

عنوان مقاله:

Analysis of sign language proficiency among teachers of the deaf in primary schools in Bulawayo (Zimbabwe):
Implications for learning and inclusion

محل انتشار:

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خلاصه مقاله:

Sign Language proficiency among teachers of the deaf form the basis for effective learning by deaf children. It is also the bedrock of successful inclusion. Previous studies and literature have equivocally confirmed that young children who are deaf learn more effectively when taught using Sign Language. The current study sought to establish the level of Sign language competency among teachers of children who are deaf in 10 of the primary schools in Bulawayo that enroll children who are deaf. A descriptive survey and ex-post facto research designs were employed in soliciting data from a sample of 15 teachers of the deaf and 5 college lecturers. Data were collected using a structured questionnaire and a Modified Sign Language Proficiency Interview (MSLPI) on a 6-Point rating scale. Document analysis and observation were used to authenticate responses from college lecturers and teachers of the deaf respectively. The Statistical Package for Social Sciences (SPSS) and descriptive summaries were used to analyse data. The data indicated that teachers of the deaf in Bulawayo lacked Sign Language proficiency. They could only afford the lowest two scores on the (MSLPI) scale that is the Novice and the No Functional Skills levels. What teachers at times mistook for Sign language was mere finger spelling and some distorted signed systems. From these findings the study concluded that the learning of the deaf children in primary schools in Bulawayo was heavily compromised due to lack of effective communication between teachers and the learners. The study also concluded that the Contents lists available at Sjournals

کلمات کلیدی:

Sign language, Language proficiency, Deaf learners, Inclusion

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