What are the Perceptions of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Mainstream Primary Classroom Setting in Liberec and Prague in the Czech Republic?

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MA/Mgr. Special Education Needs Degree

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DECLARATION

This dissertation has been entirely developed by Greystone Jennyson Alindiamao in part fulfillment of Erasmus Mundus Masters in Special Education Needs, **2009 – 2010** at Roehampton University (London, United kingdom),Fontys university (Tilburg, The Netherlands), and Charles University (Prague, The Czech Republic).

I hereby declare that the dissertation is entirely my own work and that all references have been properly acknowledged. I also declare that this dissertation has not been submitted previously for any higher degree.

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ABSTRACT

This dissertation reports on the findings of a qualitative study done in a special school in Liberec and a mainstream school in Prague. Using a questionnaire, a semi-structured interview and a focus group discussion the researcher found that the teachers both in a special school and the mainstream school depend very much on medical and social experts to made decisions regarding the nature of education provision of the learners with hearing impairment. With the expert analysis of hearing loss, learners with hearing impairment are regarded as deficient commonly referred to as "the handicapped" and not fit to learn together with hearing learners in a mainstream primary classroom setting. The special education teachers argue that the learners who are placed in the main stream classroom settings are only sitting in class and gets very little from the regular teachers who fail to communicate effectively with these hearing impaired learners.

The research shows that most teachers favour the teaching of these learners in special schools of the deaf other than the mainstream. They argue that specialist teachers can communicate well with learners with hearing impairment, who communicate effectively using signs. In this research most teachers mentioned that if they were in a position to offer advice to parents they would tell them to send their child who is hearing impaired to a special school. On the other hand the teachers of the mainstream said that they were not ready to implement inclusion of learners like the hearing impaired. Citing the one child who was hearing impaired was only brought to the school as a child with behaviour problems. They said that they regard inclusion as a question of the future not now saying there are many more things that are to be done to practise inclusion.

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CHAPTER I

1.10 INTRODUCTION

The topic of my research is *"The Perception of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Mainstream Primary Classroom Setting."* This is a research study that I carried out in two schools: a special school in Liberec and a regular school in Prague in the Czech Republic. I chose this as my topic of study due to my background as a regular teacher, a resource teacher of the deaf, and later on a teacher trainer for teachers of the Deaf, a profession to which I belong. My personal experience, educational, and professional background link me with the issues of education of the learners with hearing impairment. My training in audio clinics and my work in the audiology clinic increased my interest in this topic because of my frequent contact with the learners with hearing loss. Rejection of some learner with hearing impairment from mainstream schools in my country made me to have a question that I have kept for years and this research has offered an opportunity for me to explore the theme: " teachers perception on teaching learners with hearing impairment in an inclusive mainstream primary classroom setting" through a research question entitled: *"What are the Perceptions of teachers on teaching learners with hearing impairment in an inclusive Mainstream Primary Classroom Setting in Liberec and Prague in the Czech Republic?"*In this chapter I will begin with an analysis of the context of education for the learners with hearing impairment both in Malawi and Czech Republic. This will be followed by aims and objectives of the study with subsequent analysis of the limitations of the study. This then will be followed by the brief outlines of how the study has been organised into six chapters followed by the conclusion.

1.11 Context of Education of the people with hearing impairment in my Country, Malawi.

According to EMIS (2007) & MOE, 2009, out of 69,983 learners with impairments in Malawi, 18,980 were hearing impaired with 17,344 of them partially deaf and 1,638 of them completely deaf. Out of the 17,344 who were partially deaf only 781 were in secondary school representing 4.5% while 95.5% were in primary schools. Out of 1, 638 learners who were completely deaf only 77 were in secondary schools representing 4.7% with 95.3% in primary school. All the 858 learners were in mainstream secondary schools because there is no special secondary school for the deaf or people with disabilities in Malawi which is a good thing for inclusive practices according to Salamanca statement which points out that:

> "Those with special educational needs must have access to mainstream schools which should accommodate them within the child centred pedagogy capable of meeting these needs" (UNESCO, 1994)

However as could be seen from the Salamanca statement the learners should be provided with appropriate pedagogy which is not the case in Malawi. Chavuta etal, (2008: 8-9) found that learners with disability in Malawi faced a lot of challenges which amongst others include:

> "Lack of knowledge and additional skills in teaching learners with disability; inadequate teaching and learning resources; inadequate communication skills by teachers and learners in schools; *negative attitudes by the teachers and the community towards learners with disabilities;* and Lack of assistive devices."

This situation is compounded by the fact that the classes in the main stream are overcrowded with classroom/pupil ratio recently reported to be as high as 1:220

(www.nyasatimes.com/education/Malawi-unlikely-to-reach-efagoal-by-2015-ngo) while the official figures of 1:104 in rural areas and 1:138 in urban and suburban areas were reported in. (MOEST, 2008: 13). This is against the teacher/pupil ratio of 1:78 while the qualified teacher/pupil ratio was pegged at 1:88. Figure 1 shows the typical situation of a photo taken in 2008 by Chavuta and others.

Figure 1 Typical class room situation in Malawi



Source: Chavuta et al, (2008). Baseline Study: Inclusive Education Project.

The picture shows where the 90% of learners with hearing impairment in Malawi learn. The only exceptions are those who are admitted in the special schools who also have to take a performance test and pass before their admission in the 6 special schools of the deaf located in 4 of the 6

education divisions of Malawi (table 1) with Oral communication dominating as a mode of curriculum instruction delivery.

Table 1 ***Schools of the Deaf in Malawi: Enrolment of learners with hearing impairment.***

School	District	Division	Enrolment	Language used in class
Embangweni	Rumphi	Northern	90	Total communication
Wiwa	Chitipa	Northern	---	Total communication
Mountainview	Thyolo	Shire highlands	158	Oral
Maryview	Chiradzulu	Shire highlands	164	Oral
Matoko	Blantyre	South West	7	Total Communication
Mua	Dedza	Central East	156	Oral

Source: Telephone Interview with an Official of Education Centre for the deaf 2010.

The admission of children in government secondary schools based on merit stifles the education of the deaf as they have to compete for few places available in Malawian secondary schools by undertaking an examination in a language which they have not mastered very well. The competition is so high that out of 150% of learners that are enrolled in first primary class (standard 1) in Malawi only 18% are assured of proceeding to secondary schools and only 15% have access to form 4 (the last class of secondary school) according to World Bank, 2010:223. No wonder that in the same report the people with disabilities were said to have the highest percentage of having not attended school with 10%, 29.2%, 50% and 48.5% for age groups 6-7, 8-9, 10-11 and 12-13 respectively. The learner with hearing impairment therefore has to overcome all these odds in education for him/her to secure his/her future in an environment where as Stanley Aronowitz puts it:

"Reading and writing, once valued for their pleasures and for their role in student empowerment are now presented as necessary skills needed by students facing a job market that no longer tolerates illiteracy" (Giroux H.A.,2001: xvi).

The Malawi National Education Sector Plan (NESP) 2008-2017 also recognise the role of education sector as "a catalyst for socio-economic development, industrial growth and instrument for empowering the poor, the week and voiceless" (MOEST, 2008: 5&9). Education of learners with hearing impairment would definitely empower them and give them a voice. It would empower them with the necessary skills to compete against others on a job market. According to Marie Cerna this could be achieved if "the first priority for the school age handicapped children is.....to have access to schools" (Wulf C., 1995: 393).

1.12 Context of the area where the study is to take place in Czech Republic:

In 2007/2008 there were 888,000 school aged pupils of which 76,368 were learners with special needs. Out of those with special needs, 31,248 were in segregated special schools; 8,961were in segregated special classes in mainstream schools; and 36,159 were in fully inclusive schools. (http://www.european-agency.org/country-information/czech-republic/CZECH-REPUBLIC-SNE.pdf/view)

The Czech Republic has rich tradition of Education for people with disabilities. Marie Cerna stated that the attention both in education system and education theory especially in during the two world wars were driven by the Medical Model which had both negative and positive experiences (Wulf C, 1995). The positive aspect was that those with health problems were assisted. As noted by Government board of People with Disabilities (GBOPWD), (2005) the

Czech government has made strides towards the removal of barriers in lives of people with disability (table 2).

Table 2 ***Resolutions passed by government from 1992 – 2004 as action on disability issues***

Resolution No:	**Year**	**Targeted impact**
466	1992	Removal of most serious cases of discrimination
493	0809/1993	Reduce impact of disability
256	14/04/1998	Plan equalization of opportunities
579	09/06/2004	Assess fulfillment of measures that were put in place
605	16/06/2004	Legislation, managing, methods and organisation of activities of people with disabilities

"The systematic integration policy of people with disabilities started in 1989.During this time the development of integration has changed towards social acceptance of inclusion of persons with disabilities, mainstreaming and better educational and technological support" (www.european-agency.org/country-information/czech-republic/national-overview/complete-national-overview). However, GBOPWD), (2005) noted that Czech Republic "has not achieved a level of equalization of opportunities, including the elimination of discriminatory obstacles corresponding to the historical, cultural, and social traditions....guaranteeing support for people with disability at a level corresponding to economic performance of Czech Republic." In 2001 the Czech education system formulated a development programme which among other changes resulted into the decentralised, free track, "visa versa" integration with most special schools and mainstream schools being free to accept all learners with individualised social care to vulnerable learners with special needs.(http://www.european-agency.org/country-information/czech-republic/national-overview/special-needs-education-within-the-education-system).Mostly the education of the people with disability in Czech Republic is guided by the Education Act No. 561/2004 in which education programmes are outlined and various responsibilities of stake holders are given (GOPWD, 2005 and MOEYS, 2008). Currently children with disabilities

requiring special care are analysed, diagnosed and identified as early as possible and have their conditions analysed. They are then referred to pedagogical and psychological centres for selection and advisory services. The local authority registers children with special needs. When admitted to a special school attendance is compulsory with the learner undergoing continuous evaluation and assessment (Potts P.et al., 1995).

Learners and their parents are free to choose the system of education they would like to be in and pedagogical professionals only assist them to access education in the institutions/schools of their choices

This is an attempt to fulfill one of the European Union Key Principles in measures to promote Inclusive Education which is through "widening participation to increase educational opportunities to all learners" (European Agency for Development in Special Needs Education (EADSNE), 2009:16). However the greatest challenge is said to be the traditional (negative) attitude of teachers (and parents) (www.european-agency.org/country-information/czech-republic) towards inclusion and as Janakova, et al.,2005 puts it these "teachers preexisting attitudes are a key factor in overall outcome and this must be recognised and challenged" for in "Literature review Austria (done by European Union researchers) … it was clearly established that the positive attitude of teachers and school community vi-a-vis inclusion is the primary driving force for successful inclusion whatever model is selected."Riddell et al expressed the same view citing others who share this same view such as: Hunts and Goetz 2004; Davis and Florian 2004; and Wilson 2003. However, Riddell S., et al noted that, in Czech Republic, support in special needs education is mainly provided to specialist teachers and professionals such as psychologists who in turn provide support to classroom teachers and parents (www.creid.ed.ac.uk/Papers/ASNlitrev_report.pdf). Riddell S. et al., contended that for inclusive

education strategies to be successful the classroom teachers should be responsible for the class (pages 59-62). It is in this pretext that I decided to undertake a study entitled:

"What are the Perceptions of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Primary Classroom Setting in Liberec in the Czech Republic?"

1.20 Aim and objectives of the Study

The aim of this research is to find out perceptions of teachers in teaching learners with hearing impairment in an inclusive primary classroom setting in Liberec in the Czech Republic. In order to carry out this research I formulated three questions namely:

a) *How do teachers perceive the teaching of learners with hearing impairment alongside the hearing peers?*

b) *Where do these perceptions come from?*

c) *Why are they holding these perceptions towards learners with hearing Impairment?*

1.30 Significance of the study

The findings of this study will be important to my country because it will add to my knowledge on research which upon returning back I will use in teacher training programmes since I am a teacher trainer, a profession which I intend to continue after my current study. The knowledge that I get will specifically be vital for me to undertake and participate in carrying out research on various issues in Education of learners with special needs a field in which little has been done in Malawi. Furthermore Montfort Special Needs Education College, where I work, and the Ministry of education science and technology in Malawi are looking forward to my contribution in the education of learners with hearing impairment as one of the Senior lecturers in Malawi's only Specialist teacher training college. I will be able to contribute to Education of learners with Special Needs by my contribution in teacher training as stipulated in the recently launched

Implementation Guidelines for the national policy on Special Needs Education (MOE, 2009: 8 section: 2.1.3: ii & section: 2.2.3: iii) which call for provision of adequate well qualified specialist teachers.

In Czech Republic this study will add to the knowledge on teacher's perception that will be vital to the policy makers, teacher trainers, teachers, parents and other stakeholders on how to go about formulating programmes that will enhance the integration of learners with hearing impairment thereby facilitating their inclusion in society in general and in schools in particular. This will be a worthwhile contribution to the European Union as this knowledge on perception of teacher on teaching learners with hearing impairment in an inclusive classroom setting will give the current trend of the situation and add on to the knowledge about the education of the learners with hearing impairment in Czech Republic.

1.40 Limitation of the study

The first limitation was the time. The research was designed to be undertaken in a foreign country in which my knowledge of social dynamics and culture was very limited. I had to get used to the country and be able to communicate with them to get information concerning my topic within five months. This was in the backdrop of my incompetence in Czech language which means I have to rely on interpreters. This formed a barrier in a sense that I had to rely on somebody's judgment in order to respond or question. I had no flexibility in asking questions in many different ways as this would place a my interpreter at a difficult .finally the library though it had some copies of research in English it still was a limitation as I could not enjoy the many books of the Czech writers which could have given me a different perspective if all the books were in the language that I could understand. The interpreters were committed but they had personal issue to attend to too. The strength and greatest asset of Prague is that the people are

friendly and eager to help. My supervisor was very warmly, loving and caring. The convener of our progaramme in Prague was fatherly and kind. I had a company of friends who were always there for me. They were nice critical friends. They were very suggestive and constructive.

1.50 Organisation of the study

This study has been divided into six chapters. These chapters are briefly outlined below

The study is oganised into six chapters as analysed below:

A. Chapter I: Introduction

This is where the introduction of the study is done. It includes my brief personal, educational, professional and experiential background. This is followed by the context of education of leaner with special needs in my country, Malawi and Czech Republic. Subsequently this is followed by the aim and objective of the study, significance of the study, the limitations of the study, and finally the way the study is organised.

B. Chapter II: Literature Review

In this chapter the key words in the study will be defined and the previous research work will be reviewed to set pace for the current study and initiate the clarification of the direction which the study will take.

C. Chapter III: Research Methodology

In chapter III the research design and methodology will be discussed. This will also include an analysis and discussion of the paradigm and theory that I used in this study; the tools used with their merits and demerits; the sample size and participants and the ethical issues arising when conducting this study. The conclusion of the chapter will summarise aspects covered in the chapter.

D. Chapter IV: Data analysis

In this chapter the data collected using the methods and tools developed in chapter II will be analysed. The data will be coded and linked.

E. Chapter V: Evaluation

In this chapter the question will be answered basing on the analysed data from chapter IV. Various chapters will also be summarily linked.

F. Chapter VI: conclusion and Recommendation

In this last chapter the conclusion will be drawn and recommendations given. What I have learnt from the study will be presented.

1.60 Conclusion

In this chapter the topic of my study has been introduced followed by the discussion of the context and reason of my choice of the topic. This has been linked to the context of the Czech Republic where my study is done. The aims and objectives of the study are then outlined and this has been followed by the limitations of the study. Subsequently the organisation of the study has been set out followed by the conclusion. In chapter II literature review on "*The Perception of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Mainstream Primary Classroom Setting* will be discussed.

CHAPTER II

LITERATURE REVIEW

2.00 Introduction

In this chapter, various concepts associated with the study topic will be defined and this will be followed by the review of literature on the perception of teachers on teaching learners with special needs in an inclusive primary classroom setting with special emphasis on learners with hearing impairment and deafness. Previous research findings from various studies on perceptions of teachers on learners with special educational needs (SEN) will be discussed with special focus on perceptions of teachers on inclusion of learners with hearing impairment. This will be linked to my area of study and my study question: "*what are the perceptions of teachers in teaching learners with hearing impairment in an inclusive primary classroom setting in Liberec and Prague in the Czech Republic?*" The terms such as: perception, hearing impairment, deafness, inclusion and classroom setting are keywords to this study and these words are explored and defined in order to establish a basis for common understanding of how they are used in different contexts by different people thereby asserting the use of these words in the present study.

2.10 Definitions

2.11 Perception

Perception has been defined as "a quick, acute and intuitive cognition or awareness of environment through physical sensation"; where "physical sensation is interpreted in the light of experience" (www.webster.com/netdict; and Linday P.H. & Norman D.A., 1977) while in Collins Thesaurus of English language (2002), perception is defined as a noun with the following synonyms: awareness, understanding, sense, feeling, idea, taste, notion, recognition, observation,

consciousness, grasp, sensation, conception and apprehension. In wordnet (2003-2008) Falex clipart collection perception is simply defined as "becoming aware of something via senses." In this study perception will take a variety of meanings as various characteristics of teachers will be explored.

2.12 Hearing Impairment or Deafness

The concept of Hearing Impairment is defined differently in different countries. Organisation of Economic Cooperation and Development (OECD), 2007 studies listed down how the concept is defined in different countries. Outlined below are selected examples:

In both Uruguay and Columbia, deafness is defined as "an auditory deficiency so severe" that those affected "cannot benefit from resources that the regular classroom offer" (Uruguay);or " have hearing acuity of greater than 90 decibels (dB) and are unable to process linguistic information through the ear, with or without amplification which can adversely affect their academic performance" (Columbia) (OECD, 2007: 44 & 50).In Antigua and Barbuda "deafness or hearing impairment is defined as inability to hear which interferes with how the child process linguistic information" while in Belize "deafness is the hearing disability that precludes a person from successful processing of linguistic information through audition with or without a hearing aid." In Brazil "deafness is when the person's hearing loss is over 71dB" (OECD, 2007: 40-42). It was also noted in OECD that in United States Hearing Impairment is used as a general term that includes: "deafness and hard of hearing where deafness is defined as a hearing impairment that is so severe that the child is impaired in the processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance." In Chile deafness or hearing impairment termed "hearing deficit" is defined as "different degrees of impairment of the auditory sensory perceptions characterized by qualitative and quantitative

limitations in the reception, integration and manipulation of auditory information essential for development and adaptation" (OECD, 2007).

However Miloň Potměšil argued that the definitions that are currently used for perceiving hearing impairment are deeply engraved in the medical model of disability which poses a challenge to the education system when it comes to the development of human values and create sustainable culture that could enhance lifelong learning amongst learners with hearing impairment. Potměšil argued for the conceptualization of hearing impairment and deafness as a minority group with a minority language, questioning the "healthy hearing" perception of the majority hearing people as a source of the misconception and a limitation to development of values that could be attained by the learners with deafness resulting in most deaf learners being educated using methodologies and languages that are value deficient resulting in questionable attainment of values by the deaf and

> "Common significant shortcomings…in understanding personal conceptions … conceptions of interpersonal relations… resulting in insufficiencies in empathy development" (Potměšil, M., 2007: 29).

2.13 Inclusion

Simon, E. and Tod, J. (2008) defined Inclusion as a construct open to much interpretation which is influenced by the context in which the tem is discussed. They noted that

> "Inclusion within education has been defined as:

- An ideology and /or aspiration: usually linked to human rights agenda;
- A place: usually mainstream versus special school;
- Policy: normally from central and local government;
- Professional practice: i.e. inclusive teaching;

- Personal experience: how an individual and his/her parent/ carer experiences inclusion." (Simon, E. and Tod, J., 2008: 17).

Simon and Tod also noted that there is no coherency in these definitions as they are originating from different perspectives leading into questions of how inclusion is evaluated, how inclusion associated activities are to be implemented, what effects could be brought by inclusive practices, how long should it take to find out the effects of inclusion. They explained that "the questions 'who is it for?'And 'where should it take place?' result into the popular perception that there should be closure of special schools whereas the reality of the policy recognises the need for some children to be educated in special schools" (Simon, E., and Tod, J., 2008: 17). This is orchestrated by the policy statement of the World Federation of the Deaf (WDF) (July, 2007) which call for the right of the learner with deafness to use sign Language as a mother tongue and interprets the "full inclusion of the learner with hearing impairment as being totally supportive, signing, student-centred environment" thereby rejecting "single placement in regular schools without meaningful interactions with classmates and professionals at all times as tantamount to exclusion of the deaf learner from education and society"(Inclusive International, 2009: 28).The definition of Inclusion international seem to have taken into consideration these complaints. Inclusion International defines Inclusive education as:

> "The concept of high level paradigm shift for the education systems to include and serve all children effectively; and the specific mandate to have students with disabilities attend regular schools and classrooms with their non-disabled siblings and peers with the support they require to succeed" (Inclusion International, 2009: 23).

This is an improvement to the UNESCO, 2006 definition which defined Inclusive education as:

> "A process of addressing and responding to diversity of needs of all learners through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies with a common vision which covers all the children of the appropriate age range and conviction that it is the responsibility of ***regular systems*** to educate all children" (Inclusion International, 2009: 20).

The emphasis and conviction of responsibility of regular schools as appropriate places for all learners sparked controversy and misunderstanding whereby the definition was branded by critics as a one size fits all situations as www.encyclopedia.com/doc/10999-classroom. This controversy led Sue Stubbs to define inclusive Education as a:

> "Dynamic process which is constantly evolving according to culture and context .... Beginning at births and continuing throughout life, [which] includes learning at home, the community and in formal, informal and non formal situations; catering and respecting all differences in age, gender, ethnicity, language, health status, economic status, religion, disability, lifestyle and other forms," [where there is] "changing system not changing the student to fit the system" (Stubbs S., 2008: 8).

"Inclusion is thus seen as a process of addressing and responding to diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education"(UNESCO, 2009: 8). In this case inclusion is based on three broad justifications namely "Educational justification" - learning from differences; "social justification" – learn to live together and be supportive to one another; and Economic justification – save time and resources while maximizing utility of these resources by using them once, concurrently or simultaneously for all (UNESCO, 2009).

2.14 Classroom

In oxford Pocket Dictionary a classroom is defined as "a room typically in a school in which a class of students is taught" (www.encyclopedia.com/doc/10999-classroom). In American heritage Dictionary of English Language a classroom is defined as "a room or place in which classes are conducted" (AHDEL, 2010) this tallies in part with the Bic Avnet definition where classroom is defined as "the room or space in which teaching and learning [activities] take place"(www.en.wikipedia.org/wiki/classroom) but it is also extended "to include the individual learning space" (http://bic.avnet.kuleuven.be/products). The Bic Avnet definition will be used in this research because it covers many aspects of life other than classroom although the emphasis is on classroom.

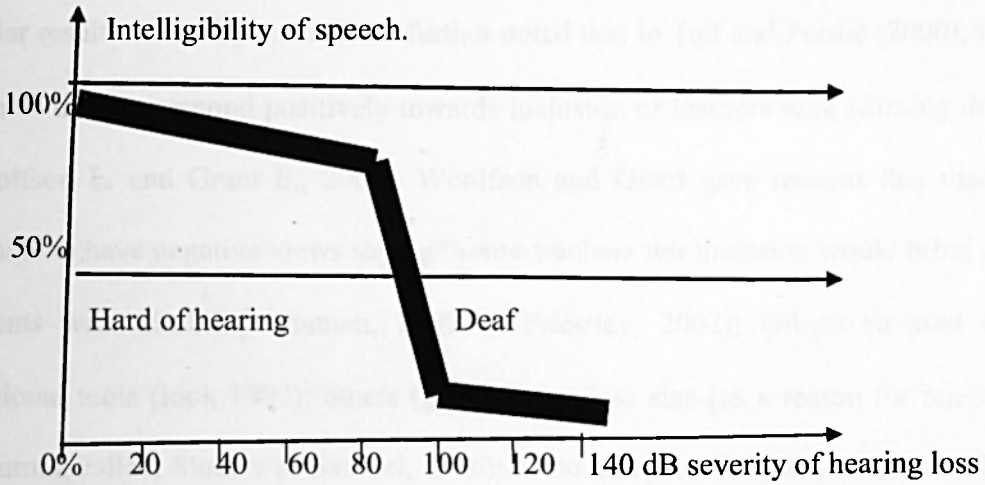
2.15 Setting

Setting also called tracking or main streaming is the manner by which students are separated by academic ability into groups for academic subjects within a school www.en.wikipedia.og/wiki/setting (education). When the word is used in combination with the word classroom to form "***classroom setting***" the definition is modified to have synonyms of ***classroom climate or classroom management***. This is the meaning that this research will focus on while AHDEL, 2010 definition or the word classroom will still be maintained.

The definitions of the terms **2.11-2.15** as analysed above show and reflect the complexity of the meanings that could be yielded from them. As Sue Stubbs puts it, different terms with different meanings have made people to "have different underlying values and beliefs and thus [resulting into] different consequences in practice" (Stubbs S., 2008: 11). This is also true in education of people with hearing impairment or deafness. Hruby J. noted that "the term 'deaf' is more likely used to attract public sympathy than the use of 'hard of hearing' especially in fund raising,

lobbying, etc" (Hruby, J., 1995: 6). Hruby said "that the arbitrariness of terminology use in the field [of education of people with hearing impairment] is a root cause of misunderstandings" (Hruby, J., 1995: 5). He bemoaned that 'a handicap is a striking example of the validity of Hegel's law of transfer of quantitative changes into qualitative ones.' He illustrated this through the diagram of intelligibility change that occur with hearing loss severity changes as depicted in the diagram below (Fig 2.1)

Fig 2.1: *Intelligibility of speech changes with changing hearing loss severity; a case to think about during inclusion; typical situation in Hegel's Law of transfer of quantitative changes into qualitative ones.*



Source: Hruby J. 1995: Proceedings of International conference: *The Equal opportunities for the deaf.*

This has been reflected in meanings of deafness in different countries as exemplified by a few that have been highlighted in **section 2.12.**

2.20 Literature Review on Perceptions of teachers on the inclnsion of learners with special needs and hearing impairment.

Larson citing Houck and Rodgers study on obstacles to inclusion noted that negative attitude was ranked the first out of 1,084 obstacles which include non supportive attitude of regular teachers, resistance and lack of interest (Larson, S.A., 2001). Larson also reported that Manahan and Marino, 1996 found that 72% of 342 respondents felt that the inclusion of students with special needs will not be successful because of too much resistance from regular education teachers. Woolfson and Grant also noted similar situation saying that teachers' attitudes and expectations influence teachers' behaviour and accordingly contribute to failure of inclusion. They cited that Scrugg's and Mastropieri's (1996); and Villa, Thousand, and Nevin (1996) studies had the similar results. Woolfson and Grant further noted that in Tait and Purdie (2000), the mainstream teachers did not respond positively towards inclusion of learners with learning difficulties (LD) (Woolfson L. and Grant E., 2005). Woolfson and Grant gave reasons that made mainstream teachers to have negative views saying "some teachers felt inclusion would bring little benefit to students with disability (human, 2002 & Priestley, 2002); Others stressed on (need for) additional tools (Idol, 1997); others [gave] large class size [as a reason for rejecting inclusion] (Schumm, Jallad, Slusher & Samuel, 1996); some on specialization (Vaughn et al., 1996) while others stressed their denial on the basis of lack of Knowledge (Mock and Kauffman, 2002)" (Woolfson L. and Grant E.,2005). This is in agreement with Finnegan's' findings in a research that she conducted in Texas where she found that " Teachers in Texas Public Schools generally favoured traditional service delivery models over full inclusive practices" citing "additional training, support from special educational personnel and administrators, teacher communication and collaboration and access to related services as necessary in order to meet the needs of

students with disabilities in the general education setting" (Finegan, E.J. 2004) , Woolfson and Grant however found that special education teachers had more positive views about teaching learners with special needs than the mainstream teachers. They cited that similar findings in study by Brook, Waternberg and Geva, 2000 (Woolfson, L and Grant, E., 2001).

Elias Avramidis, Phil Bayliss and Robert Burden noted that teachers, heads, resource room teachers and psychologists accepted total inclusion cautiously and their perception on integration varied greatly (Avramidis, E., Bayliss, P., and Burden, R., 2000: 194). They observed that this tallied with Bowman's 1960 14 - Nation UNESCO Research on teachers perception on integration in Egypt, Jordan, Columbia, Mexico, Venezuela, Botswana, Senegal, Zambia, Australia, Thailand, Czechoslovakia, Italy, Norway, and Portugal (p.194). On Inclusion Avramidis noted that Coates (1989); Semmel et al (1991); Vaughn et al., (1996) found that perception of teachers were negative while the study by Villa et al., (1996) and Le Roy and Simpson (1996) were positive (Avramidis et al., 2000: 194).

The positive perception to inclusion were also registered in the quantitative studies in United States of America by Larson, 2001; in Malaysia by Ali, Mustapha& Jelas, 2006; and in Pakistan by Haider, 2008, though with various degrees of agreement in the sample population such as 67.7% in Malaysia and Pakistan and 80% in the USA (Larson, S.A., 2001; Ali M.M., Mustapha, R., & Jelas, Z.M., 2006; and Haider, S.S., 2006). Larson reported that Soodak and Powell, 1998 found that teachers were less hostile towards learners with hearing impairment than those with mental retardation, learning disabilities and behaviour disorders (Larson, S.A., 2010).

Literature review on research done in Austria on integrating people with auditory problems showed that resources such as sound insulated rooms, additional materials (especially pictures), technical equipments (hearing aids, microphones) and basic knowledge of deaf-and-dumb

language on teachers (Meijer, C.J.W., 2001) is a requirement for successful integration of people with hearing impairment. Brown & Saks; and Gerber & Semmel noted that most mainstream teachers do not accept as their responsibility the education of learners with special needs due micro economic factors of resources where resources include both materials time and knowledge acquired that is needed to teach learners with special needs (Brown and Saks, 1980 & Gerber and Semmel, 1985), but as explained in Meijer, inclusion largely depends on teachers attitudes towards pupils with special needs and resources available to them albeit the major initial difficulty that teachers have is the dominant perception that is too often associated with integrating practices that associate education based on class, a place a group and a responsibility" (Meijer C. J. W., 2001). It is noted in UNESCO 2010 EFA Monitoring Report that "ensuring ....Children with disabilities enjoys opportunities for learning in an inclusive environment requires changes in attitude" (UNESCO, 2010: 12). Marie Cerna on the other hand expressed that the mainstream teachers (in Czech Republic) felt it was not their responsibility but the duty of specialist teachers hence the "not in my back yard" (NIMBY) attitude. On the other hand the specialist "teachers in special schools are afraid of losing their jobs and argue against integration claiming that it will not provide handicapped students with the proper educational environment" (Wulf, C., 1995). *A study on perceptions of teachers on teaching learners with hearing impairment in an inclusive primary classroom setting* will therefore contribute to my understanding as a teacher trainer on why teachers behave the way they do towards learners with hearing impairment so that I could make a reflection on my professional practice on how I should conduct myself as a teacher trainer, training prospective specialist teachers upon my return to my home country, Malawi. This research would also contribute to knowledge on

current state of perception of teachers in teaching learners with hearing impairment in Czech Republic thereby contributing knowledge to European Union and the world at large.

2.30 Conclusion

In this chapter I have discussed the keywords such as perception, hearing impairment or deafness, inclusion classroom, setting and classroom setting used in this study and I have related them to the literature review on the topic under study. The work on previous studies on perception of teachers on the inclusion of learner with special needs has been discussed while specifically focusing on the inclusion of the learners with hearing impairment. In the next chapter the study design and methods used in gathering data will be discussed. This will also include the discussion of the tools used in collecting data during the study.

Chapter III

RESEARCH DESIGN AND METHODOLOGY

3.10 Introduction

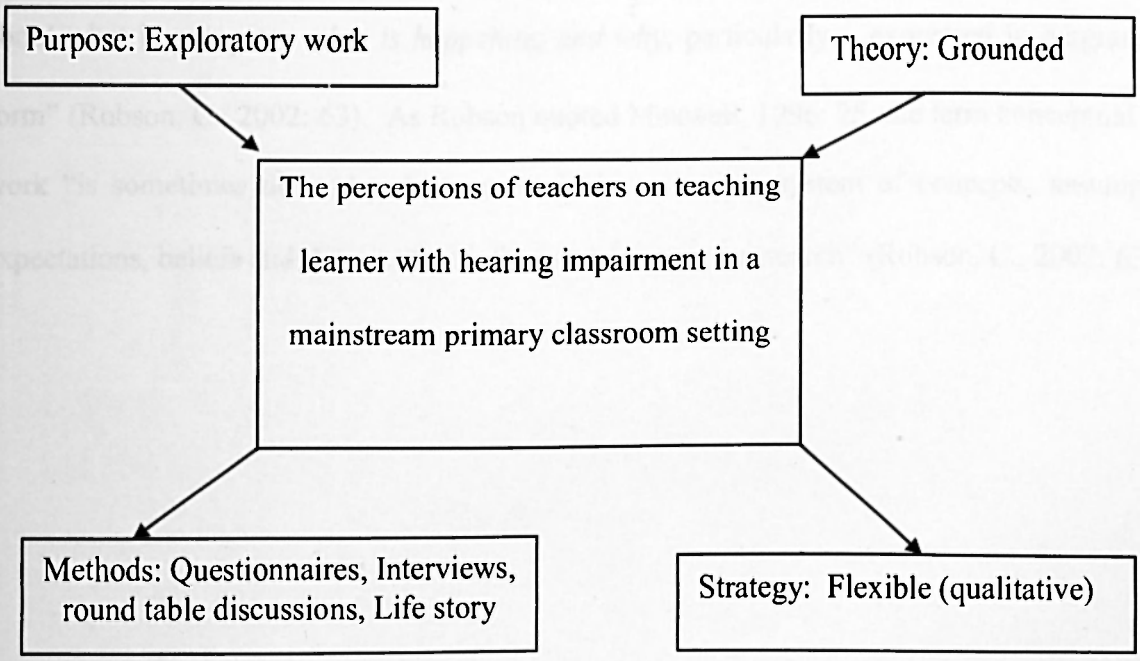
In this chapter I will discuss the aspects of research design and research methodology where the paradigm of my study will be chosen amongst the three major research paradigms namely qualitative, quantitative, and mixed. This will be followed by the discussion and analysis of the research tools that I used to obtain data during the research data collection process. The ethical issues that cropped up during the process of conducting this research and how they were addressed will then be presented followed by the conclusion of the chapter which will summarise the main aspects of the chapter.

3.2.0 Research Methodology, Research Design and my Research Question

According to Miller and Brewer (2003), research methodology "connotes a set of rules and procedures to guide research and against which its claims can be evaluated.....too simplistic to be likened to recipe ...it could be thought of as a set of guidelines that are widely known and generally adhered to..... Define a discipline and differentiate it from others" (Miller, R.L. and Brewer, J.D., 2003: 192). This corresponds to the Wikipedia definition where research methodology is defined as "the analysis of principles of methods, rules, and postulates employed by a discipline or a systematic study of methods that are, can be or have been applied within a discipline." Research methodology therefore is a principled set of guidelines that serve to direct the researcher to carry out research in a professional way in order to analyse and make sense of the environmental setting. In this case I will analyse the methods that I have used in this research

study in order to have a deeper understanding of the perception of teachers in teaching learners with hearing impairment in a mainstream classroom setting in Liberec in Czech Republic. This calls for a choice of research approach, amongst the three research approaches namely the qualitative, quantitative and mixed. It also calls for the analysis of questions raised to guide the study; the sample of participants involved; and the instruments used to gather data. Also important in this analysis is the data collection process and the ethical issues that cropped up during the process of conducting research. Julliane Cheek in Given (2008) has called this process research design and has defined it as "the way which a research idea is transformed into a *research project* or plan that can then be carried out in practice by a research or research team". Robson provides a general framework with five components which summarises the whole research methodology. Figure 3.1 is an adapted framework for my study from Robson, C (2002).

Figure 3.1: A frame work of My Research Design



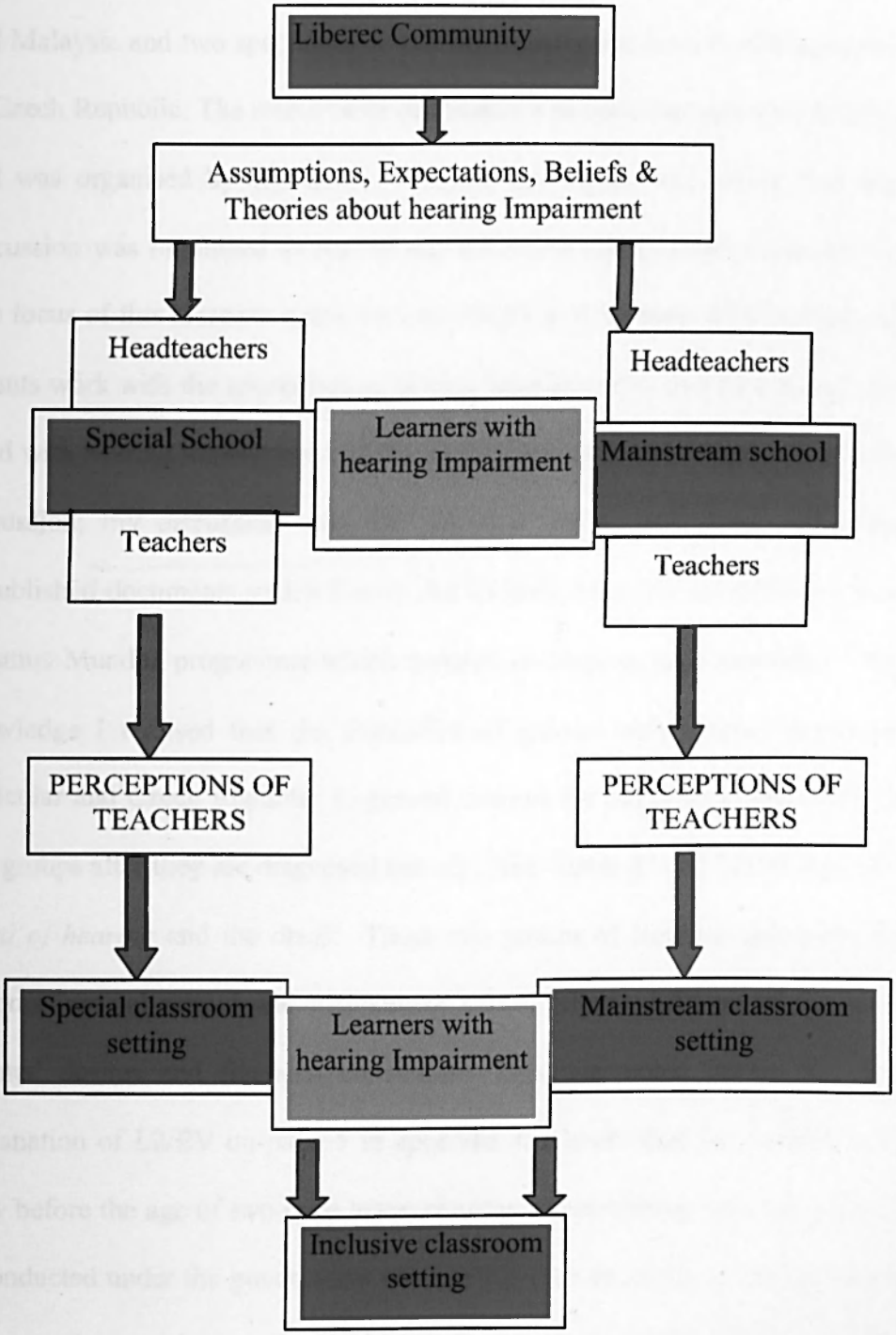
Source: *Adapted from* Robson, C., (2002: 82).

The research design (Figure 3.1) summarises my study. Julliane Cheek noted that "research design is more than just the selection of methods or techniques to be used in collecting data for particular study, rather the term refers to and encompasses decisions about how the research itself is conceptualized" (Given, L.M., 2008: 261).

3.2.1 Conceptual model

In order to be coherent in undertaking this research a conceptual model was drawn. It was based on the definitions of the key terms of the research questions as discussed in chapter II where the two key terms *perception* and *inclusive education* have been defined as processes that are taking place in dynamic communities or systems (UNESCO, 2006; Stubbs, 2008; and Inclusion International, 2009). In view of this the conceptual frame work (Figure 3.2) has been drawn to link the participants, the processes and the dynamic communities or systems in Liberec where I undertook this research. The *conceptual frame work* is defined by Colin Robson as "the theory about what is going on, *what is happening and why*, particularly....expressed in diagrammatic form" (Robson, C., 2002: 63). As Robson quoted Maxwell, 1996: 25, the term conceptual frame work "is sometimes defined rather more widely.....as the system of concepts, assumptions, expectations, beliefs and theories that informs and supports research" (Robson, C., 2002: 63).

Figure 3.2 ***Conceptual Frame work of Education of Learners with hearing Impairment in Liberec.***



I developed the conceptual frame work (Figure 3.2) partly from the ideas which I obtained from my participation at a round table discussion which was done by a group of *four* Erasmus Mundus students of cohort 5, who were from four different countries namely: Armenia, Ghana, Malawi, and Malaysia and two specialists in hearing impairment from the Pedagogical Centre in Liberec in Czech Republic. The round table discussion was done through an interpreter, Eva Vosahlova, and was organised by Dr. Libor Novosad, my supervisor, during this research study. The discussion was organized as part of our education and familiarization tour in Czech Republic. The focus of this discussion was on identification of learners with hearing impairment and how parents work with the specialists in hearing impairment to facilitate social cohesion between the child with hearing impairment and the parents, teachers and communities at large. It is from this discussion; my discussion with Dr. Jaroslav Hruby; and some notes from published and unpublished documents which I read; the lectures, tutorials and seminars that I attended in the Erasmus Mundus programme which assisted in shaping my knowledge. Through this pool of knowledge I realised that the Education of people with hearing impairment in Liberec in particular and Czech Republic in general follows the parallel system where the learners fall in two groups after they are diagnosed namely: "the hearing" and "those with hearing impairment" (*hard of hearing* and the *deaf)*. These two groups of learners ultimately follow two parallel systems [special school and mainstream school (figure 3.2)] under the specialists' guidance, parents' desires and financial constraints. This was noted during the discussion from the explanation of L2/EV on page 5 in appendix I. I learnt that the children who were diagnosed early before the age of two have better chances of benefitting from the cochlear implants which is conducted under the government sponsorship (see appendix I). Those who are diagnosed late are assisted to acquire hearing aids. According to Hruby, 1995 these hearing aids and ear moulds

are acquired at a 100% subsidy and replacement of these hearing aids for children is done anytime the need arises while as for the adults the replacement is done once in 4 years (Hruby, J., 1995:84). This enables the learners who are hard of hearing to learn alongside hearing peers in mainstream schools (see also appendix VI for an account and life story of a hard of hearing graduate; identification features have been removed and the grammatical errors corrected).

3.3.0 Choice of Methodology and Paradigm

The designed conceptual frame work indicates that the perceptions of teachers are inherent *processes* and Robson noted that "if it is on processes [that one chooses to carry out his study, then], a flexible design is probably indicated" (Robson, C., 2002:87). Robson specified that "a study of real world … [require] flexible (qualitative) strategies" (Robson, C., 2002:89 & 91).This tallies with the explanations in Given L.M., 2008, where it is expressed that

> "Qualitative research is designed to explore the human elements of a given topic, where specific methods are used to examine *how individuals see and experience the world"* (Given, L.M., 2008). (The italics are my making, not from the original author)

The italicised words are equivalent to the meaning of *"perception"* as expressed on the key words of my research question in chapter II: 2.11. It was also noted by Given L.M that

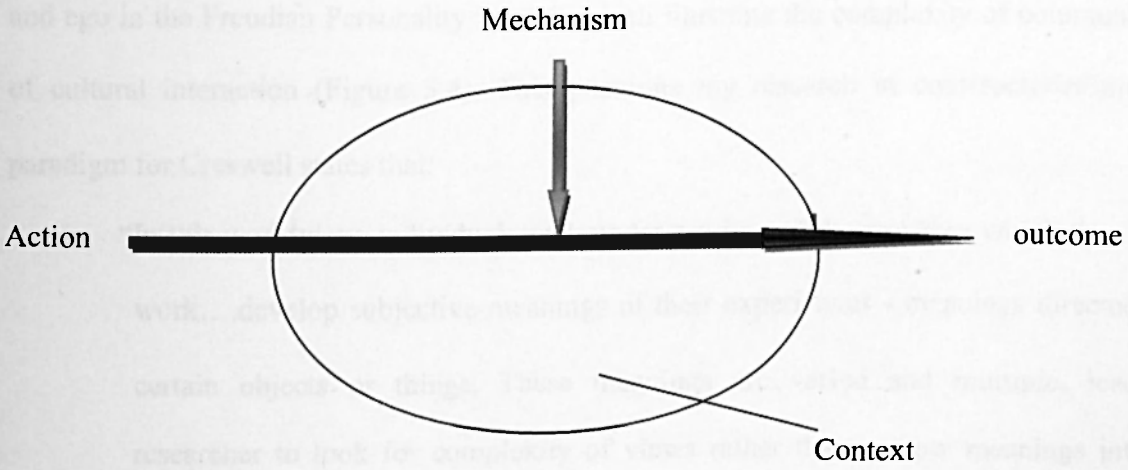
> "Qualitative methods are central to *education,* nursing, anthropology, information studies, and other discipline in the humanities, social sciences and health sciences where qualitative approaches are typically used to explore new phenomena and capture *individual thoughts, feelings or interpretations* of meaning and *process* (Given, L.M., 2008)".

This is in agreement with what Creswell said when he wrote about social constructivism where he said:

'Thus, constructivist researchers often address the "processes" [emphasis quotation marks are from the source] of interaction among individuals. They focus on specific contexts in which people live and work in order to understand the historical and cultural settings of participants' (Creswell, J.W., 2007: 21)

These quotations from Given, Creswell and Robson fit well with my topic and research question as my study focuses on "*the perceptions of teachers on teaching learners with hearing impairment in the mainstream classroom setting*" which is centrally an aspect located in an education system. The focus is on individual teachers' thoughts, feelings or interpretations [i.e. perceptions] of the meanings of "hearing impairment" during the "process" of teaching in the mainstream classroom "setting" in a special school in Liberec. This calls for a realist representation of an action, context and outcome set up where the context is subjected to mechanisms that will have effect over actions and outcome (Robson, C., 2002:30&31). Figure 3.3 below from Robson summarises and generalizes the situation of the set up.

Figure: 3.3 Representation of realist explanation [of a process]:



Source: Robson, C., (2002:31) Real World Research

In this view the school is the context, the community assumptions, expectations, beliefs & theories about hearing Impairment in Liberee form the actions and the perceptions of teachers are the outcome of the mechanisms of education contextual set up in the special school or a mainstream school (Figure 3.2). This is akin to A. Sasha Giocoppo explanation of Hackers Action Theory where three components are also identified namely: acts, actions and operations (Giocoppo, A.S., 2001: 3). In this analysis Giocoppo noted that

> "Acts [are] motivated and regulated by intentions (i.e. higher order goals); actions [are] smallest units of cognitive and sensory motor processes that are oriented towards conscious goals [and] operations are components of actions that have no independent goals (Giocoppo, A.S., 2001: 3).

The acts, actions and operations in Hacker's Action Theory are similar to the aspirations, assumptions, expectations, beliefs and theories of the Liberee community; the school set up; and the perception of teachers in Figure 3.2 and they are surely a complex set of attributes that covers the feeling, thinking and doing in the Canadian Iceberg Model of culture; akin the id, superego and ego in the Freudian Personality Model which illustrate the complexity of community setup of cultural interaction (Figure 3.4). This positions my research in constructivist/interpretive paradigm for Creswell states that:

> "In this worldview, individuals seek understanding of the world in which they live and work....develop subjective meanings of their experiences - meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for complexity of views rather than narrow meanings into a few categories or ideas" (Creswell, J. W., 2007: 20)

Though complex using the Action theory assisted me in the deconstruction of the research topic and guided my selection of methods and tools. As Giocoppo puts it

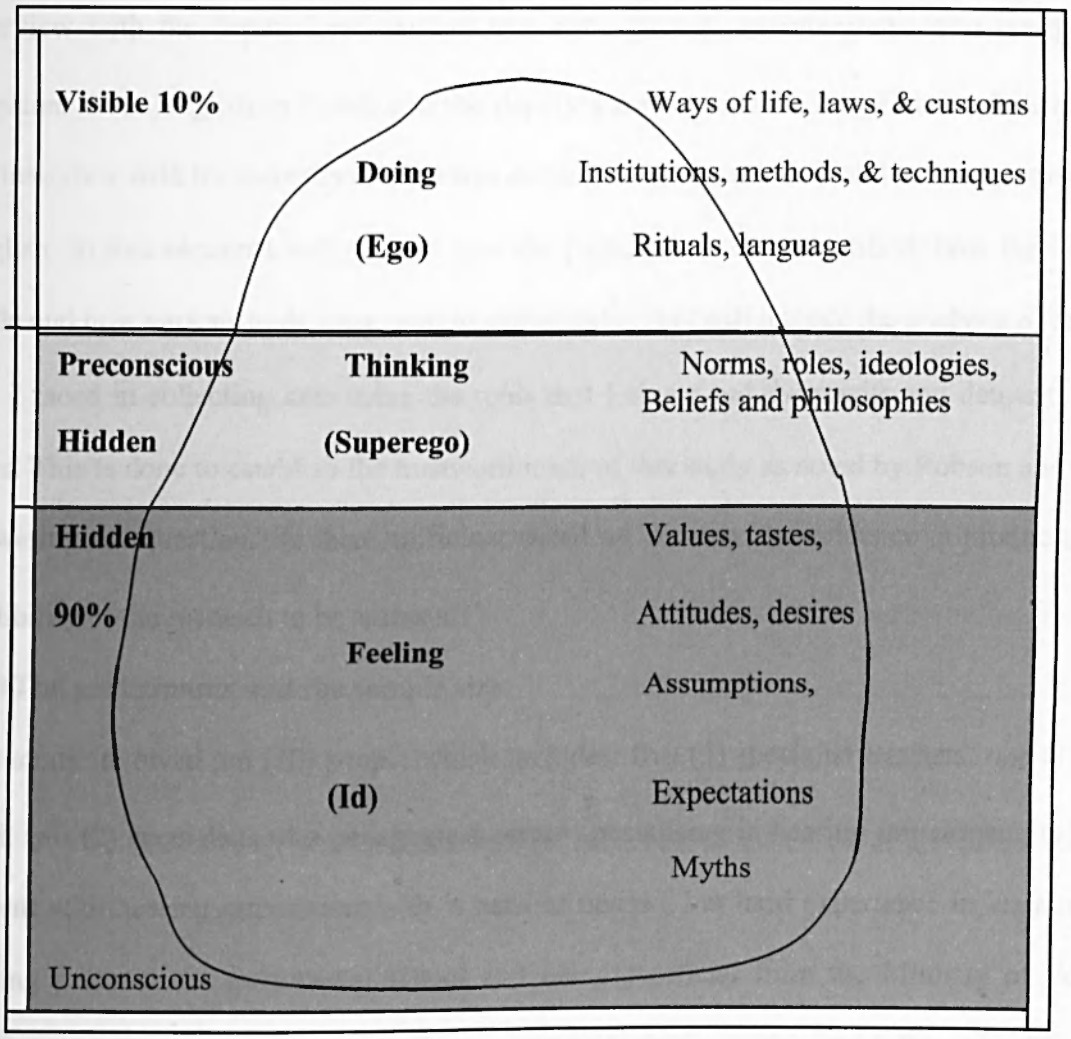
> "Action Theory deconstructs the process of translating an intention into an action .By doing so, it helps researchers investigate the components of the activity beginning at the formation of users goals, passing through the user deciding and selecting the appropriate methods/tools to achieve the goal and ending at the execution and iterative refinement of those methods and actions" (Giocoppo, A.S., 2001: 3 & 4).

This analysis by Giocoppo fits in well with the research design (Figure 3.1). This is a design based on the grounded theory and a qualitative approach. As Robson noted it is

> "a systematic but flexible research strategy which provides detailed prescriptions for data analysis and theory generation" (Robson, C., 2002:90).

In this case, I had to choose the context from which to obtain the participants of my study and had no fixed sampling strategy. Although Robson suggested that "similarly your sampling of who where and what have to be decided in advance" (Robson, C., 2002: 165). I opted to agree with Creswell who said that the "inquirers generate or inductively develop theory or patterns of meaning" (Creswell, J.W., 2007: 21). As I stated in the research design the grounded theory makes an allowance for one to keep the sampling process open as the ground work might identify emerging participants that could give vital information.

Figure: 3.4: The Canadian Iceberg Model Of Culture & Sigmund Freud's Personality Model



Source: *Adapted from*: centre of Intercultural learning (www.Intercultures.gc.ca) & http:webspace.ship.edu/cgboer/freud.

3.4.0 Sample Size and Selection of tool

In order to answer the research question in chapter I: section 1.14 and the associated sub-questions: **[a], [b]** and **[c]** in chapter I: section **1.20**, qualitative research methods were used (see section: **3.3**). Questionnaires were administered to teachers and the deputy head teacher. Then semi structured interviews were conducted with the deputy head teacher, and the Ministry of

Education Youth and Sports [MoEYS] official responsible for Inclusion Programme. The interview with the deputy head teacher was done through an interpreter who interpreted the questions from English to Czech and the deputy's responses from Czech to English for me but the interview with the ministry official was done in English as the official was very conversant in English. In this section I will explain how the participants were identified; how the tools were made and how various tools were used to gather data. This will include the analysis of challenges that I faced in collecting data using the tools that I chose and the merits and demerits of those tools. This is done to establish the trustworthiness of this study as noted by Robson and in a way answering the question: 'Is there sufficient detail on the way the evidence is produced for the credibility of the research to be assessed?'

3.4.1The participants and the sample size:

This study involved ten (10) people which includes: five (5) specialist teachers, one (1) deputy head, two (2) specialists of a pedagogical centre specialising in hearing impairment, (1) former student with hearing impairment who is hard of hearing but hard experience in learning under hearing peers in the mainstream school and one (1) official from the Ministry of Education Youth and Sports responsible for the Programme of Inclusion in the Czech Republic. Though the study was having the perception of teachers as its main focus the other people such as the specialists in hearing impairment at the pedagogical centre, the student with hearing impairment and the official at the ministry head quarters were involved because as a foreigner I had to have established knowledge base on which I could use to weigh the responses and think about which questions to ask during the information gathering process. This required the background information with which I could weigh, cross check or cross examine the responses of my respondents in other words I needed the background knowledge from the real world to gather

valuable information from my informants in the real context. This is in recognition of the fact that my background has a role in shaping the course of this study. As Creswell noted:

> "Researchers [in qualitative research] recognise that their own background shapes their interpretation and their interpretation flows from their own personal, cultural and historical experiences. Thus the researchers make an interpretation of what they find, an interpretation shaped by their own experiences and background" (Creswell, J.W., 2007: 21)

Donald Norman 1998's definition of the mental model as quoted by Giocoppo seems to orchestrate the same point where mental models are defined as:

> "The models people have of themselves, others, the environment and the things with which they interact. People form mental models through experience, training, and instruction" (Giocoppo, A.S., 2007: 5).

Getting instruction from and involving the other people who were linked to the teachers such as the specialists at pedagogical centre, the hard of hearing student and the official working at the Ministry of Education Youth and Sports [MoEYS] responsible for the inclusion programme in the Czech Republic was therefore important for me to gain the background knowledge and experience that assisted in the creation of the mental model which was vital for my interaction with various people as stipulated and expressed by Creswell and Giocoppo above.

3.4.2 Selection of tools used in the study

I prominently used four different tools in the course of this study. These include self-completion questionnaires, round table discussions, semi-structured interviews, and focus group discussion. The self-completion questionnaires and semi-structured interviews were used to obtain information from teachers working in a special school to obtain their views and perception on

teaching learners with hearing impairment in the mainstream primary classroom setting, while the round table discussion was used in getting general information about how various people in the Czech Republic do, think and feel (Figure 3.4) about the education of the learners with hearing impairment alongside the hearing learners in the mainstream primary classroom setting. Lastly the focus group discussion was used to obtain the perceptions of teachers in a mainstream school. Thus the instruments such as round table discussions, semi structured interviews, the questionnaire and focus group discussion gave me an opportunity to explore the doing thinking and feeling of the teachers who are key players and get keepers in the school system (Figure 3.2 and 3.4). This is in line with the Canadian Iceberg Model where understanding of the perception will depend on an understanding of the three levels of the iceberg illustrated in figure 3.4.In this aspect the perceptions which are related to attitudes ,values, tastes, desires, assumptions, expectations and myths on the level of "feeling" are akin to " id" in the Freudian Model.\They depend on the upper layers that cover the "thinking" which is "superego" in Freudian Model where one acquires the norms, roles, ideologies, beliefs and philosophies; and the "doing" where one acquires: ways of life, laws, customs, institutions, methods, techniques, rituals, and language akin to "ego" in Freudian Model. Thus these top too layer have to be understood if the deeper layer is to be understood (www.Intercultures.gc.ca) & (www.webspace.ship.edu/cgboer/freud). Thus I will use tools such as questionnaires, semi structured interviews, round table discussions and focus group discussion in analysing the doing, thinking and feeling of teachers in a special school in Liberec and a mainstream school in Prague. In this section therefore I will discuss these tools and their merits and demerits will be highlighted.

3.4.2.1 Self-completion Questionnaires:

This was the main tool that was used to obtain critical information of the study. The use of self-completion questionnaires in this study was for what Robson call "following simple rules of the thumb for selecting methods" (Robson, C., 2002: 224) where he said, "to find out what they [people] think, feel and/or believe, use interviews, questionnaires or standardized tests" (Robson, C., 2002: 224).The selection of the self-completion questionnaires as tools for this study was based on its appropriateness for the situation's perfect fit. As Robson noted "Beliefs and attitudes form a very important target for self-reporting techniques, but are relatively difficult to get at. They are often complex and multidimensional and appear particularly prone to effects of question wording and sequence" (Robson, C., 2002: 272).

However the concepts "*think, feel* and *believe"* in the rule of the thumb as quoted from Robson, also appear in lower level of the Canadian iceberg model (Figure 3.4).These concepts are vital in understanding perceptions. The self-completion questionnaires prompt the respondents to record information which will show the thinking, feeling and belief. It is these self recorded attributes that will be analysed to discern the teachers' perception on teaching learners who are hard of hearing and/or the deaf in the mainstream primary classroom setting as viewed by the respondents.

3. 4.2.1a Merits of the self-completion Questionnaires as tool:

As a foreigner who could not communicate in Czech Language using self-completion questionnaires was more practical in getting convertible information. These questionnaires are flexible tools which enabled exclusive working amongst me, as a foreign researcher, the interpreter, and the respondents. In view of daily tight schedules and commitments amongst us [researcher, interpreter and respondent] self-completion questionnaires assisted the three of us

[researcher, interpreter and respondent] to work on these tools at different times in different location with minimal interference on each other's daily activities. For the interpreter and the respondents it enabled them to work on their spare time off the office hours. The questionnaire also gave me chance to have a feedback of the clarity of the questions as I used critical friends to read through the questionnaires and give in their comments about ambiguities and other grammatical errors. I also had chance to have these questions analysed by my supervisor who gave the suggestions for improvements. I had an opportunity to have requests for clarification on some unclear questions from the interpreter's perspective before administering the tools which assisted in refining the questionnaire and make it better. Three different encounters with different people such as: the critical friends, my supervisor and the interpreter gave me a variety of ideas and chances of having the obvious errors rectified before administering the questionnaires. This is in agreement with Robson who noted that questionnaires:

> "Provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives. They may be adapted to collect generalizable information from almost any human population [and] has high amount of data standardization" (Robson, C., 2002: 234).

Thus through the critical friends, my supervisor, and the interpreter the questionnaire was standardized. I used two different devices (items) in the question formulation namely the box ticking and open ended questions.

Cohen, Manion, and Morrison agrees with Robson and said that

> "The open ended question is a very attractive device for small scale research or those sections of questionnaire that invite an honest, personal comment from the responds in addition to ticking numbers and boxes, The questionnaire simply puts the open-

ended questions and leaves a space (or draws lines) for free responses that might contain gems of information that otherwise might not have been caught in the questionnaire. Further, it puts the responsibility for and ownership of the data much more firmly into the respondents' hands...an open-ended question can catch the authenticity, richness, depth of response, honesty and candour which...are hallmarks of qualitative research" (Cohen, L., Manion, L., and Morrison, K., (2000: 255).

Similarly Heidi Julien in Given wrote that:

"Open ended questions provided greater freedom to the researcher in terms of how to frame the question as well as granting greater freedom to respondents in the ways they chose to answer" (Given, L. M., 2008: 846).

Julien also noted that

"Open ended questions are often used in qualitative research to explore an issue or concept, to obtain natural wording, to add variety to the questionnaire, to obtain exact numerical data and to provide the respondents with opportunities for self expression or elaboration. The data obtained is typically richer than the closed questions" (Given, L.M., 2008: 846).

These are the advantages that made me to choose this method for I am doing a small scale research as expressed by Cohen, Manion and Morrison but I need the authentic, rich, honest information that could be given freely and elaboratively as expressed in both Given and Cohen et al. Heidi Julien however warned that the use of questionnaire is not easy for "open ended questions may challenge respondents because they are more demanding and time consuming" (Given, L.M., 2008: 846).

3.4.2.1b Demerits of the questionnaires as tools:

Using questionnaires during this study was time consuming not only to the respondents as stated above. It was time consuming indeed both on my part and on the part of the interpreter as it was to the respondents. In an effort to have feedback on the clarity of the questions I had to consult with critical friends the interpreter and my supervisor. The consultation with the interpreter was done two times: consultation for clarification of the questions and consultation for clarification of interpreted responses from respondents. These consultations doubled financial burden for me, first payment for translating the questions from English to Czech and second payment for translating the responses from Czech to English. This also doubled the time and the workload for the interpreter.

Another challenge came from the fact that these questionnaires were answered in absence of me as the researcher. One respondent seemed to have misunderstood the question but as Robson stated I had no chance to correct the situation for it was difficult to detect the "ambiguities in and misunderstanding of the survey question" (Robson, C., 2002: 233). Furthermore, I could not trace the origin of the misunderstanding as I could not identify the respondent for no names were given for anonymity's sake which was done to ensure confidentiality. Similarly, "it was difficult [for me] to know the characteristics of the non respondents" (Robson, C., 2002: 233) and their reason for not doing so. The questionnaires however were constructed with care to ensure that they are easy to answer.

3.4.2.1c Construction of the self-completion questionnaire for Teachers (appendix IV-A)

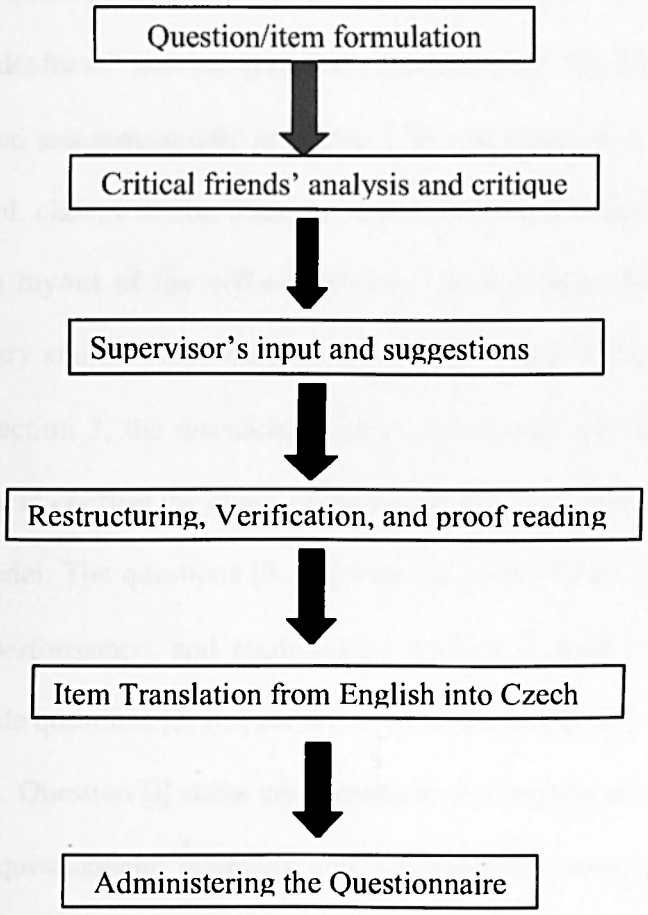
> *"When we perceive another, we lend our perception of their manifestations, determinables and dispositions...their field of expression...with their perceived intentions. We impute to another some motive which organises our perception of their behaviour" (Rummel, R.J., 1976).*

The quotation above reminds me of the need to be on guard when constructing research instruments such as the questionnaires in analysing perceptions. I had to lend my perception of the respondents understanding of the questions that I constructed, I had to imagine their perceived circumstances when they will be answering the questions in the questionnaire. Then organise myself to formulate the questions that will motivate them to answer or respond to these questions. This is not easy in view of the demerits and challenges mentioned above and the fact that I am a foreigner. Furthermore Julien observed that for the questionnaires to be of value in research then the following characteristics should be satisfied:

> "Opening questions should be pleasant, easy, interesting, broadly applicable, and relate to the study objectives. Sensitive items should be introduced at a point where the respondents are likely to have developed trust and confidence and should be introduced gradually by warm up items that are less threatening. All items should be located in context, that is, a section where they are most meaningful in context of other questions. Classificatory data.... [should be] best placed at the end of a questionnaire" (Given, L.M., 2008: 847).

In order to fulfill these requirements and characteristics that were outlined in Given, L.M. (2008:847) which are also check-listed in Robson, C. (2002:245-246) I followed the following work plan for item and Self-completion questionnaire construction:

Figure 3.5: Flow-chart of the self-completion questionnaire construction procedure



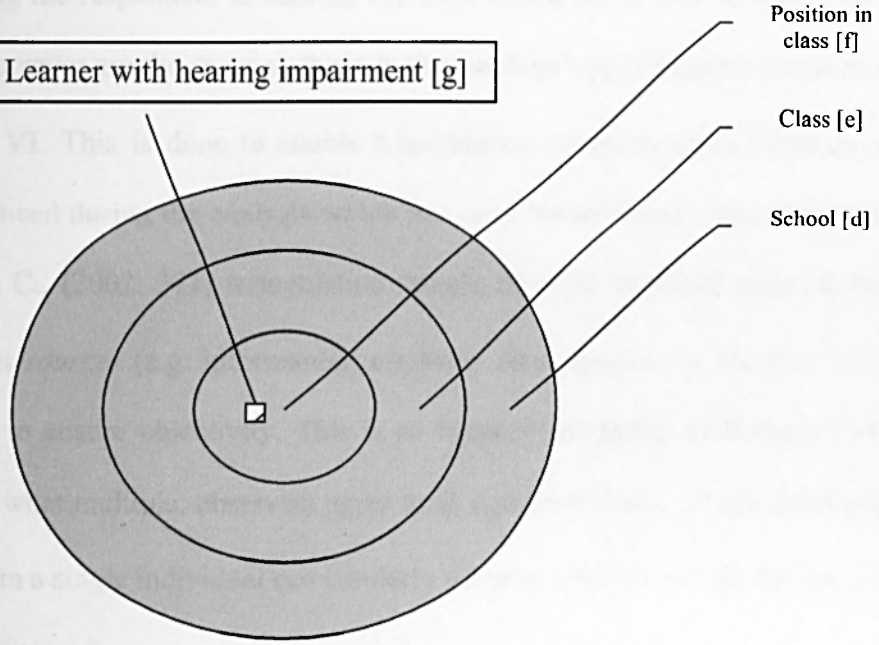
I sequentially and systematically organised my questionnaire items into three sections under the following headings:

- Section **1. Personal data**;
- Section **2. Information about the deaf child in your class;** and
- Section **3. Working with the child.**

The questions were also arranged according to the level of difficulty from the simplest to the most difficult. In view of this, the questions on page one only called for ticking in the box [questions 1.a-d] and writing down 'the number of children with hearing impairment' and 'those with cochlear implant' [2.a]. The operations called for in this case were simple. The last question

on page one introduced the concept to be covered which is 'hearing impairment' (**appendix IV-A).** Page two was introduced by another multiple choice Question [2.b] requiring only ticking. Gradually concept "deafness" was introduced in Question [2.c]. On this page the environmental setting was introduced and sequentially arranged. Thus questions: d, e, f, & g were arranged by their focus on: school, class, a sitting place in class, and an individual learner (***Figure 3.5***) **(see appendix V for the layout of the self-completion questionnaire for teachers).** Question: h called for the summary and the respondent opinion in the setting of the learner and a conclusion of this section. In section 3, the questions were also systematically arranged. This section is meant to summarise and confirm the views of the respondent with respect to actions as called for in the conceptual model. The questions [3. a-i] seek the respondents' views on how the learner fairs on language, performance, and relationships leading gradually into the focal points in questions [3. j-n] while questions [3. j-n] are the focal points and seek to answer the two research question of the study. Question [l] seeks cross examine the respondent on his/her belief/view of deafness. Thus, the questionnaire gradually and systematically asked a respondent to account his/her opinion on teaching hard of hearing learners and the deaf along the hearing peers in the mainstream primary classroom setting.

***Figure 3.6a The ring structure of question sequence for questions: [d, e, & f] in* appendix IV-A to E:**

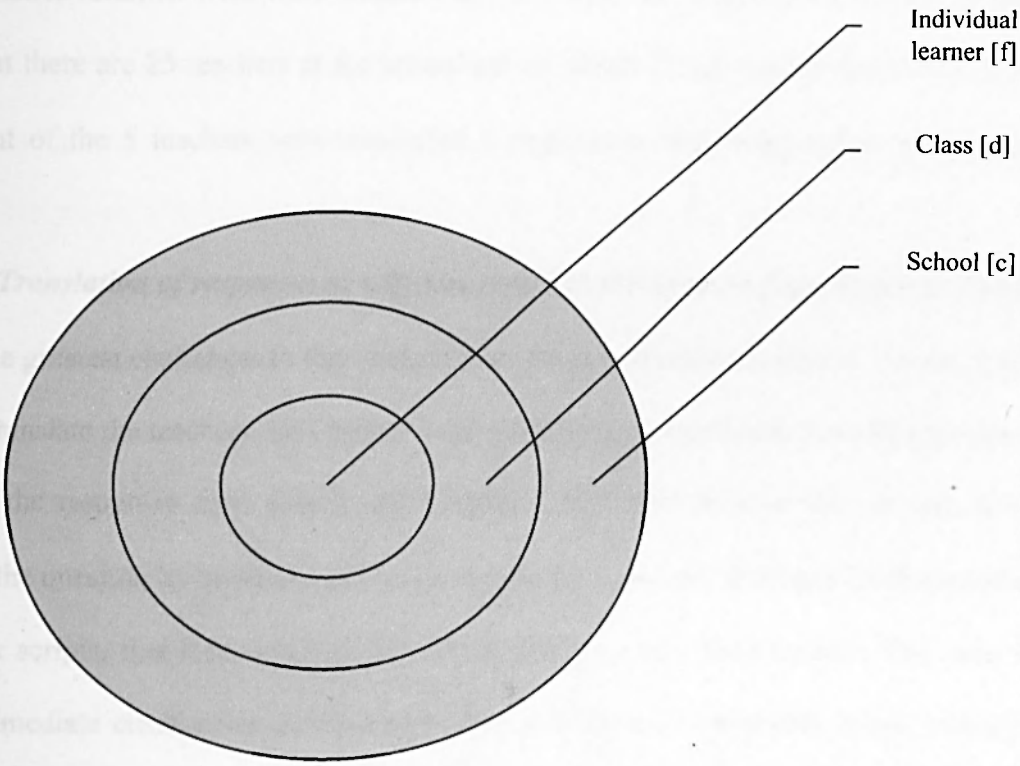


3.4.2.1d Construction of self-completion questionnaire for the deputy head teacher:

This questionnaire (appendix VI) is divided into three sections similar to the questionnaire for teachers (appendix IV-A to E). The three sections: 1, 2, and 3 have the titles: "Personal data"; "Information about the deaf children at the school"; and "Working with the child", respectively. Section: 1 covers: sex, age group, years of experience, and qualifications of the respondent. Like in questionnaire for teachers, question [2.a] request the respondent to write down a figure or a number and it also introduces the concept under scrutiny and the environmental setting. Like in the teachers questionnaire the second page also starts with a question which require the simple activity of filling figures in boxes in question [2.b]. Questions: [c, d, & e] are sequentially and

systematically arranged using school, class, and individual learner focus (***Figure 3.6a***). The questions: [f & g] also follow the same systematic sequential arrangement with question: [h] requiring the respondent to sum up the ideas called for in this section. The questions on section three however are the same as those in the teachers' questionnaire compare **appendices IV-A to E and VI**. This is done to enable triangulation of information between the teachers and the deputy head during the analysis which in a way would bring about objectivity. As it is noted by Robson C., (2002: 371) triangulation "might be done in social research by using multiple and different *sources* (e.g. informants), *methods, investigators*, or *theories"* [emphasis is from the source] to ensure objectivity. This is so because according to Robson "'objective' is taken to refer to what multiple, observers agree to as a phenomenon... [Therefore] relying, exclusively on data from a single individual can similarly threaten objectivity" (Robson C., 2002: 109).

Figure: 3.6b systematic question sequencing in the deputy head teacher's self-completion questionnaire for questions: [c, d,& f] in appendix VI



3.4.2.1e. ***Administering the self-completion questionnaires***

Eleven questionnaires were delivered through the deputy head teacher. Out of these eleven (11), ten (10) were for the teachers while one was for the deputy head teacher. The questionnaires were accompanied my letters of commitment to adherence and assurance of anonymity of respondents. The letter of introduction was also presented to the deputy head for my Identification and brief explanation of the purpose of my study with a clarification of my personal explanation about my study topic and what I request from the school administration and

teachers. This was done to have the informed consent of the prospective respondents as noted in (Robson, C., 2002). Out of the 11 questionnaires, 6 questionnaires were returned. Out of which 5 questionnaires returned were from teachers and one from the deputy head teacher. It should be noted that there are 25 teachers at the school out of which 22 are female teachers and three are male. Out of the 5 teachers who responded 1 respondent was male and 4 respondents were female.

3.4.2.1f. Translation of responses in self-completion questionnaires from Czech to English

One of the greatest challenges in this research was the communication barrier. An interpreter was hired to translate the teachers' and deputy head teacher's questionnaires from English into Czech and then the responses from Czech into English. I preferred to have face to face translation whereby the question by question translation was done. A day was arranged for the translation of all the six scripts, five form teachers and one from the deputy head teacher. This was done to ensure immediate clarification of the translated information as I was able to ask where I felt it was not clear and get an immediate answer from the translator. This was also done to ensure authenticity of the information. English drafts of translated responses were then produced and typed. They appear as appendices alongside the original hand written scripts. With the students names shaded to ensure anonymity.

3.4.3.0 Semi structured Interview with the deputy head teacher:

This tool was used to find out the general aspects about the school. The questions were meant for the creation of a knowledge base whereby the responses given could highlight the "doing" and some of the "thinking"(see the Canadian Iceberg model) that takes place at the school level. This semi structured interview took 1 hour 20 minutes and it was done in the respondent's office. It was done through an interpreter who translated the questions from English into Czech and then

translated the responses given by respondent in Czech into English for me to write down the responses. This interview was done before the questionnaire. The questions were open-ended **(see appendix VII)** which gave the deputy head teacher chance to express and explain freely on various issues and activities associated with the education of people with hearing impairment (the deaf and hard of hearing) at the school. At various stages of the interview she requested for the clarifications of what I really wanted to know. Through the clarifications and supporting questions I obtained information about the relationships between the school and many other stakeholders for example the former deaf students who have contributed to the writing of the books which these former deaf students think could solve the problem of text laden curriculum books which they feel are not suitable for the deaf.

3.4.3.1a. Merits of the semi structured method:

Unlike the questionnaire, this method did not take much of my time in preparing it. Like what I did with the questionnaire the questions were given first to my critical friends and my supervisor for their critical view. Their suggestions were used to modify the questions. Amongst the suggestions from my critical friends were the splitting of question1 and 2, and an observation of my supervisor to separate the deaf and the hard of hearing when asking these questions or supporting questions for clarity. Another advantage was the reduction in consultation time and frequency with the interpreter. The interview gave me an opportunity to have tangible evidence from the respondent where she brought me the two books one currently in use in teaching the deaf and the other one that the deaf students have produced as an example that the head said is of great importance and has created curiosity amongst both the learners with hearing impairment and the teachers. In showing me the books and giving me three as a present the deputy head

smiled and said through an interpreter: "perhaps the use and production of books like these should be a way forward in the education of the deaf".

3.4.3.1b. Demerits of this semi structured method interview:

This method required strict schedule of time allocation. As I had no digital recorder, it was difficult to capture all responses. As the interview was done in the office the knocking on the do gave me a guilty conscious of disrupting the school programme although the deputy made me to feel at home and ask as many questions as possible, I still felt deep down the urge to hurry up and let others get the attention they deserve from my respondent. I however asked all the questions I had.

3.4.4.0 Round table discussion

This method was used to obtain the data for the education of people with hearing impairment in Liberec Community in general. It is the platform from which I compiled the conceptual frame work of this study (***Figure 3.2***). ***Appendix VIII*** shows the proceedings of this discussion. The main topic of the discussion was on how children with hearing impairment are identified and on how parents, specialists in hearing impairment and deafness, preschool teachers, social workers, assistant teachers and many other workers collaborate in the process of early childhood education of the learners with hearing impairment (the deaf and hard of hearing).

3.4.4.1a. Challenges and merits of group discussion method:

It provided the basic data. It served as a cultural cross-check avenue. The real and situational overview experiences were given by our host specialists' participants. During the discussion information was briefly solicited from us [Erasmus Mundus Students from various countries]. However there was conflict of interests that somehow developed amongst the four of us, who were student researchers, doing our research in different topics creating a demand for the

presenters to encompass us all. This is in conformity with one of the disadvantage that was spelt out by Robson on focus groups when he said that "conflicts may arise between personalities. Power struggles may detract from the interview and there may be conflicts of status within the procedure" (Robson C., 2002: 285). Thus conflicting interest resulted in the presenters giving the partial and more general information on a number of issues. They only became focused when asked to clarify an issue. The other challenge was that the discussion was done via an interpreter. This resulted into the covering of few issues for even a longer time. This is in line with what Robson wrote about group focus as a method for data collection when he cited that "typically fewer than ten questions can be asked per hour" (Robson C., 2002: 285 - 286). Robson also noted that "confidentiality can be a problem between participants when interacting in a group" (Robson C., 2002: 285). However as Robson illustrated: "high efficiency …in data collection from several people at the same time; natural quality control on data ...from the member groups who offer checks and balances; focusing on the most important topics …easy access to ideas consistently shared by the group; enjoyment of individual participants in shared experience, inexpensive and flexible set up; participants' empowerment where they have voice and encouragement to speak out; including those… with other specific difficulties; and facilitating the discussion of sensitive topics regarded as taboo in society" (Robson, C., 2002: 285) are some of the advantages which I noted were also prominent in this discussion.

3.4.4.1b. Ethical issues associated with group discussion as a research tool:

Anonymity and confidentiality are two most prominent ethical issues associated with groups as noted by Robson (2002). The other is the authenticity which comes in to be equally prominent due to the fact that the information was obtained through interpreter's interpretation. The issues of anonymity were sorted out by using nicknames and abbreviations. The confidentiality was

maintained by keeping the files on the computer under a password of which I am the only one to have the access. The authenticity was made possible by sending the draft for rechecking to the interpreter and requesting her to share the draft with the original speakers. Copies were also sent to my friends who were members of Erasmus Mundus Students (**see appendix III**).

3.4.5.0 Focus group Discussion

In this method first our programme convener contacted the school in advance and a day was set for me meet and discuss with the head teacher on what I am interested to find out about. I proposed the people who I would have liked to be in the panel of the focus group and the head teacher verified and assured me that the group I requested to meet with will be available on the set date to be communicated to me later. A day then was set and the three people I had requested met me namely the psychologist, the specialist teacher, and the mainstream teacher on the school entrance and I was directed by my hosts who were participants into a quite room where the discussion took place.

3.4.5.1 Challenges and advantages of Focus group method.

There some challenges that I experienced in using this method. One of the prominent one was the language problem. The psychologist was not very much conversant with English therefore most of her ideas were interpreted by colleagues which are an advantage but this made her to choose a low profile during conversation. When she contributes it required time for others to figure out the right English words to be used. This lengthened the discussion. The other challenge was to establish compromise and consensus over certain debatable issues. One incident is when I asked the specialist teacher "some of the challenges she face in working with parents". She first said in short: generally, I have no problem with parents." I had to remind her on the point one contributor pointed out on problems of working with parents in order to get some of

her views and get full explanation from her (see appendix IV- F1). The advantage however was that the participants could easily check each others' statements and make clarifications where possible.

3.4.5.2 Ethical issues associated with this method.

As pointed out by Robson, (2002), confidentiality and anonymity is a great challenge to all group methods of data collection and this group was not an exception.

3.5.0 Conclusion

In this chapter, the research methodology followed to conduct this study has been analysed. This has included the choice and discussion of the theory and paradigm followed and the analysis and discussion of the tools such as questionnaires, semi-structured interviews, round table discussions, and focus group method. Alongside the discussion of tools used, the ethical issues and challenges that cropped up in the course of doing this research have been discussed and the solutions used in sorting them out has been outlined.

In the next chapter the data collected by using the various tools discussed in chapter III will be presented and analysed in detail.

Chapter IV

QUALITATIVE DATA ANALYSIS AND PRESENTATION

4.0 Introduction: Research Question, Sub-questions and Guiding principles.

Robson noted that "qualitative analysis – 'a shorthand for analysis of the (largely qualitative) data obtained when using flexible designs' is a very powerful method for assessing causality'" (Robson C., 2002: 475). In this chapter, borrowing words from Miles and Huberman, I "aim to account for the events ... [by] looking for an individual or a social process, a mechanism, a structure at the core of events that can be captured to provide a *casual description* of the forces at work (Miles and Huberman, 1994: 4 quoted in Robson C., 2002: 475; emphasis from original source). This fits well with the course of my investigation in this study where I collected data about *the perception of teachers on the inclusion of the learners with hearing impairment in a mainstream primary classroom setting in Liberec and Prague in the Czech Republic* guided by the following three research questions:

a) *How do teachers in Liberec and Prague perceive the teaching of learners with hearing impairment alongside the hearing peers in a primary classroom setting?*

b) *Where do these perceptions come from?*

c) *Why are they holding these perceptions towards learners with hearing Impairment?*

In responding to these three how? Where? Why questions created in chapter one I constructed research tools explained in chapter three which were used to gather qualitative data. As the study is based on flexible design I would therefore be inclined to analyse the data qualitatively. This is according to Miles and Huberman who explained and noted that:

> "Qualitative analysis, with its close-up look, can identify *mechanisms* going beyond sheer association. It is unrelentingly, local and deals with the *complex* network of

events and processes in a situation. It can sort out the *temporal* dimension showing clearly what preceded what, either through direct observation or *retrospection*. It is well equipped to cycle back and forth between *variables* and *processes* - showing that 'stories' are not capricious, but include underlying variables, and variables are not disembodied, but have connections over time" (Miles, M.B and Huberman, A.M. 2002: 147; emphasis from source).

In order to reveal the mechanisms, complex networks, temporal dimensions that form the story of the perception of teachers on teaching learners with hearing impairment in a mainstream primary classroom setting various tools were set and used to gather data that is to be presented and analysed in this chapter. It would be worthwhile to point out that different tools were used to obtain data from different people in different situation in the two schools where the data was obtained. In chapter three I discussed these tools and in this chapter four I will present and analyse the data which I collected using these tools. In order to establish order in my presentation of data I used three questions:

1. Who are the participants?
2. How are they associated with the learners with hearing impairment?
3. What are their views about teaching learners with hearing impairment in a mainstream classroom setting?

I used the three questions above in item construction and organisation of the questionnaires that I administered. These questions were also at the back of my mind as guiding principles during construction and administration of other tools that I used such as focus group discussion and interviews. The questions 1, 2, and 3 gave rise to for themes that I coded namely: ***identification,***

participation, perception and ***voices*** respectively which are reflected as **personal data, information about the deaf child in your class** and **working with the child** respectively.

4.1 Identification: Research participants, research institutions and research tools:

Two institutions: a special school and a mainstream school were used to gather data that will be presented in this research. A round table discussion (**Appendix VIII**), a semi-structured interview (**Appendix VII**), self- completion questionnaires (**Appendices IV-A to E**), a focus group discussion (**appendix IV- F1**), and an open discussion were used to gather data. The people who participated include: 2 specialists in hearing impairment working at the pedagogical centre in Liberec, 1 deputy head teacher and 5 teachers at a special school in Liberec; a psychologist, a regular teacher, and the deputy head teacher of a mainstream school in Prague. These participants were from the two schools in Liberec and Prague whose names are omitted for anonymity and confidentiality of my participants.

4.2 Presentation and analysis of school and participants' personal data for a special school in Liberec.

An interview with the deputy head and the 5 teachers who responded to the tools administered revealed that the school has 25 teachers, 22 of whom are females and 3 are males. 11 teachers out of 25 were given the questionnaires, Out of the 11 teachers, 6 responded in this study. These 6 respondents include 5 teachers and the deputy head teacher. In making sense of the responses given in questions [1.a-d] the information I teased out and analysed the data by using tally method and I produced the following frequency-tally chart (tables 4.1):

Table 4.1: Characteristics of the respondents

Question 1	Number of respondents	Item Description	Variables	Tallies	Frequencies
a	6	Sex	female	//// —	5
			male	/	1
b	6	Age group	6 - 10	////	4
			11 -15	//	2
c	6	Experience	Between 2 - 5	/	1
			Over 5 years	//// —	5
d	6	qualification	Masters	//	2
			Masters in Special Education	////	4

The data in the frequency-tally chart (table 4.1) show that out of the 6 respondents, 5 are female [the deputy head inclusive] and 1 participant is male. 4 out of 6 participants are aged between 41-45 while 2 have 51-55 as their age range. 5 out of the 6 participants have over 5 years experience while 1 has an experience range between 2 to 5 years. Professionally all the 6 participants in the study have masters degrees, with 4 participants having Masters in Special Education Degrees and 2 having Regular Masters Degrees. The data in table 4.1 have been graphically analysed to produce the interpretive graphs in Figures 4.1a-d.

Figure 4.1a Participants at a special school in Liberec by Sex

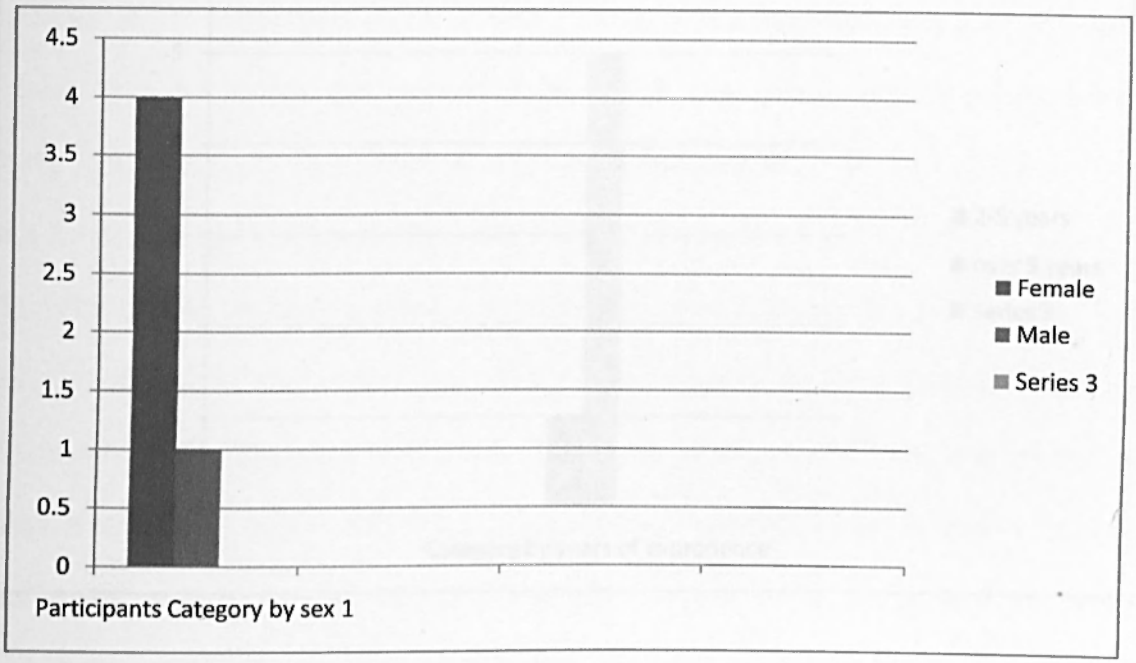


Figure 4.1b Participants at a special school in Liberec by age group

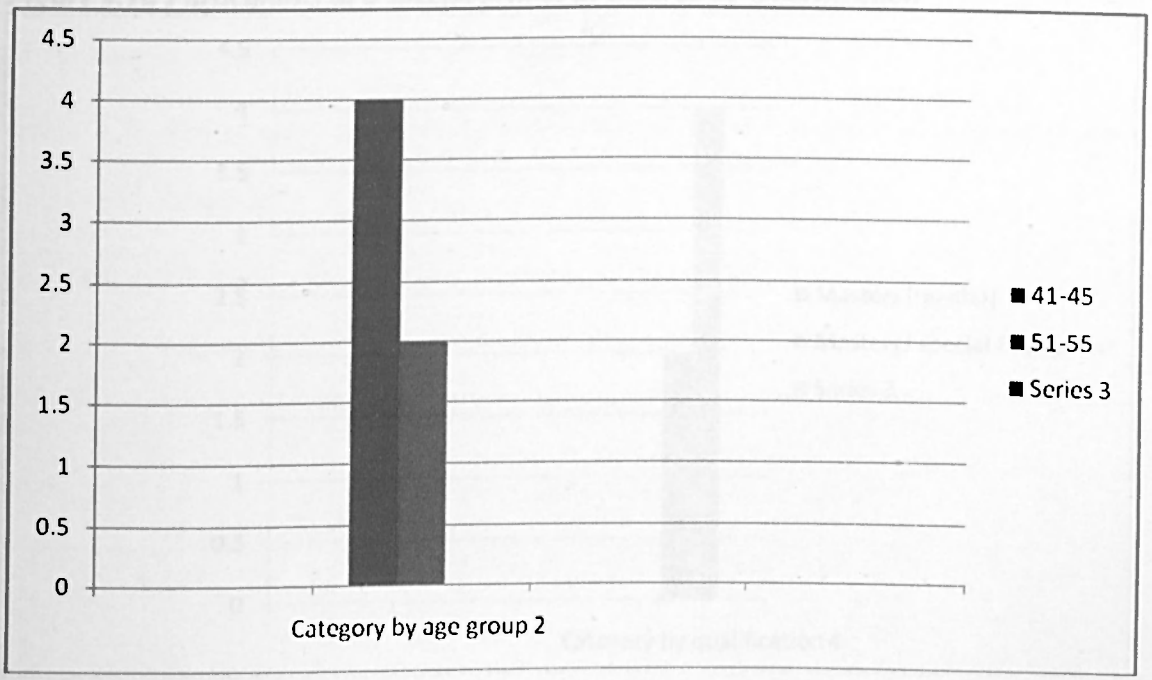


Figure 4.1c Participants at a special school by Experience

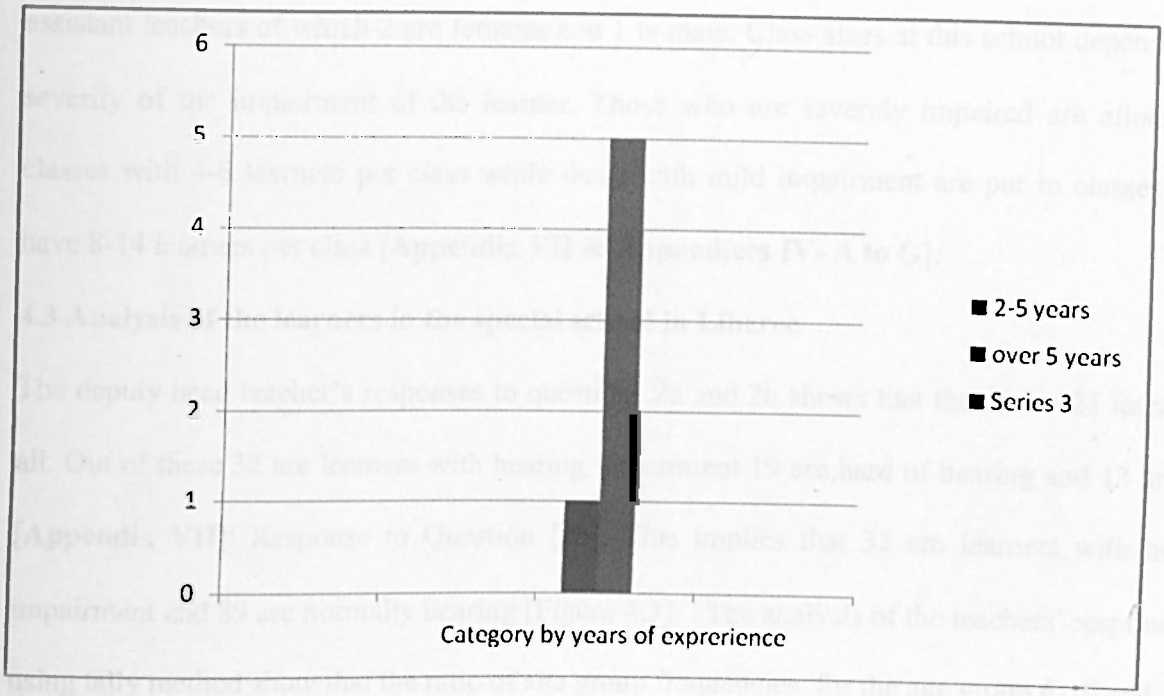
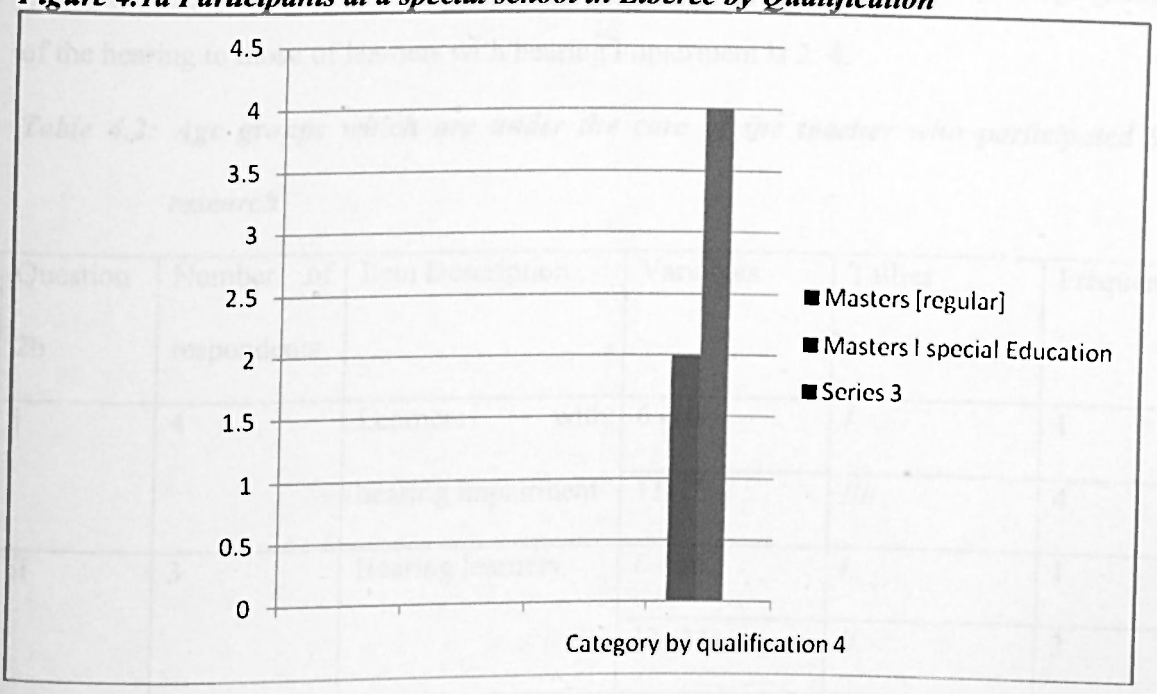


Figure 4.1d Participants at a special school in Liberec by Qualification



The 5 teachers who responded to the questionnaire teach 3 learners who have cochlear implant and 17 of the 32 learners with hearing impairment at this school. These teachers are assisted by 3

assistant teachers of which 2 are females and 1 is male. Class sizes at this school depend on the severity of the impairment of the learner. Those who are severely impaired are allocated in classes with 4-6 learners per class while those with mild impairment are put in classes which have 8-14 learners per class [**Appendix VII & Appendices IV- A to G**].

4.3 Analysis of the learners in the special school in Liberec

The deputy head teacher's responses to questions 2a and 2b shows that there are 121 learners in all. Out of these 32 are learners with hearing impairment 19 are hard of hearing and 13 are deaf [**Appendix VII**]: Response to Question [2b]. This implies that 32 are learners with hearing impairment and 89 are normally hearing [Figure 4.3]. The analysis of the teachers' responses by using tally method show that the ratio of age group frequencies for the age group 6-10 and 11-15 is 1: 2 for the hearing learners and 1: 4 those without hearing impairment respectively [Figure 4.3]. The tally method also revealed that the ratio of the age group frequency on age group 11-15 of the hearing to those of learners with hearing impairment is 2: 4.

Table 4.2: Age groups which are under the care of the teacher who participated 9n this research

Question 2b	Number of respondents	Item Description	Variables	Tallies	Frequencies
i	4	Learners with hearing impairment	6 -10	/	1
			11-15	////	4
ii	3	Hearing learners	6 - 10	/	1
			11 -15	//	2

Figure 4.2 Graphical comparisons of age group frequencies of hearing learners to that of learners with hearing impairment taught by the teachers participating in this study.

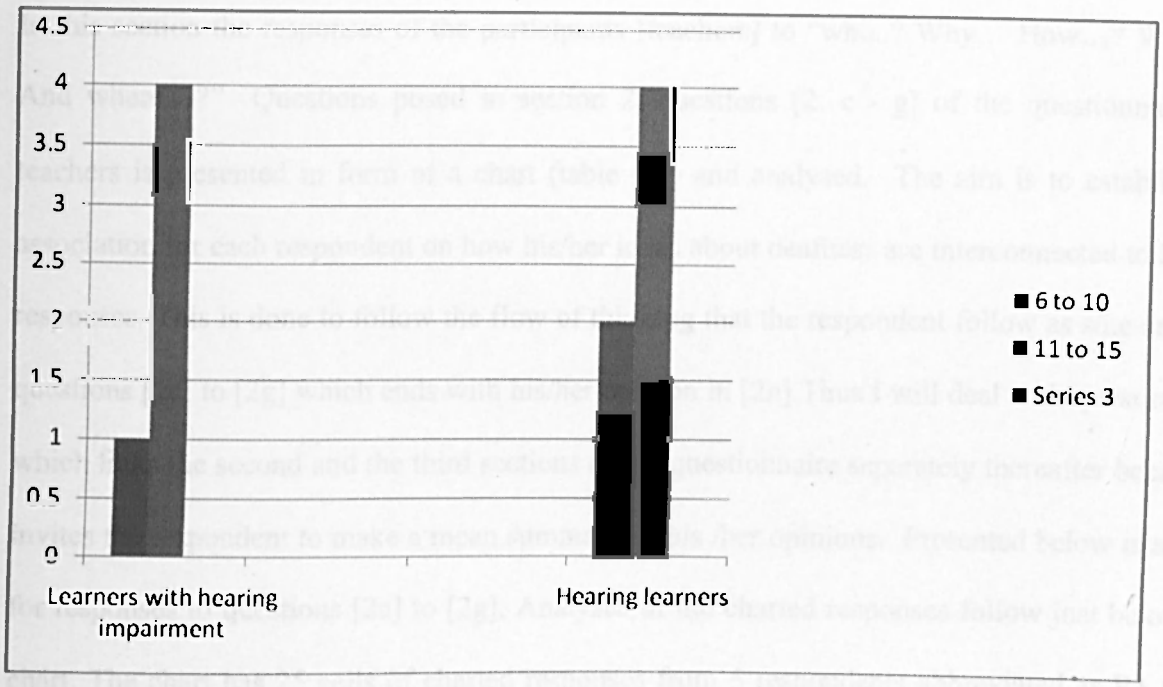
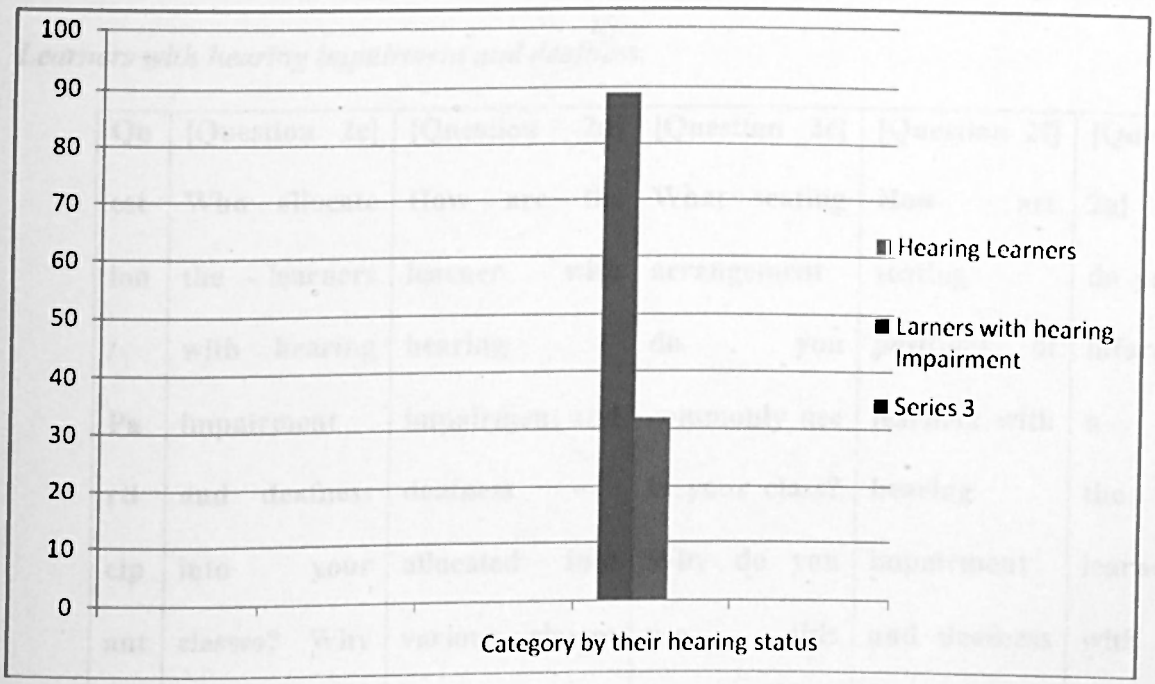


Figure 4.3 Classification of learners by hearing status in a school in Liberec



4.4 Analysis of the Participants' Association with Learners with hearing Impairment

In this section the responses of the participants [teachers] to "who..? Why... How...? What...? And where...?" Questions posed in section 2, questions [2. c - g] of the questionnaire for teachers is presented in form of a chart (table 4.3) and analysed. The aim is to establish the association for each respondent on how his/her ideas about deafness are interconnected to his/her responses. This is done to follow the flow of thinking that the respondent follow as s/he answers questions [2c] to [2g] which ends with his/her opinion in [2h].Thus I will deal with question [2h] which links the second and the third sections of the questionnaire separately thereafter because it invites the respondent to make a mean summary of his /her opinions. Presented below is a chart for responses to questions [2c] to [2g]. Analyses of the charted responses follow just below the chart. The chart has 25 cells of charted responses from 5 respondents abbreviated as R1 to R5 and 5 questions starting from question [2c] to [2g].

Table 4.3 Participants' responses to questions [2.c] to [2.g]: Association of teachers with Learners with hearing impairment and deafness.

Question / Participant / Qu	[Question 2c] Who allocate the learners with hearing impairment and deafness into your classes? Why is this so?	[Question 2d] How are the learner with hearing impairment and deafness allocated into various classes at this school?	[Question 2e] What seating arrangement do you commonly use in your class? Why do you use this arrangement?	[Question 2f] How are seating positions of learners with hearing impairment and deafness determined in your class?	[Question 2g] How do you get information about the learners with hearing impairmen

alification					**t and deafness allocated into your class?**
R1 Masters	Deputy head	Deaf are separated	Circle - so that kids can see each other	According to which side of the ear is more handicapped	From documentation
R2 Masters in special education	Management of the school according to psychological and hearing examinations	School management and it's a decision of the board of teachers (based on examination results)	Semi circle of 7students so that everyone can see the board and the teacher	The handicapped are in the middle of the circle	From personal cards (documentation), medical and other documentation, through interviews with

					parents, and from the special education centre
R3 Masters in Special Education	School management decides according to child's age, grade, and previous education background	They are distributed into existing classes	Semi circle to have better contact with each student, and for the children to see the board well	According to the number of students it wasn't necessary to order the sitting arrangement	Information is from: personal cards, contact with parents, and social and medical documentation.
R4 Masters in spe	Special education centre workers are the ones who integrate the kids into	➢ Classroom of moderate hearing impairment with	Semi circle or two lines if they don't fit in the semi circle. Semi circle is good	According to the level of the handicap, according to the side of the hearing loss,	From their personal materials that contain medical and family

cia l Ed uca tio n	classes with children with speech problems because it is appropriate for them to use spoken language for communication	speech problems together. ➢ Severe hearing impairme nt. ➢ Severe hearing impairme nt & mental handicap.	for, lip reading and communication with the teacher and children can see each other well	and eventually according to other handicaps	analysis + results of other special examinatio ns
R5 Ma ste rs in Sp eci al Ed uca	Our school is a special school of children with hearing impairment. It means that all students have hearing impairment. We are not a	According to the actual situation of the school, children with moderate hearing impairment are placed in class A and children with severe hearing	When teaching children with hearing impairment I use a semi circle that I can communicate with students from the closest	I have only the students with severe hearing impairment and they sit in a semi circle	Through medical report and psychologi cal examinatio n

tio n	mainstream grammar school which integrates children with hearing impairment.	impairment and deaf are in class B	possible distance and they can lip read well		

From table 4.3, it is evident that the deputy head, the school management, and the special education workers decide in which class the child with hearing impairment should be allocated to (Q2c: R1, R2, R3, and R4). It is also expressed by the respondents that the "deaf are separated" (Q2d: R1) "based on psychological and hearing examinations" (Q2c & d: R2) and "they are distributed in the existing classes" (Q2d: R3) which are categorised into:

- classroom of moderate hearing impairment,
- severe hearing impairment and
- Severe hearing impairment and mental handicap (*the point form emphasis from the respondent)* (Q2d: R4).

This is "according to the actual situation of the school, children with moderate hearing impairments are placed in A and children with severe hearing impairment and deaf are in B" (Q2d: R5). All the five respondents agree on the classroom practice of seating the learners with hearing impairment in a *semi circle* in order to facilitate communication. The following were given as reasons for the option of semi circle seating arrangement:

- "So that kids can see each other" (Q2e: R1).

- "So that everyone can see the board and the teacher" (Q2e: R2).
- "To have better contact with each student and for the children to see the board well" (Q2e: R3).
- "Semi circle is good for, lip reading and communication with the teacher and children can see each other well" (Q2e: R4).
- "I use a semi circle that I can communicate with students from the closest possible distance and they can lip read well" (Q2e: R5).

In responding to Q2f which sort out the perception of teachers on where exactly to position the student with hearing impairment in a classroom:

- R1 said it is "according to which side of the ear is more **handicapped**."
- R2 said that "the **handicapped** are in the middle of the circle."
- R3 noted that "according to the number of students [s/he had] it wasn't necessary to order the sitting arrangement."
- R4 explained that the position of the learner with hearing loss in class is done "according to the level of the handicap, according to the side of the hearing loss, and eventually according to other **handicaps**" the learner might have.
- R5 said, "I have only the students with severe hearing impairment and they sit in a semi circle."

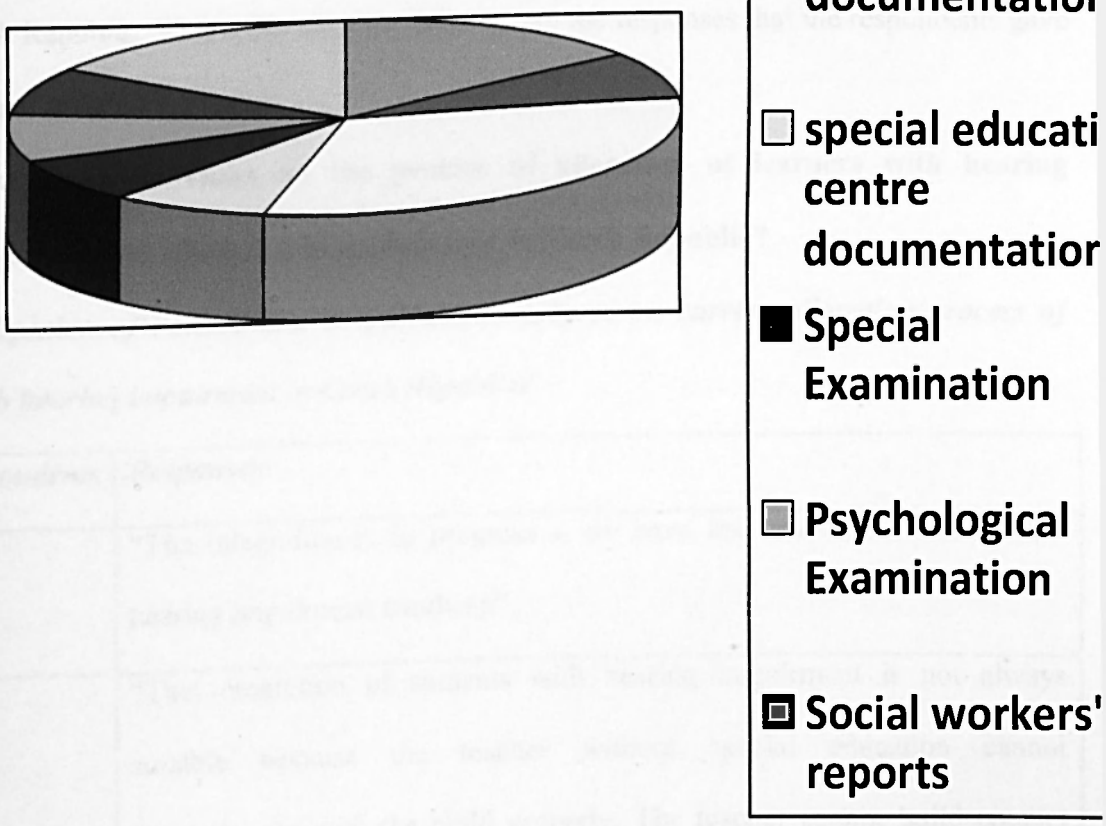
The last column on table 4.3 is the responses for question [2.g]. In this question the respondents are asked to give the sources of information that they use in working with the learners with hearing impairment and those who are deaf. The respondents listed their sources as shown in table 4.3 but one source struck me due to its outstanding frequency. I compiled the tally -

frequency table 4.4 and use it to produce a graphical representation to depict the prominent source as analysed from the data.

Table 4.4: Sources of Information where teachers in a school in Liberec got information about learners with hearing impairment and deafness:

	Information source	*Tallies*	*Frequency*
1	Personal documentation/cards	R2R3 (//)	2
2	Family documentation	R4 (//)	1
3	Medical documentation	R2R3R4R5 (////)	4
4	Special Education centre documentation	R4 (/)	1
5	Special examination	R5 (/)	1
6	Psychological Examination	R3 (/)	1
7	Parent interviews	R2R3 (//)	2

Figure 4.4 Graphical representation of information sources for teachers in Liberec



Note that the Medical documentation is the greatest source of information for teachers seconded by parent interview and personal documentation. The special education centre has the smallest

contribution and same frequency as the social worker, psychological examination, special examination, and family documentation as the source of information for the teachers who responded to this questionnaire. The five out of the eight sources that the teachers documented are expert sources which points out to the fact that the association between the teachers and the learners with hearing impairment is expert driven. This suggests the relationship is that of the **handicapped learners** and the **specialist teachers** (see teachers' qualifications versus the responses in Q2f: R1, R2, & R4).Perhaps this could be easily read from the responses of these teachers on question [2.h]. This question ask the respondents about their views on the process of allocation of learners with hearing impairment and deafness into schools which is taking place now in Czech Republic. Here is the question followed by the responses that the respondents gave in their original translation given:

[Q2h]. **What are your views on the process of allocation of learners with hearing impairment into school which is taking place now in Czech Republic?**

Table 4.5: Opinion of Participants at a school in Liberec on current allocation process of learners with hearing impairment in Czech Republic:

Respondents	*Responses*
R1	"The integration is in progress – we have less and less children with hearing impairment handicap"
R2	"The integration of students with hearing impairment is not always suitable because the teacher without special education cannot communicate with the child properly. The teacher cannot build contact through sign language."
R3	"Learners are integrated into grammar school, only when they are not

	successful there they come to our school. They should be sent to our school earlier."
R4	"I am satisfied in our school. I think it is more appropriate to place children with hearing impairment to our school rather than integrating them. They often come in the second or third grade without the very basics."
R5	"If the children with hearing impairment attend special school since first grade they have a great chance. If they are integrated in a mainstream grammar school they stagnate in development and come to our school after some years neglected."

The response of one of the teachers in the table above said that more learners are being allocated into mainstream schools. The teachers, who participated in this research, however are dissatisfied with the integration of learners with hearing impairment into the mainstream schools where they are neglected and stagnate (R5) in development due to the mainstream teachers' ***inability to communicate with these learners***. One of the items that I included on the questionnaire for the teacher in section 3 is on communication. An analysis of question 3a, 3b, and 3c will reveal what these teachers value in communication with the learners with hearing impairment and the deaf.

In this section 3, questions 3a to 3p were set to find out how the teachers work with the deaf and ultimately inquire about their views on teaching learners with hearing impairment and deafness amongst the hearing learners in a mainstream primary classroom setting. In Section 4.1.4 below, I will present and analyse the responses on the how...? Why...? and what...? Why? Questions designed to get the participants' views and opinions.

4.5 An analysis of question on working with learners with hearing Impairment: Perception of teachers

In this section, questions 3a, 3b and 3c will be used to compile a chart which will be graphically analysed to determine the correlation of the statements made in response to question 2h on communication with the learners with hearing impairment.

Table 4.6 Communication with the hard of hearing and the deaf

Respondent	**Variable**	**Communicating with Hard of hearing**		**Communicating with learners who are Deaf**	
R1	R1	In class	Outside class	In class	Outside class
		orally	orally	I don't have deaf students	I don't have deaf students
	Other learners	orally	orally		
R2	R2	orally	orally	orally, sign language, and finger alphabet	orally, sign language, and finger alphabet
	Other learners	orally	Sign language		
R3	R3	orally	orally	Sign language, and oral	Sign language and oral
	Other	Oral and signs	Oral and sign		

	learners				
R4	R4	Oral and signs	Oral and signs	Oral and signs	Oral and signs
	Other learners	Oral + partly signs according to their ability	Oral + partly signs according to their ability		
R5	R5	Total communication: Sign language + oral + Daktyl	Oral + partly signs according to their ability	I don't have deaf students in my class	From other classes through sign language
	Other learners	I don't have hearing students and I don't have moderate hearing impaired students. I have those with severe hearing impairment	Individually according to which mode of communication they know best		

Table 4.7 below, show the frequency chart drawn from table 4.6 to establish the dominating communication mode. From the frequency table the bar graphs are produced to illustrate the prominent mode of communication in each case of the environmental setting.

Table 4.7 Modes of communication commonly used by the teachers and learners at a special school in Liberec

Performers	Environmental setting	Mode of communication	Learner characteristics	Tallies	frequency
Teacher versus the learner who is hard of hearing (HOH) and deaf	During classes	Oral	HOH	///	3
			Deaf	-	0
		Oral + sign Language	HOH	/	1
			Deaf	///	3
		Total communication	HOH	/	1
			Deaf	-	-
	Outside the classroom and during free time	Oral	HOH	///	3
			Deaf	-	0
		Oral + sign Language	HOH	//	2
			Deaf	///	3
		Total communication	HOH	-	0
			Deaf	-	-
Hearing learner versus		Oral	HOH	//	2
			Deaf	-	-

learner with hearing impairment	During classes	Oral + sign Language	HOH	//	2
			Deaf	-	-
		Total communication	HOH	-	0
			Deaf	-	-

The graph below illustrates the prominent use of oral communication with the frequencies 3: 3: 2 in class; outside class between teachers and hard of hearing children and amongst the hearing and hard of hearing learners respectively. This is followed by the use of oral + sign language which has a frequency of 1: 2: 2 for the same environmental setting (In class: outside class: amongst learners) and lastly the 1:0:0 frequency within the same environment (Figure 4.5).

This is in contrast to the communication that takes placing between the teachers and the deaf (Figure 4.6). From the data, and the graph below it is illustrated that the prominent communication in classes of the deaf is done through a combination of oral and sign language (Figure 4.6) while teachers at this school mostly use ***oral method*** in communicating with the ***hard of hearing***. This could be seen from the graph (Figure 4.5) and the frequency table 4.7. The data also reveals that using ***oral communication*** with the ***deaf*** as is not a preference of the teachers as mode of communication as evidenced by its absence in the chart which is prominently shown and illustrated graphically in Figure 4.6. This is also confirmed by the deputy head teacher who said that at this school they mostly use oral communication with

Figure 4.5 Prominent use of oral language in hard of hearing education in Liberec

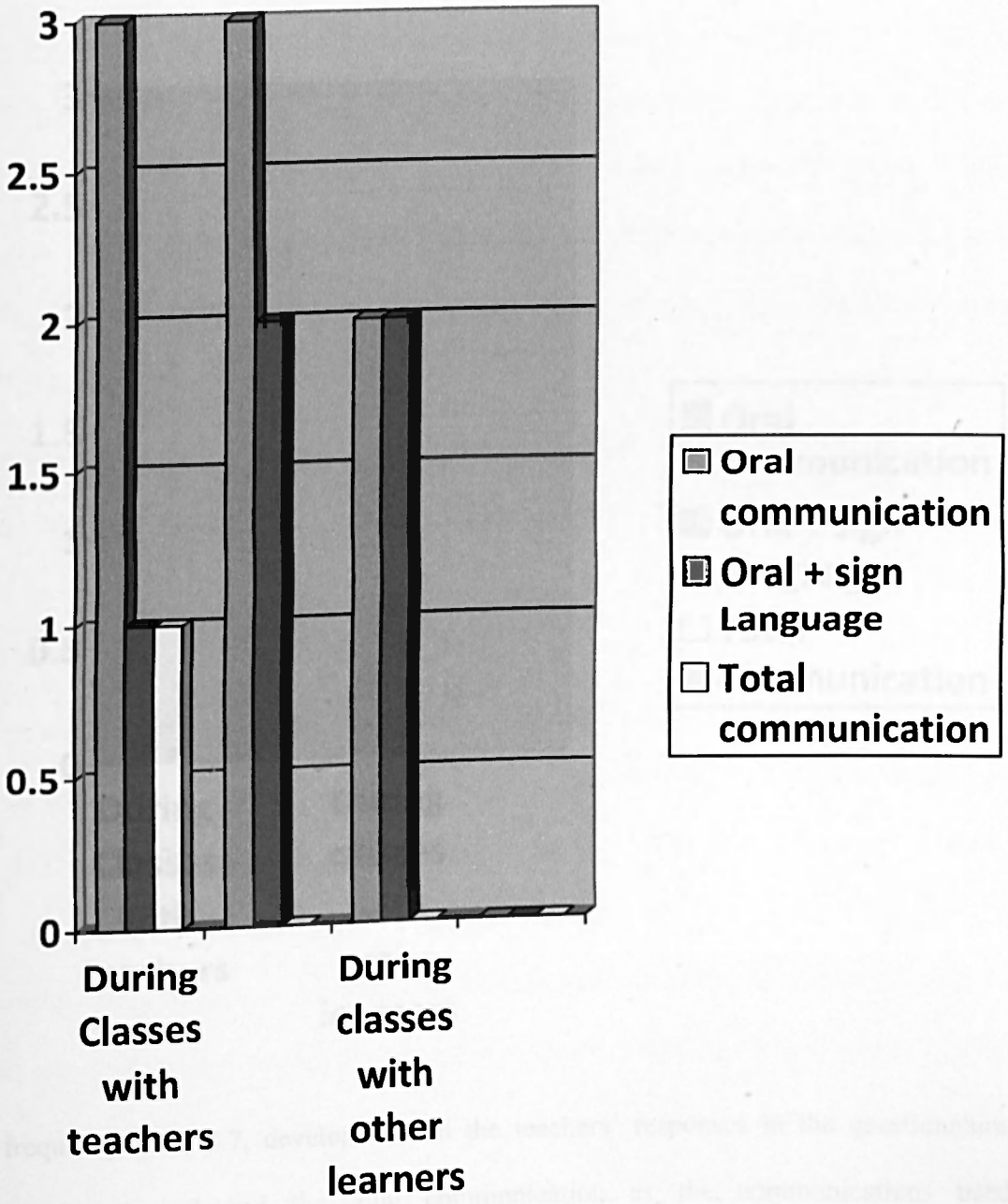
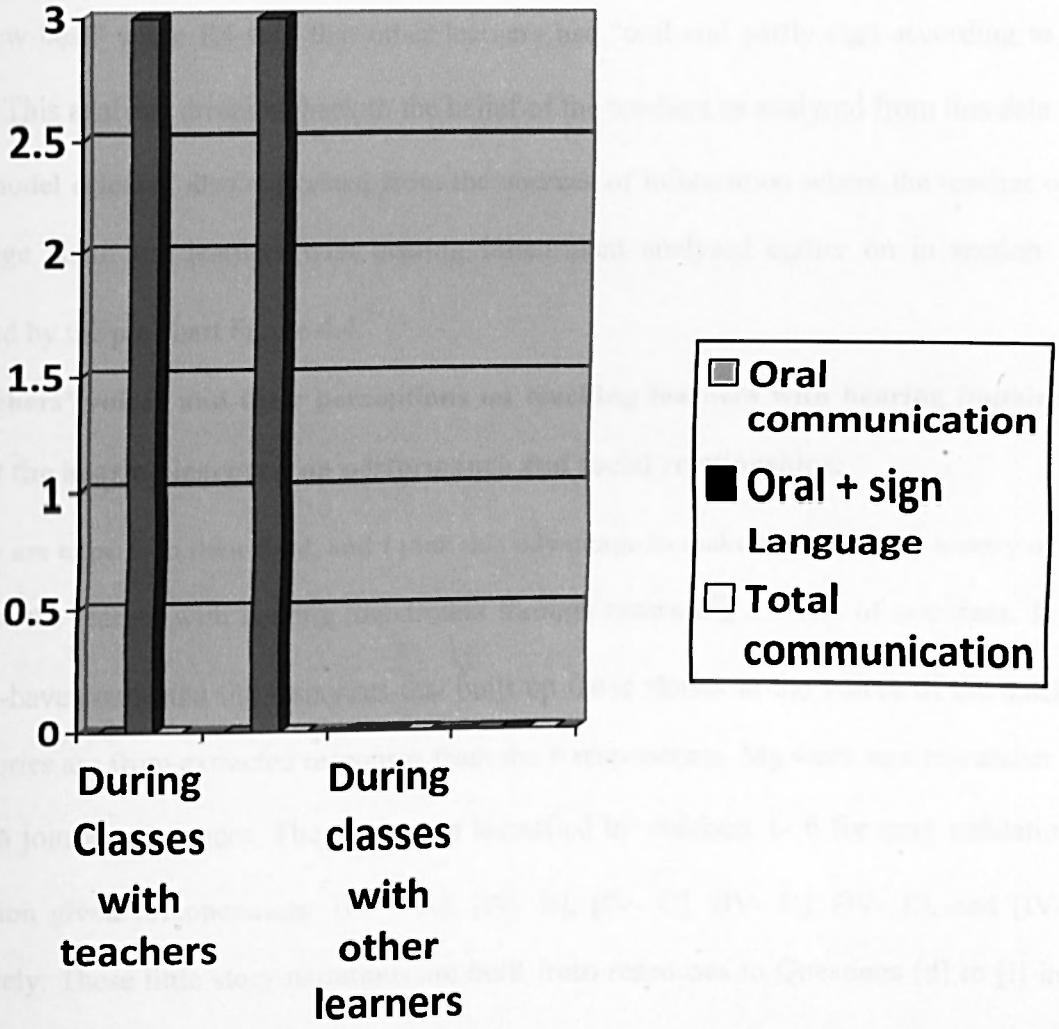


Figure 4.6 Prominent use of Oral + sign Language in classes where the learners with deafness are allocated in a special school in Liberec



In the frequency table 4.7, developed from the teachers' responses in the questionnaire, no teacher endorsed oral and the total communication as the communications used in communicating with the deaf. Thus the frequencies from the frequency chart (table 4.7) indicates [0: 3: 0]; [0: 3: 0]; and [0:0:0] for the (Oral: Oral + Sign language: total communication) in class, outside class with other learners which has been graphically presented in Figure 4.6. These

frequencies also suggest the difficulty in the communication between the learners with hearing impairment and other learners which is also orchestrated in Respondents (R4 and R5) in the they said that other learners "individually communicate according to which mode of communication they knew best" while R4 said that other learners use "oral and partly sign according to their ability." This analysis drives us back to the belief of the teachers as analysed from this data to be expert model oriented also suggested from the sources of information where the teacher obtain knowledge about the learners with hearing impairment analysed earlier on in section 4.1.3 illustrated by the pie chart Figure 4.4.

4.6 Teachers' voices and their perceptions on teaching learners with hearing impairment amongst the hearing learners: on performance and social relationships:

Teachers are experts in their field, and I took this advantage to make them built up a story of how they view the learner with hearing impairment through answering a series of questions. In this section I have connected the responses that built up those stories in the voices of the teachers. These stories are from extracted responses from the 6 respondents. My work as a researcher was merely to join the sentences. The stories are identified by numbers 1- 6 for easy validation of information given in appendices: [IV – A], [IV- B], [IV- C], [IV- D], [IV- E], and [IV- G] respectively. These little story narrations are built from responses to Questions [d] to [i] in the questionnaire for teachers while in the deputy head teacher's questionnaire the story is compiled from the responses [c] to [i].This is followed by the respondent views, opinions, what the respondent would advise the parent if approached and what s/he thought would be an area to be looked into, or changed if necessary in the education for the deaf in Czech Republic.

The voice of Respondent 1 is about the learner with cochlear implant. After joining responses for questions [d] to [i] the following short story is made:

4.6.1 RESPONDENT 1:

Story 1: The learner with cochlear implant:

"The performance of the learner with hearing impairment in my class is bad - the learner has reduced intellect. The learner relates to me in class and outside class normally. I don't have a learner with deafness. The learner with hearing impairment in my class relates with classmates in and outside class normally. The learner also communicates with parents normally because (s/he) has a cochlear implant." (Built from responses to questions [d - i], appendix [IV-A])

RESPONDENT 1'S VIEWS, OPINIONS AND ASPIRATIONS

The view of the respondent 1 about teaching a learner with hearing impairment (hard of hearing) amongst the hearing learners is that ***"such a learner can learn to lip read and develop vocabulary but is always behind the pace of others and may not understand all the instructions given by the teacher."*** As for the learners who are deaf the respondent is of the opinion that ***"it's not possible to integrate"*** them. In his view the deaf are ***"people with disabilities" "because of the loss of hearing".*** Asked on the opinion on type of education she would recommend to parents with learners who are hearing impaired she said it would be ***"according to IQ and according to severity of the hearing handicap."*** As for parents whose children are deaf she said, she would recommend ***"special schools for the hearing handicap".*** Asked what she would like to see changed in the education system of the deaf in Czech Republic, and why? She said: ***"I wish the curriculum for the hearing impaired should not follow the hearing students' curriculum."***

The voice of respondent 2 is about the child with residual hearing and who grow up in a children's home.

4.6.2 RESPONDENT 2:

Story 2: The learner with Residual hearing and the other with cochlear implant:

"K with cochlear implant has all "1s"; the second student has "2s" and "3s" from the main subjects and the third student has 2s and 4s; the success is influenced by intellect. My students with hearing impairment respect the school rules. Only one of them sometimes breaks hem. He is brought up in children's home. Students' behaviour outside class is influenced by their home environment. Some of them stay in families, some at boarding school. Grade 7A students don't have major behaviour problems. However I have problems with R every day. He is a child with residual hearing. He forgets things, he is chicky, and he talks back when talked to. He has inappropriate behaviour towards adults. R is also chicky to his classmates' e .g he takes away drinks from classmates without asking for permission from the owner. Outside classroom, in the dormitory he has similar problems. He is often aggressive and fights with friends."

I don't have deaf students in 7A.The other classes' children with residual hearing behave well inside and outside class without problems. The girls in 7A behave well towards their parents. However in 7A, R, who was brought up in a children's home, never knew parents and his family. His sister is placed in a family [foster parents] where she is cared for but this family did not opt to take R in, but only his sister. Even during holidays, they do not allow him to visit them [his sister and the foster parents]. (Compiled from responses to questions [d - i], in Appendix [IV-B]).

RESONDENT 2'S VIEWS, OPINIONS, AND ASPIRATIONS

The views of respondent 2 on teaching learners with hearing impairment amongst hearing peers is not explicitly state. Judging from subsequent responses one can only conclude that the respondent is of the opinion that she is neutral as expressed by the sense of the statement which she wrote under the question which is and I quote ***"In 7A, 50 - 50%. They have good and mutual relationships. They had problems in lower grades but the institution called CAP solved the problem and made the class cohesive."*** As for the question of teaching learners with deafness amongst the hearing learners she said

> ***"Speaking about children with severe handicaps, it depends on intellectual level and on their family; how much care is deeply provided to the child since childhood and it also depends on combination with other handicaps. In my class the combination or integration of hearing impaired is good. The children understand and help each other."***

When asked to choose the category to which she groups the deaf, she chose the category of "***Just like anyone else amongst the normal"*** giving the reason ***"because the hearing behaves well to their peers. They socialize well. This is influenced by many features (gypsy family, or family standard of living)."*** Which I think the respondent wanted to argue that even among the normal hearing they do have problems which depend on many other factors such as background and economic status.

On the question: what education system would you recommend to parents to use for their children who have hearing impairment and why? She said:

"I recommend special school for children with hearing handicap. There is a team of specially educated teachers who can provide the individual care to the children because they know the methods on how to work with such students."

On recommendation that she would give to parents with children who are deaf, she said:

"The deaf child needs special school education. If such child attends regular grammar school with a large number of students, the child sit at the back and does not understand the teacher. All this causes the child only 'to sit' in the school" (The underlined words emphasis from the respondent).

On her aspiration for change in the education system of the deaf in Czech Republic she said:

"It all depends on the level of the handicap and intellectual level. It is necessary to have assistants, text books, etc. Based on the level of the handicap it is possible to place the children into the grammar schools and special schools according to financial situation of the family and availability of special schools."

Respondent 3 had the following to talk about in response to questions [d - i]:

4.6.3 RESPONDENT 3:

Story 3 Performance of learners with hearing impairment and Cooperation amongst learners: *The learner with hearing impairment in my class has average study results. He contacts me always with trust, often seeks communication help or support inside class and outside class on free time. This is also true with the learners with deafness. Learners with hearing impairment and deafness cooperate with their classmates and help each other in communication. Both learners with hearing impairment and deafness relates to their parents just like the hearing.*

(Compiled from responses to questions [d - i], in Appendix [IV-C]).

RESPONDENT 3'S VIEWS, OPINIONS AND ASPIRATIONS

When responding to the question on his view about teaching learners with hearing impairment amongst hearing learners he said: ***"Yes, it is good because the deaf develop personality and vocabulary."(***He confirmed that this response applies to both the hard of hearing and the deaf).On his opinion on "which category the deaf" belong on the listed options (appendix IV-D), he chose ***"People with disability"*** giving the reason: ***"They have problems of socialization. Some of them need help of the interpreter."*** When asked what type of education he would recommend to parents who have children with hearing impairment, and why? He said***: "I would recommend integration but if it is not successful I*** [would] ***recommend special school."***[For him this answer also applies to the deaf]. On what he would like to see changed in the education for the deaf, he said: ***"I would like to see unified education system. Big problems come up when changing school because each school has different curriculum."***

His views, opinions, and aspirations are not quite different from those of respondent 4 who had the following to say:

4.6.4 RESPONDENT 4:

Story 4 Talented and diligent Grade 1 learner with hearing impairment:

The learner with hearing impairment in grade 1 is so far excellent. He is talented and diligent but it is necessary to spread his vocabulary for his future successful education. He is friendly and communicative both in class and outside class. His communication with others is totally naturally - he knows them and understands them. This is true both in class and outside class, with me or with others. Students who are deaf also do the same. The learner also interacts with parents. There is mutual understanding and effective communication. (Compiled from responses to questions [d - i], in Appendix [IV-D]).

RESPONDENT4'S VIEWS, OPINIONS, AND ASPRIRATIONS

On teaching learners with hearing impairment amongst the hearing peers she had this to say: ***"If the child can cover the spoken language early enough and actively use enough vocabulary it is appropriate to teach them together with peers. Eventually it's possible to support the speech with signs but if the child prefers sign language and the spoken language is developing slower, it is more suitable to teach such child amongst the children with hearing impairment."*** She had the same response about the deaf. In response to the question of categorizing the deaf (Q[m] in Appendix IV- E), she chose ***"people with disabilities"*** giving the reason: "***because such a child has reduced ability of using one of the senses which requires compensation and special attitude/approach."*** As for "which education type to advise parents to go for" when parents have children with hearing impairment she had this to say: ***"if the child communicate actively and understands spoken language, I would recommend mainstream grammar school but if the child communicate less actively and understands spoken language only partially I [would] recommend special school."*** When asked about which type of school she would recommend to parents with children who are deaf she said: ***"definitely special school because the teachers in special school can provide maximum care to support the child's development. The child finds support and friends here."*** On the last question which is on what she would like to see changed in the education system of the deaf and why? She said, she wanted people: "***to think more about the suitability of integration because inadequate integration often slows down the child's development and its social contacts***." she then said: "I ***would like to see the reduced number of students per teacher/class and more possibilities to use assistants in cases of severe and combined handicaps."***

The cautious approach to the issue of teaching learners with hearing impairment amongst hearing peers in a mainstream classroom setting was also reflected in Respondent 5's responses given in story 5 compiled from her responses to Questions [d – i].

4.6.5 RESPONDENT 5:

Story 5 Learners with severe hearing impairment

They have very good study results due to individual approach and perfect diagnosis of students by the teacher. I have friendly, respectful & trustworthy relationship (children talk over/share their family problems with me). Probably [this is] ***because my attitude to them is friendly and strict at the same time. Outside class my relationship with them is friendly and respectful. I cannot say anything about the deaf for I have no deaf in my class. All students have severe hearing impairment. Although I teach them to treat each other nicely with respect, they still have some conflicts. I don't know how they relate to each other outside. As for how their relationships are with their parents, I don't know and it's not possible to generalize. Some have good relationship and some bad*** (Compiled from responses to questions [d - i], in Appendix [IV- E]).

RESPONDENT 5'S VIEWS, OPINIONS AND ASPIRATIONS

In responding to the question k on teaching learners with hearing impairment amongst the hearing peers, she had this to express:

> ***"students with hearing impairment who are integrated into the mainstream grammar school usually survive their one, two maximum three years, then with rising amount of workload they often start having big problems and come to our***

school with big gaps in knowledge and in speaking abilities. So compared to our students they are behind and it's hard to catch up.

"As for teaching the learners who are deaf amongst hearing peers, she said (in answering question [l]):

"Teaching the deaf with the hearing is practically impossible. When the deaf students join our school their speech is either totally retarded or it is on the level of 2 to 3 year old vocabulary. Very often they don't have any developed communication channel. The methods of teaching used are totally different from teaching the hearing."

Her choice of the category to which the deaf learners belong, she opted for ***"People with disabilities***." But she did not give reasons. On the question of recommendations that she would give parents with children with hearing impairment and deafness she referred to responses she gave to questions [k] and [l]. On what she would like to see changed on the education of the deaf in Czech Republic she wrote in short:

- ***"Change in curriculum"***
- ***"Making text books that are missing."***

The stories built from the teachers responses are not different from the deputy head teacher's story. From the deputy head teachers responses the following story was compiled from questions[c-i]

4.6.6 RESPONDENT 6:

Story 6: Deputy Head teacher's views about the performance and social relationship of the deaf and learners with hearing impairment:

Results of these learners correspond with intellectual level of each child and also how much dedication parents invest in the child's education. Some are successful, some are not. No general measure can be given. The school is small. We have friendly environment. Children have close relationship to us. They come back after graduation. As for the relationship with other workers, the deaf are afraid of people who cannot sign. As for parents, it depends on parents' ability to sign. If parents sign, the relationship is good. But if the parents cannot communicate with their children, the parent - child distance [gap] grows [increases] (Compiled from responses to questions [c - i], in Appendix [VI]).

RESPONDENT 6'S VIEWS, OPINIONS AND ASPIRATIONS

When responding to question [j] on teaching learners with hearing impairment among the hearing learners the deputy head teacher had this to say: "***The deaf cannot study together with the hearing. They have different study programmes and students with hearing problems when studying together with the hearing students will need individualised approach***." In response to question [k] on her opinion on which category the deaf belong to, she said the deaf belong to the: ***"people with disabilities."*** With her reason of choosing the category as: ***"because, loss of hearing means a limitation in many areas."*** When asked what education system she would advise parents with learners who have hearing impairment to choose for their children, she said that this will depend ***"individually according to level of hearing handicap and according to the intellectual abilities of the learner."*** As for the choice of education system for learners with

deafness she said she would: ***"definitely recommend the special schools for the hearing handicapped students with specifically modified study programme."***

These responses from the head are similar to the responses she gave during the semi structured interview I conducted with her.

4.7. SUMMARY ON ANALYSIS OF QUESTIONNAIRES

THEME 1: IDENTIFICATION

On this theme the participants characteristics has been analysed and the summary of the findings is presented below:

Participants characteristics:

- More female than male: 5 out of 6 are females while only 1 was male
- More were aged 41 – 45: 4 out of 6 are aged 41- 45 while 2 out of 6 are aged 51-55
- More were specialist teachers: 4 out of 6 have Masters in special Education while 2 out of 6 have regular Masters Degree.
- Most were more experienced: 5 out of 6 were over 5 years and 1 has experience between 2 & 5 years

THEME 2: PARTICIPANTS' ASSOCIATION WITH LEARNERS WITH HEARING IMPAIRMENT:

- Experts are main sources of information that drive the teachers decisions on how to work with learners with hearing impairment
- Medical experts are the prominent providers of information that teachers working with learners with hearing impairment were using.
- Learners are classified based on hearing tests and psychological examinations

- Oral communication is dominant mode of communication between teachers and hard of hearing learners inside and outside classes.
- Oral + sign language dominate the communication between the teacher and the deaf learners.

THEME 3: PERCEPTIONS:

Most participants in this study perceived the learners with hearing impairment and the deaf as:

- the handicapped therefore
  - They cannot be integrated successfully with the hearing learners
  - They need the experts to assist them
- people with disability therefore:
  - They require individualised attention thus they should be in separate schools

THEME 4: VOICES

- There should be special schools for the deaf/hearing handicapped.
- Curriculum for the deaf /learners with hearing impairment should be different from the curriculum of the hearing.
- Appropriate text books and other materials should be provided if the learner has been placed in the mainstream.
- Financial situation of the family and availability of special schools should be taken into account when integrating a child in the mainstream.

- Learners' placement into the mainstream schools should consider the IQ and the severity of the hearing impairment.
- Placement of the learner with hearing impairment in a special school should not be regarded as a last resort after a failure in mainstream

4.8 Analysis of a semi structured interview with the deputy head teacher.

As I stated in chapter III I conducted a semi structured interview with the deputy head of the school to obtain the background information about the school in which I was to conduct my research. In this section I will present an analysis of the transcription of this interview which I conducted with the deputy. Her responses are not quite different from the responses she gave in the questionnaire but in the interview they are a bit comprehensive. In this interview, she gives an overview of the school operations and aspirations.

I started by asking her about the total number of academic staff that she work with at the school as a preamble of the interview. In response to this question she searched quickly in her file and fished out a summary which was in Czech but the interpreter read it to me in English from which I compiled the following table

Table 4.8: Current data on teachers and assistant teachers at this the school.

Characteristic	Total	Female	Male
Academic staff	28	24	4
Teachers	25	22	3
Assistant teachers	3	2	1

Below this table there was bonus information which I also compiled and this was about the statement on class sizes which the interpreter read and I found it important and I also summarised it in table form:

Table 4.9 Official class sizes:

Student characteristics	**Official Class size**
Mild to moderate Impairment	8 - 14
Severe to profound	4 - 6

After this I continued asking the questions 1-5 which I prepared and I compiled responses which she gave through the interpretation made by Eva Vosahlova as given below:

1. i) How are learners with special needs and hearing impairment enrolled at this school?

Response: The school administration work in coordination with the (Centre for Education) Pedagogical Centre which is responsible for assessing these learners. As school administration, we use the information given by social workers, psychologists, medical doctors and other specialists for allocation of learners into grades and appropriate level. For the deaf their hearing loss is assessed. If the child is identified early the cochlear implant is done before coming to this school at the age two. In the case of late identification then the child is given hearing aids.

ii) How does the school administration ensure the inclusion of its learners in a wider education network?

Response: We work with various stake holders such as parents, psychologists, social workers, pedagogical assistants and many others. We invite parents to come to see how

these learners are taught so that they can use some of the skills that they might pick out from their visits to continue the education process at home during holidays.

2. i). After the learners have completed this primary level of education what is their next step in their education?

Response: It in most cases depends on their level of intelligence. For those who are really good with IQ of 130 they continue to high level of education. In Czech Republic they can proceed to a gymnasium which is a kind of a high school or to a vocational school depending on their mastery of language and communication. The most important thing is they have to master enough vocabulary to survive in the next education level. For those who are deaf they have to use sign language. This limits them a bit but as I said, it all depends on their IQ and performance. If they are to go to the mainstream they have to have an interpreter, who should accompany the child as a pedagogical assistant. Parents' role is also important. Those with high parental support do go to the next level with much ease.

ii). How easy or difficult is it for learner with special needs to move to the next education level?

Response: For those with mild to moderate hearing impairment it is not very *difficult* for they don't have to use interpreters or pedagogical assistants. Some of them with cochlear implant operations they are rehabilitated to "near normal hearing". These participate like their hearing counterparts. For those who are pre-lingually deaf, acquiring oral language is very difficult. If the learner is only more conversant in sign language this becomes a new challenge to the teacher who is to teach this child in the next level. As such they have to have Sign Language interpreters or pedagogical assistants if the teaching is done orally. These pedagogical assistants are to be paid by government.

iii).What challenges do your administration face in teaching learners with SEN in general and learner with hearing impairment and deafness in particular?

Response: Getting adequate funds to fund different activities is a challenge although the government has put in place a mechanism for financing these special needs learners the subsidy given is based on degree of impairment a situation which is difficult for the learners who may have deteriorating hearing loss for there is need to keep on changing the hearing status and inform authorities to have a march of funds with actual needs/ requirements of the learner.

The other challenge is the materials to be used for teaching. Most books that we are using have two much text for the deaf to bear with. They become frustrated if their vocabulary fails to make them understand. I guess this is one of the greatest challenges with integrating the deaf as well. The deaf understands action pictures better that the long texts which are presented in most text books.

The deaf students who have undergone through this difficulty have began to produce textbooks that might be a solution to this problem but perhaps the challenge will be how to harmonise these texts with national examinations based on the set curriculum.

3. What does the ministry of education do to assist you in assisting teachers to accommodate learners with hearing impairment?

Response: The ministry give outlines on the educational programmes that are to implemented, allocate funds and human resources.

4. Who works with you to ensure that the learners with hearing impairment and deafness get appropriate education? How is your relationship with them?

Response: I think I have already responded to the first part of this question but I am not sure whether I have done so to the last part. If I have then this is just stressing the points already raised. All stakeholders in education have to participate and do their share. The most interesting aspect is the coming in of the deaf graduate to produce the text books which they think are hearing impaired learner friendly. They visit this school regularly. This is an evidence of good working relationship. I also said earlier that we invite parents. All in all our working relationship is good.

5. What do you wish to be changed in the way the education of learners with special needs and hearing impairment is being conducted? Why?

Response: As for this school I wish there was an increase in the number of pedagogical assistants. Currently there are three but four would be a good number to make their work bearable. This would be better if it were to be associated with the appropriate funding from the current 0.8 of assistant being funded.

I also wish there is to be an improved support for learners to stay in boarding. This would assist them concentrate especially those with severe impairments.

I also wish that coming to this school could not be regarded as last resort after failure in progress in the child's education in the mainstream. I have an experience of a child who is aged 13, hearing impaired and was sent to a mainstream. She said that she was always studying to catch up with what was taught in class. She is clever but the teachers could not look at her in class so she missed most of what was taught. As the work load increased she failed to cope up with the pace of others and was brought to this school. She had problems to cope up with others here too because the vocabulary she had acquired in the mainstream

under low teacher attention was very little. This is the reason why I think learners who are hearing impaired should come here to avoid such situations.

In this interview like in questionnaire I also used four same themes to analyse this interviewas summarised below:

THEME 1: IDENTIFICATION

On this theme the interview shaded light on the type of sample of participants' characteristics that I had to expect from the academic staff she presented which had:

Participants characteristics:

- More female than male: 22 out of 25 are females while only 3 were males

THEME 2: PARTICIPANTS' ASSOCIATION WITH LEARNERS WITH HEARING IMPAIRMENT: the deputy's response to Q1. i) Gave the same impression as that given by respondents of the questionnaire that:

- Experts are main sources of information that drive the teachers decisions on how to work with learners with hearing impairment
- Medical experts are the prominent providers of information that teachers working with learners with hearing impairment were using.
- Learners are classified based on hearing tests and psychological examinations
- Oral communication is dominant mode of communication between teachers and hard of hearing learners inside and outside classes.
- Sign language is the viable mode of communication between the teacher and the pre-lingually deaf learners.

THEME 3: PERCEPTIONS:

The deputy head teacher's responses in my view suggest that the learners with hearing impairment and the deaf are:

- handicapped therefore
  - ➢ They cannot be integrated successfully with the hearing learners due to slow language development.
  - ➢ They need the experts to assist them in the last question she said: "This is the reason why I think learners who are hearing impaired should come here to avoid such situations," After arguing through a case of the 13 year girl who was failed by the mainstream education.
- people with disability therefore:
  - ➢ They require individualised attention thus they should be in separate schools (see her last statement in question 5).

THEME 4: VOICES

- ➢ There should be special schools for the deaf/hearing handicapped.
- ➢ Curriculum for the deaf /learners with hearing impairment should be different from the curriculum of the hearing.
- ➢ Appropriate text books and other materials should be provided if the learner has to be placed in the mainstream.
- ➢ Learners' placement into the schools should consider the IQ and the severity of the hearing impairment.

- Placement of the learner with hearing impairment in a special school should not be regarded as a last resort after a failure in mainstream

4.9.0 Focus group discussion with the mainstream school group in Prague.

I used this method in order to have the views of the mainstream teachers as well. The views obtained from the questionnaire and semi structured interview with the deputy head teacher was mainly from the participants from a special school. In order to obtain a comprehensive picture of the perception of teachers, I needed a voice from the mainstream as well. Using the conceptual model I presented in chapter two the mainstream school would remain untouched if this focus group was not done. Although it was simply organised I think it presented valuable information that is worth exploring. It is like any other tool, not exhaustive and has many gaps that may be looked into by future researchers. However it serves a purpose of giving the insight information here.

As stated in chapter III the group had three participants: the school psychologist, the specialist teacher and the mainstream teacher. All of them were female participants. The first question that I requested them to respond to was.

Q.1.What is the special needs children that are admitted or enrolled at this school?

The response given through sharing was:

- It is mainly those with writing, reading, behaviour, attention deficit hyperactivity disorder (ADHD) and autism. (In this response the learner with hearing impairment was missing, he was not mentioned).

Through questions 2 and 3 I learnt that there were 39 learners with special needs...In question 4, I asked: "how are the learners identified?"

This is how they responded: Children with special needs are identified and have to have a confirmation from the Psychologist. This is so because the assistance from the government only goes to those that have confirmation from the psychologist. But there is a problem with some parents because they do not want to admit that their child has special needs as such they do not want to consult the psychologist.

I then posed questions similar to the ones that I asked the specialist teachers in the questionnaire and they gave the following responses as transcribed in Appendix IV-F1

The focus group discussion Summary under the four chosen themes is outlined below:

THEME 1: IDENTIFICATION
In this focus group discussion all participants were had different backgrounds:
• Psychologist • specialist teacher and , • regular mainstream teacher
• ***Participants characteristics:*** All 3 participants are female

THEME 2: PARTICIPANTS' ASSOCIATION WITH LEARNERS WITH HEARING IMPAIRMENT:
Response to: Q1. i) Gave the same impression as that given by respondents of the questionnaires and the deputy head teacher's interview in a special school that:
➢ Experts are main sources of information also in the main stream school that drive the teachers decisions on how to work with learners with hearing impairment

- Medical experts are the prominent providers of information that teachers working with learners with hearing impairment were using [see the letter sent to me by the psychologist (Appendix IX) and transcriptions in (Appendix IV-F1)]
- Learners are classified based on hearing tests and psychological examinations (see response to Question 4)
- Sign language is regarded the viable mode of communication between the teacher and the pre-lingually deaf learners.

THEME 3: PERCEPTIONS:

The focus group members' responses on learners with hearing impairment and deafness suggest that they regard these learners as:

- the handicapped therefore
  - They cannot be integrated successfully with the hearing learners due to slow language development (response to Q5).
  - They need the experts to assist them (response Q6)
- people with disability therefore:
  - They require individualised attention thus they should be in separate schools. Q8 responses noted here also is the fact that the deaf are grouped together with the "most difficult" category amongst people with special needs.

THEME 4: VOICES
➢ There should be special schools for the deaf/hearing handicapped. ➢ Curriculum for the deaf /learners with hearing impairment should be different from the curriculum of the hearing. ➢ Appropriate materials should be provided if the learner has been placed in the mainstream school. ➢ Learners' placement into the schools should consider the IQ and the severity of the hearing impairment. ➢ Placement of the learner with hearing impairment in a main stream will make them victims of bullying or perpetrators of bullying in school.

4.10 Conclusions

In Chapter IV I have presented and analysed the data that I collected using the questionnaires for the teachers and deputy head teacher, the semi structured interview with the deputy head teacher of a special school in Liberec and a focus group in a mainstream school in Prague. The data I collected has been analysed under four themes namely: Identification of participants, their association with learners with hearing impairment, their perception and their voices and a summary of the analysed data has been compiled and presented for each case. The pattern of the responses in all cases point out to the fact that the teachers' decisions depend on experts, and the medical experts are prominent sources used and that the perception of teachers is that the learners with hearing impairment are disabled and handicapped in need of special mode of communication (sign language) and special approach (individualised teaching). This in turn

results into the teacher perception that the learners with hearing impairment should be segregated and individually taught. In Chapter V an evaluation will be made on the data that has been analysed and then I will link the gathered data, the literature, and the tools to the question: *"What are the Perceptions of teachers on teaching learners with hearing impairment in an inclusive Primary Classroom Setting in Liberec and Prague in the Czech Republic."*

CHAPTER V

EVALUATION

5.1 Introduction

Robson began his discussion of evaluation by the italicised definitive statement: "*An evaluation is a study which has a distinctive purpose ...*"and then he went on to say: "the purpose of evaluation is to assess the effects and effectiveness of something, typically some innovation, intervention, policy, practice, or service" (Robson, C. 2003:202). It is in view of this statement that I will in this chapter look back at all the four previous chapters in order to assess how I have answered the question that I posed in chapter I, expounded and reviewed in chapter II, then formulated tools to answer the question in chapter III and ultimately collected data which I analysed in chapter IV. This fits in with the notion of evaluation practice as outlined by Michael Quinn Patton quoted by Robson where he said:

> "The practice of evaluation involves the systematic collection of information about the activities, characteristics and outcomes of programmes, personnel and products for use by specific people to reduce uncertainties improve effectiveness and make decisions with regard to what those programmes, personnel or products are doing and affecting" [Patton, 1982, p.15] (Robson, C. 2003:205).

This is in line with my research because the question I am trying to answer is on the "*Perceptions of teachers on teaching learners with hearing impairment in an inclusive Primary Classroom Setting in Liberec and Prague in the Czech Republic.*"It is about a policy – 'Inclusion'; a practice 'teaching'; and a service 'education'. The data has been systematically

collected (see chapters I –IV) and the information gathered is about characteristics of teachers and learners (chapter IV). This study also involves specific people thus: the teachers, as participants, the hearing learners, and the learners with hearing impairment (the deaf and hard of hearing) but the focus is on the learners with hearing impairment. The distinctive purpose of this chapter therefore is to assess how the collected and analysed information answers the research question posed in chapter I: 1.12 by reflecting on how the 3 sub-questions in chapter I: 1.20 have been answered. All the three questions focus on the key aspect *PERCEPTION OF TEACHERS.* Thus these three sub-questions namely: *How do teachers perceive the teaching of learners with hearing impairment alongside the hearing peers? Where do these perceptions come from? And why are they holding these perceptions towards learners with hearing Impairment?* When answered will build up the response to the research question: *"What are the Perceptions of teachers on teaching learners with hearing impairment in an inclusive Primary Classroom Setting in Liberec and Prague in the Czech Republic."* In order to answer this question, I firstly defined key terms in the study topic reviewed what other researchers have done in my area of study in chapter II. In chapter III I designed a strategy to answer the three sub-questions. Secondly, I used a design of a frame work by Colin Robson (figure 3.1) to summarise my research question. Then I formulating conceptual model (figure 3.2) to act as a guide to direct me on the procedure of information gathering. This assisted me in planning who to contact and where to look for the information. This was done by looking at the mechanisms which generate perceptions. I used two basic explanations as guides on where data could be gathered and these are: the process (Figure 3.3) of teaching where the language used and mode of communication were analysed and the iceberg model (Figure 3.4) social relationship was analysed. The iceberg model and the process were also important in codification of my data into four themes namely:

Identification, Association, Perception, and Voices which I used in analysis of my data. It is under these themes that I analysed my data in chapter IV which I gathered from my research participants using the tools that I formulated in chapter III.

On identification the focus was on two aspects namely the learner characteristics and the teacher characteristics. On association the focus was on the interaction between the teacher, and the learner with hearing. The identification and the interaction create a perception which manifest as a voice or an action. It is these voices and actions that were analysed to come up with the perceptions of teachers.

The rest of this chapter will focus on how the analysed data answers my research question focusing on themes and the three sub-questions outlined above.

5.2 Identification, Association, Perception and Voices:

In the story analysis the statements shows that most teachers identify themselves as confident, competent experts. The quotations which follow taken from the 2 respondents indicate this kind of characteristic: ***"The school is small. We have friendly environment. Children have close relationship to us. They come back after graduation. As for the relationship with other workers, the deaf are afraid of people who cannot sign. As for parents, it depends on parents' ability to sign. If parents sign, the relationship is good. But if the parents cannot communicate with their children, the parent - child distance [gap] grows [increases]" (Source: story 6 by respondent 6).*** This statement implies language deficient child and the expert teacher. Another teacher wrote the following about the teacher learner relationship and performance:

"They have very good study results due to individual approach and perfect diagnosis of students by the teacher. I have friendly, respectful & trustworthy relationship (children talk over/share their family problems with me). Probably [this is] ***because my attitude to them is***

friendly and strict at the same time. Outside class my relationship with them is friendly and respectful" (Source story: 5 by respondent 5). This statement too points out the fact that the teacher is an expert. It also shows that the teacher value individual approach and diagnosis. This teacher's statement also implies the doctor – patient relationship or association. This concurs with her qualification. She has a Masters degree in special Education. Her perception of herself as a specialist and expert obviously imply those she serve using the specialty are the people who are also special or deficient. This is the root of the voice that she produced in the following statement about teaching the hearing impaired alongside the hearing:

*"Teaching the deaf alongside the hearing is impossible" (Respondent 5).*In the same way respondent 6 also said: *"The deaf cannot study together with the hearing. They have different study programmes and students with hearing problems when studying together with the hearing students will need individualised approach" (Respondent 6).*

This analysis is true to most participants. They perceived the learners with hearing impairment and the deaf as:

- the handicapped learners therefore
  - ➢ They cannot be integrated successfully with the hearing learners
  - ➢ They need the experts (the specialist teachers) to assist them
- people with disability therefore:
  - ➢ They require individualised attention thus they should be in separate schools (special schools) where expert (specialist) teachers are available.

➢ These views are shared by focus group discussion members of the mainstream school. The views can be easily traced from the letter that the psychologist wrote to me giving reasons why they will not respond to my questionnaires. In this letter she said that after

consultation with the Director (the head) of the school they resolved not to pass on my four questionnaires to teachers who teach the learner with hearing impairment at their school because this student though hearing impaired was admitted to the school with social problem (not hearing impairment). Thus according to the psychologist the "learner's hearing impairment is not important" because the learner was identified by the specialist as a learner with "*social problems*" not "*hearing impairment*". She referred me to special schools (see appendix IX) where she said in her view my research topic would be fit. This is however in my view what Marie Cerna called NIMBY (not in my back yard attitude) (Wulf, C. 1995) which I cited in the literature review.

My analysis of the *teachers' and deputy head teachers' questionnaires, the deputy head teachers semi structured interview, and the focus group discussion shows that*:

- Experts are main sources of information in both the mainstream school and the special school that drive the teachers' decisions on how to work with learners with hearing impairment.
- Medical experts are the prominent providers of information that teachers working with learners with hearing impairment are using (see the analysis pie chart Figure 4.4: chapter IV & Appendix IV –F1).
- Learners are classified based on hearing tests and psychological examinations (Figure 4.4).

Note: Although the learner mentioned in the letter written by the psychologist is hearing impaired the only valuable identity to the psychologist and the director of the school was the "social problem label" they stack on him during admission. This also explains the reason why the learner was shifted from class A to B other than his friend, when he was involved in

a conflict. The learner with hearing loss was a "problem" to be sorted out not his counterpart in the conflict who was equally involved in the matter. One would suggest that the label of the expert who prescribed the admission of this learner is respected and valued by both the psychologist, the director and the teachers or the discipline committee as evidenced by the actions and choice made to move the learner with hearing impairment other than the normally hearing counterpart.

- Sign language is regarded as the important mode of communication between the teacher and the pre-lingually deaf learners. This implies a limitation in many areas (chapter IV Respondent).The use of sign language in this case was more a tool of exclusion. Inadequate knowledge about sign language is given by both the focus group and the specialist teachers as a reason why the deaf have to be in a special school. The following is a list of their voices from both the special school and the mainstream school:

- ✓ There should be special schools for the deaf/hearing handicapped.
- ✓ Curriculum for the deaf /learners with hearing impairment should be different from the curriculum of the hearing.
- ✓ Appropriate materials should be provided if the learner has been placed in the mainstream school classroom setting.
- ✓ Learners' placement into the schools should consider the IQ and the severity of the hearing impairment.
- ✓ Placement of the learner with hearing impairment in a mainstream classroom setting will make them victims of bullying or (perpetrators of bullying in school).

Despite the voice that calls for the deaf to be in the special school and not to be taught in or amongst the hearing learners the data that I obtained from the deputy head shows that this

designated special school turned to be so special in my analysis of it. I realised that according to the data given about learners' classification and identification by using hearing and hearing impaired as learners' characteristics this school was a mixed school with the largest number of learners being hearing learners. Out of ***121*** *l*earners, ***74%*** were hearing learners. The learners with hearing impairment were only ***36%*** of the hearing learners. And the hearing learners were ***2.9*** times the number of the deaf and hard of hearing combined. Figure 4.3 illustrates the comparison of the hearing learners and the learners with hearing impairment graphically.

Another intriguing data analysis was that of the most commonly used mode of communication in class. The responses were analysed by frequency tally method and the results were plotted on the graphs. The most prominent communication method used at this school by the teachers who participated in this research is ***oral*** (table 4.7 & figure 4.5). When asked to give the mode of communication they use in class with deaf learners none of the participants mentioned ***sign language***. Nearly all said they use ***oral + sign*** (table 4.7 and figure 4.6).

The other data that was also interesting to note was the teacher pupil ratio. According to the data that the deputy gave me there are 25 academic members of staff at this school excluding assistant teachers. Using the 121 learners as the total number of learners I made a mathematical calculation for the teacher pupil ratio yielding 1: 4.84 when the deputy head is included in the teaching force but it is 1: 5.04 when the deputy head is relieved of the teaching load to concentrate on administration. This is against the official figures of 4 - 6 for the severe impairments and 8 -14 for the moderate. The question that I have is why is it that the teachers still call for separation of the deaf learners? In African tradition the elders believe that "when the cock crows, it does not only announce the time but it also show its presence and confirm its

leadership of the flock hens and chickens." This implies that there is more to the voice than the sound heard.

This reminds me of what the deputy head teacher said when I visited the school with other Erasmus Mundus students during our familiarization tour. We were busy taking pictures art and craft in the art and craft when the deputy said: "previously these art and craft were more than what you see today. We have plenty of things that are operating below capacity here. This used to be a boarding school but now it also carters for the learners from the surrounding area as a matter of policy where learners have to go to the school in the neighbourhood." This seems to me to answer the sub-questions 2 & 3 which ask where and why the teachers have the negative perception. It is a matter of old wine not fitting in the new calabash. Simply put the teachers favour the old way of education other than the newly introduced notion of "INCLUSION." For these teachers teaching the deaf in a mainstream primary classroom setting cannot work in the voice of respondent 5: ***"Teaching the deaf with the hearing is practically impossible."*** While the mainstream focus group had the opinion that: *"Inclusion is a question of the future….."* [Because] *"Teachers are not prepared." (See response to Question 15 of the focus group discussion in Chapter IV).*

5.3 Conclusion

In this chapter the analysed information has been linked together to illustrate how the information has answered my research question on the perception of teaching learners with hearing impairment in the mainstream primary classroom setting. The graphical analysis and numerical data obtained has been tendered and referred to show the views and opinions of teachers in the research. In chapter VI the conclusion will be drawn from all the five chapters and recommendations will be suggested for the future practice.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction and summary of findings

In this chapter the results of my investigation will be outlined and the conclusion will be drawn after the brief reflection for the previous five chapters. I will then point out what I have learnt in the process and what I will take home. I will finally suggest some recommendations from the teachers' voices.

In chapter one I formulated a question which had three related sub questions. I spelt out that the reason for choosing to explore this question is linked to my professional practice as a teacher of the deaf, a teacher trainer of teachers of the deaf and an audiology clinician. I spelt out that through contact with the deaf and teachers I recognised that learners with hearing impairment were perceived differently from hearing learners. I therefore wanted to explore these perceptions and where they come from.

In this study therefore I read various, books, articles and journals to find out more about what other authorities say about the perception of teachers on teaching learners with hearing impairment amongst hearing learners and compiled Chapter II. This formed my knowledge base about the topic. I then designed a methodology of carrying out the investigation and developed tools such as: the teachers' questionnaire, the deputy head teachers' questionnaire, the deputy head teacher's structured interview and the focus group discussion questions for the mainstream teachers which I used in this study to gather information. I explained these tools in chapter III. I then collected data and transcribed it through the help of interpreters. Using the transcribed data

I made an analysis aimed at making sense of the accumulated data in chapter IV by coding the information into four broad themes namely: identification, association, perception and voices. This was followed by evaluation of the analysed data in chapter V in which the data from various sources was linked into a whole.

The findings reveal that:

- Teachers do not favour the teaching of the deaf together with the hearing in a mainstream primary classroom setting.
- Some teachers conditionally accept the teaching of the learners with moderate to severe hearing loss giving a caution on practical difficulties hence falling back to the use of special school as the appropriate and convenient way in teaching the learner in this category of hearing loss generally called the hard of hearing.
- Teachers get most of their information in dealing and associating with the learners with healing impairment from specialists with the medical expert topping and dominating share.
- Teachers regard the learner with hearing impairment as 'handicapped' and 'disabled' therefore the need for an expert and specialist to be involved in the education of this learner.
- Teachers feel that the approach of teaching the deaf should be different from teaching the hearing (a point orchestrated by the deaf graduate who have emphasized there voice by producing text books with more action pictures than texts)
- Some teachers feel that use of different curriculum will be more appropriate

In general it could be said that the teachers in this study are not in favour of teaching the learners with hearing impairment in a mainstream primary classroom setting.

6.2 My recommendations for future practice

- There should be a thorough dialogue between the teachers and policy makers and other stake holders to strike a balance between the theory and reality in teaching the deaf.
- The graduate learners with hearing impairment and the graduate deaf learners should be called upon to contribute heavily in the process of decision making on this matter.
- During the debate on the issue of teaching the learner with hearing impairment in mainstream classroom setting ideological extremism should be countered with sound judgment and wisdom based on the resource analysis thus the one size fits all should be avoided.
- A consideration ought to be made to pick up the effort made by the former deaf graduates on the issue of production of textbooks that fit the deaf and learners with hearing impairment or a research be made on how effective the issue could be handled.

6.3 What I will take home from the process of doing this research:

I have admired the way the special school management work with and welcome the former deaf learners to make a contribution which included the production of 'less text' student books and 'sign language videos' which assist the current learners with hearing impairment to gain knowledge easily. I wish encourage the administrators to emulate this type of deaf education management. It could be good for my country. The first three recommendations are also important for my country. The last and fourth recommendation is vital and falls in my professional practice as a teacher trainer (In Malawi most school support material are produced with full involvement of teacher trainers the only challenge will be how to lobby the government

but since I have learnt about proposal writing I think it will not be very difficult to work with the government as well).

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APPENDICES:

ADMINSTRATIVE TOOLS DURING RESEARCH PERIOD

LETTERS:

APPENDIX I: Charles University Introduction Letter to heads of institutions

APPENDIX II & V: Introduction Letters to the Respondent in English and Czech respectively

APPENDIX III: Letter of Validation of interpreted information

TOOLS USED:

APPENDIX (IV- A to E): Translated/Interpreted teachers Questionnaires

APPENDIX VI: Questionnaire for the Deputy Head Teacher

APPENDIX VII: Semi structured Interview with the Deputy Head Teacher

APPENDIX VIII: Round table Discussion

APPENDIX IV-F1: Focus Group Discussion

APPENDIX IX: Letter from the Psychologist to Greystone Alindiamao

Appendix I –Introduction letter to the heads of school and any official who may be of help

UNIVERZITA KARLOVA V PRAZE
PEDAGOGICKÁ FAKULTA
Praha 1, M. D. Rettigové 4, CZ – 116 39
oddělení pro zahraniční vztahy
telefon:+420 221 900 236-7, fax:+420 224 947 782
e-mail: eva.vachudova@pedf.cuni.cz

V Praze dne 25.3.2010

Vážený pane řediteli,
Vážená paní ředitelko,

dovoluji si Vás požádat o přijetí našeho studenta pana Greystone Jennyson Alindiamao z Malawi ve vaší škole. Jmenovaný je zapsán do mezinárodního programu Erasmus/Mundus, který je hrazen z prostředků Evropské Unie a probíhá společně na třech univerzitách – Roehampton University London, Anglie, Fontys University Tilburg, Nizozemí a na pražské Univerzitě Karlově. Pedagogická fakulta je přijímající organizací. Studijní program je zaměřen na oblast speciální pedagogiky – týká se vzdělávání jedinců se speciálními vzdělávacími potřebami a jejich integrace.

Pan Greystone Jennyson Alindiamao připravuje závěrečnou práci, kterou bude koncem srpna t.r. na naší fakultě obhajovat. Návštěva vaší školy, rozhovor s Vámi, příp. s vašimi učiteli, žáky či studenty, je součástí sběru dat, které by byly v práci použity a zpracovány podle stejných pravidel, jimiž se řídí i čeští studenti.

Budete-li požadovat podrobnější informace, ráda Vám je poskytnu. Předem děkuji za Vaši vstřícnost a spolupráci.

Mgr. Eva Vachudová, Ph.D.
vedoucí oddělení pro zahraniční vztahy

Appendix II – An Introductory Letter to the participant



Fontys Opleidingscentrum Speciale Onderwijszorg

Roehampton University

Erasmus Mundus Programme 2009/2010

Research Question: ***What are the Perceptions of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Primary Classroom Setting in the Czech Republic?***

Supervisor: **Dr. Libor Novosad**

Translator: **Petra Landergott**

Dear colleague,

I am very grateful for your volunteering to take part in this research. The research question that I am Intending to answer is ***What are the Perceptions of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Primary Classroom Setting in the Czech Republic?*** *Your responses to this questionnaire will make part of the answers to this question.*

I promise to treat your responses to this questionnaire with the greatest confidentiality and anonymity that you deserve. Your responses will be used solely for this study. The people who will have access to your answers will be I, my supervisor, and my translator both of which are members of staff from Charles University.

Should any of my questions be unclear to you do not hesitate to seek for clarification.

Please answer the questions as best as you can. The success of this research will not be valuable without your input.

Thank you,

Greystone Jennyson Alindiamao.

Appendix III- Letter for Authentification and validation of data during data gathering process. Verifying from an Interpreter

eva_vosahlova@volny.c
z

to	Greystone Alindiamao <greystone.alindiamao11@gmail.com>	hide details 11:33 AM (21 hours ago)
date	Mon, May 10, 2010 at 11:33 AM	
subject	Re: Record of our discussion on 30/04/2010	

Hallo Greystone,

I have found your record excellent and accurate, no changes or amendments are necessary. It really is perfectly understood and written. I´ve just
done some very small corrections in Libor´s name etc.

Here are the names:
SPC:
1. the specialist for kindergarten - Mgr. ……..
2.the specialist for primary schools - Mgr. ……., leader of the centre
3.The lady who showed as around – Mgr……., deputy of the headmaster

At the sheltered home: not home, but workshop, the clients live in their families or sheltered home

1.The lady who showed us around. Bc. Lenka Bobvosova, chief of the sheltered workshop and a civic association D.R.A.K. (free-time and educational activities for children with disabilities and their parents)

2.The student who was helping in the translation - Martin Dedek, the boy who partly interpreted and accompanied you to the mountains
3.The man who took us to the mountain - Ladislav Korinek
4.The two people with disabilities on motorized wheel chairs (the girl and the boy) - Ms……..,……..
5. the blind boy Mgr. ……

So - I think this is enough for now. If you need anything more, I will be on the internet tomorrow again.
Best regards for today and best wishes for a nice day.
Eva

----- PŮVODNÍ ZPRÁVA -----
Od: "Greystone Alindiamao" <greystone.alindiamao11@gmail.com>
Komu: eva_vosahlova@volny.cz

Appendix IV-A: Responses from Respondent no.1

QUESTIONAIRE FOR TEACHERS

1. PERSONAL DATA

a) Sex: ☐ Male ☆ Female

b) Age Group: ☐ 20-30 ☐ 31-35 ☐ 36-40 ☐ 41-45
☐ 46-50 ☐ 51-55 ☆ 55-60 ☐ 61+

c) Number of years you have worked as a teacher:

☐ Below 2 years
☐ Between 2 and 5 years
☆ Over 5 years

d) Qualification: ☐ Bachelors ☐ Bachelors + Special Education training
☆ Masters ☐ Masters + Special Education training
☐ Bachelors in Special education ☐ Masters in Special education
☐ Any others, please specify below:

_____

2. Information about the deaf child in your class

a) How many children have hearing impairment in your class?

One (1)

b) i) How many children have Cochlea implant in your class?

One (1)

ii) What is the age range of hearing learners in your class? (Tick the box)

☐ 6-10 ☆ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

iii) What is the age range of learners with hearing impairment in your class? (Tick the box)

☐ 6-10 ☆ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

c) Who allocate the learners with hearing impairment and deafness into your classes? Why is this so?

Deputy headteacher

d) How are learners with hearing impairment and deafness allocated into various classes at this school?

Deaf are separated

e) What seating arrangement do you commonly use in your class? Why do you use this arrangement?

Circle - so that kids can see each other

f) How are the seating positions of learners with hearing impairment and deafness determined in your class?

According to which side of the ear is more handicapped

g) How do you get information about the learners with hearing impairment and deafness allocated into your class?

From documentations

h) What are your views on the process of allocation of learners with hearing impairment into schools which is taking place now in Czech Republic?

The integration is inprogress- we have less and less children with hearing impairment handicap.

3. Working with the child:

a) How do you communicate with the learners with hearing impairment:

i. During class?

Orally

ii. During free time?

Orally

b) How do you communicate with the learners with deafness:

i. During class?

I don't have deaf students

ii. During free time?

I don't have deaf students

c) How do the other learners communicate with the learners with hearing impairment:

i. During class?

Oral

ii. During free time?

Oral

d) What is the performance of the learner with hearing impairment in your class? And why do you think this is so?

Bad- reduced intellect

e) How does the learner with hearing impairment relate to you:

i. In class? Why do you think this is so?

normally

ii. Outside class? Why do you think this is so?

normally

f) How does the learner with deafness relate to you:

i. in class? Why do you think this is so?

I don't have

ii. outside class? Why do you think this is so?

I don't have

g) How does the learner with hearing impairment relate with the classmates:

i. During class time? What do you think is a reason for this?

normally

ii. Outside classroom and what do you think is a reason for this?

normally

h) How does the learner with deafness relate with the classmates:

i. During class time? Why do you think this is so?

---

ii. Outside classroom and why do you think this is so?

---

i) How do the learners with hearing impairment relate to his/her parents? Why do you think this is like that?

Normally communicate with parents because has cochlear implant

j) How do the learners with deafness relate to his/her parents? Why do you think is the reason for this?

---

k) What is your view about teaching learners with hearing impairment amongst the hearing learners? Explain briefly why you have those views?

Such child can learn to lip read and develops vocabulary but is always be behind the pace of others and may not understand all instructions given by the teacher

l) What is your view about teaching learners with deafness amongst the hearing learners? Explain briefly why you have those views?

It's not possible to integrate

m) In your opinion in which category do you put the learners who are deaf?

- [x] People with disabilities.
- [ ] One of the minority groups.
- [ ] Just like anyone else amongst the normal.
- [ ] None of the above.

Give reasons for your choices :

Because loss of hearing isa handicap

n) What type of education would you recommend parents to use for their children who have hearing impairment? Could you please explain why you would give this recommendation?

According to IQ and according to severity of the hearing handicap

o) What type of education would you recommend parents to use for their children who have deafness? Could you please explain why you would give this recommendation?

Special schools for the hearing handicap.

p) What would you like to see changed in the education system of the deaf in Czech Republic? And could you please explain why?

- **I wish the curriculum for hearing impaired should not follow the hearing students curriculum**

THANK YOU VERY MUCH FOR COOPERATION.

Appendix IV-B: Responses from Respondent no.2

QUESTIONAIRE FOR TEACHERS

1. PERSONAL DATA

a) Sex: ☐ Male ☆ Female

b) Age Group ☐ 20-30 ☐ 31-35 ☐ 36-40 ☐ 41-45
☐ 46-50 ☐ 51-55 ☆ 55-60 ☐ 61+

c) Number of years you have worked as a teacher:

☐ Below 2 years
☐ Between 2 and 5 years
☆ Over 5 years

d) Qualification: ☐ Bachelors ☐ Bachelors + Special Education training
☐ Masters ☐ Masters + Special Education training
☐ Bachelors in Special education ☆ Masters in Special education
☐ Any others, please specify below:

_____

2. Information about the deaf child in your class

a) How many children have hearing impairment in your class?

Three (3)

b) i) How many children have Cochlea implant in your class?

One (1)

ii) What is the age range of hearing learners in your class? (Tick the box)

☐ 6-10 ☆ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

iii) What is the age range of learners with hearing impairment in your class? (Tick the box)

☐ 6-10 ☆ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

c) Who allocate the learners with hearing impairment and deafness into your classes? Why is this so?

Management of the School according to psychological and hearing examinations

d) How are learners with hearing impairment and deafness allocated into various classes at this school?

School management and its adecision of the board of teachers (based on examination results)

e) What seating arrangement do you commonly use in your class? Why do you use this arrangement?

Semi circle of 7 students so that everyone can see the board and the teacher

f) How are the seating positions of learners with hearing impairment and deafness determined in your class?

The handicapped are in the middle of the semi circle

g) How do you get information about the learners with hearing impairment and deafness allocated into your class?

- **From personal cards (documentations)**
- **From medical or other documentations**
- **Through interview with parents**
- **From the special education Centre**

h) What are your views on the process of allocation of learners with hearing impairment into schools which is taking place now in Czech Republic?

The integration of students with hearing impairment is not always suitable because the teacher without special education cannot communicate with the child properly. Teacher canot built contact through sign language.

3. Working with the child:

a) How do you communicate with the learners with hearing impairment:

i. During class?

With 7A orally, they all understand well. They have good vocabulary. This is both in class as well as outside class e.g. in the theatre and during trips.

ii. During free time?

See "i"

b) How do you communicate with the learners with deafness:

i. During class?

In 7A I communicate orallyeven with the deaf students butin other lasses I use sig language and finger alphabet

ii. During free time?

I communication of 7A outside class is very good without problems

c)How do the other learners communicate with the learners with hearing impairment:

i. During class?

All the students communicate orally during class

ii. During free time?

Outside class communication is through sign language; during school breaks, play ground, dormitory, they sign

d) What is the performance of the learner with hearing impairment in your class? And why do you think this is so?

Lenka with Cochlea has all "1s"; the second student has "2s" and "3s" from the main subjects and the third student has "2s" and "4s"; the success is influenced by intellect

e) How does the learner with hearing impairment relate to you:

i. In class? Why do you think this is so?

Students with hearing impairment respect the school rules. Only one of them sometimes breaks them. He is brought up in children's home.

ii. Outside class? Why do you think this is so?

Students behaviour outside class is influenced by their home environment. Some of them stay in families some at boarding school. 7A students don't have major behavioural problems.

f) How does the learner with deafness relate to you:

i. in class? Why do you think this is so?

Marek with residual hearing: I have problems with him every day. He forgets things; he is 'chicky', he talks back. He has inappropriate behaviour towards adults

ii. outside class? Why do you think this is so?

See "i"

g) How does the learner with hearing impairment relate with the classmates:

i. During class time? What do you think is a reason for this?

As I said in "i" above, Marek is 'chicky' also to his classmates e.g. he takes drinks from classmates without asking [for permission]

ii. Outside classroom and what do you think is a reason for this?

He has similar problems in the dormitory. He is often aggressive and fights with friends.

h) How does the learner with deafness relate with the classmates:

i. During class time? Why do you think this is so?

I don't have deaf students in 7A but in other classes' children with residual hearing depend on main features but they behave inside class as well as outside class without major problems.

ii. Outside classroom and why do you think this is so?

See "i"

i) How do the learners with hearing impairment relate to his/her parents? Why do you think this is like that?

In 7A both girls behave well to parents

j) How do the learners with deafness relate to his/her parents? Why do you think is the reason for this?

In 7A Marek is brought up in children's home, never knew his family. His sister is placed in a family [with foster parents] where she is cared for but this family did not opt to take Marek in but only his sister. Even during holidays [they do not allow him to visit them]

k) What is your view about teaching learners with hearing impairment amongst the hearing learners? Explain briefly why you have those views?

In 7A, 50%-50%.They have good and mutual relationships.They had problemsin lower grades but the Institution called "CAP" solved the problem and made the class cohesive.

l) What is your view about teaching learners with deafness amongst the hearing learners? Explain briefly why you have those views?

Speaking about children with severe handicaps, it depends on their intellectual level and on their family; how much care is deeply provided to the child since childhood and it also depends on combination with other handicaps. In my class the

combination or integration of hearing and hearing impaired is good. The children understand and help each other.

m) In your opinion in which category do you put the learners who are deaf?

- ☐ People with disabilities.
- ☐ One of the minority groups.
- ☆ Just like anyone else amongst the normal.
- ☐ None of the above.

Give reasons for your choices :

Because the hearing behaves well to their peers. They socialize well. This is influenced by many features (gypsy family or family with high living standards)

n) What type of education would you recommend parents to use for their children who have hearing impairment? Could you please explain why you would give this recommendation?

I recommend special school for children with hearing handicap. There is a team of specially educated teachers who can provide the individual care to the children because they know the methods on how to work with such students.

o) What type of education would you recommend parents to use for their children who have deafness? Could you please explain why you would give this recommendation?

Deaf child needs special education. If such child attends regular grammar school, with large number of students, the child sit at the back and does not understand the teacher. All this causes the child only "*to sit*" in such a school.

p) What would you like to see changed in the education system of the deaf in Czech Republic? And could you please explain why?

- **It depends on level of handicap and intellectual level. It is necessary to have assistants text books etc. Based on the level of the handicap it is possible to place the children into grammar schools and special schools according to financial situation of the family and availability of special schools.**

THANK YOU VERY MUCH FOR COOPERATION.

Appendix IV-C: Responses from Respondent no.3

QUESTIONAIRE FOR TEACHERS

1. PERSONAL DATA

a) Sex: ☆ Male ☐ Female

b) Age Group ☐ 20-30 ☐ 31-35 ☐ 36-40 ☆ 41-45
☐ 46-50 ☐ 51-55 ☐ 55-60 ☐ 61+

c) Number of years you have worked as a teacher:

☐ Below 2 years
☐ Between 2 and 5 years
☆ Over 5 years

d) Qualification: ☐ Bachelors ☐ Bachelors + Special Education training
☐ Masters ☐ Masters + Special Education training
☐ Bachelors in Special education ☆ Masters in Special education
☐ Any others, please specify below:

_____

2. Information about the deaf child in your class

a) How many children have hearing impairment in your class?

Three (3)

b) i) How many children have Cochlea implant in your class?

ZERO (0)

ii) What is the age range of hearing learners in your class? (Tick the box)

☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

iii) What is the age range of learners with hearing impairment in your class? (Tick the box)

☐ 6-10 ☆ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

c) Who allocate the learners with hearing impairment and deafness into your classes? Why is this so?

School management decides according to child's age, grade, and previous education background history

d) How are learners with hearing impairment and deafness allocated into various classes at this school?

They are distributed into existing classes

e) What seating arrangement do you commonly use in your class? Why do you use this arrangement?

Semi circle to have better contact with each student, and for the children to see the board well

f) How are the seating positions of learners with hearing impairment and deafness determined in your class?

According to the number of students it wasn't necessary to order the sitting arrangement

g) How do you get information about the learners with hearing impairment and deafness allocated into your class?

Information is from: personal cards, contact with parents, and social and medical documentation

h) What are your views on the process of allocation of learners with hearing impairment into schools which is taking place now in Czech Republic?

Learners are integrated into grammar school, only when they are not successful there they come to our school. They should be sent to our school earlier.

3. Working with the child:

a) How do you communicate with the learners with hearing impairment:

i. During class?

Orally

ii. During free time?

iii. **Orally**

b) How do you communicate with the learners with deafness:

i. During class?

Sign Language and oral

ii. During free time?

Sign Language and oral

c)How do the other learners communicate with the learners with hearing impairment:

i. During class?

Oral and Signs

ii. During free time?

Oral and Signs

d) What is the performance of the learner with hearing impairment in your class? And why do you think this is so?

Average study results

e) How does the learner with hearing impairment relate to you:

i. In class? Why do you think this is so?

He contacts me always with trust, often seeks communication help or support

ii. Outside class? Why do you think this is so?

Contacts me with trust

f) How does the learner with deafness relate to you:

i. in class? Why do you think this is so?

Just like in "e"

ii. outside class? Why do you think this is so?

Just like in "e"

g) How does the learner with hearing impairment relate with the classmates:

i. During class time? What do you think is a reason for this?

Cooperate, help each other in communication

ii. Outside classroom and what do you think is a reason for this?

Cooperate,help each other incommunication

h) How does the learner with deafness relate with the classmates:

i. During class time? Why do you think this is so?

See "g"

ii. Outside classroom and why do you think this is so?

See "g"

i) How do the learners with hearing impairment relate to his/her parents? Why do you think this is like that?

Just like the hearing

j) How do the learners with deafness relate to his/her parents? Why do you think is the reason for this?

See "i"

k) What is your view about teaching learners with hearing impairment amongst the hearing learners? Explain briefly why you have those views?

Yes, it is good because the deaf develop personality and vocabulary

l) What is your view about teaching learners with deafness amongst the hearing learners? Explain briefly why you have those views?

See "k"

m) In your opinion in which category do you put the learners who are deaf?

☆ People with disabilities.

☐ One of the minority groups.

☐ Just like anyone else amongst the normal.

☐ None of the above.

Give reasons for your choices:

They have problems of socialization. Some of them need help of the interpreter

n) What type of education would you recommend parents to use for their children who have hearing impairment? Could you please explain why you would give this recommendation?

I would recommend integration but if it is not successful I recommend special school

o) What type of education would you recommend parents to use for their children who have deafness? Could you please explain why you would give this recommendation?

See "n"

p) What would you like to see changed in the education system of the deaf in Czech Republic? And could you please explain why?

- **I would like to see unified education system. Big problems come up when changing school because each school has different curriculum**

THANK YOU VERY MUCH FOR COOPERATION.

Appendix IV-D Responses from Respondent no.4

QUESTIONAIRE FOR TEACHERS

1. PERSONAL DATA

a) Sex: ☐ Male ☆ Female

b) Age Group: ☐ 20-30 ☐ 31-35 ☐ 36-40 ☆ 41-45
☐ 46-50 ☐ 51-55 ☐ 55-60 ☐ 61+

c) Number of years you have worked as a teacher:

☐ Below 2 years
☐ Between 2 and 5 years
☆ Over 5 years

d) Qualification: ☐ Bachelors ☐ Bachelors + Special Education training
☐ Masters ☐ Masters + Special Education training
☐ Bachelors in Special education ☆ Masters in Special education
☐ Any others, please specify below:

_____

2. Information about the deaf child in your class

a) How many children have hearing impairment in your class?

3 have severe hearing impairment in my classes 2 Children have slight to moderate hearing loss in my class in; while 1 Child has cochlear implant.

b) i) How many children have Cochlea implant in your class?

There is 1 child with cochlear implant in my class.

ii) What is the age range of hearing learners in your class? (Tick the box)

☆ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

iii) What is the age range of learners with hearing impairment in your class? (Tick the box)

☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

c) Who allocate the learners with hearing impairment and deafness into your classes? Why is this so?

Special education centre workers are the ones who integrate the kids into classes with children with speech problem because it is appropriate for them to use spoken language for communication.

d) How are learners with hearing impairment and deafness allocated into various classes at this school?

- Clssroom of moderate hearing impairment with epeech problemstogether.
- Severe hearing Impairment
- Severe HI & mental handicap

e) What seating arrangement do you commonly use in your class? Why do you use this arrangement?

Semi circle or two lines if they don't fit in the semi circle. Semi circle is good for,lip readingand communication with the teacher and children can see each other well.

f) How are the seating positions of learners with hearing impairment and deafness determined in your class?

Accorrding to the level of handicap, according to the side of hearing loss, and eventually according to other handicaps.

g) How do you get information about the learners with hearing impairment and deafness allocated into your class?

From their personal materials that containmedical and family analysis + results of other special examinations.

h) What are your views on the process of allocation of learners with hearing impairment into schools which is taking place now in Czech Republic?

I am satisfied in our school. I think it is more appropriate to place children with hearing impairment to our school rather than integrating them. They often come in a second or third grade without the very basics.

3. Working with the child:

a) How do you communicate with the learners with hearing impairment:

i. During class

Oral + Signs

ii. During free time?

Oral + Signs

b) How do you communicate with the learners with deafness:

i. During class?

Oral + Signs

ii. During free time?

Oral + Signs

c) How do the other learners communicate with the learners with hearing impairment:

i. During class?

Oral + partly signs according to their abilities

ii. During free time?

Oral and Partly signs according to their abilities

d) What is the performance of the learner with hearing impairment in your class? And why do you think this is so?

So far excellent (grade 1). He is talented and diligent but it is necessary to spread a lot his vocabulary for his future successful education

e) How does the learner with hearing impairment relate to you:

I. In class? Why do you think this is so?

Friendly, & communicative.

ii. Outside class? Why do you think this is so?

Friendly, & communicative.

f) How does the learner with deafness relate to you:

i. in class? Why do you think this is so?

Friendly, & communicative.

ii. outside class? Why do you think this is so?

Friendly, & communicative.

g) How does the learner with hearing impairment relate with the classmates:

i. During class time? What do you think is a reason for this?

Totally naturally –he knows them and understand them

ii. Outside classroom and what do you think is a reason for this?

Friendly, they communicative naturally.

h) How does the learner with deafness relate with the classmates:

i. During class time? Why do you think this is so?

See "g"

ii. Outside classroom and why do you think this is so?

See "g"

i) How do the learners with hearing impairment relate to his/her parents? Why do you think this is like that?

Naturally interacts. There is mutual understandingand effective communication

j). How do the learners with deafness relate to his/her parents? Why do you think is the reason for this?

See "i"

k) What is your view about teaching learners with hearing impairment amongst the hearing learners? Explain briefly why you have those views?

If the child can cover the spoken language early enough and actively use enough vocabulary it is appropriate to teach them together with hearing peers. Eventually its possible to support the speech with signs but if the child prefers sign language and the spoken language is developing slower, it is more suitable to teach such child amongst children with hearing impairment

l) What is your view about teaching learners with deafness amongst the hearing learners? Explain briefly why you have those views?

See "K"

m) In your opinion in which category do you put the learners who are deaf?

- ☆ People with disabilities.
- ☐ One of the minority groups.
- ☐ Just like anyone else amongst the normal.
- ☐ None of the above.

Give reasons for your choices :

Because such a child has reduced ability of using one of the senses which requires compensation and special attitude/approach

n) What type of education would you recommend parents to use for their children who have hearing impairment? Could you please explain why you would give this recommendation?

If the child communicate actively and understands spoken language, I would recommend mainstream grammar school but if the child communicate less actively and understands spoken language only partially I recommend special school.

o) What type of education would you recommend parents to use for their children who have deafness? Could you please explain why you would give this recommendation?

Definitely special school because the teachers in special school can provide maximum care to support the child's development. The child finds support and friends here.

p) What would you like to see changed in the education system of the deaf in Czech Republic? And could you please explain why?

- **To think more about the suitability of integration because inadequate integration often slows down the child's development and its social contacts.**
- **I would like to see reduced amount of student per teacher/class and more possibilities to use assistants in cases of severe and combined handicap.**

THANK YOU VERY MUCH FOR COOPERATION.

Appendix IV-E Responses from Respondent no.5

QUESTIONAIRE FOR TEACHERS

1. PERSONAL DATA

a) Sex: ☐ Male ☆ Female

b) Age Group: ☐ 20-30 ☐ 31-35 ☐ 36-40 ☆ 41-45
☐ 46-50 ☐ 51-55 ☐ 55-60 ☐ 61+

c) Number of years you have worked as a teacher:

☐ Below 2 years
☐ Between 2 and 5 years
☆ Over 5 years

d) Qualification: ☐ Bachelors ☐ Bachelors + Special Education training
☐ Masters ☐ Masters + Special Education training
☐ Bachelors in Special education ☆ Masters in Special education
☐ Any others, please specify below:

_____

2. Information about the deaf child in your class

a) How many children have hearing impairment in your class?

I teach three classes with: 2 Children in Grade 4; 1 Child in Grade 6; and 2 Children in Grade 7.

b) i) How many children have Cochlea implant in your class?

There are 2 children with cochlear implant

ii) What is the age range of hearing learners in your class? (Tick the box)

☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

iii) What is the age range of learners with hearing impairment in your class? (Tick the box)

☆ 6-10 ☆ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 +

c) Who allocate the learners with hearing impairment and deafness into your classes? Why is this so?

Our school is a special school of children with hearing impairment. It means that all our students have hearing impairment. We are not a mainstream grammar school which integrate children with hearing impairment

d) How are learners with hearing impairment and deafness allocated into various classes at this school?

According to actual situation in school, children with moderate hearing impairment are placed in class A and children with severe hearing impairment and deaf are in class B

e) What seating arrangement do you commonly use in your class? Why do you use this arrangement?

When teaching children with hearing impairment I use a semi circle so that I can communicate with students from the closest possible distance and they can lip read well

f) How are the seating positions of learners with hearing impairment and deafness determined in your class?

I have only students with severe hearing impairment and they sit in a semi circle

g) How do you get information about the learners with hearing impairment and deafness allocated into your class?

Through medical reports and psychological examinations

h) What are your views on the process of allocation of learners with hearing impairment into schools which is taking place now in Czech Republic?

If the children with hearing impairment attend special school since first grade they have a great chance. If they are integrated in a main stream grammar school they stagnate in development and come to our school after some years very neglected.

3. Working with the child:

a) How do you communicate with the learners with hearing impairment:

i. During class?

Total communication: Sign Language + oral + Daktyl

ii. During free time?

iii. **Total communication: Sign Language + oral + Daktyl**

b) How do you communicate with the learners with deafness:

i. During class?

I don't have deaf students in my class

ii. During free time?

I communicate with the deaf from other classes through Sign Language

c)How do the other learners communicate with the learners with hearing impairment:

i. During class?

I don't have hearing students and I don't have moderate hearing impaired students I have those with severe hearing impairment

ii. During free time?

Individually according to which mode of communication they know best

d) What is the performance of the learner with hearing impairment in your class? And why do you think this is so?

They have very good study result due to individual approach and perfect diagnosis of students by the teacher

e) How does the learner with hearing impairment relate to you:

i. In class? Why do you think this is so?

Friendly, respectful &trustworthy relationship (children talk over/ share their family problems with me).Probably because my attitude to them is friendly and strict at the same time.

ii. Outside class? Why do you think this is so?

Friendly and respectful relationship

f) How does the learner with deafness relate to you:

i. in class? Why do you think this is so?

I don't have the Deaf in my class

ii. outside class? Why do you think this is so?

---

g) How does the learner with hearing impairment relate with the classmates:

i. During class time? What do you think is a reason for this?

All students have severe hearing impairment. Although I teach them to treat each other nicely with respect, they still have some conflicts

ii. Outside classroom and what do you think is a reason for this?

I don't know

h) How does the learner with deafness relate with the classmates:

i. During class time? Why do you think this is so?

I don't have deaf & hearing together

ii. Outside classroom and why do you think this is so?

---

i) How do the learners with hearing impairment relate to his/her parents? Why do you think this is like that?

I don't know. It's not possible to generalize. Some have good relationship and some bad.

j) How do the learners with deafness relate to his/her parents? Why do you think is the reason for this?

I don't know

k) What is your view about teaching learners with hearing impairment amongst the hearing learners? Explain briefly why you have those views?

Students with hearing impairment who are integrated into mainstream grammar school usually survive their one, two, maximum three years then with rising amount of work load they often start having big problems and come to our school with big gaps in knowledge and in speaking abilities. So compared tour students they are way behind and it's hard to catch up.

l) What is your view about teaching learners with deafness amongst the hearing learners? Explain briefly why you have those views?

Teaching the deaf with the hearing is practically impossible. When the deaf students join our school their speech is either totally retarded or it is on the level of 2 to 3 year old vocabulary. Very often they don't have any developed communication channel. The methods of teaching used are totally different from teaching the hearing students.

m) In your opinion in which category do you put the learners who are deaf?

- ☆ People with disabilities.
- ☐ One of the minority groups.
- ☐ Just like anyone else amongst the normal.
- ☐ None of the above.

Give reasons for your choices :

---

n) What type of education would you recommend parents to use for their children who have hearing impairment? Could you please explain why you would give this recommendation?

See k and l

o) What type of education would you recommend parents to use for their children who have deafness? Could you please explain why you would give this recommendation?

See k and l

p) What would you like to see changed in the education system of the deaf in Czech Republic? And could you please explain why?

- **Changes in curriculum**
- **Making text books that are missing**

THANK YOU VERY MUCH FOR COOPERATION.

Appendix IV- F1: Mainstream teachers Focus Group Discussion

FOCUS GROUP DISCUSSION with Participants from a Main Stream School in Prague

Group involved:

i. ***The Psychologist***

ii. ***The specialist teacher***

iii. ***The mainstream teacher***

1. What are the special Needs children who are admitted or enrolled at this school?

- It is mainly those with writing, reading, behaviour and Attention deficit hyperactive disorder [ADHAD]. They are allocated in a special class and in 5 mainstream classes: 3rd, 5th6th. 7th. and 9th grades.

2. What are the sizes of these classes?

- We follow the Ministry of Education Youth and Sports policy of having 6-14 students per class. In the special class the number of students is small while in the mainstream classes the number is large.

3. How many learners are identified as learners with special needs at this school?

- There are about 39 children in the whole school

4. How are they identified?

- Children with special needs are identified and have to have a confirmation from the Psychologist. This is so because the assistance from the government only goes to those that have a confirmation from the Psychologist. But there is a problem with some parents because they do not to admit that their child have special needs. As such they do not want to consult a psychologist.

Appendix IV- F1: Mainstream teachers Focus Group Discussion

5. What are your views about inclusion of these learners with special needs in the mainstream classes?

- I think it is important but it may not be the best solution for all children, and there are challenges:
- Where materials are inadequate, and depends on teachers but teachers have no experience in teaching or working with these children for example children with autism and those who are deaf. Those with learning difficulties though slowly but can move from one grade to another through years.

6. Can students move from special class to mainstream class?

- These classes are open. Children with special, needs are free to move from special class to the mainstream class and vice versa. However as a specialist teacher I feel for those with severe disabilities and the severe cases a special class may be better for them because they may have more time with the teacher. More of teacher's energy may be devoted to them. They may have more of teacher's encouragement and so that they can develop self confidence. I think there is also reduced bullying in special class.

7. How is the academic performance of the learners with special needs like at this school?

- It is difficult to generalize. It varies. Some are good some perform poorly. However seeing other students with special needs performing well is a motivation to other students.

8. In the area of socialization, how are the learners with special needs relating with others?

- Those with emotional behaviour, the hyperactive, and the hearing impaired have problems in relating with others.
- We had a case where the child with hearing impairment was in conflict with another learner in class. The issue was brought to the attention of parents. The concerned parties discussed the issue and it was decided that the learner with hearing impairment should be moved to the other

class and so the learner was moved from class A to B. The deaf learner cooperated and has no problem in the other class and cooperates well with others in the other class.

- As for those with hyperactivity, they are easily isolated by others as they are a disturbance to them. They nag others in class and they pause a real challenge to work with in class.
- For those with emotional behaviour they are isolated because they react negatively towards others.

9. How do you work with these children with these challenging behaviours?

- We have assistant teachers, they accompany 4 learners with: Psychiatric problems, heart (cardiac) related diseases, and combined problems. There is a concern though that the assistant teachers are less paid than the teachers.
- We have 2 specialist teachers who work collaboratively with the mainstream teachers.

10. As a specialist teacher, how do you work at this school?

- I collaborate with my colleagues. I work with the need to respect the needs of children in mind.
- I also work and collaborate with parents.

11. What challenges do you face in working with parents and teachers?

- Generally, I have no problems with parents.

12. What about the point raised by another member earlier in the discussion that patents do not want to consult psychologists?

- Oh yes, sometimes but this is rare. There are indeed other parents who don't want to go visiting the psychologists. It becomes a problem to work with such parents in assisting the child to get funding from the government.

13. How about your collaboration with teachers?

- This depends on individual teacher's characteristics.

14. What are your views about the inclusion of the deaf and hard of hearing in the main stream schools?

- I t is a good idea but those who cannot speak would be a great challenge to teach. But for more information I suggest you also ask the special teachers in special schools for the deaf.

15. What are your final words about Inclusion of children with special needs?

- Inclusion is a question of the future. I think many children will be bullied. Many will be victims. Teachers are not prepared.

16. What should be done to avoid this?

- Inclusion would be possible if:

➢ The class sizes are reduced

➢ There is appreciation by the society: parents only come to teachers with complaints, there is no praising for good job done but there is more talk on a mistake made, I think everyone feel good when praised after doing a good job.

➢ There should be better education for teachers. It should be long life education.

➢ It would be better if supervision is done independently by independent supervisors.

➢ There should be increased interaction with specialists

➢ It will also be good if there are reduced work hours to enable thorough preparation by teachers before teaching.

This marks the end of our group discussion focus

Thank you so much for your patience, time and participation in this focus group interview. Once more let me assure you that your identities will remain anonymous and our discussion's confidentiality will be upheld as it deserves.

Appendix V- Letter of introduction in Czech

Erasmus Mundus Program 2009/2010

Předmět výzkumu: Jak vnímají učitelé výuku žáků s poruchami sluchu v prostředí inkluzivní třídy základní školy v České republice?

Vedoucí práce: Dr. Libor Novasad

Překlady: Petra Landergott

Vážení kolegové,

jsem velmi vděčný za Vaši účast na tomto výzkumu. Hlavní otázka, na kterou výzkum hledá odpověď, je: ***"Jak vnímají učitelé výuku žáků s poruchami sluchu v prostředí inkluzivní třídy základní školy v České republice?"*** Informace, které vyplníte do dotazníku, se stanou součástí celkové závěrečné odpovědi na hlavní otázku mé práce.

Zavazuji se, že budu s Vašimi odpověďmi zacházet ve vší diskrétnosti a zcela anonymně. Vaše odpovědi budou využity pouze za účelem vypracování této studie. S Vašimi odpověďmi se kromě mě dostanou do styku vedoucí mé práce a překladatelka – oba jsou zaměstnanci Univerzity Karlovy.

Pokud se Vám některé z otázek budou zdát nejasné, kontaktujte mě, prosím, kvůli jejich vysvětlení.

Odpovězte, prosím, na otázky, jak nejlépe a nejdetailněji to bude možné. Úspěch a hodnota mé studie záleží také na úsilí, které jí věnujete Vy.

Děkuji Vám,

Greystone Jennyson Alindiamao

Gmail by Google

Greystone Alindiamao <greystone.alindiamao11@gmail.com>

Fw: Hello

..... Tue, Jul 13, 2010 at 12:47 PM

To: greystone.alindiamao11@gmail.com

----- Forwarded Message ----
From: .....
To: .....
Sent: Sun, June 20, 2010 10:15:30 PM
Subject: Re:Hello

Dear .....

I'm sorry, that I didn't answer you earlier, but I was too busy.
It was pleasure for us to help you with your prepare for disertation, that we were able to give you some information about our school and education system, esp. of handicaped pupils.
I spoke with PaedDr. ..... about the questionaires for taechers and director. In our opinion that pupil with the hearing handicap isn't so acceptable for your research. His handicap isn't so important, he is integrated at our school because of learning disabilities.
I'm sorry about that, but I think you could find another and better subject for your dissertation.
I could offer you some tips, schools in Prag:
ZŠ Starodubečská
ZŠ Klimentská
ZŠ Na Líše
ZŠ Podbělohorská
ZŠ Vybíralova

Please contact Mr. Šiska, he can contact the schools for better comunication, as he contacted our school.

Best regards,
.....
school psychologist

Appendix VI: QUESTIONAIRE FOR THE HEAD TEACHERS

1. PERSONAL DATA

a) Sex: ☐ Male ☆ Female

b) Age Group: ☐ 20-30 ☐ 31-35 ☐ 36-40 ☆ 41-45
☐ 46-50 ☐ 51-55 ☐ 55-60 ☐ 61+

c) Number of years you have worked as a head teacher:

☐ Below 2 years
☆ Between 2 and 5 years
☐ Over 5 years

d) Qualification: ☐ Bachelors ☐ Bachelors + Special Education training
☆ Masters ☐ Masters + Special Education training
☐ Bachelors in Special education ☐ Masters in Special education
☐ Any others, please specify below:

_____

2. Information about the deaf children at your school:

a) How many children have hearing impairment or cochlea implant at your school?

Thirty-Two (32)

b) How many learners are hearing impaired at your school? How many are deaf? How many are normally hearing? Fill your answers in the boxes below:

19	Learners have Hearing Impairment
13	Learners have Deafness
89	Learners have normal hearing

c) Who allocate the learners with hearing impairment and deafness into your school? Could you please explain why this is so?

The worker from Special Education Centre (Pedagogical Centre) decides and co-operate with the school administration – Via "the Centre."

d) How are learners with hearing impairment and Deafness allocated into various classes at your school?

[Learners with] severe to profound deafness have individualised Education system with an individualised education plan (IEP)

[Learners with] light/mild to moderate are with other handicaps

e) Who allocate teachers into the classes with learners with deafness and hearing impairment?

Head Teacher or Deputy Head Teacher

f) How are teachers informed about the learners with hearing impairment and deafness allocated into their classes?

Each has a personal documentation consisting of psychological examination from Special education Centre [Pedagogical centre]. The teachers are given files of the learner

g) How is the information about the learner with hearing impairment or deafness enrolled at your school obtained?

Through consultation with special Education centre worker and from documentation

h) What are your views on the process of enrolment of learners with hearing impairment into schools which is taking place now in Czech Republic?

I think it works well

3. Working with the child:

a) What is the main language used in communicating with the learners with hearing impairment at this school:

i. During class?

Mostly oral communication, only the severely deaf learners use signed Czech and sign Language combined with oral

ii. During free time?

Same like during classes

b) What is the main language used in communicating with the learners who are deaf:

i. During class?

Signed Czech

ii. During free time

Signed Czech

c) What is the performance of the learner with hearing impairment or the deaf at this school and could you please explain why this is so?

Results correspond with intellectual level of each child and also how much dedication parents invest in the child's education. Some are successful, some are not. No general measure can be given.

d) What is the performance of the learner with hearing impairment at this school and could you please explain why it is so?

---

e) What is the performance of the learner with deafness at this school? And could you please explain why it is so?

---

f) Do you think the performance would have been different if the learner was at a different school other than this one? If your answer is yes, how would it be, and why? If your answer is not different, why?

Not

g) How do the learners with hearing impairments relate with you? Could you please explain why it is so?

School is small. We have friendly environment. Children have close relationship to us. They come back for regular visits after graduation

h) How does the learners with hearing impairment relate with other members of staff of this school? Could you please explain why it is so?

The deaf are afraid of people who can not sign

i) How do learners with hearing impairment relate to their parents? Could you please explain why it is like that?

If parents sign, the relationship is good. But if the parents cannot communicate with their children, the parent-child distance [gap] grows [increases]

j) What is your view about teaching learner with hearing impairment amongst the hearing learners? Could you please explain briefly why you have those views?

The deaf cannot study together with the hearing. They have different study programmes and students with hearing problems when studying together with the hearing students will need individualised approach.

k) In your opinion in which category do you put the learner who is deaf?

☆ People with disabilities.

☐ One of the minority groups.

☐ Just like anyone else amongst the normal.

☐ None of the above.

Give reasons for your choices:

Because loss of hearing means a limitation in many areas

What type of education system would you recommend to parents and guardians for learners who have hearing impairment? Could you please explain why you could give such recommendations?

Individually according to level of hearing handicap and according to intellectual abilities of each learner

What type of education system would you recommend parents to use for the learners who are deaf? Why would you make such recommendations?

Definitely the special school for the hearing handicapped students with specifically modified study programmes.

THANK YOU VERY MUCH FOR COOPERATION AND IN ANSWERING THESE QUESTIONS.



Fontys Opleidingscentrum Speciale Onderwijszorg

Roehampton University

Erasmus Mundus Programme 2009/2010

Semi-Structured Interview questions for the Deputy Head Teacher.

School Information:

Total number of teachers:	25			
Total number of teachers by sex:	22	Female	3	Male
Assistant teachers by sex:	3	female	1	Male

Class size:	8-14	Mild to moderate impairment
	4-6	Severe to profound impairment

1. i) How are learners with special needs and hearing impairment enrolled at this school?

The school administration work in coordination with the (Centre for Education) Pedagogical Centre which is responsible for assessing these learners. The school administration we use the information given by social workers, psychologists, medical doctors and other specialists for allocation of learners into grades and appropriate level. For the deaf their hearing loss is assessed. If the child is identified early the cochlear implant is done before coming to this school at the age two. In the case of late identification then the child is given hearing aids.

ii) How does the school administration ensure the inclusion of its learners in a wider education network?

We work with various stake holders such as parents, psychologists, social workers, pedagogical assistants and many others. We invite parents to come to see how these learners are taught so that they can use some of the skills that they might pick out from their visits to continue the education process at home during holidays.

2. i). After the learners have completed this primary level of education what is their next step in their education?

It in most cases depends on their level of intelligence. For those who are really good with IQ of 130 they continue to high level of education. In Czech Republic they can proceed to a gymnasium which is a kind of a high school or to a vocational school depending on their mastery of language and communication. The most important thing is they have to master enough vocabulary to survive in the next education level. For those who are deaf they have to use sign language. This limits them a bit but as I said it all depends on their IQ and performance. If they are to go to the mainstream they have to have an interpreter, who should accompany the child as a pedagogical assistant. Parents' role is also important. Those with high parental support do go to the next level with much ease.

ii). How easy or difficult is it for learner with special needs to move to the next education level?

For those with mild to moderate hearing impairment it is not very *difficult f*or they don't have to use interpreters or pedagogical assistants. Some of them with cochlear implant operations they are rehabilitated to "near normal hearing". These participate like their hearing counterparts. For those who are pre-lingually deaf, acquiring oral language is very difficult. If the learner is only more conversant in sign language this becomes a new challenge to the teacher who is to teach this child in the next level. As such they have to have Sign Language interpreters or pedagogical assistants if the teaching is done orally. These pedagogical assistants are to be paid by government.

Iii).What challenges do your administration face in teaching learners with SEN in general and learner with hearing impairment and deafness in particular?

Getting adequate funds to fund different activities is a challenge although the government has put in place a mechanism for financing these special needs learners the subsidy given is based on degree of impairment which does not translate into the actual requirements of the learner.

The other challenge is the materials to be used for teaching. Most books that we are using have two much text for the deaf to bear with. They become frustrated if their vocabulary fails to make them understand. I guess this is one of the greatest challenges with integrating the deaf as well. The deaf understands action pictures better that the long texts which are presented in most text books.

The deaf students who have undergone through this difficulty have began to produce textbooks that might be a solution to this problem but perhaps the challenge will be how to harmonise these texts with national examinations based on the set curriculum.

3. What does the ministry of education do to assist you in assisting teachers to accommodate learners with hearing impairment?

The ministry give outlines on the educational programmes that are to implemented, allocate funds and human resources.

4. Who works with you to ensure that the learners with hearing impairment and deafness get appropriate education? How is your relationship with them?

I think I have already responded to the first part of this question but I am not sure whether I have done so to the last part. If I have then this is just stressing the points already raised. All stakeholders in education have to participate and do their share. The most interesting aspect is the coming in of the deaf graduate to produce the text books which they think are hearing impaired learner friendly. They visit this school regularly. This is an evidence of good working relationship. I also said earlier that we invite parents. All in all our working relationship is good.

5. What do you wish to be changed in the way the education of learners with special needs and hearing impairment is being conducted? Why?

As for this school I wish there was an increase in the number of pedagogical assistants. Currently there are three but four would be a good number to make their work bearable. This would be better if it were to be associated with the appropriate funding from the current 0.8 of assistant being funded.

I also wish there is to be an improved support for learners to stay in boarding. This would assist them concentrate especially those with severe impairments.

I also wish that coming to this school could not be regarded as last resort after failure in progress in the child's education in the mainstream. I have an experience of a child who is aged 13, hearing impaired and was sent to a mainstream. She said that she was always studying to catch up with what was taught in class. She is clever but the teachers could not look at her in class so she missed most of what was taught. As the work load increased she failed to cope up with the pace of others and was brought to this school. She had problems to cope up with others here too because the vocabulary she had acquired in the mainstream under low teacher attention was very little. This is the reason why I think learners who are hearing impaired should come here to avoid such situations.

Thank very much for your time and participation in this Research

ROUND TABLE DISCUSION ON IDENTIFICATIONOF LEARNERS WITH HEARING IMPAIRMENT IN LIBEREC IN CZECH REPUBLIC on 30th APRIL, 2010.

ARRIVAL: 0815hours.Welcomed by DR. Libor Novasad and Eva Vosahlova.

Good morning I am Libor Novasad (LN) and meet Eva Vosahlova (EV)

Good morning I am Mingh See Leong (ML) from Malaysia

Good morning I am Gustav Gaewu (GG) from Ghana –West Africa

Good morning I am Greystone Alindiamao (GA) from Malawi East Africa

Good morning and as you have heard I am Eva Vosahlova and I will be your translator. Please feel free to ask questions any time you need clarification. Welcome to Liberec. We have a minibus waiting for us just somewhere behind, let's go.

We will first go to the Pedagogical Centre where we will be briefed on how children who are deaf are identified and assisted in the early years of their lives.

Driver: Dobre den, Vitam Vas, tesi me!

(EV: Good day, welcome, nice to meet you!); ML, GA, &GG: Dobre den!

We entered the Minibus to the Gedagogical centre where we found and met with two ladies waiting for us. The two ladies who discussed with us have been labeled L1 and L2.

L1 met us on the door to welcome us. L2 was also behind her

L1: Dobre Den, Nemluvim anglicky

(EV: Good day, I don't speak English)

ML, GG, & GA: It is okay; thank you we will get what you say through EV who is our translator today.

(From now own I will write the translated version of our discussion because I don't speak Czech)

L1 through EV: welcome once again ladies and gentlemen. I will begin my talk about my work. I am a specialist in hearing impairment in the kindergarten. I am responsible for the learners with hearing impairment of the ages from 0-9. It is the most challenging work to do for two reasons.

L1/EV: I work with parents from various backgrounds for example the Roma and also the deaf parents. I also work with the hearing parents. They all have different perception concerning deafness. They react differently too when they find that their child is deaf. For the Roma Parents they have economic problems therefore thinking about the deafness of the child is not all that very important as they have other crucial problems to think about. The hearing parents are more concerned about how they would communicate with the child in future. The deaf parents don't very much look at deafness as a disability and they regard themselves as a minority group. As such there is resistance from the deaf parents to have their deaf child have a cochlea implant. They think this will disturb their child's sign language development. As for the hearing parents they have to be taught sign language for them to be able to communicate with the child well so that his/her language development should not be deterred for it is easy for the child to get more from using both sign language and oral. The intervention of cochlea implants which is done between 0-2 years assist very much. However it's not all who are assisted. Others get little from cochlea implant this makes the sign language training to parents a must so that if the cochlea

implant is not a workable solution the parents will use sign language to develop it so that the child is able to communicate with others.

The second challenge s to coordinate the child's progress from home to the kindergarten. The kindergarten teachers have to be sensetised and parents too have to be sensetised on what they have to do with their child to have a transition from home to kindergarten and from kindergarten to primary school. Some kids are assisted with speech therapy by speech therapists. This centre work to coordinate such activities.

GA: you said you assist parent, how do you do it?

L1/EV: I sometimes travel to their home that's part of my job. I also conduct workshops with parents.

GA: Are kindergarten teachers also trained to use sign language?

L1/EV: not necessarily; they only involve themselves with play, so they still work with children irrespective of whether or not they use sign language.

GA: who chose the kindergarten for the child with hearing impairment?

L1/EV: Parents are responsible for choosing the kindergarten their child is to attend. The centre only provides advice to the parents. Due to economic reason however parents chose that their child attend the nearest kindergarten.

GA: you said some parents have problems with their children having cochlea implant. How do you deal with parents who refuse to have their children have cochlea implant?

L1/EV: Sometimes there is very little we can do. But we try to talk to them, explain the advantages. Some do get convinced but some don't. You know they regard themselves as the minority so they feel there is nothing wrong in remaining the way they are and use sign language.

GA: You said parents are train in using signs who train them?

L1/EV: It is part of my job to help them. Sometimes they come here for that training. But I also visit them to check on their progress with their child and assist them where they are stack. There are a lot that we do but weare there mostly to assist parents cope up with their child. When the child has grown up to school going age which is 6 the parents choose where their child is to go to school. The head teacher is responsible for either accepting or turning down the request depending on whether or there is human resource to assist that child, Let me now hand the discussion over to my colleague (L2) who is responsible for the Primary school going age.

L2/EV: Thank you. I will start with a brief description of the work that I do. Like my colleague I am a specialist in hearing impairment. I directly work with those amongst primary school going age. This is 6 or 9 years to 15 or19. My main responsibility is to coordinate the enrolment of learners with hearing impairment in various schools. The onus of where the child is to go is with the parents but I advise them on where to go and why. Most parents prefer the schools nearest to them due to economic reasons. The parents might choose a school where there is no specialist teacher; in this case therefore it will depend on the head teachers' acceptance. Most parents though prefer special schools. In the case where the parents insist that their child be in a place where there is no teacher who can assist I visit the school to assist the teachers on how to

accommodate the child in there classes. I also coordinate the funding from the government. By the way I have heard that one of you is doing research on deaf education, who is doing it?

GA: It's me madam

L2/EV: What is your topic?

GA: My topic is "The perception of teachers in teaching learners with hearing impairment in a primary classroom setting," thus this discussion is important to me.

L2/EV: How are learners with hearing impairment taught in your countries?

GG: In Ghana we have special schools. Most learners are taught in special schools. There are special secondary and tertiary institutions for the deaf.

ML: In Malaysia there are also special schools.

GA: But in Malawi the story is different. Most learners with hearing impairment are taught in mainstream schools there are just very few schools for the deaf. There are no special secondary schools for the deaf. There are also no tertiary institutions for the deaf. Therefore most deaf people are educated alongside hearing peers but life is tough for most of them.

L2/EV: Do your government have welfare package to the people with special needs?

GA: Yes but only to assist learners in their education. The assistance is not to everyone.

L2/EV: In Czech Republic the social welfare provides financial assistance to people with special needs those with hearing impairment are included in this package. Finally I generally work with teachers assisting them on how to assist the learners with hearing impairment. I also work with

parents in training them o ho to communicate with the deaf. Thank you for visiting us I hope you will visit us again Thank you.

EV: We will now go to visit the classes from here. And we will also have guided tour around the school.

(This was the end of our Discussions at the Pedagogical Centre. Note: I captured mostly the aspects that I was interested in. there might be some information that I forgot to record. You are free to add or change the information that you feel is a misrepresentation of what you actually said. Thank you in advance for your reading and any corrections that you will make or any additions you will put in).

GREYSTONE JENNYSON ALINDIAMAO