

EVALUATION OF TEACHING APPROACHES ON ACADEMIC PERFORMANCE FOR STUDENTS WITH HEARING IMPAIRMENT IN SELECTED INCLUSIVE SECONDARY SCHOOLS IN KAGERA REGION, TANZANIA

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Abstract

Low academic achievement among students with hearing impairment (HI) in inclusive secondary schools has raised questions on how teachers instruct students with HI. The purpose of the study was to find out teaching approaches used by teachers when teaching students with HI in inclusive secondary schools. Hornby's theory of Inclusive Special Education of 2015 guided this study. The study employed a descriptive survey research design. It targeted 116 respondents including; 2 head teachers, 58 teachers and 56 students with HI. Both simple random and purposive sampling were used to obtain the sample size of 31 respondents who participated in the study. Data were collected using questionnaires, interviews and observations. Reliability of questionnaires was established using test-retest method whereby a correlation coefficient value of 0.81 was obtained after comparing the two tests. Qualitative data were validated using triangulation method and member check and were thematically analyzed while quantitative data were analyzed using descriptive statistics aided by Statistical Package for Social Sciences. The study established that teachers use the following teaching approaches; among others: provision of lesson notes, involvement of students with HI in classroom discussions, writing instructions on the chalkboard and pair students with HI to the hearing students when teaching. The study concluded that majority of the teachers use direct instructional approaches instead of cooperative and peer-tutoring approaches to enable students with HI benefit from hearing peers. It was recommended that teachers should use visual materials to avoid too much talking during teaching/learning process.

Key words: hearing impairment, teaching approaches, inclusive education

Introduction

Inclusive Education (IE) has become popular in many countries worldwide and viewed as a solution to educational challenges facing students with disabilities. In 2019, the World Conference on Special Needs Education held in Salamanca, Spain in June 1994 celebrated its 25th anniversary (UNESCO, 2020). At the conference, 92 representative governments and 25 international organizations adopted a framework for action calling schools to welcome all children, regardless of their intellectual, physical, social, linguistic, emotional or other characteristics. The conference emphasized on the rights of all students to receive quality, equitable and effective education opportunities under appropriate learning environment to all students, including those with disabilities. The goal of IE is to enable them gain confidence in interacting with the larger community in schools and outside the school.

Instead of blaming impairments within the child for educational failure, IE requires schools to investigate curricular, pedagogical and environmental factors that limit student's academic achievement (Glazzard, 2014). Moreover, IE refers to the application of appropriate strategies in relation to individual's ability and learning needs. Unlike hearing students, students with HI have sensory limitations that require special and differentiated teaching approaches for

their academic success. According to Gargiulo, (2012) students with HI have a great difficulty succeeding in an educational system that relies heavily on the spoken and written forms to impart knowledge. Ticha et al. (2018) describe three different categories of teaching approaches including Peer-assisted learning strategies (PALS) which aim at supporting the learning of all students through classmate (peer) support, cooperative learning strategies where teachers engage students with different levels and types of abilities in instruction and direct instructions referring to any academic instruction led by the teacher. Hidayah & Morganna (2019) adds that teachers also need to use active- learning strategies that involve the application of practical approaches in inclusive classrooms. These strategies are used at the classroom level and to multiple subjects at different grades to meet the requirements of a varied group of students, as well as those with HI.

United States of America has made Inclusive education a basic human right to all students. In USA, students with HI are identified among the groups of students with significant disabilities, mostly challenging to educate within inclusive school settings (Hossain, 2012). Students in secondary schools are motivated to make friends, form peer relationships, and recognize their sexual identity to achieve their goals in inclusive schools (Hossain, 2012). They are also given content- specific instruction to encourage their ability to participate in future schooling or job opportunities.

Indian government approved the Rights of Persons with Disabilities Act of 2016 that covers the need for inclusion of persons with disabilities (Mandke & Chandekar, 2019). This act emphasizes on instructional approaches to students with HI including reasonable accommodations and the use of appropriate modes of communication acknowledging the use of sign language to teach Deaf and Hard of Hearing students (DHH) (Mandke & Chandekar, 2019). Evaluation of inclusive education for students with HI in India shows that India is faced with challenges such as inadequate resources and training, sign language not being used efficiently, and negative attitudes in public education that is associated with low academic achievement among students with HI in inclusive schools. Apart from these challenges, the government of India intends to achieve and abide by the rules of United Nations Conventions for the Rights of Persons with Disabilities (UNCRPD) by bringing a true change in the lives of people with disabilities by 2030 (Mandke & Chandekar, 2019).

In Africa, South Africa is the only country that has succeeded to make practical progress in the implementation of Inclusive Education (Uchem & Ngwa, 2014). An inclusive strategy for students with HI in South Africa was legislatively recognized in 1996 calling for the use of South Africa Sign Language (SASL) in public schools (Druchen, 2014).

Experiences of students with hearing impairment in Kenya show that these students face discrimination in educational institutions (Abuya & Githinji, 2022). Students with hearing impairment are discriminated in admission, teaching/learning process and in the examination environments. Abuya and Githinji (2022) suggests that educators should abide to the legal

requirements of students with hearing impairment which include timely and adequate information and provision of facilities that promote students' basic rights.

In Tanzania, Inclusive Education began as a pilot programme in Temeke Municipality in 1998 involving two schools (Possi & Milinga, 2017; Tungaraza, 2014). Currently, inclusive schools are practically found in almost every region of the country, although academic achievements of students with hearing impairment do not motivate parents to admit their children in these schools. Furthermore, available Tanzanian policies do not precisely specify what must be done regarding Inclusive Education (Possi & Milinga, 2017). Lack of national Inclusive Education Policy results into many questions about effective implementation of the programme in relation to academic failure among students with HI in inclusive schools.

Studies done in Tanzania for example, Rishaelly (2017) reveals that students with hearing impairment have been academically performing dismally compared to their hearing peers regardless of being educated together in inclusive schools. Moreover, in Tanzania the situation is worse in secondary schools compared to primary schools.

The table below shows how students with HI performed dismally academically at Moshi Technical Secondary School which is also an inclusive secondary school.

Table 1: Form IV National Examination Results of students with HI at Rugambwa and Mabira secondary schools from 2019-2021

School	Year	No of students registered	DIV. I	DIV. II	DIV. III	DIV. IV	DIV. O
Mabira	2020	5	-	-	-	5	-
	2021	10	-	-	3	7	-
Rugambwa	2019	1	-	-	-	-	1
	2020	4	-	-	-	-	4
	2021	9	-	-	-	7	2
TOTAL		29	-	-	3	19	7

Table 1 shows that at Rugambwa School in the year 2019, one student was registered for form four national examination and failed (100%). In the year 2020, nine students were registered for form four national examination, 5 (56%) students passed by division IV but 4 (44%) students failed. In the year 2021, 19 students were registered for form four national examination, 17 (89%) students passed whereby 3 (16%) students got division III while 14 (74%) students got division IV and 2 (11%) students got division zero. Overall results show

that in all three years none of the student got division I or II. Instead, out of 19 registered students, only 3 (10%) got division III, 19 (66%) got division IV while 7(24%) students got division zero. From this background, there was a dire need to investigate teaching approaches employed by teachers when teaching students with HI so as to determine their impact on students' academic performance in Kagera region.

Objective of the Study

To find out teaching approaches used by teachers when teaching students with HI in inclusive secondary schools.

Research Question

Which teaching approaches do teachers use when teaching students with hearing impairment in inclusive secondary schools?

Literature Review

Both theoretical and empirical literature were reviewed to clearly show the need of conducting this study. The reviewed literatures further indicated the study gap that the current study sought to fill.

Theoretical Review

This study was guided by Hornby's Inclusive Special Education theory developed in 2015. The theory combines inclusive education's philosophy, values, and practices with special education's interventions, and instructional strategies to address the needs of students with disabilities in inclusive classrooms (Hornby, 2015). According to Hornby (2015), Inclusive Special Education attempts to create a vision and set criteria for teaching methods that will enable all students with Special Educational Needs and Disabilities get a quality education.

Hornby's (2015) theory suggests four basic concepts for putting inclusion into reality. First, provide a challenging, interesting, and flexible general education curriculum for all students; second, embrace diversity and be aware of individual strengths and weaknesses; third, use reflective practices and differentiated instruction; and fourth, build a community focused on collaboration between students, educators, families, other professionals, and community organizations.

As per the theory, the use of reflective practices and differentiated teaching approaches in relation to students' auditory limitations such as peer tutoring, co-operative learning, and teaching of metacognitive strategies that improve teaching effectiveness for students with HI were investigated in the study. These strategies were examined to see if they were applied by teachers when teaching students with hearing impairment to improve their academic achievement.

Empirical Literature

A study conducted by Hidayah and Morganna (2019) aimed at investigating the implementation of teaching strategies in EFL inclusive classrooms in Curup-Bengkulu, Indonesia. The study employed instrumental case study design and it purposively involved two EFL teachers to gather data by using interviews and observation. The study found out that teachers mainly applied four teaching approaches namely; active-learning, peer-tutoring, cooperative learning and direct instruction. It reported that teachers applied active learning strategy both on teacher-centered and student-centered learning which enabled both teachers and students get feedback from learning and enabled students with special needs to participate fully in learning activities without any discrimination.

Hidayah and Morganna (2019) also reported on the use of peer- tutoring strategy that facilitated collaboration between students with special needs and other students through student- student interactions by assigning each student with special needs to work with a partner. The study revealed that the use of cooperative learning strategies that was done by incorporating more than two students by forming one group that worked actively in which regular students and students with special needs helped one another in a group. The study further reported that teachers used direct instruction strategies in which teachers were becoming main controllers of learning in the classroom in order to tally treatments with students' needs. The review of the study by Hidayah and Morganna noticed that the researchers focused on investigating the implementation of teaching strategies described by Ticha et al. in 2018. The researchers did not focus on other teaching approaches that teachers used to teach students with special needs in inclusive classrooms regardless of their importance in deaf education. The current study focused on finding out all teaching approaches that teachers used to instruct students with HI in inclusive classrooms provided that the approaches were related to the learning among students with HI.

In 2018, Bell and Swart conducted a study on hard of hearing students' learning experiences in higher education level using a case study of a South African university in South Africa. The study adopted qualitative approach, employing individual in-depth interviews to collect data from students with HI. The study findings revealed that there were very few teaching approaches employed by the lecturers to support students with HI. The revealed teaching approaches include the use of PowerPoint presentations, offering preferential seating for students with HI, and use of hearing peers to take notes and share them to students with HI. Due to the use of inadequate teaching approaches, the study reported that about 75% of students with HI do not successfully graduate at the university. The reason behind unsuccessful completion of their university education could be failure to meet academic requirements at the university. These findings are consistent with those of Bell's study of 2013 at the Stellenbosch University in the Western Cape where the medium of instruction was oral technique. The current study aimed at finding out teaching approaches for students with HI in inclusive secondary schools unlike the reviewed studies that targeted the universities in South Africa. Additionally, the reviewed study gathered data only from

students leaving out teachers who are the implementers of the teaching approaches hence the study was seen to be biased.

Erbas (2017) carried out a study on the strategies used by teachers to promote the inclusion of DHH students in USA. The study targeted three K-6 inclusive elementary classrooms. Data was gathered through classroom observations and teacher interviews. The findings revealed that teachers employ different teaching approaches to instruct students with HI including presentations and verbal instructions that are brief, repeating instruction, questions and replies from other students, and written notes, exposing teaching and learning materials to students, and allowing interactions between students who are DHH and hearing students. It was further reported that teachers use pre-teaching and re-teaching approaches to students with HI. The study also revealed that teachers who are not competent in sign language went in the classroom with a sign language interpreter.

Mackey (2014) conducted a study on inclusive education in the United States; the perspectives of middle school general education teachers on inclusion. Qualitative techniques employing interviews, observations and analysis of documents were used to collect data. The study came out with the following teaching approaches including using overhead projectors, demonstrations, and songs, visual aids example models, supporting individual students, reading notes out loud to students, and using formative evaluation throughout the lesson. The reviewed studies on teaching approaches aimed only at determining the strategies that teachers use to instruct students with HI but this study went deeper by assessing the impact of the strategies used by teachers on academic performance so as to determine their strengths and weaknesses in the context of Tanzania.

Shields & Lennox (2017) on their study suggested the following teaching approaches including; using Australian official sign language (Auslan) to teach, using closed captioned videos, providing visual materials in class such as demonstrations and written information, writing instruction on the board, reducing/stopping background noises, ensure the classroom is well lightened, and developing Individualized Education Programmes that targets and emphasizes on student literacy skills. This study recommended on the enhancement of communication in the family targeting on advanced language acquisition and encouraging positive peer relationships to improve social and emotional wellbeing of students with HI.

Methodology

This study adopted a descriptive survey research design employing both qualitative and quantitative approaches in gathering data. According to Kothari (2004), descriptive surveys provide accurate description of a situation. This design therefore, revealed teaching approaches used by teachers that were describing the nature of facts related to the teaching/learning process of students with HI when implementing inclusive education policy in Tanzania secondary schools. The study targeted 56 students with hearing impairment, 58 teachers who teach students with hearing impairment and two head teachers of the selected

two schools. This study was conducted in selected two inclusive secondary schools in Kagera region, which are Rugambwa and Mabira secondary schools. This region was appropriate to this study because it has inclusive secondary schools of different socioeconomic backgrounds (urban and rural). The choice of this region therefore resulted into different viewpoints on teaching approaches used by teachers across the country. Both simple random sampling and purposive sampling were used in drawing the samples. Simple random sampling was used to obtain 13 teachers while stratified sampling was used to obtain 16 students with hearing impairment from form I to form IV. Head teachers were purposively included in the study because they supervise teachers to ensure teaching process is effective, thus they contained relevant information needed in this study. The sample size consisted 13 teachers, 16 students with hearing impairment and 2 head teachers. The total representation sample was 31 (27%) of the target population. The sample size was guided by Mugenda & Mugenda (2013) which states that a population less than 10,000 can be represented by 10%-30% of the total population. Data were collected using questionnaires, interviews and classrooms observations. Questionnaires were used to collect data from teachers while interviews collected data from head of schools and students with HI. Reliability and validity of questionnaires were established using test-retest method during a pilot study that was carried out at Ruhinda inclusive secondary school. Pearson coefficient reliability of 0.81 was obtained as a reliable confidence level. Qualitative data were validated using triangulation method and member check. Data analysis involved both qualitative and quantitative methods. Qualitative data were thematically analysed while quantitative data were analysed using descriptive statistics (frequencies and percentages) with the aid of Statistical Package for Social Sciences (SPSS) version 25.

Results and Discussion

The study sought to find out teaching approaches that were used by teachers to deliver subject content to students with HI in inclusive secondary school classrooms. This objective further sought to identify teaching approaches that most of students preferred to be used by their teachers. Additionally, the study sought to determine whether teachers taught vocabularies and the methods they used to teach them to students with HI. Collected data were analysed and presented as follows;

Using a questionnaire teachers were required to indicate the teaching approaches that they use to teach students with hearing impairments. The findings were presented in the table below:

Table 2: Teaching approaches used by teachers when teaching students with hearing impairment

Approach used	Frequency (N = 12)	Percentage
Repeat answers, questions or opinions from hearing students	8	67
Use of brief and clear explanations by teachers	8	67
Provide written notes	12	100
Write all instructions on the board	11	92
Pair a student with HI with a hearing student	11	92
Speak slowly and articulate words clearly	8	67
Additional teaching (pre-teaching and re-teaching)	10	83
Give opportunities to students with HI to participate in classroom discussions	12	100
Use of visual presentations e.g Charts, pictures, realia, videos, demonstrations	6	50
Teachers use projectors when teaching	5	42
Use field studies	3	25

Findings on Table 2 show that all 12 (100%) teachers provided written notes and were giving opportunities to students with HI to participate in classroom group discussions. Majority 11(92%) teachers also reported that they used to write all instructions on the blackboard and to pair students with HI to the hearing students. Ten (83%) teachers reported that they used pre-teaching and re-teaching approaches. Eight (67%) teachers were repeating answers/questions or opinions from hearing students, used brief/clear explanations and were speaking slowly by articulating words clearly. Six (50%) teachers used visual presentations while 5 (42%) teachers used projectors when teaching. Three (25%) teachers used field studies.

Teachers were further asked to mention other approaches that they were using to teach students with HI in inclusive classrooms different from those in a table. The findings revealed that teachers were also using peer support (a hearing student to explain to a student with HI in SL), used demonstrations, and formative evaluation through questions and answers, and teaching individual students by writing on paper.

Objective two also ascertained the teaching approaches used by teachers to teach students with HI in classes from students' interviews. The findings were presented in a table below.

Table 3: Teaching approaches used by teachers

approaches used	Frequency (N = 16)	Percentage
Repeat answers, questions or opinions from hearing students	7	44
Use of brief and clear explanations by teachers	5	31
Provide written notes	13	81
Write all instructions on the board	12	75
Pair a student with HI with a hearing student	9	56
Speak slowly and articulate words clearly	3	19
Additional teaching (pre-teaching and re-teaching)	10	63
Give opportunities to students with HI to participate in classroom discussions	13	81
Use of visual presentations e.g. Charts, pictures, realia, videos, demonstrations	8	50
Teachers use projectors when teaching	4	25
Use field studies	1	6

The responses from the students revealed that majority teachers provided written notes 13(81%), gave opportunities to students with HI to participate in classroom group discussion 13(81%), wrote all instructions on the blackboard 12(75%) and used pre-teaching and re-teaching approaches 10(63%). Other students reported that teachers paired a student with HI with a hearing student 9(56%) and used visual presentations 8(50%). Few 7(44%) students also reported that teachers used to repeat answers, questions or opinions from hearing students, teachers used brief and clear explanations 5(31%), teachers used projectors when teaching 4(25%), and speak slowly or articulate words clearly 3(19%). There was one student who reported that teachers also use field studies (6%).

Analysis of the findings on the teaching approaches by teachers and students with HI show agreement in responses to some of the teaching approaches which are; issuing written notes, writing instruction on the blackboard, pairing students with HI to the hearing peers, involving students with HI to participate in classroom discussions and pre/re-teaching of subjects. Contrary, some responses from both the teachers and students shows discrepancies in teaching approaches such as; speaking slowly, using visual presentations, using projectors, repeating answers/questions/opinions, using brief explanation and using field studies. The discrepancies occurred when many teachers reported using a particular teaching approach while few students supported teachers' particular response.

Furthermore, the study observed the proceeding of lessons to find out teaching approaches employed by teachers when teaching students with HI in inclusive classrooms. Observation revealed the following teaching approaches including; writing instructions on the blackboard, using demonstrations, hearing students sharing notes to students with HI,

opportunity to students with HI to ask for clarification, use of clear explanations, involving students with HI during classroom discussions, writing spoken information from hearing students on the blackboard, teachers maintaining eye contacts when teaching and pairing students with HI to hearing students.

The study also sought to identify and clarify teaching approaches and things that make students with HI understand lessons clearly. Their responses were noted down by using their direct responses as follows:

Student 1,

“I enjoy my lessons when teachers teach by using sign language// I also understand well Kiswahili by lip reading// another thing that I like is writing answers of the hearing students on the blackboard//”

Student 2,

“I understand my lessons by reading the notes that teachers give to us// I also have a hearing friend who explains to me everything the teachers teach by speaking// my friend explains to me by using sign language//”

Student 3,

“I understand by reading the summary/notes that I write myself during lessons in the classroom// I also like the use of projector because it help me to understand the teacher and write very well my own summary//”

Student 4,

“I understand in class by looking at the interpreter signs// I also understand when some hearing students help me during group discussions//”

Student 5,

“I understand very well during pre-teaching and re-teaching because teachers use SL// teachers in pre-teaching explains clearly// I also understand very well when teachers help to make revision on what has been taught during pre-teaching and re-teaching//”

The responses from the interviews with the students revealed that students with HI understand lessons during pre- teaching and re-teaching. They further explained that during pre/re-teaching teachers usually use sign language, give clear explanations and give

reinforcement on what has been taught in inclusive class which make them understand their lessons. Other students also reported that lip-reading, reading notes given by teachers, and peer support by the hearing students help them understand their lessons, although they also noted that lip-reading enable them understand during Kiswahili lessons not English lessons. Some students also reported that they understand lessons through written answers from hearing students on the blackboard, use of a combination of sign language and spoken language by teachers when teaching, and use of projectors. One of the student said that the use of projector help him to write his own summary of lesson notes which he reads and understand clearly.

The overall analysis of data for objective two revealed teaching approaches that were used by majority of teachers when teaching students with HI in inclusive classes. The identified teaching approaches include; providing written notes, writing instructions on the blackboard, pairing students with HI to their hearing peers, repeating information from hearing students, and use of demonstrations and encouraging peer-support from hearing students on interpreting teachers' information in SL. The findings also revealed that some teachers employed pre-teaching and re-teaching, used projectors when teaching and ensured formative evaluation throughout their lessons. Moreover, students identified teaching approaches that enable them understand their lessons including; use of sign language, lip-reading, peer-support, using projector and pre-teaching and re-teaching of subjects.

These findings correspond with Erbas' (2017) study findings who revealed that teachers used brief verbal instructions, repetition of instructions/questions and replies from other students, provision of written notes, allowing interactions between students who were DHH and hearing students, and used pre-teaching and re-teaching approaches to teach students with HI. Furthermore, the findings support Bell and Swat study of (2018) who found out that teachers used power point presentations and allowed hearing peers to share notes with students with HI. Additionally, the findings concur with the study by Mackey (2014) who also found out that teachers used overhead projectors, demonstrations, supported individual students, and used formative evaluation throughout the lesson. Furthermore, the current study findings support Shields & Lennox (2017) findings who reported that teachers used Australian official sign language (Auslan) to teach and provided visual materials in class. The study also reported that teachers developed Individualized Education Programmes emphasizing on student literacy skills that are essential for their academic success.

Similarly, these findings concur with Hidayah & Morganna (2019) findings who revealed four teaching approaches that were used by teachers to teach students with special needs in EFL inclusive classrooms namely; active- learning strategies, peer-tutoring strategies, cooperative learning strategies and direct instruction. According to Ticha et al. (2018), the requirements of a group of students having variations among themselves in classrooms can be met through three different categories of teaching approaches; namely, peer-assisted learning strategies whereby learning is facilitated through approaches like classmate (peer)

support such as pairing a hearing student with a student with HI. Second, cooperative learning strategies which can be achieved by engaging students with different levels and types of abilities in instruction like employing classroom group discussions. Thirdly, direct instruction approach whereby the teacher directly leads/instructs students in order to tally treatments with students' needs or condition. According to Ticha et al. (2018) these strategies are very essential in an inclusive classroom because they help in avoiding all forms of discriminations among students with multiple diversities and develop ideal collaboration in learning.

The study also sought to establish whether teachers taught vocabulary in their subjects. Vocabulary instruction was established to find out whether teachers were aware that students with HI need to develop a new language (English) which is more important to enable them apply other learning skills like speech-reading and foster the development of literacy skills of students with HI. But also English language is a language of instruction in Tanzania secondary schools unlike Kiswahili in primary schools. Teachers therefore need to teach vocabulary to students with HI to enable them learn English language which fosters the development of literacy skills needed for students' academic achievement. The findings were presented in a figure below.

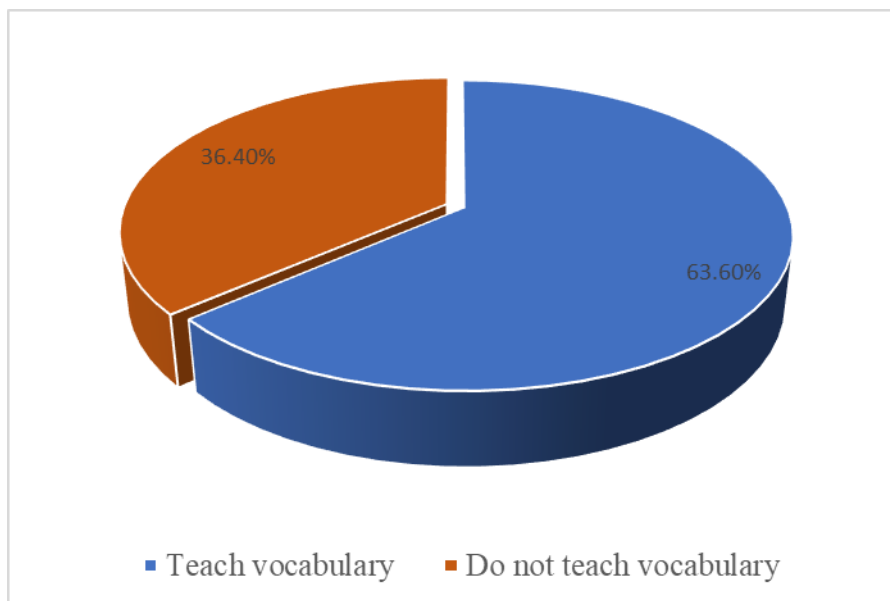


Figure 1: Teachers who were Teaching Vocabulary in Their Subjects

The findings in Figure 1 show that majority teachers (63.6%) taught vocabulary while 36.4% did not teach vocabulary to students with HI in classrooms. Teachers who taught vocabulary were further required to identify the methods that they used to teach vocabulary. The results were presented in a table below.

Table 4: Methods Teachers Use in Teaching Vocabulary

Method	Frequency (N = 11)	Percentage
Mind maps	3	27.3
Pictures	3	27.3
Translation	2	18.2
Synonyms	1	9.1
Dictionary meaning	4	36.4

Table 4 shows that in teaching vocabulary, teachers mainly used dictionary meaning 4(36.4%), mind maps 3(27.3%) and pictures 3(27.3%). Few 2 (18.2%) teachers used translation and one (9.1%) teacher used synonyms.

Additionally, classroom observations were conducted to observe how teachers taught vocabulary in classes. When teaching vocabularies, they used the following methods to give vocabulary instructions including; signs, translation (English -Kiswahili), synonyms and dictionary meaning. Majority teachers wrote vocabulary on the blackboard and explained them by signs or translation and after the explanation, they wrote the meaning of a particular vocabulary against the word.

The overall findings on vocabulary instruction revealed that teachers taught vocabulary mainly by using dictionary meaning, mind maps, signs, translation, synonyms and pictures. These findings support the findings of Sukirno and Husein (2020) study who revealed that teachers taught vocabulary by using images, picture-dictionary, whiteboard and realia to enable students easily remember new vocabulary. According to Sukirno and Husein (2020) picture-dictionary was seen to be more effective compared to word dictionary because it enables students to relate vocabulary (word) with real things when using English language even in real life situations. According to Sukirno and Husein (2020) vocabulary instruction is important in developing reading comprehension, listening, and pronunciation, speaking, spelling and writing for students with HI.

Conclusion

Based on the study findings, the researcher concluded that majority of teachers use direct instructional approaches instead of using cooperative learning approaches and peer-tutoring approaches to enable students with HI benefit from hearing peers in inclusive classrooms.

Recommendations

- i. Teachers should be given regular in-service training in hearing impairment for the improvement of their teaching competency.
- ii. The study recommends that teachers should maximize the use of visual materials such as Open Visual Education Resource (OVER) index for Tanzanian students in secondary education that was developed by the staff and students of Archbishop Mihayo University College of Tabora (AMUCTA) in 2019.

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