupils with hearing impairments and those without hearing impairments

Firstly, the findings were that pupils did not interact mutually. There was segregation between the pupils' without hearing impairments and those with hearing impairments. This was due to communication breakdown, stigmatization of each other and lack of correct information from their teachers about how to handle and consider each other as pupils who were considered equal.

Secondly, interaction only took place in class but not outside the classroom. Further, that the interaction was functional and not emotional or interpersonal. According to the theory of Critical Discourse Analysis, (CDA) there is power struggle between the

policy implementers and those at the receiving end of power. In this case the pupils interacted in class not because they wanted to but they were merely guided by their teachers to do so. They did not have the power to decide whether to interact or not during classroom activities because they were at the receiving end of power. However, the hearing impaired pupils and the non-hearing impaired ones did not interact outside classroom activities because here, they had power, the authority to decide on what they could do and what they could not. Huckin *et al.* (2012:115) state that "the classroom is a place in which power is circulated, managed, exploited, resisted, and often directly impacted by institutional policies and changes". In this case, in the classroom, pupils accepted the power of the teachers and the policy makers who place them together for purposes of interaction. However, the pupils decide to resist the power both of teachers and policy when they decide to interact according to their language characteristics. Mwanza (2016:123) actually states that "critical discourse analysis provides a good assessment of the nature of interaction and the underlying assumptions behind how the teacher treats the learners and how learners behave in the learning process". In this case, pupils negotiated their power and interaction by behaving differently in different situation depending on whose power was dominant. In the classroom, the teachers' and policy's power were dominant and pupils accepted to behave submissively. However, the pupils exercised their power outside the classroom and behaved according to their choices because teachers could not follow them up and force them to interact outside the classroom.

There was discrimination and abuse of hearing impaired learners by non-hearing impaired learners. Sadly, even teachers did so. This made some learners stay in class even during break because they saw the class as the only safe place. It was observed from the findings that the attitudes between pupils was negative and that in cases, they stigmatized each other and abused each other. In the last chapter, data showed that pupils

without hearing impaired abused and made fun of those who had hearing impairments. Data showed that even if the affected pupils isolated themselves for safety, they were followed up by the pupils who stigmatized them. From the perspective of critical discourse analysis, one can clearly see that while the school is a place where power is circulated, managed, exploited Hackins et al, (2012), Mwanza (2016) points out that power can also be abused. The behavior of the pupils who stigmatized and abused their peers with hearing impairments abused their power by using it to unfairly and disrespectfully treat their peers with hearing impairments.

There was intergroup solidarity and lexicalisation through experiences of abuse and discrimination. This abuse however, is not a School phenomenon, it starts from home and extends in School. This made the hearing impaired pupils' see the school as a fake place which forces interaction when in the villages, no one interacts with them. The data also showed the hearing impaired pupils who were abused and stigmatized grouped themselves and some of them stayed in classroom even during break time. These findings have implications on policy and schooling of pupils with hearing impairments. Firstly, these pupils only saw the classroom as the safe place because they were protected by the teachers and they felt more vulnerable outside because of the absence of the teachers who were managing the interaction. Clearly, this means that inclusive education is suffering a major setback and contrary to the expectation that the two groups of pupils will live together in harmony, the fact in some cases is that pupils see each other as enemies. The other point worth discussing is an instance which was brought out in the finding where one pupil narrated that he could not be accepted into the social group of the hearing impaired. He gave an example of a situation where two hearing impaired were fighting and he wanted to separate them to his surprise, the two who were fighting ganged against him and started beating him.

This scenario shows how strong the social boundaries between the two groups are. In this particular case, it shows that despite the differences within one group, the pupils will still perceive themselves as friends with one common enemy (those who not visually impaired. Here, there is group solidarity based on their grouping guided by abilities/disabilities. Laitinen and Pessi (2015: 1) defines group solidarity as 'emotionally and normatively motivated readiness for mutual support…where the order is sustained by a commitment to shared norms and valued social bonds". In the story of two hearing impaired learners ganged up to beat a non-hearing impaired who wanted to end a fight between them shows how strong the social boundaries are and the grouping are so strong that in whatever circumstance, the hearing impaired are ready to take action against pupils or people they perceived as their common enemy. However, this behavior seems to come from lived experiences between the two groups. Although this was happening in school, one can infer that the defensive mechanism is a product of lived experiences of stigmatization, exclusion and rivalry. Thus, for inclusive education to work there is need for the pupils' to be sensitized on the policy and principle of inclusion so that they can accept one another as equal participants both in class and outside interaction.

There is need to make inclusive education a cross cutting issue in school and that it should be part of adult literacy and communities should be sensitized that inclusion starts in the community even before they come to the school. This is what Iliya (2017) meant when he said that inclusive education means to that students start from early days in life to regard each other as colleagues, understand each other's' weaknesses and individual differences.

From the findings, it is evident that the nature of interaction that existed between hearing impaired learners and the non-hearing impaired learners was very mutual during classroom activities. The researcher made observation that out of the four Schools that

were visited, only one School had portrayed a difference in the way in which the hearing impaired learners and the non-hearing impaired learners interacted. A participant at School A felt that the non-consistence of the mutual interaction between the learners with hearing impairments and those without hearing impairments was due to the fact that when they were outside during break time or for other activities, the non-hearing impaired learners were not consistent with the use of sign language son as to accommodate their friends. This made the hearing impaired learners feel out of place and uncomfortable forcing them to segregate themselves from the non-hearing impaired learner's.

This is in contrast with Iliya (2017) who pointed out that an inclusive education means to place the disabled children and the non-disabled children once in the same classroom and School environment where they are taught how to play together, communicate without possible labeling and discrimination of any sort. Iliya further stated that inclusion or inclusive education can only be said to be practiced when the children with and without disabilities enjoy field trips and after School activities together.

Based on the findings presented in the previous chapter, this was not the case with the children in three out of the four Schools the researcher visited. Another participant at School A informed the researcher that these children with hearing impairments at their School had identified themselves from the communities where they come from. It was for this reason that during play time like school break, they would just group themselves because they already knew each other from the communities they were coming from.

The other point to mention was that there were frustrations among pupils in the inclusive schools. Both pupils seem to have been frustrated that they could not speak or communicate using either sign language or verbal language respectively. The people, depending on their language limitations coupled with negative attitudes from peers of different abilities felt frustrated to an extent

that they just wanted to live in exclusion. Thus, the isolation was not only due to stigmatization or abuse by other people, but mere frustration at the fact that they could not manage to communicate in certain ways. That is the reason why, inclusive schools need a lot of counseling services to help pupils understand the diversity and differences that exist within the school and help them see how they can understand and respond responsively to diversity including their own individual diversity. The sensitization would help learners understand each other and be empathetic thereby changing their attitudes. Thus, the attitudes of both teachers and learners have to be positive and supportive because and Mwanza (2017) puts it, attitudes are very important in explaining the success or failure of curriculum implementation.

Another point worthy discussing is sentiments by some teachers such as teach G referred to earlier who said that it was difficulty to teach inclusive classrooms because it was time consuming and pupils were slow learners, and therefore difficulty to teach. It is important that aside from the negative attitudes which teachers had towards inclusion and non-hearing learners, they also did not have adequate understanding of inclusive teaching. This is the reason why teachers teaching inclusive classrooms need to attend special training to help them deal with issues peculiar to teaching such classes. Mwanza (2017) observed that teachers complained of time and quality of pupils mainly due to lack of specialized competencies and misconceptions of what the pedagogic practices were about. In this study, it was clear that some teachers had misconceptions about inclusive teaching where they expected it to be like exclusive teaching/learning.

In summary, it is clear that the nature of interaction between pupils with hearing impairment and pupils without hearing impairments only interacted in the classroom and did not interact outside the classroom. However, it must be noted that the interaction even in the classroom was more functional than just interpersonal. Secondly, it is important to mention that while most

pupils avoided each especially outside the classroom, there were a few pupils who interacted and genuinely showed love and care for one another.

Challenges faced by teachers in providing instruction to inclusive classes of the hearing impaired   learners

It is a well-known fact that in order for effective teaching and learning to take place, any institution is supposed to be equipped with enough teaching and learning resources. Without such, effective learning is usually not easy to achieve. This assertion is in agreement with Schwarz (1996) who pointed out that teachers have to use both verbal and sign language and teach using a wide range of interesting activities and materials to both the normal and differently abled children. However, in almost all the Schools the researcher visited, bemoaned lack of teaching and learning resources. What this calls for therefore is the provision of adequate teaching and learning resources to these learning institutions by the government through the Ministry in charge. Ramos (2009) is also in agreement with the assertion that without teaching materials, inclusive education would not be a success. Consider the following citation from Ramos (2009) below;

Normally inclusive classrooms have a regular educator and a special needs educator. Due to the nature of the classroom and size, it is important that there be an appropriate number of teacher Aids to assist with the day to day activities.

The teachers handling inclusive education of the learners with hearing impairments bemoaned the slowness in learning of such pupils. However, one of the teachers said that the slowness in learning by the hearing impaired learners was a natural issue due to the status of not understanding the verbal language. In regard of the above mentioned status, hearing impaired learners easily forgot what they were taught. In School A, a respondent gave an example of teaching comprehension or summary. The teacher

said it was difficult to teach such topics without enough books to use. The teacher said that merely narrating a story to the learners as if it were a listening comprehension did not help at all. What the learners needed was to be given the actual passage in print and allow them to read on their own after which the teacher had to discuss the given passage with the learners.

In most cases, the teaching materials that were to be used were not adequate. The teacher had to improvise for such. For instance, photocopying the passage so as to make enough copies for the learners to use. In a situation where the School did not have the means to do such, teachers went a mile using their own resources to carter for such. The problem came in when a teacher was not in the position of catering for such expenses. It meant that the teacher had to verbally narrate and sign the comprehension passage to the pupils causing the pupils to understand and learn at a slow rate. All this was due to the non-adequacy of the teaching and learning materials which Schwarz (1999) does talk about. Schwarz says that teachers have to use both articulate and sign language then teach using a wide range of interesting activities and wide range of materials to both the normal and differently abled children if they are to progress well. It is important that government improves in the provision of teachers materials because other studies such as Mwanza (2012) also found that schools in Lusaka lacked adequate materials which affected the teaching and learning of literacy.

As some of the participants had mentioned that some of the training institutions they went to did not provide specific training in sign language, it is however important for special education teachers who are being prepared to handle classes involving the hearing impaired learners to be as well trained in sign language. This was not the case with almost all the teachers the researcher interviewed as they claimed to have acquired the skills of sign language through other initiated means. This issue of teachers being trained in sign language so that they could effectively deliv-

er to the learners with hearing impairments is in agreement with Ramos (2009). Ramos acknowledged the fact that teachers have to be trained when he said that, "even though many Schools are moving towards special needs inclusive classrooms, there are a number of issues or challenges that have to be addressed…preparation and training of a teacher is the first step in making special needs inclusive education a success.". This calls for both teacher training institutions to revise their curriculum and train teachers in light of what they will teach or do upon graduation. In fact, this challenge of inadequate and inappropriate teacher training has also been reported in other studies such as Manchishi and Mwanza (2013) and Manchishi and Mwanza (2016) who found that some teacher training institutions were not preparing teachers according to the demands of the schools where they would go upon graduation.

The other point worth noting here is that even if teaching and learning resources were availed to the learning institutions and yet the teachers available do not have the adequate skills and knowledge of sign language, then inclusion of the hearing impaired in such institutions was still not a success. Schwarz (1996) is in agreement with this assertion when he notes that, "teachers have to use both verbal and sign language and teach using a wide range of interesting activities to both the normal and differently abled children. How then is it possible for a teacher to achieve all that has been stated above if he /she does not have the knowledge of sign language? The answer here is that the success of inclusion of hearing impaired learners could not be achieved in such instances. Therefore, it is imperative for the government through the Ministry of Education to see to it that would be teachers of hearing impaired learners are provided with knowledge and skills of sign language so as to ensure a success delivery of teaching and learning services to the learners.

Another participant at School B informed the researcher that it was not easy to teach using sign language because the pupils they

received in their School came from different home with different backgrounds. This had an effect on the type of sign language the various pupils from various backgrounds were using because the majority of them according to the participant did not know what she termed standard sign language. According to this participant the majority of the pupils knew what she termed 'street sign language.' This therefore meant that one of the activities that teachers had to engage in was to make sure that all the hearing impaired pupils received in their School were harmonized to the Standard sign language. Others such as Mwanza (2012) and Banda and Mwanza (2017) also found that it is problematic and challenging for the teachers if pupils cannot speak the target language and the language of instruction. The two studies also showed while government normally assumes that pupils speak the medium of instruction, it is normally the informal variety which pupils speak and not the formal variety.

However, the findings in this study that pupils lack of knowledge of formal varieties was a problem contrast with Chibwe (2015) who conducted a study on the contribution of sign language variations to the academic performance of the learners with hearing impairments. Chibwes' study revealed that some of the participants in his study indicated that sign language variations contributed positively to the academic performance of the learners with hearing impairments. Just as the participant in School B mentioned that the type of sign language their learners knew was dependent on   their different backgrounds, Chibwe (2015) however was in agreement with this assertion when he confirmed that the factors which influenced sign language variations were friends, parents, culture, environment and training institution the teacher was trained from.

In School B, a participant voiced out during the oral interview that one of the challenges faced when it came to teaching learners with hearing impairments was the disintegrated type of sign languages the pupils were using. The teacher said that it was

actually not easy because these pupils had first of all to be taught what she referred to as the 'standard sign language' before any other form of teaching or learning could take place. Without such effort, teaching inclusive classes of the hearing impaired learners was difficult.

As the situation was that not all trained teachers of Special Education were trained in sign language or knew sign language, it was necessary to have some of the lessons that were offered by such teachers to be interpreted either from verbal language to sign language or from sign language to verbal language depending on the strength of the teacher who was delivering a particular lesson. Now, some challenges came in when a teacher for example who quiet alright has the sign language knowledge but does not have the knowledge of specific subject is called upon to interpret. For example a teacher of Religious studies with the sign language knowledge is called upon to interpret a lesson in Literature in English. Such instances were in most cases likely to attract misinterpretation of what was actually said by the teacher who is trying to deliver the lesson. This view is in line with what Omugur (2017) said when he stated that, "interpreters response indicated that he always faced challenges when it came to interpreting lessons like Literature in English because he had not learnt specific signs associated to that subject.

Summary

The chapter has presented a discussion of findings. I has been observed that teachers employed different language practices with the sole aim of democratizing the classroom and to avoid symbolic violence. It has also been observed that interaction among pupils was sound in the classroom but almost nonexistent outside the classroom due to the complexities of power relations among pupils of different language characteristics. Finally, the implementation of inclusive education in ESL classes is faced with a number of challenges which have to be solved if the true goal of inclusion is to be realized.

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