ADDRESSING THE DEVELOPMENT OF FULL-SERVICE SCHOOLS TO IN-CLUDE LEARNERS WHO ARE DEAF, USING THE AUDITORY ORAL AP-PROACH

by

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DECLARATION

I declare that this dissertation, **ADDRESSING THE DEVELOPMENT OF FULL-SERVICE SCHOOLS TO INCLUDE LEARNERS WHO ARE DEAF, USING THE AUDITORY ORAL APPROACH,** is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

Learners who are deaf and who are using the auditory oral approach are currently included in ordinary schools in South Africa. By default, most educators are not adequately trained to include these learners successfully. Transformation and training, specific to the context of inclusive education, is thus undeniable.

Therefore, in order to address the development of full-service schools to include learners who are deaf and who are using the auditory oral approach, a literature study on the nature of inclusive education with the focus on full-service schools to include the mentioned learners, took place.

A qualitative study was conducted and data was gathered by interviews with six, learners, parents and educators. The findings were corroborated with the literature study with a view to addressing learner and system needs in order to include these learners successfully in a full-service school.

Based on the findings, recommendations are made to address the development of full-service schools to include the mentioned learners.

Key Terms: full-service schools, learners who are deaf, auditory oral approach, inclusion, transformation, barriers to learning, support

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CHAPTER ONE

INTRODUCTORY ORIENTATION AND STATEMENT OF THE PROBLEM

1.1   INTRODUCTION

Worldwide change and development are not new phenomena in our modern and complex society. Internationally (Lorenz 2002:1) as well as in South Africa (Department of Education 2001:5), new educational challenges have arisen that affect the education system and need to be addressed. The changes that have taken place have brought about a transformation process in education, which implies a "radical or extreme change" (Pearsall 1999:1523).

In 1994 a World Conference on Special Needs Education: Access and quality was held at Salamanca in Spain. This conference adopted The Salamanca Statement on Principles, Policy and Practice in Special Needs Education and framework for action on special needs education (United Nations Educational, Scientific and Cultural Organization [UNESCO] 1994:8), which proclaims the following:

> *… all learners with special educational needs must have access*
> *to regular schools, schools which should accommodate these*
> *learners with a child-centered pedagogy capable of meeting*
> *these needs.*

Similarly, in South Africa, the release of the Education White Paper 6*:* Special needs education. Building an inclusive education and training system (Department of Education 2001:1-5) initiated a new approach towards supporting learners experiencing barriers to learning or learners experiencing factors that hinder teaching and learning (Department of Education 2004d:13). The use of full-service schools is one strategy to address and develop new inclusive and supportive approaches to these learners (Department of Education 2001:18-19).

Learners requiring moderate support (moderate indicates the level of intensity of support) (Department of Education 2001:15) should receive this support in full-

service schools, alongside other learners without barriers to learning (Department of Education 2002b:35). The Conceptual and operational guidelines for the implementation of inclusive education: Full–Service Schools (Department of Education 2005b:5) further explains that support should not be provided according to the category of disability but according to the intensity of support needed. A range of factors should be taken into account to determine the level of intensity of support (Department of Education 2005c:5).

Full-service schools are thus seen as a part of a wider provision of educational support, especially for learners who experience moderate barriers to learning (Department of Education 2005b:15). To provide the required support full-service schools should critically examine what can be done to address and remove various barriers that hamper learning (Department of Education 2005c:9). This implies that, according to the intensity of support needed, learners with disabilities (Department of Education 2001:10), such as deafness and who use the auditory oral approach, could be included in a full-service school.

The auditory oral approach is an alternative communication approach to the most common method, namely sign language (Doyle & Dye 2002:41). When deafness is identified in learners (normally at a very young age), an informed decision regarding a method of communication has to be made (De Villiers 2003:28). From a very young age, these children should receive intensive hearing and communication training from professionals who are experienced in working with learners who are deaf (Lynas 1994:7-8). These learners need support in order to interpret the sounds they hear and to develop their spoken language (Edwards 1991:389-401).

Thus, ongoing moderate support is necessary to enable these learners to add meaning to the spoken word and to be able to develop to their fullest, (interview with R Steyl, speech therapist, Bethlehem Educational District Office, on 14 September 2005), which should be offered in full-service schools (Department of Education 2001:15). Thus, full-service schools are required to develop practices, and support strategies to address barriers to learning that are caused by disabilities such as deafness (Department of Education 2001:9-10).

Thus, the researcher has concluded that, in order to provide sufficient full-service schools which can include learners who are deaf and who use the auditory oral approach, ordinary schools should be converted into full-service schools (Department of Education 2002b:35). This is necessary to meet the needs of South African learners with diverse learning needs (Department of Education 2005b:6). Therefore, this study focuses on the transformation of ordinary schools into full-service schools which include learners who are deaf and use the auditory oral approach. Moreover, principals and educators in full-service schools require sufficient training and support to develop their capacity to meet the full range of learning needs and to address barriers to learning. If this support and training is provided, these schools will be enabled to provide effectively for learners who are deaf and who are using the auditory oral approach.

The following rationale places this research into perspective and explains the need for the study.

1.2   RATIONALE AND MOTIVATION FOR STUDY

1.2.1   Lack of research in South Africa

The Department of Education (2005b:6) indicates that the concept of 'full-service schools' is new in the South African education system. Thus, little local research on the development of full-service schools to include learners who are deaf is available. As a result of this gap, there is a need for an investigation to address the development of full-service schools in South Africa, especially with regard to the inclusion of learners who are deaf and who use the auditory oral approach to communicate.

However, the movement towards including learners with special educational needs in ordinary classrooms is a worldwide phenomenon (Paulsen 2004:3). Consequently, extensive research has been undertaken overseas and valuable research findings are available in the international context. For this reason, the researcher has undertaken a literature review of research conducted on the development of full-service schools in the United States of America (USA).

Moreover, the educational context of South Africa is dynamic and changing. Full-service schools have not yet been established and are still in the process of development. Therefore, it was considered beneficial to investigate the development of full-service schools and the inclusion of learners who are deaf and who are using the auditory oral approach, in such schools.

1.2.2 The need to address the development of full-service schools

According to the Department of Education (2005a:8), everyone in the full-service school is responsible for the education of each learner regardless of their learning needs. Thus, a full-service school aims at inclusion (Department of Education (2005a:8).

However, considering that ordinary schools where learners experiencing barriers to learning were formerly regarded as unable to fit into the system, are to be transformed in to full-service schools (Free State Department of Education 2004a:28) it can be expected that full-service schools will initially experience many challenges in addressing the needs of these learners (Department of Education 2002b:35). The same educators who taught in ordinary schools will continue teaching at full-service schools (Department of Education 2002b:35). Ferreira (2001:112) explains that many educators from ordinary schools are uncertain about and lack knowledge how to address the needs of learners experiencing barriers to learning. Paulsen (2004:57) points out that the inclusion of learners experiencing barriers to learning demands considerable commitment, effort and time from educators who may find it stressful when learners with specific disabilities are included in their classrooms. However, a study conducted by Eloff, Engelbrecht and Swart (2000:13) indicates that preparing educators with supportive methods and in-service training assists them to meet the challenge to include learners with disabilities. Ferreira (2001:105) cautions that aspects of ordinary schools, which may include rigid school policies, lack of educator support, inadequate leadership skills among principals and over-crowded classrooms, are stumbling blocks for the successful inclusion of learners experiencing barriers to learning. The Department of Education (2002b:11) confirms that the current teacher/learner ratio could pose a barrier to inclusion as big classes may prevent learners who experience barriers to learning from working effectively

with other learners. Harber (1999:3-9) emphasises that overcrowding and unfavour-able teacher/learner ratios place enormous stress on the educator.

To address the inclusion of learners experiencing barriers to learning, Evans, Lunt, Wedell and Dyson (1999:4-5) point out that schools which offer inclusive education embrace a different point of departure by taking ownership to address the needs of all learners. In terms of this study, this implies that a full-service school should be prepared to explore and address the challenges of everyday school life by providing capacity building for educators and by engaging in ongoing institutional development aiming at transforming the whole school (Department of Education 2005c:9). Howard (1995:113) postulates that fostering transformation means that everyone linked to the full-service school, has to take note of skills, which can be used to effect changes regarding needs that could arise. Transformation could therefore be viewed as a necessary paradigm shift (Howard 1995:114). A paradigm shift occurs when people change their attitudes, values and beliefs and thus view matters differently (Dudley 1999:14).

It was previously mentioned that principals and educators involved in the develop-ment of full-service schools need to change their way of thinking, moving from the old segregated, fragmented approach to the new inclusive approach of full-service schools (Paulsen 2004:100-103). Thus, teachers and principals should adopt the ethos of a full-service school. This means that the characteristic spirit and beliefs (Pearsall 1999:356) of a school should be critically examined and transformed in or-der to respond to the needs of learners experiencing moderate barriers to learning.

Therefore, this study also addresses the transformed leadership roles of principals of full-service schools. The Department of Education (2002b:51) indicates that princi-pals of full-service schools should recognise their role in setting the tone to address the needs of learners experiencing barriers to learning. According to Ferreira (2001:118), it is imperative to disseminate knowledge regarding the needs of learn-ers experiencing barriers to learning to principals of ordinary schools (for this study, ordinary schools converted into full-service schools) so that appropriate development regarding the implementation of inclusive practices can take place.

According to E Oosthuizen, Chief Education Specialist: Free State Department of Education Curriculum Studies (interview on 3 September 2005), educators of full-service schools need to have a comprehensive understanding, of the needs of learners experiencing moderate barriers to learning. This insight is a powerful tool to address the successful inclusion of these learners. Ferreira (2001:5) agrees that the educator in the classroom determines the effectiveness of addressing the needs of learners experiencing moderate learning barriers. Oosthuizen (interview on 3 September 2005) also mentions that educators of full-service schools need support to create an environment, which aims to enable all learners to achieve and participate in all learning activities. Ferreira (2001:118) and Pottas (1998:11) indicate that because compulsory specialised training is not required from educators providing for learners experiencing barriers to learning, other support to educators is essential. In the past, learners who required moderate support were included in special schools where they received specialised support according to their needs (Department of Education 2001:5). As a result, few ordinary school educators who will be teaching at a full-service school in future, have the necessary experience in supporting these learners (Department of Education 2005c:5). Ferreira (2001:118) therefore indicates that educators of ordinary schools (ordinary schools converted into full-service schools) need support in addressing the needs of learners experiencing disabilities. For this specific reason, this study focuses on the needs which arise in the development of full-service schools.

1.2.3 The need for an understanding of learners who are deaf and who are using the auditory oral approach

In South Africa, research that specifically aims to produce findings applicable to the changing context of the education system (as is the case with the development of full-service schools) is required (Van Dijk 2003:319). In order to provide support to learners who are deaf, educators of these learners should be assisted in acquiring knowledge of the educational needs of these learners (Van Dijk 2003:324). According to Allan (1999:40), deafness can have a major impact on the life of a child and therefore educators teaching these learners should be familiar with the concept, 'deafness' and the implications thereof. Due to the learner's sensory impairment, the

learner who is deaf has to overcome certain obstacles in order to benefit from education (Van Dijk 2003:15).

According to R de Villiers, educator at the Carel du Toit Centre, Tygerberg (interview on 20 September 2005), a certain percentage of learners who are deaf are currently unidentified and without proper support in ordinary schools. In other words, educators in ordinary schools may currently be teaching learners experiencing barriers to learning without knowing that these learners experience learning barriers caused by deafness and need specific support. To gain more clarity on this issue, the researcher consulted the Speech, Language and Hearing Department of Pelonomi Regional Hospital in Bloemfontein (interview on 2 September 2005) regarding routine testing for newborns. According to speech therapists working at the unit, testing in this regard is carried out only on high-risk babies, for example babies with a family history of hearing loss, infants with a birth weight of less than 1500gm and babies suffering from bacterial meningitis. None of the other infants born at the hospital received routine hearing tests. Speech therapists at the Universitas Hospital in Bloemfontein indicated that due to manpower and financial constraints, no such testing takes place (interview on 2 September 2005). On further enquiry, this situation was confirmed as the norm at other provincial hospitals in Free State towns such as in Bethlehem, Kroonstad and Welkom (telephonic interview on 3 September 2005). Speech therapists working at private hospitals in Bloemfontein informed the researcher that hearing tests on newborns are done only at the request of parents or the medical doctor (telephonic interviews on 2 September 2005). This finding supports the view of De Villiers (interview on 20 September 2005) who maintains that educators in full-service schools should be equipped with knowledge to determine and identify whether a learner experiences barriers to learning as a result of hearing loss.

According to the auditory oral approach, learners who are deaf are taught to listen and learn speech and language in a natural manner (Crandell & Smaldino 2000:1-11). The acquiring of spoken language means that these learners become part of the hearing society (Crandell & Smaldino 2000:1-11). They may attend an ordinary school, but they require support to address moderate barriers to learning that they

may experience due to deafness (De Villiers February 2002). This method is offered at the Carel du Toit Centre, Tygerberg, Cape Town and at satellites of the Centre located in other cities throughout South Africa.

According to Van Dijk (2003:70), educators need to know that the psychosocial development of learners who are deaf is often troublesome in certain areas. The psychosocial characteristics of a learner refer to the intrinsic thoughts, feelings or beliefs about him/herself and others and to the behavioural traits during interaction and communication with other people and society (English 1995:34). The main consequence of problematic psychosocial development is that the learners are less likely to benefit from educational endeavours than learners who are well-adjusted, have confidence, positive self-esteem and are socially integrated (Van Dijk 2003:70). Van Dijk (2003:70) also indicates that these learners can become mere 'passengers' on the learning journey, if not given the support to perform equally with their hearing peers.

After attending a workshop on deafness at the Carel du Toit Centre, Tygerberg, the researcher came to the realisation that there is enormous potential for learners who are deaf to be included in a hearing society. However, research is needed to ensure a comprehensive understanding of ways to support these learners and include them successfully in a full-service school.

1.2.4 Summary on rationale and motivation for study

The transformation of ordinary schools into full-service schools presents challenges to principals and educators in these full-service schools. However, research indicates that principals and educators (especially those educators with no prior experience in the teaching of learners with barriers to learning, such as deafness) need to acquire the necessary knowledge and skills. A survey of mainstream educators in South Africa found that the majority of educators rated their competence in teaching learners who are deaf as low regarding knowledge and medium regarding skills (Van Dijk 2003:13). Furthermore, the majority of educators did not feel that they possessed adequate knowledge and skills for managing learners who are deaf in an inclusive system in South Africa. Interestingly, compulsory specialised teacher training

is not expected from educators teaching learners who are deaf (Pottas 1998:11). Thus, in adequately trained educators in full-service schools will have to address the educational needs of these learners unless suitable teacher training is provided.

The Free State systems approach for special education needs (Department of Education 1998:1) also mentions that due to the previously fragmented education system, ordinary schools are not equipped to render quality support in addressing the needs of learners experiencing barriers to learning. Ferreira (2001:129) is therefore of opinion that the successful inclusion of learners experiencing moderate barriers to learning, alongside learners without learning disabilities, will only be successful if adequate support structures are developed.

Based on this rationale, a statement of the problem can be formulated.

1.3   PROBLEM STATEMENT

The researcher regards the problem statement as the most critical part of the research proposal. The problem statement ensures that the researcher has a good grasp of the specific problem he or she wishes to investigate (Johnson & Christensen 2000:47). According to McMillan and Schumacher (1993:45), the problem statement indicates why it is necessary to conduct the study and explains that the findings will present the needed information. A specific problem statement also enables the researcher to communicate the research problem to others. Providing a specification of the study purpose at the outset also has the advantage of guiding the research process by, for example, indicating how and by what methods the data will be collected (Johnson & Christensen 2000:47).

For the purpose of this research on addressing the development of full-service schools to include learners who are deaf, the following problem statement is formulated:

- What needs should be investigated to address the development of full-service schools to allow the effective inclusion of learners who are deaf and who are using the auditory oral approach?

1.4 AIM OF THE RESEARCH

The overall aim of this study is to identify the needs which must be met to address the development of full-service schools to include learners who are deaf, who use the auditory oral approach to communicate. In order to achieve this aim, the following objectives were formulated:

- To conduct a literature study on the development of full-service schools (the transformation of ordinary schools into full-service schools).

- To conduct a literature study on the inclusion of learners who are deaf.

- To collect data from interviews with parents / caregivers whose children are deaf and who use the auditory oral approach to communicate, the learners themselves and educators of these learners.

- To interpret the findings from interviews of parents, learners and educators.

1.5 THE RESEARCH DESIGN

According to Babbie and Mouton (2003:74), a research design is a plan or a blueprint of how one intends conducting the research. In other words, the research design focuses on the end-product: What kind of study is being planned and what kind of results are aimed at?

A qualitative research design was chosen in order to perform this research. This is considered to be a suitable structure for the researcher to gain required information on and understanding about the ways to address the development of full-service schools to include learners who are deaf.

1.5.1 Qualitative research design

Creswell (1994:117) is of the opinion that qualitative research studies place the qualities and characteristics of participants within their natural context. The argument is that the context is essential for understanding a situation (Mouton & Marais 1996:204).

The purpose of qualitative research is to describe, to explain, to interpret and then to present the findings in an organised way in order to contribute to the development of the theory. Johnson and Christensen (2000:312) indicate that a qualitative research design is not entirely pre-planned. It is flexible and emerges during the research. This is one of the reasons that qualitative is often said to be an emergent, fluid type of research. Studies that are qualitative in nature usually aim to provide an in-depth description of a group of people or community (Mouton 2001:148). This statement implies that descriptions are embedded in the " … life-worlds of the actors being studied and produce insider perspectives of the actors and their practices" (Mouton 2001:148).

Consequently, the parents of learners who are deaf, the learners themselves as well as the educators of these learners, can be regarded as important in "… the life-worlds of the actors being studied …" (Mouton 2001:148). The parents of these learners can be viewed as experts and essential elements in the learner's life-world because of their close involvement in their children's lives and due to the practical experience acquired by teaching language and listening skills to these children from a very young age.

1.5.2   Literature study

In order to address the research topic, a literature review is necessary to add to an understanding of the selected problem. Without a review of the literature, it would be difficult to build a body of accepted knowledge on the indicated topic (McMillan & Schumacher 1993:112).

A good literature review should be exhaustive in its coverage of the main aspects of the study and should be well organised (Mouton 2001:90). The review of the literature forms part of the research product and serves the following purposes: it relates the research to the larger ongoing dialogue in the literature about the topic and it provides a framework for establishing the importance of the research (Leedy 1997:58).

In this study the literature study will be regarded as an essential part of ensuring the success of the final outcome of this research, namely to understand the needs that should be addressed in the development of full-service schools, in order to include learners who are deaf.

The researcher is in agreement with Van Zyl (1998:22) who indicates that it is necessary to investigate and explore the real world in terms of research, and that it is not always possible to accumulate information on the whole of the social phenomenon that is researched due to the size or magnitude of the population where the phenomenon occurs.

1.5.3   Sampling and data gathering

According to McMillan and Schumacher (1993:381), " … purposeful sampling is selecting information-rich cases". By its very nature, qualitative research must focus on an in-depth examination of small groups (McMillan & Schumacher 1993:382). One strategy to achieve purposeful sampling is network sampling, also called snowball sampling, where a preceding group or individual names each consecutive participant or group. It is on the basis of participant referrals that a sample is selected. With regard to this study, some participants were identified by educators at the Carel du Toit Centre, Tygerberg. These participants referred the researcher to other participants. Educators of these learners, the learners themselves as well as the learners' parents were regarded as a rich source of information.

A qualitative interview is an interaction between an interviewer and a participant in which the interviewer has a general plan of inquiry but not a specific set of questions that must be asked in particular words and in a particular order (Babbie & Mouton 2003:289). With regard to this study, the above-mentioned participants were interviewed to obtain their views about the successful inclusion of learners who are deaf and who are using the auditory oral approach in full-service schools.

To obtain more information on learners who are deaf, focus group interviews were conducted with the educators of these learners, who were responsible for the education of these learners.

1.5.4 Data analysis and interpretation

The researcher seeks meaning through data. The researcher does an analysis of the data against the background of a particular situation. Leedy (1997:64) describes analysis as a constant pursuit after the meaning of what the researcher sees in the data. It can thus be viewed as the process of bringing order, structure and meaning to the mass of collected data.

Rubin and Rubin (1995:226 –227) describe 'qualitative analysis' as follows:

> *… after the interviewing is complete, you begin with a more detailed and fine–grained analysis of what your conversational partners told you … in this formal analysis, you discover additional themes and concepts and build towards an overall explanation.*

Regarding this study, the researcher analysed the findings of the literature study (Chapters Two and Three) and attempted to discover whether these findings, which could serve as themes, correlated with the information obtained from interviews conducted. The major themes (from the literature study and interviews conducted with parents, learners and educators of these learners) placed the researcher in an informed position to address the development of full-service schools to include learners who are deaf.

Furthermore, the objectivity and reliability of information gained from interviews is discussed.

1.5.5 Objectivity

McMillan and Schumacher (1993:10) indicate that 'objectivity' refers to the quality of the data produced by the procedures for collecting and analysing data and not the researcher's personal characteristics. In this study the researcher relied on field notes that were made when visiting the homes and some of the schools of these learners and during interviews with the learners and their mothers.

According to Kvale quoted by Van Zyl (1998:7), the personal interaction of the interviewer might lead to subjectivity. Although objectivity is important in all research, it is more difficult in research on humans. McMillan and Schumacher (1993:10) emphasise that the importance of objectivity is broader and includes the entire research process.

1.5.6 Reliability

McMillan and Schumacher (1993:385) indicate that qualitative researchers address reliability issues in designing their studies and their data collection strategies. These authors also indicate that qualitative research is somewhat personal, pointing out that no investigator observes, interviews, or studies documents exactly like another (McMillan & Schumacher 1993:386). Miles and Huberman (1994:277) prefer to use the term, 'trustworthiness' to refer to the quality of the research findings. According to them, trustworthiness asks in which way the researcher or any other reader can judge the quality of research findings.

1.6   EXPLANATION OF RELEVANT CONCEPTS

The following terms are used in the present study and require clarification. In each case the term's specific meaning relevant to this research is emphasized and will be discussed in the study.

1.6.1   Full-service schools

According to the Department of Education (2005a:5), full-service schools are ordinary schools that will be equipped to address a full range of barriers to learning in an inclusive education setting. In addition to their ordinary learner population, they should become accessible to most learners who experience barriers to learning and provide the necessary support. In the initial implementation stages these full-service schools should be models of institutional change, which reflect effective inclusive cultures, policies and practices (Department of Education 2005b:5).

No learner will be referred to such a school solely on the basis of the category of his or her barrier to learning or disability. In other words, traditionally defined categories of disability such as deafness, intellectual and physical disabilities should not be seen as referring to homogenous groups of learners (Department of Education (2002b:35). The provision of support should thus be based on the intensity of support required by learners experiencing barriers to learning (Department of Education 2001:15)

The Department of Education (2005b:9) emphasises that as needs and barriers to learning vary, it is obvious that full-service schools would have to develop capacity and potential flexibility. It is also mentioned that a full-service school aims to allow everyone there to learn and participate fully (Department of Education (2005a:9). In order to do so, Dr ME Paulsen, Deputy Chief Education Specialist: Free State Education (interview on 3 September 2005) implies that all development and work in the full-service school should strive to achieve the goals of inclusion by sharing expertise and constantly thinking about the development of both educators and learners. A full-service school is therefore prepared to explore and address the challenges of everyday school life through capacity building among educators and on-going institutional development aiming at transforming the whole school (Department of Education (2005a:9).

1.6.2   Inclusion

'Inclusion' can be defined as a process of recognising and respecting differences among all people and building on their similarities (Department of Education 2001:17). It implies a fundamental change of thinking regarding educational aims; the environment where teaching and learning takes place and the way that differences among people is viewed (Ferreira 2001:9). In the previous education system learners with disabilities were segregated according to race and disability and placed in special schools, if provided for education at all (Department of Education 2004b:28). This paradigm was confronted when the inclusive approach became a reality. The Department of Education (2001:17) declares

Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met …

Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs …

The policy of inclusive education stipulates that all learners have the right to access a learning environment that values, respects and accommodates diversity and that provides education appropriate to the learners' needs within an integrated system of education (Bothma, Gravett & Swart 2000:200). In other words, inclusion emphasises the need to reconsider and transform schools in order to cater for all learners, rather than focusing on how a learner with a disability will need to adapt to fit into the ordinary class (Forlin & Engelbrecht 1998:216).

1.6.3 Inclusive Education

The Department of Education (2001:6) provides a comprehensive definition on inclusive education. It states 'inclusive education' as:

- *Acknowledging that all children and youth can learn and that all children and youth need support.*

- *Enabling education structures, systems and learning methodologies to meet the needs of all learners.*

- *Acknowledging and respecting differences in learners.*

- *Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners.*

- *Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.*

Naicker (2004:19) provides a simplistic definition, putting the above-mentioned in a nutshell, by indicating that inclusive education should be viewed as an education system responsive to the diverse needs of all learners.

1.6.4   Learners who are deaf

1.6.4.1   Learners

According to the South African Schools Act 84 of 1996 (Brunton & Associates eds.: B - 4), the word 'learner' is defined as " … any person receiving education or obliged to receive education in terms of the Act". Mothata (2000:95) defined 'learner' as any person ranging from the phase of early childhood development to the phase of adult education and training activity or any person who receives or is obliged to receive education.

1.6.4.2   Deafness

The Department of Education (2002a:12) defines 'deafness' as:

> *… a barrier related to hearing which can be measured in a continuum of intensity. The barrier manifests either as an inability, or a serious problem, in acquiring a spoken / written language (including normal speech) through the usual auditory channels.*

Learners who hear normally learn to listen naturally (Lynas 1994:9). However, learners who are deaf have to be taught to listen and discern important sounds from inference using the auditory oral approach (Froehlinger & Bryant 1981a: 34).

Doyle and Dye (2002:5) add that hearing loss exists on a continuum and that it is influenced by many other external factors, such as classroom practices. It is also viewed as a hearing impairment, which is so severe that the learner experiences learning barriers in processing linguistic information through hearing, which adversely affects education performance (Doyle & Dye 2002:42). Van Dijk (2003:32) refers to 'hearing loss' as an umbrella term, which includes all degrees of hearing loss. It refers to the condition that emanates from the impairment of the sense of hearing.

According to English (1995:10) learners who are deaf have certain educational needs that have to be addressed by their educators during their school-going years. The learner with hearing loss has barriers to learning, due to his or her sensory disability (English 1995:10). Webster and Wood (1989:20) imply that it must be accepted that when learners who are deaf experience educational difficulties, that these difficulties may not be necessarily be the result of the hearing loss per se, but rather other factors such as intelligence, motivation, social and economic circumstances may influence the learner's performance.

1.6.4.3   Learners who are using the auditory oral approach

The auditory oral approach was espoused by Alexander Graham Bell (1847–1922), who was also a skilled speech educator (English 1995:33). Supporters of the auditory oral approach feel spoken language offers a myriad of opportunities for higher education, wider-ranging careers and greater chances of secure employment (English 1995:34). Lynas (1994:8) is of opinion that people who are able to communicate through talking have fewer restrictions in their personal and social lives. According to Lynas (1994:7), total deafness in children, that is deafness from birth, is extremely rare, and therefore, the overwhelming majority of profoundly deaf children have some residual hearing. Lynas (1994:7) also indicates that the residual hearing of even the deafest of children can be exploited by means of systems of amplification so that the brain receives sufficient input via the auditory channel for the development of spoken language.

In this study where a reference is made to learners who are deaf, it should be understood that these particular learners are using the auditory oral approach.

1.6.5   Barriers to learning

According to the Department of Education (2004b:29), a brief definition regarding 'barriers to learning' could be referring to as factors that make it difficult to learn, in other words factors, which hinder teaching and learning (Department of Education 2004c:13). The Department of Education (2002b:17) indicates that barriers to learn-

ing comprise a new theory of knowledge that must be imposed on any framework of thinking that relates to learning and teaching.

Barriers to learning and development can be located within the learner, within the site of learning (the school) and within the education system itself, which prevents both the system and the learner's needs from being met (Department of Education 2002b:39). When, based on objective evaluation made by an educational authority, it is ascertained that teaching and learning are hampered where such needs are not met, educationally sound measures must be applied (Department of Education 2005b:5). These barriers manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners 'drop out' of the system or when the excluded become visible (Department of Education 2002b:131). According to Department of Education (2004b:29), the development of full-service schools to include learners experiencing moderate barriers to learning, could be one way to address barriers experienced.

1.6.6   Support

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2001:71) indicates that 'support' includes everything that enables learners to learn. According to the Department of Education (2005b:5) 'support programmes' refer to structured interventions delivered at schools and in classrooms with specific time limits. Support programmes should mainly consist of curriculum support but could also comprise support for educators and managers (Department of Education 2005c:5). Support programmes could provide for staff time and expertise (consultation, training, mentoring, and therapeutic intervention) as well as physical and material resources (Department of Education 2005c:5). The core of support within the full-service school is that it should be site-based and formed by the school management team, principal and educators of the full-service school. This should be known as the site-based support team (Department of Education 2004d:11).

Support should also be based on the intensity of support required by learners (Department of Education 2002b:35). A range of factors should be taken into account to determine the level of support needed by individual learners (Department of Educa-

tion 2005c:5). These factors could be intrinsic to the learner him or herself or factors within the living environment of the learner. Grenot-Scheyer, Fisher and Staub (2001:170) believe that support, as in full-service schools, should not operate as a sole entity but has to be developed to suit a well-structured plan (an inclusive school policy) where all role-players are considered and included.

1.7 LAYOUT OF THE STUDY

Chapter One: Introductory orientation and statement of the problem. This chapter provides an overview of the study, rationale and motivation for the study, problem statement, aim of study, research design and explanation of relevant concepts. This chapter places the study in perspective and orientates the reader to the nature of the study.

Chapter Two: Addressing the development of full-service schools. In this chapter the needs regarding the development of full-service schools are addressed. The need for transformation is debated and this forms a background to knowledge about existing full-service schools in the United States of America. This chapter discusses the following needs regarding the development of a full-service school: the ethos, the transformed roles of educators and principals, the development of an inclusive full-service school policy and curriculum accessibility through outcomes-based education. This chapter also illustrates that support in full-service schools and parent involvement is important features of a full-service school.

Chapter Three: Learners who are deaf and who use the auditory oral approach to communicate. This chapter discusses the concept of 'deafness' and the determination thereof. The auditory oral approach is a major theme of this chapter that leads to a discussion of the knowledge required by educators regarding learners who are deaf. Furthermore, the development of classroom practices to address the needs of these learners is addressed. To provide an understanding regarding the psychosocial functioning of these learners, the psychosocial development of these learners is dealt with. This leads the reader into a discussion on the important role of parents / caregivers whose children are deaf. This stresses the role of parents and the neces-

sity of a trustful parent/educator relationship in the light of parents' experiences when deafness is identified in their children.

Chapter Four: Research design and results. In this chapter the research design and findings of the interviews undertaken with the learners who are deaf, the parents and educators of these learners are presented.

Chapter Five: Synthesis, recommendations and limitations. The concluding chapter discusses recommendations for further research. Final perspective remarks are made.

1.8   CONCLUSION

This chapter has been critical for orientating the reader and setting the focus of the research on its major theme, namely to address the development of full-service schools to include learners who are deaf. This has been accomplished by outlining the rationale for the research, the problem statement, aims of research, explanation of relevant concepts and the research design. The next chapter will proceed by addressing the development of full-service schools.

CHAPTER TWO

ADDRESSING THE DEVELOPMENT OF FULL-SERVICE SCHOOLS

*In a full-service school, everyone is focused on meeting
the needs of all learners … everyone is responsible for
the education of each learner regardless of their learning
needs (*Department of Education 2002b:42*).*

2.1   INTRODUCTION

Chapter One stated that the main aim of this research is to address the development
of full-service schools to include learners who are deaf. It was also mentioned that to
reach this aim a study of the transformation of ordinary schools into full-service
schools would be undertaken. The Department of Education (2002b:43) pointed out
that an imperative point of departure for ordinary schools converted into full-service
schools is to engage in the process of inclusion. To realise this, a full-service school
should be prepared to address the challenges of inclusion through capacity building
for educators aiming at transforming the whole school (Department of Education
2002b:44-45).

This second chapter presents a literature review on the challenges that need to be
addressed to develop full-service schools successfully. Chapter One stated that full-
service schools are one way to develop inclusive and supportive approaches (De-
partment of Education 2001:18-19). Therefore, this chapter focuses on the trans-
formed roles of principals and educators in full-service schools. This is done on the
basis of a discussion of developed full-service schools in the United States of Ame-
rica.

This chapter also addresses the need for the development of an inclusive full-service
school policy and curriculum accessibility to ensure the effective development of ef-
fective inclusive practices. To develop the capacity of educators at the full-service
school so that they can provide for a full range of learning needs, they must be pro-

vided with support and parents or caregivers must be involved as partners in school-
ing.

To begin this chapter, it is important to discuss the need to transform ordinary
schools into inclusive full-service schools.

2.2 TRANSFORMATION OF ORDINARY SCHOOLS TO FULL-SERVICE SCHOOLS

According to the Department of Education (2002b:22), 'transformation' could mean:

> *… a shift from a pedagogy of exclusion to a pedagogy of possi-*
> *bilities that takes into consideration barriers to learning, different*
> *intelligences and learning styles as well as a shift from organis-*
> *ing services according to category of disability towards deter-*
> *mining level of support needed.*

Swart, Engelbrecht, Eloff and Pettipher (2002:175-189) maintain that to recognise
and respond to the diverse needs of all learners, an education system which pro-
vides separate education (i.e., isolating special education from ordinary education)
must be transformed into a single integrated system. In other words rather than see-
ing individual learners as being inadequate to fit into the system, the emphasis is on
the system itself and the factors within the system that cause barriers to learning
(Department of Education 2002b:22). The approach of "changing the person" should
change to a "system-change approach" (Swart et al 2002:177). Inclusion therefore
results in societal and educational transformation. Swart et al (2002:175-189) em-
phasise that such transformation cannot proceed by the way of legislation and policy
alone, but needs to be carefully managed and understood in the everyday running of
the school.

To implement this in practice requires educators to become the key actors in deter-
mining the quality of inclusion (Ferreira 2001:111). They either play a crucial role in
transforming the school or bring about no change at all (Swart et al 2002:177). In
other words, educators in full-service schools are confronted with extensive
changes. Inclusive education means that educators are challenged to engage in

personal and social change, which means that all educators have to think afresh on educational issues (Miller & Seller 1985:203).

The Department of Education (2001:3) mentions that previously South African learners with disabilities were segregated according to their disabilities and placed in special schools. However, to promote transformation regarding the implementation of inclusive education, educators in full-service schools are now responsible for developing supportive strategies to assist learners experiencing moderate barriers to learning (Department of Education 2002b:44).

This discussion shows that the transformation of an ordinary school into a full-service school calls for inclusion (Department of Education 2005b:9). Voltz, Brazil and Ford (2001:23-30) mention that inclusion does not refer to a physical space; it refers to a condition or state of being. Hence, inclusion has more to do with how educators respond to individual differences (Voltz et al 2001:23) than it has to do with the physical placement of learners. Transforming ordinary schools into full-service schools is thus not a technical exercise to provide improved facilities but a fundamental change of principles and practices of the school (The Department of Education: 2002b:47). The development of full-service schools involves developing all aspects of the school as an environment where learning, and therefore, development and transformation can take place. In other words, transforming ordinary schools into full-service schools is a holistic developmental process which includes aspects of leadership, educator development, policies and ethos of the school and mechanisms to support change (Department of Education 2005b:13).

The researcher deduces that, when addressing the development of a full-service school, transformation should be treated as an essential feature of its existence.

To address the developments that should take place and to learn from practice, this section will continue with a discussion of developed full-service schools in the United States of America (USA).

2.3   ADDRESSING THE RELEVANCE OF FULL-SERVICE SCHOOLS IN THE UNITED STATES OF AMERICA

According to Lawson (1999:8), principals of ordinary schools in the USA realised that business as usual today means results as usual tomorrow, and results as usual today are unacceptable. This quote clearly indicates that leaders of schools in the USA realised that due to changed circumstances, ordinary schools could not exist as an entity on their own and had to be transformed (Lawson 1999:27).

Dryfoos (1995:147-172) mentions that one of the chief reasons for this transformation was the failure of ordinary schools to change from the custom of using a 20th century approach that was not compatible with the needs of the 21st century. Full-service schools have come about in response to the concerns of educators who are confronted with learners unable to increase their academic achievement because of different barriers to learning experienced (Mackenzie & Rogers 1997:4).

The main aim of full-service schools in the USA is to promote inclusion by forming partnerships with various stakeholders who can contribute to meeting the learning needs of all learners (Dryfoos 1993:390-393). To provide support to learners experiencing barriers to learning and to promote the capacity building of educators at the school, full-service schools attempt to integrate different community services. According to Dryfoos (1993:390), the rationale therefore is that the needs of learners can be met on the school grounds and parent involvement is necessary. Consequently, the full-service school becomes the focus point of the community due to the accessibility of the school to the community. This transformation implies that the school and the community become partners in promoting inclusive education (Dryfoos 1993:391). They develop a shared vision, have common goals and participate in collaborative decision-making (Mackenzie & Rogers 1997:4-5).

Originally these full-service schools were ordinary schools or, as the Americans refer to them, public schools. Dryfoos (1995:160) indicates that to transform an ordinary school to a full-service school requires a well-developed plan:

A planning process starts off with a needs assessment to insure that arrangements are responsive to the requirements of the learners.

In other words, a full-service school should, through assessment, determine needs that should be addressed to include learners experiencing barriers to learning successfully. These needs and ways to address them should be incorporated into a structured plan (Dryfoos 1995:157). This plan requires a formal process to change systems that leads to a new management style to ensure collaboration and proper coordination between the full-service school and stakeholders in the community (Dryfoos 1995:157-160).

Lawson (1999:18) agrees that the involvement of stakeholders from the community heralds the beginning of a transformation process to strengthen an inclusive approach at the school. Parent involvement is regarded as a pre-requisite to the effective development of full-service schools (Lawson 1999:18-19). A practical suggestion is the development and implementation of parent involvement programmes (Lawson1999:19). Lawson (1999:18) emphasises that where parents are left out of planning and decision-making, real transformation cannot take place.

In the next section, the challenges encountered in the transformation of an ordinary school into a full-service school in the USA will be explored.

2.3.1 Dealing with the challenges in the transformation of ordinary schools into inclusive full-service schools in the USA

According to Dryfoos (1995:169), the idea of inclusive education in full-service schools demands transforming the whole school. To meet the needs of all learners, not only the involvement of educators in decision-making is regarded as crucial but also the interaction with parents and stakeholders from the community (Mackenzie & Rogers1997:9). A full-service school becomes a dynamic community through the formation of partnerships with parents, stakeholders and community services (Mackenzie & Rogers1997:9). This is done by making all facilities of the school available to the community. According to Mackenzie and Rogers (1997:4-5), the full-

service school's building is regarded as a public building, allowing learners and community members access to facilities before, during and after school. The rationale behind the 'open door' policy is that all role players work together to design and implement a plan for transforming the school into a child-centred institution because children cannot learn unless their basic needs are met (Dryfoos 1993:393). In other words, outside services are brought into the school to provide the types of prevention, treatment and support services that learners need to succeed (Dryfoos 1995:147-150).

To handle the mentioned change, committed leadership and management are necessary to ensure that the various stakeholders pull together in the same direction. The inclusion of different stakeholders leads to a restructuring of the school to accommodate these comprehensive services (Dryfoos1995:163). Dryfoos (1995:163) emphasises the full-service school and outside service providers or stakeholders have to work collaboratively and co-operatively to determine the development of partnerships.

To implement this, Lawson (1999:14) stresses the challenge of the changing role of principals. The role of the principal is to encourage educators to find solutions and meet the challenges encountered. It is suggested that principals should delegate some responsibilities to find time to help and coordinate the process of inclusion and community involvement (Lawson1999:14). Lawson (1999:14-16) also adds that when full-service schools are in their infancy, their principals make or break them. School leadership should become a collaborative responsibility among the principal, educators and the community. Lawson (1999:15-16) further points out that due to the changed role of principals and the expanded involvement of the community, principals themselves need support as their roles and responsibilities are recast. Dryfoos (1995:160) adds that all educators at a full-service school should be supported through continuous in-service training on various skills to support learners experiencing learning difficulties.

According to Dryfoos (1995:164) and Mackenzie and Rogers (1997:6), another challenge of a full-service school is to develop a flexible and adaptive school environment where all the needs of all learners can be met. Adaptation of the curriculum

implies everything that influences the learning experience of all learners (Mackenzie & Rogers1997:6-10). Full-service schools that addressed this challenge experienced a concrete improvement in the success rate of learners experiencing barriers to learning (Dryfoos 1995:165).

To implement the previous mentioned, Lawson (1999:19) stresses that full-service schools no longer ask, "Can we do it?" but rather "Should we do it?" and have to be continuously engaged in the process of transforming to inclusive education.

2.3.2 Conclusion on lessons learnt from developed full-service schools in the USA

The full-service school as found in the USA becomes a beacon of school renewal and improvement with a unique focus on inclusivity supported by community involvement. It seems that the strength of the full-service school lies in its capacity to organise effective teamwork and collaboration at all levels. Collaboration between full-service schools and community involvement demonstrates the strength that arises from forming partnerships with the community. Thus, it can be concluded that the school belongs to the community.

To address the challenge contained in such collaboration requires strong leadership. The task of the principal to motivate educators to participate in decision-making and to foster involvement is regarded as vital. The principal sets the tone regarding the transformation of an ordinary school into a full-service school (Davis 1995:17).

To be responsive to the diverse needs of learners in a full-service school requires a clear plan of action (Davis 1995:17) where all role-payers are involved. This plan of action articulates the transformed route that the full-service school aims to follow. Davis (1995:17) concurs that the transformed vision of a full-service school is closely linked to the characteristic inclusive spirit of the school, in other words, the ethos of the school

 It can thus be postulated that the ethos of a full-service school determines the transformation of an ordinary school to a full-service school. In the next paragraph the ethos of a full-service school will be addressed

2.4   ETHOS OF FULL-SERVICE SCHOOLS

According to The Department of Education (2002b:41), the inclusive characteristic spirit of a full-service school (in other words, the ethos) motivates full-service schools to transform themselves, proactively addressing barriers to learning and increasing participation of learners and educators. The ethos of full-service schools ensures that the school embraces the vision of a society for all, based on the Declaration of Human Rights (Department of Education 2002b:41-42). To realise this, the full-service school should adopt a holistic, flexible and accommodative approach. The implication is that the full-service school has to ensure that every learner (in this study, the learner who is deaf) has access to participation in the school's activities and traditions, which include effective learning practices (Department of Education 2005b:8-9).

Developing access to effective learning practices is far from easy because it requires the practical implementation of inclusive practices (Ainscow 1999:163). According to Pearsall (1999:866), inclusive practices imply a habitual way of doing things. Therefore, the ethos of a full-service school should encourage educators to follow inclusive practices in such a way that they become habitual (Dryfoos 2002:393-395). All educators in full-service schools should habitually take ownership to address the needs of learners experiencing a moderate barrier to learning (Davidson & Lazarus 1997:30).

An immediate implication of the ethos of a full-service school is that everyone on the site of learning is responsible for the education of each learner regardless of their learning needs (Department of Education 2002b:42) and that respect should be shown for the unique, personal forms of growth and contribution of all learners (Department of Education 2005b:8).

This implies that classroom educators of full-service schools should have skills and knowledge to ensure the success of all learners (Department of Education 2005b:8). UNESCO (2001:105) concurs that educators need more than just subject knowledge: they should know how learners learn (for the purposes of this study, learners with a hearing loss), what their understanding is, the individual differences among

learners and how to address their needs. This means that educators should be encouraged to develop themselves as skilled helpers, to gain access into the inner world of learners, to earn their trust, and to understand how learners experience life at school (Kottler 1993:2).

According to Paulsen (2004:56-60), implementing an inclusive ethos at a full-service school demands that principals of these schools should be equipped and empowered to understand the concept of inclusive education. Paulsen (2004:58) argues that principals have a major role in implementing the inclusive ethos and should assume transformed roles.

2.5 ROLES OF PRINCIPALS

As indicated previously, to establish the development of a full-service school, the principal has to recognise his or her role in setting the tone for this transformation process (Department of Education 2002b:51). It is suggested that principals of full-service school should take note that " … schools need to be more businesslike, but they cannot be handled exactly like businesses as learners are not component parts of a mechanical device, nor are they lumps of coal" (Department of Education 2004a:61). That implies that positive leadership from the principal of a full-service school is needed to ensure that educators are supported in teaching and learning learners experiencing moderate barriers to learning (Department of Education 2002b:51).

The question arises: what determines the effectiveness of principals in providing this kind of leadership? Among others, effective principals spend a significant amount of time on the key elements that are characteristic of the visionary and transformational leader (Brown & Shearer 1999:180-194) as in the development of a full-service school. The transformational leader addresses and manages administrative issues, but this is not regarded as the key element of his or her role (Department of Education 2004a:61). Evans et al (1999:55) elaborate on the effectiveness of principals of full-service schools by indicating that they need to have a clear vision of the desired future and plan for it. Principals of full-service schools should realise that constant

and increased change are the outstanding features of the school (Department of Education 2004b:61).

The Department of Education (2004b:61) suggests that to manage constant and increased change, principals of full-service schools should adopt integrative and collaborative approaches to management and leadership. That implies that all staff members and stakeholders should become involved, in other words, teamwork should be advocated (Department of Education 2002b:52). When addressing development, Kottler (1993:32) also suggests that teamwork should be regarded as a key feature of change.

The Department of Education (2004a:41) further elaborates on the necessity of teamwork by emphasises that transformational leaders, as in full-service schools, do not expect to solve all the problems brought about by change by themselves. They realise that no one individual can deal with quality issues, such as meeting the needs of learners experiencing barriers to learning (Brown & Shearer 1999:180-194). This necessitates that staff members, stakeholders, parents and learners should become involved partners (Bobango 1994:26-29). Grenot-Scheyer, et al (2001:170) add that the mentioned transformation process involves the whole school:

> *… an essential component of school transformation is a shared agenda; the understanding that fixing the school for some children must mean fixing the school for all children.*

Ainscow (1993:240-245) justifies the above-mentioned by implying that effective leadership has to emerge not only from the principal but should be spread throughout the school. To make this a reality and to ensure that the educators of a full-service school are an integral part of the transformational leadership of the school, some of the roles of educators in the full-service school need to be addressed.

2.6   ROLES OF EDUCATORS

An effective full-service school is a beacon of transformation which meets the needs of a diversity of individual learners and groups (Department of Education 2002b:34).

In this regard, the researcher concurs with Delors (1996:57) that this places the major responsibility of addressing the needs of learners who experience a moderate barrier to learning, on the shoulders of the educator. Therefore, educators should understand and fulfill the role of learning mediator.

2.6.1   The educator as learning mediator

The norms and standards for educators, as it appears in the National Education Policy Act 27 of 1996 (Brunton & Associates eds.:A-47), indicates the meaning of an 'educator' as a learning 'mediator' as follows:

> *The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others.*

Van Wyk (2004:16) emphasises the importance of the educator in the role of a mediator by indicating that learning implies a complex lifelong process through which people acquire and modify their skills and capacities for knowledge acquisition. Thus, educators in full-service schools can play a major role in equipping learners experiencing barriers to learning with knowledge and skills for life.

Through fulfilling the role as a mediator, educators in full-service schools can empower learners experiencing moderate barriers to learning by developing their individual strengths and enabling them to participate in the process of learning (Department of Education 2004a:43). Consequently, educators in full-service schools become the vehicle for transmitting information to learners experiencing moderate barriers to learning.

The researcher is in agreement with Kottler (1993:20) who maintains that if educators are to be sensitive to the diverse needs of all learners, they have to know their learners, to know how their learners learn and to understand the barriers to learning that a learner might experience. The practical implication is that educators should

adjust their teaching strategies to cater for different learning styles of learners with moderate barriers to learning (Department of Education 2002b:72-77). To be able to do this, educators of full-service schools should understand the nature of barriers to learning and the different strategies to address them (Department of Education 2002b:130 -142).

If educators are to understand the role of a mediator (in other words, how to be a vehicle of knowledge), they need to be enabled to examine their current practices critically in the light of a detailed understanding of the needs of a learner experiencing barriers to learning (Vakalisa 2000:20-25), such as deafness. It can argue that educators in full-service schools should demonstrate sensitivity to the diverse needs of learners and should utilise the learners' own experiences as a fundamental and valuable resource. By being a vehicle for learners experiencing a moderate barrier to learning, these educators become mentors and role models for learners in the full-service school.

2.6.2   The educator as mentor and role model

According to Vakalisa (2000:24), the educator as a learning mediator should remember that learners spend more of their waking hours at school than at home. Thus, it is imperative that a trustful relationship is developed between the educator and the learner (Vakalisa 2000:24).

Vakalisa (2000:25) describes a 'mentor' as someone who is always there for the learner to turn to if and when the need arises and who can place him or herself in the learner's shoes so as to be in the position to offer empathetic support. Brown and Shearer (1999:180-194) affirm that the educator as a role model (i.e., in a full-service school) must have the knowledge and skills to assist learners to develop a sense of fulfillment and to become productive workers and capable leaders. This implies that educators in full-service schools should be encouraged to observe their learners in a new light. UNESCO (2001:47-35) explains that this encourages educators to shift from seeing only the 'disability' or 'difference' towards understanding specific ways in which learners experiencing moderate barriers to learning can be taught effectively.

Ainscow (1999:130) is of opinion that what learners experiencing moderate barriers to learning, eventually become in their adult lives reflects how the educator influenced their learning process. Ainscow (1999:132) emphasises this view by stating:

> *… a sensitive use of influence can often move people in directions, which they would not themselves have chosen, but in directions which can be of greater benefit for both to the school and to individuals concerned.*

Hence, the educator in the role of a mentor can inspire this influence so that learners experiencing barriers to learning such as deafness eventually become useful citizens of a country (Ainscow 1999:132).

The Department of Education (2002a:5) also maintains that educators in full-service schools should assist learners to move in a direction where full potential can be demonstrated. In order to do so, effective learning and teaching should be promoted through appropriate assessment (Department of Education 2002b:107). To determine the learning needs of learners experiencing barriers to learning and to determine whether learning is successful, the educator in the full-services school should also adopt the role of an assessor (Department of Education 2002b:107).

2.6.3   The educator as assessor

Pearsall (1999:80) defines an 'assessor' as: any advisor or assistant. It implies that in this study, an educator, as an assessor, should have high expectations for his or her learners and needs to assist learners to reach their full potential (Department of Education 2002b:75). This implies that assessment is much more than merely testing as occurs in examinations. Educators as assessors should realise that the major purpose of assessment is to enhance effective learning because "… assessment, properly understood, isn't about tests and other modes of measurement, it's about what's behind these" (Smith 1997:10). Educators as assessors should measure progress against the previous achievements of the learner and not against those of other learners (Department of Education 2002b:75). Therefore, educational assessors should note that the aim of assessment is to make it possible for educators to

address the needs of all learners experiencing moderate barriers to learning, through advising them or assisting them to take part in the learning process (UNESCO 2001:55).

According to the norms and standards for educators in the National Education Policy Act 27 of 1996 (Brunton & Associates eds.: A-48) also indicates:

> *The educator will understand that assessment is an essential feature of the teaching and learning process …*

This means that educators as assessors should have sound information concerning their learners' needs (Deiner 1999:45). To determine the most effective methods of assessment, educators in a full-service school need to know how their learners differ from one another (Sanders 1988:43) and what they need to do to enable each one to learn as well as possible (Slavin, Madden, Dolan & Wasik 1996:25). According to UNESCO (2001:60-62), this means that educators should also assess the appropriateness and effectiveness of their teaching.

This requires that educators need to collect data about learner's outcomes, which in turn implies a description of what knowledge, skills and values learners should have (Department of Education 2002c:14), as well as attitudes, skills and personal qualities (Dudley 1999:25). Under these circumstances, assessment should lead to a process of continuous improvement (UNESCO 2001:56).

2.6.3.1   Purpose of assessment

As mentioned earlier, the core purpose of all assessment is to promote effective teaching and learning. According to the Department of Education (2005b:25-30), assessment can be used for different purposes contributing towards the development of profiles of learners, educators and the school. It could be a tool to determine learning needs and strengths and identify barriers to learning. Paulsen (2004:66-67) adds that assessment should also point to where and how barriers to learning could be addressed. The Department of Education (2005b:25) indicates that this could imply various interventions at any level of the system: an intervention with the learner or educator; transformation of some aspect of the curriculum; or addressing family or

social factors. Thus, different levels of the system are involved in the assessment process.

All assessment procedures should be appropriate and relevant to the realities of the learners or school concerned and should be built into the teaching and learning process (Department of Education 2002b:106). The Department of Education (2002b:107) affirms that assessment should thus determine learning needs and whether learning occurs successfully.

To realise the purpose of assessment, different types of assessment should be distinguished and implemented.

2.6.3.2   Types of assessment

According to the Department of Education (2002b:107), three different types of assessment can be identified:

- Formative assessment: formative assessment is an ongoing process of information gathering information over time (Department of Education 2003b:13-15). Throughout the year, the assessments build up a system of feedback and feed-forward which forms and shapes the appropriate learning experiences to the optimal benefit of learners. Oosthuizen (interview on 3 September 2005) affirms that formative assessment is an integral part of the learning-teaching cycle because it guides decision-making and assists in the mediating by providing directions for changing, adapting or formulating particular aspects of the curriculum which could cause barriers to learning for learners. The Department of Education (2002b:107) further indicates that formative assessment occurs when the strengths and weaknesses of the learners, educators, curriculum or school are identified and areas and action for improvement are identified and followed up. In other words, formative assessment highlights a learner's strengths and achievements, as well as supports diagnoses of any special needs. It also indicates ways in which learning might be enhanced for the class and for particular learners.

- Diagnostic assessment: diagnostic assessment occurs where barriers to learning, including difficulties experienced, are identified, and programmes of action to address these are developed (Department of Education 2002b:107-114). In other words, diagnostic assessment could be seen as the process to identify barriers to learning for the purposes of developing strategies to address these and for early identification purposes. It could be done through learner profiles and profiles of other aspects of the school, action research in the classroom and screening procedures (Department of Education 2002b:114). It is utilised by the educators of the full-service school, parents, learners and district-based support team members. The Department of Education (2005b:31) further explains that to deepen understanding of barriers to learning and to ensure that a comprehensive picture is developed, a deepened problem-solving diagnostic assessment should be done. This implies that a collective problem-solving amongst educators of the full-service school, the learner experiencing barriers to learning, parents of the learner and members of the district based support team takes place. The Department of Education (2002b:114 & 2005b:31) continues by recommending that diagnostic assessment around specialised areas should be done to gain more specialised insight into the barrier to learning experienced. That implies that collaboration between educators of the full-service school and specialists from the district-based support team should take place. Specialists from the district-based support team should provide specialised advice to educators of the school. Moreover, to address high level needs more specialised diagnostic assessment could be done by professionals outside the education support system (Department of Education 2002b:114 & 2005b:31).

- Evaluative assessment: evaluative assessment takes place where information about achievements is integrated and reported on (The Department of Education 2002b:107 & 2005b:31). Oosthuizen (interview on 3 September 2005) regards evaluative assessment as the key stage in a diagnosis. The sum of all previous forms of assessment provides an over-

view of learner progress and barriers to learning and assists in meaningful interpretation of strengths and needs.

To promote effective teaching and learning, the three mentioned types of assessment should often be used interchangeably. According to the Department of Education (2002a:108), the interchangeable use of the different types of assessment assists educators at the full-service school to identify a need or a problem. Assessment helps educators build an understanding of the need or problem; educators get an understanding of the underlying issue, not just what is initially presented as the problem (Department of Education 2005c:27). The Department of Education (2005b:27) further emphasises that through the interchangeable use of the different types of assessment, educators of full-service schools can identify what kind of intervention or form of support is needed to address the existing barrier to learning. If necessary, resources inside and outside of the full-service school should be considered to provide the support required (Department of Education 2005c:27).

The Department of Education (2002b:49-52) is of opinion that the process of problem-solving should run according to a well-developed plan. Such a plan can be referred to as an inclusive full-service school policy (Department of Education 2002b:49-52).

2.7   AN INCLUSIVE FULL-SERVICE SCHOOL POLICY

Ainscow (1999:192) mentions that an inclusive policy should describe the basic values and principles which form the basis of all further planning, and from which a clear vision can be derived. The composition and implementation of an inclusive policy can be viewed as the point of departure regarding planning in the full-service school. Westwood (1998:3) is also of opinion that a policy should contain a view of the future: where the full-service school wants to go, that is, a clear vision. Oosthuizen (interview on 3 September 2005) implies that the path to the realisation of the vision has to be considered constantly. To realise this, Lorenz (2002:109) argues that policies should never remain on shelves gathering dust, but should be constantly reviewed and updated.

According to Ainscow (1999:192), the content of the policy should be regarded as a long-term view that does not need constant review and revision but policy implementation should comprise an ongoing plan-to-review cycle. The long-term view should promote the right of all learners to access education. Oosthuizen (interview on 3 September 2005) implies that access refers to all aspects of the curriculum that facilitate successful learning, including the learning programmes, the medium of teaching and learning, classroom management and teaching practices, assessment procedures etc. Thus, the inclusive policy should foster the personal, academic and professional development of all learners in the full-service school. Oosthuizen (interview on 3 September 2005) further argues that the inclusive full-service school policy should promote the development of a barrier-free teaching and learning environment, which accommodates the diverse needs of learners experiencing barriers to learning. Lazarus, Daniels and Engelbrecht et al (2004:45-68) concur that the inclusive policy should reflect the values and principles of inclusion, for example answering the question whether the development plan of the school includes aspects that will facilitate the development of an inclusive teaching and learning environment.

To advocate the development of an inclusive teaching and learning environment, Lorenz (2002:109) stresses that everyone in the school should be involved in the composition or adaptation of an existing school policy to become inclusive. Ainscow (1999:192) adds that the whole school community should have a part to play, as policy will only influence practice if all those involved have ownership of the process. Consequently it implies that all role players linked to the development of the full-service school should be on board.

To ensure that all educators of the full-service school take responsibility to support all learners (Department of Education 2001:42), Daniels, Norwich and Anghlilen (1993:169–173) and Lorenz (2002:110) recommend that an inclusive policy should provide basic information about the school's expectations how to support learners experiencing barriers to learning. This could include information about the school's policies for identification, assessment and support for learners with barriers to learning. Moreover, if the required support for learners experiencing barriers to learning

is not available in the school, the policy should indicate how a partnership with bodies offering the required support outside the school could be established.

Therefore, it becomes clear that an inclusive policy should provide the framework for enhancing the learning and participation of all learners (Rogers1996:26). In other words, it should demonstrate the way in which support should be provided to learners experiencing barriers to learning (Ainscow 1999:192).

Considering that all learning and teaching takes place through the medium of language and that language forms part of almost all spheres of human interaction and development, language becomes a central component in addressing the development of full-service schools. The inclusive policy in full-service schools should also therefore ensure that the language needs of all learners in the full-service school are met.

2.7.1 Multilingualism in full-service schools

South Africa is characterised by its diverse cultures and languages. The heterogeneous population of South Africa brings together learners from a variety of cultural backgrounds in the classroom (Viljoen & Molefe 2001:30).

According to Viljoen and Molefe (2001:29), an educator has to overcome all educational challenges associated with multilingualism and multiculturalism. The educator has therefore the challenge to incorporate the learner's unique cultural and language needs into the curriculum.

According to James (2001:47), research has shown overwhelmingly that learners acquire knowledge more efficiently when they receive education in their mother tongue. Oosthuizen (interview on 2 September 2005) agrees that when learners are taught in a language they can understand, they have a better chance to demonstrate success in the required learning outcomes of the different learning areas. Oosthuizen (interview on 2 September 2005) further elaborates that educators should therefore be reminded that through language, learners express their thoughts in the spoken and written word and even in the form of signing. Educators and learners

must be able to communicate with one another through a language they can understand.

The Free State Department of Education (2004a:41) therefore emphasises that all schools have the responsibility to teach learners reading, writing, listening and language skills in a language that learners can relate with. The Free State Department of Education (2004a:41) mentions that if learners do not understand the language of instruction, the onus is on a particular school to support these learners in the understanding thereof.

With regard to the issue of multilingualism, the learner with hearing loss faces additional challenges with regard to the development of his or her language. Not only is the child burdened with a language deficit resulting from hearing loss (English 1995:57), but South African classrooms also simultaneously accommodate many different languages (Viljoen & Molefe 2001:30). The Department of Education (2005b:13) therefore mentions that all learners should learn their home language and at least one additional official language which may include South African sign language. It is emphasised that learners should become competent in their additional language, while their home language is maintained and developed.

To promote continuous language development, the Department of Education (2005b:51) maintains that educators should be familiar with the level of language acquisition of learners in his or her classroom. It becomes the responsibility of each individual educator to ensure that the language of learning and teaching does not become a barrier to learning (Department of Education 2005b:13). To provide the necessary support to learners, the policy of the full-service school should therefore ensure that all educators are aware of the role of language in education.

2.7.2 The role of language in education

By the time most learners come to school they are able to understand and express a variety of meaning and intentions. According to Merritt and Culatta (1988:4) they can participate in conversations in which they initiate and respond to ideas with educa-

tors and peers. This implies that their conversational abilities provide an important basis for all teaching and learning activities.

Merritt and Culatta (1988:4) explain that the ability to communicate forms the basis for learning new ways of interacting and learning specific content within the classroom setting. The Department of Education (2003b:26-29) further elaborates that learning to read and write depends in a large part on the learner's ability to acquire and to use language. Thus, language forms the basis for reading, comprehension of curricular texts and writing. Merritt and Culatta (1988:6) maintain that language and communication allow the learner to participate in various activities, for example, discussion groups and cooperative learning groups.

Merritt and Culatta (1988:4) reason that it is often assumed that learners come to school having mastered basic linguistic abilities and are in a position with appropriate instruction and guidance, to use and apply their knowledge of language and communication to various classroom activities, for example participating in shared reading groups, following directions, responding to questions and discussing curricular topics. Therefore, the Department of Education (2005b:17-18) strongly recommends that educators should acknowledge and respect differences in learners and foster a determined effort to establish their real strengths. To realise this, it is important to obtain background information regarding the language development of learners (Department of Education 2005b:51).

Merritt and Culatta (1988:11) view background information as important because a learner's prior knowledge of vocabulary and concepts allows educators to facilitate the learning of new information as well as specific academic skills. Merritt, Culatta (1988:11) and MacDonald and Cornwall 1995:525) stress that once a store of knowledge is learned and coded in vocabulary, learners use this basic knowledge to extend and elaborate their conceptual understanding to even more advanced levels.

Therefore, learners need to know the meaning of words they hear within instructional exchanges. If learners do not have knowledge of a word, they at least need to know the meaning of words used when the educator offers an explanation or describes the word within context (MacDonald & Cornwall 1995:523-524). Educators in full-service

schools should therefore be reminded that the teaching of literacy should be rooted in the world of the learner (Department of Education 2003b:23). Therefore, educators at full-service schools should practise differentiated or adapted teaching and learning strategies to connect with the world of the learner in order to meet the individual language needs of all learners.

To create a learning atmosphere where the afore-mentioned requirements become feasible, curriculum accessibility through outcomes-based education is advocated (Department of Education 2002c:4-6). According to UNESCO (2001:96), the curriculum embraces all the learning experiences that are available to learners in their schools (for this study, full-service schools).

2.8 CURRICULUM ACCESSIBILITY THROUGH OUTCOMES-BASED EDUCATION (OBE)

The Department of Education (1997a:vi) defines 'curriculum' as everything that influences the learner, from the educators and the work programmes, right down to the environment in which teaching and learning takes place.

One of the most serious barriers to learning and development can be found within the curriculum itself and relates primarily to the inflexible nature of the curriculum, which prevents it from meeting diverse needs among learners (for this study, learners who are deaf and who are using the auditory oral approach) (Department of Education 2002b:137). When learners are unable to access the curriculum, learning breakdown could occurs. Thus the nature of the curriculum must be considered as it involves a number of components, which are all critical in facilitating or undermining effective learning.

According to the Department of Education (2002b:137), key components of the curriculum include the style and tempo of teaching and learning, what is taught, the way the classroom is managed and organised, as well as materials and equipment which are used in the learning and teaching process. Therefore, flexibility could be regarded as a key component of outcomes-based education (OBE).

2.8.1 The flexible nature of OBE

Oosthuizen (interview on 3 September 2005) mentions that a flexible curriculum has to be underpinned by the principle of inclusivity. The Department of Education (2002b:137) explains that the curriculum should have sufficient flexibility for responding to the various needs of learners. A flexible curriculum should challenge the skills of educators to meet the needs of all learners. The principle of learner centeredness must be taken on board when learning programmes are being developed and implemented (Department of Education 2002b:137). The curricula should thus be needs driven.

To address the development of an accessible curriculum, OBE has been introduced in South Africa (Department of Education 2002c:1-8). OBE is a system that is learner–centred, based on the understanding that all learners can learn, no matter how slowly they progress. It also requires schools to create conditions for learners to succeed (Department of Education 2002b:248). Through the flexible nature of OBE, the process of learning and teaching becomes flexible enough to meet different learning needs of learners and to address barriers of learning (Burden 2000:31). Therefore, unlike the old rigid system, it is a flexible system that can accommodate all learners, including those who experience barriers to learning, such as deafness (Burden 2000:31, Department of Education 2004a:2).

It could be formulated that OBE lays the foundation for real and fundamental education transformation in full-service schools. According to the Free State Education Department (2004b:106), it could be deduced that OBE is a powerful tool in developing practices for inclusivity through its learner-centered and outcomes-based approach. Consequently, classrooms in full-service schools become places of possibility for learners and not boundaries for learners who experience barriers to learning (Department of Education 2002b:166).

Full-service school classrooms should use the flexibility of OBE to adapt expectations to the ability of the learner within the framework of high expectations in order to demonstrate that it values all learners as unique individuals and trusts that all learners can perform effectively (Department of Education 2005c:9).

2.8.2 Curriculum adaptation

The Department of Education (2005b:8) maintains that curriculum adaptations are modifications that relate specifically to instruction or content of a curriculum. According to Oosthuizen (interview on 3 September2005), through adaptations the curriculum can be made suitable for all learners (for this study learners who are deaf).

The Department of Education (2005b:8) emphasises that adaptations to the curriculum should not be viewed as creating a new or alternative curriculum, but is any adjustment to learning, teaching and assessment, learning, teaching and assessment techniques and learning teaching and assessment support material that enhance a learner's performance or allow at least participation in a learning activity. UNESCO (2001:101) adds that curriculum adaptation takes place within the context of the curriculum which all other learners access. It usually involves personalised teaching supported by relevant materials or teaching aids.

The Department of Education (2002b:74) further views curriculum adaptation as ways in which the curriculum can be adapted to suit a range of learning styles, paces and interests. According to Williams (2003:6), curriculum adaptation assists individual learners to compensate for intrinsic and extrinsic barriers to learning.

To sum up, the curriculum should be structured in such a way that all learners can access it (UNESCO 2001:95). Hanko (1995:75–77) concurs that curriculum adaptation allows educators to determine the strengths of learners experiencing barriers to learning and enables them to develop situations where these learners can demonstrate outcomes achieved. Regarding the inclusion of learners who are deaf, Sanders (1988:42) points out that through curriculum adaptation the unique learning styles of these learners can be met through the adaptation of instructional programmes. Thus, educators in full-service schools are challenged to incorporate the learner's unique needs into the curriculum through adaptation of teaching and learning strategies.

2.8.3 Implications of curriculum adaptation

According to The Department of Education (2003c:2), curriculum adaptation paves the way to accommodate learner diversity and address barriers to learning and development. According to Higgs (1995:243), curriculum adaptation enhances the understanding of learning - learning is not only adding something to our knowledge; it is also changing our world, our horizon, ourselves. This is what teachers should recognise; where learning is not related to the meaningful world of each learner, it is superficial, meaningless and quickly forgotten.

For this study the practice implies that educators in full-service schools should realise that learners with hearing loss often learn better through visual activities than through auditory activities (Sanders 1988:42). The way in which activities are designed should be meaningful to create opportunities for these learners to arrive at the outcomes in various ways and modalities (Sanders 1988:42).

To promote meaningful learning, educators should avoid thinking that the "one-size-fits-all" teaching approach is correct (Department of Education 2004d:35). Educators in full-service schools face a group of learners of whom each and every one has unique character, interests, style and pace of learning and working. There should be no such thing as the "one-size-fits-all" approach. The Department of Education (2005b:20) emphasises that the different needs of learners can be dealt with through differentiated tasks, activities and alternative assessment. This means that learners in full-service schools can experience meaningful learning while working with their peers to reach the same type of aim (Department of Education 2005c:20).

Curriculum adaptation implies that even for a minority group of learners, individual learning plans is a viable option where the specific needs of that particular learner are addressed. According to the Department of Education (2005b:20), such individual adaptations could include a learning pathway that consists of an individual learning programme and thus, specifically adapted lesson plans.

According to the Department of Education (2005b:21-25), straddling could be regarded as another consequence regarding curriculum adaptation. Learners (e.g.,

learners who are deaf) or learners experiencing one or more of a range of barriers to learning may not fit comfortably within a particular phase or grade. In such cases straddling can be implemented. Straddling is when a learner or a group of learners at a specific grade or level work towards attaining assessment standards from more than one grade within learning areas or learning programmes (Department of Education 2005b:21-25). In other words, learning programmes for such learners are designed to fit the individual learner. This implies that support to some learners experiencing barriers to learning may require specialised and specific adaptations to existing learning programmes in order to access the curriculum (Department of Education 2005c:21-25).

To sum up, curriculum adaptation should ensure that learners experiencing barriers to learning in full-service schools learn effectively and achieve their full potential.

2.8.4 Summary on curriculum accessibility through OBE

The Free State Department of Education (2004b:53) states that, due to the flexibility of the curriculum, the curricular content can be chosen and paced to extend to learners new areas of experience, knowledge and understanding, based on their current strengths and learning needs. What is taught should also be flexible and relevant to all learners (specifically learners who are deaf). Kruger and Adams (1998:37) adds that it is the educator in schools (the full-service school) who is responsible for providing opportunities for learners to achieve their full potential by using the flexibility of the curriculum. In other words, multi-level activities should be developed to cater for the different levels of functioning, different interests, abilities and learning styles of learners (Department of Education 2004d:54). In the case of learners who are deaf and who are experiencing barriers to learning in the acquisition of a second or third spoken language (Webster & Wood 1989:154 –156), the curriculum should be adapted to allow learners to reach the required outcomes (Department of Education 2004a:53-55).

To ensure that a learner functions to his or her optimum potential, the Department of Welfare (2003:20) expresses the view that development at any moment in time is about how the learner as an individual can be most effective at that particular time

and in that particular situation. Therefore, the question should be: What does the learner need to know or be able to do now? According to McLeskey and Waldron (2002:47), the principle of adaptation supports the educator in determining what external factors are useful in addressing the learning needs of learners experiencing barriers to learning and promoting the development of these learners.

The Department of Education (2005b:36) concurs that the amount of work, the level of difficulty of the work, the level of support needed and the participation of the learner in the task should be adapted to meet the learning needs of individual learners. Thus, learners in full-service schools experiencing moderate barriers to learning should be supported and assisted to demonstrate the mentioned principle of high expectations for all learners.

According to the Department of Education (2002b:89), the ultimate goal for educators in full-service schools is the development of learners. This is dependent on effective teaching, which implies that educators in full-service schools need constantly to learn and grow and should have ongoing support to achieve this. Support systems in the full-service school should be the vehicle to provide opportunities for all learners. UNESCO (2001:72) maintains that support includes everything that enables learners to learn.

2.9   SUPPORT IN FULL-SERVICE SCHOOLS

According to the Department of Education (2001:28), support in full-service schools is recognised as one of the key strategies to reduce barriers to learning. Support in full-service schools is about enhancing learning through interaction with various support providers (Department of Education 2005a:20).

 Stainback and Stainback (1992:100-110) are of opinion that for learners experiencing barriers to learning to be successful, educators should feel genuinely supported in their efforts to promote learner success and positive interdependence in the classroom. To promote the mentioned support, the Department of Education committed itself to provide the necessary infrastructure to establish a comprehensive support system in full-service schools (Department of Education 2001:29). The district-based

support team should be a primary channel through which this support is given (Department of Education 2001:47).

2.9.1 District-based support teams

The Education White Paper 6 (Department of Education 2001:8) affirms the provision of support by committing itself to the establishment of district-based support teams to provide a coordinated professional support service.

According to the Department of Education (2002b:86), 'district-based support teams' refers to:

> *… an integrated professional support service provided at district level by support providers employed by the Department of Education who draw on the expertise from education institutions and various community resources in their area.*

This support should include support provided from specialists at special schools, which will be converted to Resource Centres. The Department of Education (2002b:100) further concurs that the expertise of other departments, such as the Department of Health and Social Development, should be drawn upon on an ad hoc basis.

Oosthuizen (interview on 3 September 2005) is of opinion that education support personnel within district support services should be orientated to and trained in new roles of providing support to learners and educators of full-service schools. The focus should be on teaching and learning factors and emphasis should be placed on the development of good teaching strategies that would be of benefit to learners experiencing barriers to learning.

District-based support teams should reflect the engagement of different professionals employed by the Department of Education as well as other departments. Consequently, the district-based support team should identify and involve various partners (Department of Education 2002b:97), for example, use the knowledge of profession-

als in the community such as educational audiologists and speech therapists to address the learning needs of learners who are deaf.

Ensuring that quality support services are provided in a well-managed, effective, efficient and economical way and avoiding a situation where different service providers act in fragmented ways implies effective coordination between all role-players (Free State Department of Education 2003:47). The Department of Education (2004d:7) argues that effective coordination should be regarded as vital to promote a community-based support approach. This means that the natural support systems inside and outside of the full-service school need to be identified and included in the provision of support.

With regard to the mentioned discussion, the researcher observes that notion of collaboration with specialists in the community corresponds with what is being done in established full-service schools in the United States of America. It is also noted that the American model as well as the Department of Education recommends that collaboration with experts in the community should be according to a well-developed and structured plan (Free State Department of Education 2003:47). Thus, district-based support teams need to be brought together in some way to facilitate a more coordinated team approach to provide support to full-service schools. The main aim should be to ensure that full-service schools should have relatively easy access to the support they need (Department of Education 2005a:21).

The core purpose of these teams should be to develop and provide ongoing support to the full-service school. The Department of Education (2005a:22) emphasises that another main focus should be to provide indirect support to learners. This could be done through supporting educators of the full-service school with a particular focus on curriculum and school development, to ensure that the teaching and learning framework and environment are responsive to the full range of learning needs. This indirect support role could be referred to as consultancy (Department of Education 2005a:22). On the other hand, a secondary focus could be to provide direct learning support to learners experiencing barriers to learning, where necessary and possible (Department of Education 2005a:22).

According to Education White Paper 6 (Department of Education 2001:48) district-based support teams are also responsible for addressing the development of a support system at the full-service school. Such a support system will be known as a site-based support team (Department of Education 2001:48).

2.9.2 Site-based support teams

Ainscow (1995:166) indicates that "getting things started seemed to be less of an issue than keeping things moving". Thus, to address support in a full-service school can be viewed as starting the inclusive process; to "keep it moving" is the responsibility of the site-based team (Department of Education 2002b:117-119). UNESCO (2001: 73) regards site-based teams as an important strategy for delivering support to learners experiencing moderate barriers to learning in the full-service school.

According to the Department of Education (2002b:116), a site-based team is an internal support team within the school. This implies that the key component of an overall support structure at the full-service school should be site-based (Department of Education 2002b:116). The core of support should become the responsibility of the site-based support team (Department of Education 2002b:45). This team should support educators by providing opportunity for regular, collaborative problem-solving around areas of concern and facilitating the provision of support where needed (Free State Department of Education 2003:44).

The Department of Education (2002b:45) advise that this team should be structured around the school management team, principal and educators. Support could also be gained from non-educators, the school governing body, caregivers, specialists in the community, families and peers (Department of Education 2002b:45).

To avoid giving reality to the slogan everyone's business becomes no one's responsibility, the Department of Education (2002c:45) recommends that full-service schools should designate a learning support educator who coordinates the site-based support team. Together with three other experienced educators this group of educators could form the core members of the site-based support team. Oosthuizen (interview on 2 November 2005) agrees with the Department of Education

(2002b:118) that these core members should be educators who show willingness to pursue their skills development and receive training in a range of issues (Department of Education 2004d:15). This team will ultimately be responsible for liaising with the district-based support team and other relevant support providers in identifying and meeting the school's needs to assist learners experiencing barriers to learning, for example, how to develop classroom practices to support learners who are deaf (Department of Education 2002b:117).

Implementing a site-based team requires good communication among the principal, school staff and those who comprise the site-based support team. To ensure good communication and effective intervention by the site-based support team, it is suggested that their role must be accommodated in timetabling (Department of Education 2002b:44). Oosthuizen (interview on 3 September 2005) views such an arrangement as a practical way to ensure that support in the full-service school is developed according to a structured plan.

Oosthuizen (interview on 3 September 2005) is further of opinion that the site-based team should pave the way for the creation of a safe and supportive environment where educators are motivated and supported in their work and where learners feel a sense of belonging and are able to engage in the learning process.

As mentioned previously, the primary function of the site-based support team is to put in place properly coordinated learner and educator support services (Department of Education 2002b:117). This implies that specific responsibilities regarding support arrangements are attached to the site-based support team.

2.9.2.1   Responsibilities of site-based support teams

With regard to the mentioned discussion on site-based support teams, a prerequisite for the successful functioning of the site-based support team is that those involved understand their respective roles (Oosthuizen interview on 2 November 2005). This implies that the coordinator of the site-based support team has to be familiar with what is expected of him or her.

2.9.2.2   Role of the coordinator

According to Whitten and Dieker (1993:275-283), the coordinator of the team is responsible for ensuring that the inclusive policy of the school is implemented. This implies that the coordinator has to coordinate all learner, educator and curriculum support (Department of Education 2002b:117). Consequently, regular meetings should take place where the need to address the development of inclusive practices in the full-service school can be discussed and addressed (Department of Education 2002b:117). It is also recommended that the coordinator should form the link between the district-based support team and the site-based team, consulting with parents and outside agencies to make sure that learners succeed (Department of Education 2004d:12). Oosthuizen (interview on 2 November 2005) suggests that the coordinator should work in collaboration with the other core members to familiarise all educators in the full-service school on various inclusive practices.

In the view of this study, the coordinator, assisted by the other core members, should address strategies to develop the strengths of all educators in the full-service school in supporting learners experiencing barriers to learning. Lorenz (1991:42) affirms the importance of informed educators, by indicating that there is overwhelming evidence that educators are the key force in determining the quality of inclusion. Petty and Saddler (1996:15) also confirm that informed educators reveal positive attitudes towards learners experiencing moderate barriers to learning.

Another responsibility of the coordinator and core members would be to develop the notion of taking ownership. In research done by Jackson (2000:135), the importance of ownership by all educators is emphasised. According to Jackson (2000:135), ownership should be developed through motivating educators not to single a learner out as "not belonging to me" simply because, for example, the learner is deaf, experiences barriers to learning with abstract concepts, or has difficulty in reaching a specific outcome, but rather to find ways to address the need caused by the barrier to learning experienced.

Thus, the coordinator should be the pillar to motivate educators at full-service schools to take ownership of the process to determine the kind and level of support

needed by the learner experiencing moderate barriers to learning. The Department of Education (2002b:117-118) recommends that the coordinator and core members should therefore study the report provided by the educator on barriers identified and support already provided. This would enable them to assist the educator to determine the level of support needed and to develop a suitable support programme (Department of Education 2002b:117).

Ainscow (1999:176) regards the professional development of educators as a necessity as it ensures confidence and competence among educators. Oosthuizen (interview on2 November 2005) is of opinion that the coordinator could also play a key role in initiating the professional development of educators at the full-service school. Ainscow (1999:168) suggests that the best way to bring educators on board regarding the inclusion of learners experiencing barriers to learning is to establish a climate where quality talk can take place. Early morning staff meetings where educators are able to exchange ideas, share problems and find common solutions are one way of developing educators (Ainscow 1999:169).

To sum up, the site-based support team should have the responsibility of ensuring that educators take ownership, interact and plan. But they should also set the climate in which the educator can gain from the strength and knowledge of the community and parent or caregivers.

The Department of Education (2002b:57) views the involvement of parents or caregivers as integral to the functioning of a full-service school. According to the Department of Education (2002b:57), full-service schools should fully use the knowledge and skills of parents or caregivers.

2.9.3 Parent / caregiver involvement

According to the Department of Education (2001:34) parents are targeted as an important form of support. The active involvement of parents in the teaching and learning process is central to effective learning and development (Department of Education 2002b:140). The importance of this active involvement is also emphasised by Stainback and Stainback (1992:34) by mentioning that it is parents who know their

children best and possess in-depth and unique information about their child. Therefore, parent involvement is regarded as essential in learner achievement. They further view parent involvement as effective when it is comprehensive, supportive, long lasting and well planned.

The Department of Education (1997b:102) concurs with the importance of parent involvement, when it states that parent and school personnel should bring the strength of their differences to the joint task of the learner's education. Parents or caregivers should therefore at all times be involved in the development of a supportive environment for all learners at the full-service school (Department of Education 2002b:140 -141).

Oosthuizen (interview on 2 November 2005) believes that parent involvement can only happen if full-service schools recognise parents as the primary caregivers of their children and as a major resource in the education system. If that is understood, then the notion that learning is a holistic concept becomes a reality. This means that learning takes place in the home as well as in school (UNESCO 2001:82 & National Association for Special Educational Needs [NASEN] in the United Kingdom 2002:4). In fact, parents are thus able to provide valuable information about their child's situation because they have the most extended contact with children in the early years and are their more effective educators (UNESCO 2001:123). With regard to this study, parents of learners who are deaf are closely involved in the language development of their child and they have learned what constitutes a good listening environment (Lewis & Richards 1988:34). In other words, these parents can provide information on the learner's functioning in the home and on the learner's development (Lewis & Richards1988:35). This could support educators to produce a productive learning atmosphere.

 NASEN (2002:4) further elaborates that a significant correlation exists between the successful inclusion of learners experiencing barriers to learning and the involvement of their parents. Therefore, a need exist to involve these parents or caregivers as partners.

2.9.3.1 Involvement of parents / caregivers as partners

According to the Department of Education (2002b:140), parents and caregivers are critical components for effective governance of full-service schools. Where parents are not given this recognition or where their participation is not facilitated and encouraged, effective learning is threatened and hindered (Department of Education (2002b:140).

Regarding the active involvement of parents or caregivers as partners, NASEN (2002:140) indicates that a school which nurtures the involvement of parents develops and maintains a positive policy of parent partnership which gives priority to consultation with parents. This should include a framework for setting out the school's perspective on reasonable expectations about working together.

Such a framework should set out principles for interaction in the form of communication between parents and the school (Department of Education: 2004d:22). Belknap, Roberts and Nyewe et al (2004:175) mention that due to parents' experiences with their children, they can contribute as partners of educators to the learner's physical and emotional well-being, as well as his or her learning style.

Lorenz (2002:23) is of opinion that to promote interaction educators have the responsibility to provide parents with strategies and techniques for assisting their children with learning activities at home in order to support and extend the school's instructional programme. Bobango (1994:16) maintains that parent involvement should display the features of quality interaction. This is facilitated by taking account of parental diversity - not all parents come from the same cultural background and thus experience different needs in working collaboratively with educators at the full-service school. Educators should therefore be familiar with cultural differences in order to utilise contributions that parents of learners can make (Bobango 1994:16-17). To realise this, a home visit to the family of the learner needing specific intervention is essential as the educator needs to know how the learner functions both physically and emotionally in the home and family (Belknap et al 2004:175).

According to Brown and Shearer (1999:180-194), the partnership between parents, caregivers and educators could also be nurtured through creating opportunities for parents or caregivers to become involved. Many parents are still under the impression that the decisions about matters such as educational policy are the task of experts (Belknap et al 2004:173-175). Moreover, parents were previously disempowered by the message that state education takes the responsibility in the education of all learners (Belknap et al 2004:173). Parents should therefore be encouraged to become involved in developing policies for the school (Department of Education 2002b:58). As ad hoc members of the site-based support team, parents of learners experiencing barriers to learning can become involved in a variety of roles, beyond that of observer (Department of Education 2002b:140-141). Bobango (1994:16-17) affirms that through partnership, these parents can play a constructive role in promoting the inclusive ethos of the school.

Belknap et al (2004:176) feel that partnership allows parents or caregivers to experience a sense of belonging and encourages the view that they can make a valued contribution. As a result, all role players share their aims concerning the learner experiencing barriers to learning and jointly set educational goals (UNESCO 2001:83). According to Belknap et al (2004:176), many parents feel that educators either underestimate or overestimate the learner's capabilities or are over-anxious to meet the perceived high expectations of parents, because they have not clearly agreed on what is expected. But when parents and educators work together, these misconceptions are diminished (UNESCO 2001:83).

Schumacher (2000:35) affirms that more than thirty-five years of research have made it undoubtedly clear that parent involvement is critical to learner success. Bobango (1994:16-20) and Thomas (1996:96) concur, stating that without parent involvement and support, any major education reform is unlikely to succeed.

2.9.3.2   *Summary on parent / caregiver involvement*

Acknowledging the important role of parents or caregivers in the development of full-service schools should be regarded as imperative (Department of Education 2004d:22). If educators are given practical guidelines regarding ways of involving

parents as partners, a more productive atmosphere can be created and educators put in a favourable position to respond to the needs of learners experiencing barriers to learning (Schumacher 2000:35).

UNESCO (2001:83) affirms that learners will learn more successfully when there is harmony between expectations and opportunities to learn at home and school. With regard to the mentioned discussion, it appears that the observations and background knowledge of parents regarding their children can assist educators in full-service schools to provide required support. The Department of Education (2002b:194) stresses that to develop home-school congruence, parents or caregivers should at all times be involved in the teaching and learning process of their children.

2.10   CONCLUSION

Chapter One stated that a lack of research regarding the development of full-service schools to include learners who are deaf. As a result, there is a need to address the transformation process regarding the development of full-service schools to include the mentioned learners. Although the context differs much can be learnt from existing full-service schools in the United States of America. In order to address the future development of full-service schools in South Africa, the ethos of these schools was discussed. Thereafter the chapter examined the transformed roles of principals and educators of full-service schools. Moreover, an attempt was made to indicate that when addressing the development of a full-service a well structured plan (or inclusive full-service school policy) is necessary. This in-depth understanding of the development of a full-service school led to a discussion of curriculum accessibility for learners experiencing moderate barriers to learning and the development of support systems of a full-service school. It is believed that educators at full-service schools as well as learners experiencing moderate barriers to learning would benefit from required support systems. Moreover, a discussion on the development of the district-based support team, site-based team and the involvement of parents or caregivers as partners was provided. With this greater understanding of the development of support systems at the full-service school, educators will be in the position to respond positively to the needs of learners experiencing moderate barriers to learning.

As has been indicated throughout, although full-service schools cater for learners experiencing moderate barriers to learning alongside learners with low intensive barriers to learning (Department of Education 2001:15), this study focuses specifically on the inclusion of learners who are deaf. Thus, the next chapter deals with the inclusion of learners who are deaf.

CHAPTER THREE

THE INCLUSION OF LEARNERS WHO ARE DEAF IN FULL-SERVICE SCHOOLS AND WHO ARE USING THE AUDITORY ORAL APPROACH

A child cannot possibly learn information that has been inaccurately received. Therefore, allowing a child to sit in a class without receiving a clear and complete speech signal is more than 'undesirable' – it is a violation of the child's human rights because that child is being deprived of an opportunity to learn (English 1995:12)*.*

3.1 INTRODUCTION

The previous chapter addressed the development of full-service schools to include learners experiencing moderate barriers to learning. This chapter will now focus on a discussion on the inclusion of learners who are deaf and who are using the auditory oral approach. This knowledge will form part of the researcher's theoretical framework with which to address the inclusion of learners who are deaf in full-service schools.

The discussion begins by addressing the concept 'deafness', which leads to an exposition of the auditory oral approach. Thereafter, the knowledge of educators on the inclusion of learners who are deaf is addressed. A greater understanding of the auditory oral approach will enable educators of full-service schools to develop required classroom practices.

Van Dijk (2003:70) and Edwards (1991:384-401) state that one of the practical components of including learners who are deaf in a hearing environment is addressing the psychosocial development of these learners. The psychosocial development of learners who are deaf will be examined in detail, especially the role of the educator in the full-service school in addressing the needs of these learners regarding their psychosocial development.

This background will enable the researcher to address the inclusion of learners who are deaf in full-service schools.

3.2 THE CONCEPT OF DEAFNESS

As previously mentioned in section1.4.6.2, 'deafness' refers to all degrees of hearing loss. Anderson (1999:15) mentions that the term deaf usually applies to learners with profound hearing loss or no hearing at all. Van Dijk (2003:42) further explains that a learner's hearing loss means that the learner has reduced hearing ability. In other words, the learner who is deaf has a diminished ability to receive auditory information from the educator, peers and the classroom environment fundamental for learning.

To understand the concept 'deafness', De Villiers (2003:7-10) provides the following explanation regarding the hearing process: When sound enters the outer ear (auricle or pinna), it moves through the ear canal to the eardrum (tympanic membrane). Incoming sound causes the eardrum to vibrate which moves three small bones (ossicles) in the middle ear. In this way the ear canal, the eardrum and the middle ear transmit sound from the outside world to the inner ear (cochlea). Within the inner ear, thousands of tiny hair cells detect the incoming vibrations and convert them into signals that are relayed to the auditory nerves, which send neutral impulses to the hearing center in the brain. De Villiers (2003:10) mentions that deafness is often discussed in terms where the deafness occurs in the hearing pathway. According to Webster and Wood (1989:77-80), various types of hearing loss are classified according to whereby the problem occurs in the ear and the severity of the loss. The American Speech-Language-Hearing Association (1999:13) elaborates on the concept of 'deafness' by indicating the following types of deafness:

- Conductive hearing loss occurs when something interferes with sound passing through the outer section of the middle ear. This type of hearing loss is usually temporary and can often be corrected with medication or surgery.

- Sensori-neural hearing loss usually occurs when the hair cells in the inner ear cannot detect all incoming vibrations or when neural impulses are not trans-

mitted to the brain. It is generally permanent. However, many learners can be aided with devices that amplify sound.

- Mixed hearing loss occurs when a child who has a sensori-neural condition also has a conductive loss. It is very important that learners with permanent hearing loss be monitored and treated for middle ear problems so that hearing is not further reduced.

De Villiers (2003:14) further explains that deafness can be distinguished as mild, moderate, severe and profound. The level of severity is determined by the loudness of sound that a child can hear without a hearing aid. The loudness of sound is measured in decibels (dB). For example, learners who have moderate loss of hearing can hear sounds louder than 45 to 60 dB. It is hard for these learners to understand speech in group situations. Learners with severe loss can hear sounds of 65 to 85 dB or louder. They can hear only loud voices one meter or less away or loud sounds in the environment. Learners with profound hearing loss may hear sounds of 90 dB or more, but they may be more aware of vibrations than the sound.

The question arises: how can deafness be identified and when should learners be tested or assessed for hearing loss?

3.3   IDENTIFICATION AND ASSESSMENT OF DEAFNESS

Myklebust (1964:15) and Rodda and Grove (1987:24) emphasise that deafness should be identified as soon as possible. To prevent labeling learners or young children as lazy, careless, stubborn or less intelligent, early identification is regarded as crucial (Myklebust 1964:15-20). Myklebust (1964:15-20), Rodda and Grove (1987:25-30) and Anderson (1999:16-19) further mention that early identification of deafness could lessen the impact of barriers to learning on language acquisition.

According to De Villiers (2003:14-15), Myklebust (1964:20) and Van Dijk (2003:39-24) learners who are deaf may demonstrate certain characteristics caused by deafness. De Villiers (2003:14-15), Myklebust (1964:20) Rodda and Grove (1987:25-30) mention that these learners could misinterpret verbal requests and respond vaguely or inappropriately. Learners who are deaf may sometimes be in the habit of turning

their heads to listen, focusing intensively on the lips of the educator and find it diffi-cult to determine the origin of sound (De Villiers 2003:14-15; Myklebust 1964:20). De Villiers (2003:15) elaborates that these learners sometimes speak too loud, too soft, too fast, too slowly or in a monotone. They may also experience auditory memory barriers and ask the educator or peers to repeat words or instructions.

Anderson (1999:16-19) therefore emphasises that early testing is vital in supporting a child who is deaf to adapt to the hearing world. Every child who may have a hear-ing loss needs thorough testing of his or her hearing and middle ear function. A child is never too young to have a hearing test (Anderson 1999:17). Van Dijk (2003:70) explains that an audiologist performs hearing tests. According to Van Dijk (2003:70–86), the audiologist is specially trained to recognise and evaluate hearing and to pro-vide information on hearing aids. Doyle and Dye (2002:420) mention that audiologi-cal assessment implies a hearing test, comprising of identifying pure-tone thresh-olds, impedance testing, speech recognition and speech discrimination measure-ments, which show the type and degree of hearing loss or deafness.

After hearing loss is diagnosed, other medical professionals will try to find out what has caused the deafness (Van Dijk 2003:70). Hence a number of professionals play important roles in the life of the learners who are deaf (English1995:91-100). These professionals include speech therapists, psychologists and educational audiologists (Van Dijk 2003:70).

Literature on the subject recommends that when deafness is identified the learner should also have regular eye examinations (English 1995:93-95). This is necessary because the learner's primary way of learning and communicating is through sight and regular eye examinations are important to ensure that no other barriers to learn-ing exist or develop (English 1995:94).

Learners who are deaf have a variety of ways of communicating (De Villiers 2003:12 & Langbein 2002: 33-36)). As mentioned in section 1.1 the auditory oral approach is viewed as an alternative approach of communication to the most common method, namely sign language (Doyle & Dye 2002:41).

3.4   THE AUDITORY ORAL APPROACH

According to Lynas (1994:1-6), deafness from birth imposes a severe threat to the development of language and communication. The most difficult decision confronting the parents of a child diagnosed as deaf is the choice of communication approaches (De Villiers 2003: 2). According to educators at the Carel du Toit Centre (interview on 2 February 2002), where children who are deaf learn to speak, parents of these children have to make an important informed decision on the method of communication. There are, according to educators at Carel du Toit Centre, broadly speaking, two communication approaches in South Africa: the auditory oral approach and the sign language approach.

The Canossian school (http://www.cshi.com/resources/nao.html) indicates that the auditory oral approach is a normal and natural way of language development. The main focus is to teach the child how to use his residual hearing, in other words the amount of usable hearing which a learner who is deaf has (Doyle & Dye 2002:45).

According to Lynas (1994:1-6), amplification becomes a critical factor in this approach. 'Amplification' implies the use of hearing aids and other electronic devices to increase the loudness of sound so that it may be more easily received and understood (Doyle & Dye 2002:41). In the next paragraph, some sensory devices through which amplification takes place will be discussed.

3.4.1 Hearing aids

The earlier a child is given hearing aids, the better (De Villiers 2003:19). De Villiers (2003:19–22) mentions that hearing aids do not restore hearing. They are loudspeakers that help get the best sound possible to the learners' ear. The aid makes sounds louder, not clearer. It may distort some sounds. The hearing aid is a small amplifying system consisting of a microphone, receiver and an amplifier. The microphone picks up the sound waves and converts them into electrical signals. An amplifier strengthens these signals. The receiver converts these signals (Berg 1976:157–180). English (1995:161) indicates that the learner using hearing aids perceives noise and signals as equally loud, because the microphone does not dis-

criminate which sounds to amplify and which sounds to eliminate. In addition, the distance between the speaker and the hearing aid user is important (English 1995:161). In practice, this implies that, as the educator turns to walk to other learners in another part of the classroom or to another group, his or her voice fades away from the hearing aid user (Stone 1997:1).

With regard to the previous mentioned discussion, it appears that although the hearing aid is regarded as a powerful instrument to support learners who are deaf in a hearing environment, it could have certain disadvantages regarding common classroom appearances. Stone (1997:1) mentions that hearing aids could be affected through regular classroom noise. According to De Villiers (2003:19), classroom noise could be viewed as background noise, for example caused by the functioning of groups in the classroom. Classroom noise will be discussed in section 3.6.1 under the section, Classroom acoustics.

In addition to hearing aids, another source of amplification is provided by the FM system.

3.4.2 The FM system

English (1995:161) is of the opinion that the most effective technology available to overcome the limitations of hearing aids is the FM system. English (1995:162) further adds that the FM system is a very useful tool to be used for learners with all levels of deafness. De Villiers (2003:20) indicates that the FM system picks up speech signals directly from the source and transmits them clearly and undistorted, directly into the ear. English (1995:161) adds that the FM amplification should also be useful when a learner attends a large group activity, such as the school assembly. With a FM system, the problem of the direction of the educator is also eliminated. Educators can move around and the learner with a FM unit can still hear every word consistently, regardless of the direction of the educator's voice (Phonic Ear: www.phonicear.com). De Villiers (2003:22) further indicates that when the speaker, such as the educator, is involved in a conversation not applicable to the learner, the FM system should be switched off.

Doyle and Dye (2002:26) explain that the educator receives a microphone which is usually clipped to his or her clothing. There are numbers of ways that the FM signal could be transmitted to the learner's hearing aid, for instance: Walkman–type head phones, button-type ear moulds or a loop worn around a learner's neck (Phonic Ear: www.phonicear.com).

English (1995:162) mentions that because the FM system is not an invisible device, learners who are deaf could be sensitive about using the device. Therefore, the learner, the educators and peers have to be informed regarding the operation and benefits of the system. English (1995:162) emphasises the importance of having peers enlisted as supporters and advocates using the FM system in the classroom.

With regard to the mentioned discussion, the researcher believes that the FM system is a powerful aid that can be implemented in full-service schools to support learners to comprehend what has been said. Hence, to benefit from the advantages of the FM system all educators and peers should be informed about its functioning.

According to De Villiers (2003:21), another electronic amplification device, which provides useful hearing and improved communication ability for learners with a profound hearing loss, is the cochlear implant.

3.4.3 Cochlear implants

The cochlea is the part of the ear that turns the vibrations we call sound into electrical signals. The brain interprets the signals into meaningful sounds such as speech (Anderson 1999:20).

According to De Villiers (2003:21), a cochlear implantation is an accepted medical procedure for the treatment of a profound sensory-neural hearing loss. This differs from a hearing aid in two important ways: it is an electronic device that bypasses the damaged parts of the inner ear to stimulate the remaining auditory nerve fibres and, secondly, parts of the device are placed under the skin during a surgical procedure (Phonic Ear: www.phonicear.com).

Lewis (1994:58-69) indicates that the cochlear implant does not give the child normal hearing; however, the learner may be able to interpret the signals produced by the implant after he or she has become used to the signals and what they mean. A cochlear implant is expensive and not all parents can afford it.

Lewis (1994:58) adds that educators should take care not to create conditions where learners with a cochlear implant would feel exposed. Educators should therefore be informed about activities, which could damage such expensive apparatus, without causing the learner to be excluded. Thus, educators should be familiar with different strategies to develop the strengths and competencies of learners rather than focusing on their shortcomings (Department of Education 2001:18).

This statement is particularly true for educators who have to teach learners who are deaf alongside other learners without such an impairment (Department of Education 2001:18). This implies that educators in full-service schools should have the necessary knowledge to support these learners.

3.5 THE KNOWLEDGE OF EDUCATORS REGARDING LEARNERS WHO ARE DEAF AND WHO ARE USING THE AUDITORY ORAL APPROACH IN A FULL-SERVICE SCHOOL

Chapter One indicated that inclusion can be defined as a process of recognising and respecting differences among all people and building on their similarities (Department of Education 2001:17). To respect and to recognise differences among learners imply that educators need knowledge to address the needs of learners experiencing barriers to learning (Department of Education 2001:17). According to Lynas (1994:23), success in the classroom for the learners who are deaf is to a large extent dependent upon the knowledge and skills of the educator.

Van Dijk (2003:39) mentions that the learner who is deaf shares the same main objectives of education as his or her hearing peers, namely the achievement of literacy skills, self-realisation and human relationships. Thus, these learners should be given the support so that they can operate as effectively as possible within society.

3.5.1 Learners who are deaf and who are using the auditory oral approach

In order for the educator to render quality education so that the mentioned objectives can be achieved, the educator should take note of certain phenomena, which form part of the background of these learners.

3.5.1.1 Unique educational considerations

Van Dijk (2003:37) mentions the importance of learning is an indisputable truth for the human race. Learners may have varying degrees of hearing loss and they may each adapt to their hearing disability in a different manner, which in turn will affect their ability to learn in their own unique way.

Different variables act interchangeably and influence the development of learners with hearing loss. These influence their ability to learn and to achieve academically (Webster & Wood 1989:15). The variables include the type of hearing loss, age of hearing loss, linguistic ability at onset of hearing loss, promptness of receiving intervention, the age at which intervention was commenced, the learner's response to amplification, the presence of additional educational disabilities, the learners psychosocial profile and family support structures available (Van Dijk 2003:38). Webster and Wood (1989:15) are of opinion that when learners with hearing loss experience educational difficulties, these difficulties may not necessarily be the result of deafness per se, but other factors such as intelligence, motivation, social and economic circumstances which may influence the learner's performance.

Van Dijk (2003:38) emphasises that each learner is unique, and therefore each learner should have unique educational considerations. Van Dijk (2003:38) maintains that to ensure the active, meaningful participation of learners who are deaf in ordinary schools, each learner should have an individualised educational plan (IEP). The rationale behind the IEP is that each person is, as mentioned, an individual with unique educational needs, who should therefore receive an individualised intervention programme to address his or her needs.

3.5.1.2   Social acceptance

De Villiers (2003:37) found that when parents of learners who are deaf decided to use the auditory oral approach as the method of language acquisition, these learners are prepared to integrate into the social and professional hearing society at a very early age.

Parents view the acquisition of language as very important, because it enables their children to communicate with the total hearing society (Duncan 1999:194). Duncan (1999:200) further mentions that parents of these learners are usually committed to encourage their children to participate in various social interactions.

According to Powers (2002:237), Easterbrooks and Radaszewski-Byrne (1995:20-26), the social acceptance of learners who are deaf by their hearing peers demonstrates that communication with hearing peers is positive. The success rate of social acceptance was affirmed by teachers in the United Kingdom who reported that over three-quarters of learners were very well accepted or well accepted while only 2% were very poorly accepted (Powers 2002:237). Although those statistics were gleaned abroad, the rationale is that the social acceptance of learners who are deaf is viewed as positive.

3.5.1.3   Intellectual ability

According to Williams and Finnegan (2003:340), the term 'deaf and dumb' used to be an accepted way of referring to learners with hearing loss. 'Dumb' referred to an inability to speak, as well as an inability to think. Williams and Finnegan (2003:340-345) indicate that learners who are deaf have the ability to vocalise and have cognitive capabilities that reflect a normal distribution of intelligence. Martin (1994:41) notes that researchers in the field of deaf education have consistently emphasised that people who are deaf possess the same range of intellectual potential as those who can hear. Therefore, the term 'deaf and dumb' should be regarded as inaccurate and unacceptable terminology. Powers (2002:236) corroborates this view, stating that there is evidence that some individual learners who are deaf achieve very high levels of academic success at both school and university.

The perception that learners who are deaf are concrete learners, in other words, they cannot think abstractly (Pearsall 1999:210) has been challenged, particularly in view of the fact that, at the earliest stages of learning, all children learn in a concrete way (Bunch 1987:24). In addition, the auditory mechanisms of learners who are deaf are not intact. Therefore, they are more responsive to visual and kinesthetic stimuli (Bunch 1987:24).

To affirm that learners who are deaf have the same intellectual ability as their hearing peers and could receive education alongside them, Powers (2002:236-237) indicates that in England a large majority of learners who are deaf remain in ordinary classes most of the time, with or without special support. Hayes and Elkens (1993:15–20) add that learners who are deaf are like all other learners and should not be viewed as a homogenous group of learners.

Thus, the question should not be about the intellectual ability of a learner who is deaf, but rather to determine the level of support needed. Considering that these learners grow up in homes where close family relations and support exist continuous strengthening of family relationships should be viewed as vital (Specialists, Carel du Toit Centre, Cape Town, interview on 10 March 2003). Strengthening of family relationships should continue while the learner remains in the same environment as his or her family.

3.5.1.4   Family relationships

Specialists at the Carel du Toit Centre, Cape Town (interview on 10 March 2003) regard family relations as the very special way in which the family of a learner who is deaf relates to each other. According to these specialists, learners who are using the auditory oral approach form part of the normal hearing family structure where support is provided in various ways. If all children of the same family attend the same school, this special way of rendering support can be continued. Healthy family interaction should be sustained and the family of these learners are important role players in ongoing support to the learner who is deaf (Specialists Carel du Toit Centre, interview on 10 March 2003).

To benefit from strong family relationships which exist in families with a learner who is deaf and to nurture positive relationships between home and school, educators should be familiar with the trauma parents experience when deafness is identified in a child (Oosthuizen 2003:6). This will enable educators to appreciate the learner's close family relationships, and to approach these parents respectfully.

3.5.2 Emotional trauma of parents / caregivers when deafness is identified in their children

Oosthuysen (2003:6) mentions that grief is as permanent a fact in the lives of parents of learners who are deaf as deafness is a permanent fact in the lives of the learners. According to Oosthuysen (2003:6), most parents, whatever their child's barrier to learning is, face common problems and struggle with the same questions. These questions are:

- How can I deal with the diagnosis, with grief, and other feelings and come to acceptance of my child's condition?

- How can I become an effective advocate for my child's needs in educational issues and in the classroom without being intimidated?

- How can we find the support and services we need as a family?

These questions indicate that parents of these learners have to process and assimilate their situation as a family and as parents once their child's condition is diagnosed (Clark 1978:146-148). They have to find ways, not necessarily solutions, to cope with the problems posed. Oosthuizen (Chief Education Specialist: Free State Curriculum Studies interview on 3 September 2005) is of the opinion that educators in full-service schools could, through supporting the learner who is deaf; assist the parent to cope by providing quality involvement and support. De Villiers (2003:25) adds that parents would most probably approach the full-service school for guidance on crucial questions. Educators should therefore be aware of the emotional trauma experienced by these parents (De Villiers 2003:26).

Oosthuysen (2003:8-10) continues that parents of learners who are deaf often also experience emotional experiences, such as:

- Shock – a child is the extension of the parents' ideals. Shock is the initial reaction to the diagnosis of deafness, or more aptly, to the realisation that the hearing loss is permanent.

- Anger – when parents are confronted with the actual problem, deafness, anger can follow. Questions such as "Why?" and "Why us?" are usually asked.

- Bargaining – From time to time, parents believe that a certain way of doing things on their part will normalise their child.

- Depression – Parents might lose all interest in life, their motivation disappears and their energy lessens – temporarily. When parents realise that they are not without hope, that people still respect them and that other people cannot be held responsible for their child's hearing loss, the parents are ready for the next step in the process of grief.

- Acceptance – Parents learn to live with the pain and to enjoy life again.

Oosthuysen (2003:8) states that in the case of normal hearing children, it is taken for granted that schooling will go according to plan – the children will enter the foundation phase, move on to the intermediate phase and then the senior phase in orderly progression. For the learner who is deaf, the elements of doubt and hope make all these transitions a potential crisis. Parents of learners who are deaf approach the social and educational milestones in their children's lives with increased awareness and sensitivity (Oosthuysen 2003:9).

To use these parents as a rich source of information and to acknowledge their rights in decisions about their children's education (Department of Education 2001:3) educators should grasp the unique experiences these parents have gone through (De Villiers 2003:26 & Hackett 2001:20). This implies that continues and effective communication between home and school should be a prerequisite for the successful inclusion of these learners in a hearing environment (Fergin & Peled 1996:19-27).

The above-mentioned discussion affirms that the inclusion of these learners should not be taken for granted. Therefore, classroom practices should be developed to stimulate the educational and social potential of these learners and promote access to the curriculum.

3.6   INCLUSIVE CLASSROOM PRACTICES

Chapter Two indicated that full-service schools should remember that the main focus of support is to make the system more supportive of individual learner needs so that all learners (for the purpose of this study, learners who are deaf and who are using the auditory oral approach) can effectively access the curriculum (Department of Education 2004d:8).

Van Dijk (2003:42) emphasises that the foremost consequence of reduced hearing ability on the education of the learner is the learners' diminished ability to receive auditory information from the educator, peers and the classroom environment, all of which is fundamental for learning in the classroom. According to Nelson and Soli (2000:356-361), learners who do not have full access to auditory information in the classroom cannot be expected to learn at a normal rate. It can therefore be argued that educators should have the responsibility to develop the learner's residual hearing optimally so that these learners can benefit from auditory inputs in the class (Sanders 1988:33-45).

Considering that the learner who is deaf becomes part of the hearing society through learning how to interpret sounds and how to add meaning to the spoken word, classroom acoustics become a vital element in making the classroom accessible to learners who are deaf (Sanders1988:37). Van Dijk (2003:51) holds the view that the enhancement of classroom acoustics as well as the educator's role to address the learners' listening skills and language development should be regarded as vital elements in developing classroom practices.

3.6.1 Classroom acoustics

According to Doyle and Dye (2002:42), classroom acoustics refer to the qualities of a classroom or any other space that determine how well sound can be heard.

Van Dijk (2003:46) indicates that information in the classroom is primarily conveyed from the educator to the learner through sound waves. Should these sound waves be diminished or stifled due to poor classroom acoustics, the learner will not be able to receive auditory information in the class in order to learn and achieve academically (Berg, Blair & Benson 1996:16–20). English (1995:153) maintains that the typical classroom has been well documented as a remarkably noisy place. Noise can be described as "… any auditory disturbance that interferes with what a listener wants to hear" (Crandell 1991:47).

Considering that active learning and group work are regarded as features of outcomes-based education and could thus increase the noise levels of the classroom (Department of Education 2002c:23), it becomes imperative that educators in full-service schools should be aware of the concept, background noise.

3.6.1.1   Background noise

Kaderavec and Pakulski (2002:14-18) mention that probably the greatest effect on the hearing ability of learners who are deaf is background noise. Noise is often an uncontrollable factor and can emanate from both inside and outside the classroom. Moeller (1996:30) mentions that learners with hearing loss have greater difficulty discriminating between competing background noise and the educator's voice.

Bess, Sinclair and Riggs (1984:138-144) indicate that hearing aids cannot selectively amplify only the educator's voice; they also pick up background sounds. In many difficult and noisy situations, hearing aids alone cannot make the speaker's voice clearer or even louder. Moeller (1996:28–31) is of the opinion that the level of the speech signal might actually be lower than the level of the background noise. The comparison of speech and noise levels is referred to as signal-to-noise ratio, and it represents the difference in loudness between the primary signal (i.e. the educator) and the background noise (De Villiers 2003:20-25). The greater the distance be-

tween the educator and the learners, the less intense the sound becomes. Thus, it is more difficult for the learner to hear properly since background noise often remains the same (De Villiers 2003:24). A learner who is deaf thus needs the speech signal to be substantially louder than the level required by his or her normal hearing peers in the same situation.

Doyle and Dye (2002:33) indicate that reverberation is another factor to consider when addressing classroom acoustics. Reverberation (echo) refers to the prolongation of sound as sound waves reflect off the hard surfaces in the room (English 1995:154). Doyle and Dye (2002:34) explain that the amount of reverberation is determined by the size of the room and how much acoustically absorbent material such as carpeting and treated ceiling tile covers the surfaces. According to English (1995:154–156), excessive reverberation can interfere with speech perception and thus negatively influence the auditory perception of the learner.

Therefore, one of the greatest hurdles learners who are deaf in the full-service school could face is the effect of noisy classrooms. The physical arrangement of classrooms and big classrooms with large numbers of learners could create additional external barriers to learning for learners who experience hearing loss. Consequently, educators should create conditions to improve classroom acoustics.

3.6.1.2   *Classroom acoustics in full-service schools*

In order to improve classroom acoustics, English (1995:156-157) suggests that ways should be found to decrease the overall noise level in the class reverberation and the distance of instruction.

Doyle and Dye (2002:34) recommend that the first step in addressing the acoustical environment of the classroom is for the educator to become aware of the many internal sources of noise. Crandell (1991:56-62) is of the opinion that internal background noise and reverberation are relatively easy to control by adding absorbent materials to certain room surfaces. According to Doyle and Dye (2002:34), acoustically treated low ceilings are regarded as the best sound-absorbing material. Suffi-

cient porous and dense wall panels, which cover at least half of the wall, also absorb sound.

De Villiers (2003:39) refers to more cost effective suggestions like the closing of classroom doors to avoid ambient noise from hallway activities. Windows should be curtained and floors carpeted. If carpeting is not available, chair feet can be padded to reduce noise from movement (collect old tennis balls and cut a slit to accommodate chair foot). Cork or felt pads can be used to reduce noise from desktops. Equipment such as overhead projectors and computers should be serviced regularly to eliminate noise created by malfunction.

This shows that educators in full-service schools can control overall noise and reverberation by applying cost-effective modifications. They should therefore evaluate and monitor internal classroom noises on an ongoing base (Doyle & Dye 2002:34). The reduced ability of learners who are deaf to hear on the same level as their hearing peers could become a barrier to learning if not addressed accordingly (De Villiers 2003:34). As a result, the educational goal of meeting the needs of all learners (Department of Education 2001:6) could be threatened if the management team and educators at full-service institutions are not aware of these essential devices to enhance the learner's listening and hearing skills.

It may, however, be the case that educators are unaware of certain classroom practices, which can assist them in their endeavours to support learners who are deaf in their full-service classroom. Hence, the next section discusses the important role of educators to improve the learner's listening skills.

3.6.2 The listening skills of learners who are deaf

English (1995:168-170) indicates that listening skills imply detecting the spoken message, discriminating the words, phrases and sentences and accordingly understanding their meaning. Listening involves more than just the physiological process of hearing, but includes aspects such as motivation, attention, concentration and perceptual skills (English 1995:170). According to Van Dijk (2003:38), the ability to

listen effectively is essential for education because at least 45% of the school day involves listening activities.

Clark (1978:146-152) advises that educators should recognise that listening skills are an integral part of learning rather than an isolated training activity. English (1995:169) suggests that one approach could be to address listening instruction as part of natural conversation. During a classroom discussion, the learner should be guided to use the context of the conversation to help with comprehension.

Doyle and Dye (2002:8) call attention to the fact that learners who are deaf, would need to be directly taught many of the skills that other learners learn incidentally. To ensure that these learners, like their hearing peers, benefit from all learning activities, Tye-Murray (1992:80) suggests the following practical suggestions: when addressing a new topic, educators have to state the topic to be discussed before initiating a conversation or, when a communication breakdown occurs (i.e. one person says something and another person does not recognise the message), the educator should repeat all or part of the message. The educator can rephrase the message by changing the sentence structure, substituting words that are better specified by context or by elaborating the message by repeating important key words.

Thus, educators in full-service schools should use different teaching procedures to connect with the level of listening of learners as well as with their world of experience. Edwards (1991:389) also affirms that all information or teaching approaches must be on the level of performance of the learners' listening skills.

Therefore, educators in full-service schools should use the flexibility of the education system (Department of Education 2002b:69) to introduce learners to different listening situations and practise techniques for better listening (Van Dijk 2003:48). Through a flexible teaching approach, educators can thus create effective classroom practices to stimulate the listening skills of learners who are deaf to take part in different forms of communication.

Van Dijk (2003:54) rightly views language as the vehicle for communication, living and learning in our world. According to Van Dijk (2003:54), the acquisition of lan-

guage can thus be seen as an important pillar in the full-service classroom where learners who are deaf receive education alongside hearing peers.

The Department of Education (2002b:147) also states that all learners need language to share and demonstrate their knowledge. Hence, in full-service schools attended by learners who are deaf, the role of the educator to improve spoken language becomes an important practice.

3.6.3 The spoken language of learners who are deaf

To address the role of the educator to improve the spoken language of learners who are deaf and who are using the auditory oral approach, the consequences of delayed language acquisition should first be discussed. According to Bess and McConnell (1981:13), delayed language acquisition could be a barrier to learning caused by the side effects of deafness.

3.6.3.1   Delayed language acquisition

Bess and McConnell (1981:13) indicate that no matter the degree of deafness, the learners' spoken language will be delayed to a greater or lesser extent. That implies that the deprivation of the sense of hearing forms a barrier to the normal development of language, which in turn becomes a barrier to learning in the classroom (Webster & Wood 1989:141-157).

Lewis and Richards (1988:33-38) argue that educators should know that, in comparison with their hearing peers, the learners who are deaf reveal discrepancies. According to Van Dijk (2003:55), their vocabulary develops more slowly, they learn concrete words more easily than abstract words, they comprehend and produce shorter and simpler sentences, they often misunderstand complex sentences and have difficulty understanding the multiple meanings of words. Van Dijk (2003:55) continues by mentioning that these learners also use more determiners, nouns and verbs and fewer adverbs, auxiliaries and conjunctions. Misunderstandings caused by the misusing of tense, pluralisation, noun-verb agreement and possessives also appeared in his study. Language deficits could also contribute to communication difficulties, poor literacy skills, poor academic achievement, low self-esteem and social

isolation (Sanders 1988:46). In other words, the learner's ability to interpret and comprehend written or spoken language could be influenced negatively.

Sanders (1988:45) sums up the matter by stating that, when educators are aware of the mentioned discrepancies that could cause barriers to learning, they can determine the learning needs that would arise, how those needs could best be met and then provide support that would allow the learner who is deaf to achieve the desired outcomes. The Revised National Curriculum Statement (Department of Education 2002c:20) defines the outcome of 'speaking' as the ability of the learner to communicate confidently and effectively in a spoken language in a wide range of conditions. Thus, the role of the educator as mentor (2.6.2), providing empathetic and constructive support, becomes vital in this context.

Considering the impact of language delay on the learner's scholastic performance and to ensure constructive support in all learning situations, Sanders (1988:46) is of opinion that educators should be familiar with ways how to address the improvement of the language of learners who are deaf.

3.6.3.2 *The language skills of learners who are deaf and who are using the auditory oral approach to communicate*

The development of adequate language skills in the learner, who is deaf in full-service schools, should be the most challenging task facing educators. Consequently, educators in full-service schools should consider the learner's language needs and then address these needs accordingly.

To equip educators teaching learners, who are deaf, Sanders (1988:37) and Bunch (1987:28-35) recommend the following:

1. Educators should have knowledge regarding the learners' level of language skills.

Van Dijk (2003:57) notes that although educators in South Africa receive some form of training on language instruction and development, an educator does not have the expertise to deal with all the areas of language development. Therefore, the educa-

tor requires support, especially in areas such as determining the level of each learner's language functioning and in planning suitable intervention steps (Webster & Wood 1989:145-155). Therefore, educators should be familiar with knowledge of normal language development to be able to modify and adapt teaching techniques.

According to Van Dijk (2003:57), educators should work co-operatively with the educational audiologist to improve the language ability of the learner who is deaf. Crucial information on how to develop the learner's language in conjunction with his/her sensory experiences of the world will assist educators in supporting learners reach the required outcomes on language development (Hyde & Powers 1991:381-387). Educators should emphasis language across all contexts for the learner and bear in mind that each class activity should contain the potential for learning language (Van Dijk 2003:56).

As mentioned in Chapter Two, the core of support to learners experiencing moderate barriers to learning should take place in the full-service school classroom. Consequently, educators should know how to use the flexibility of the curriculum to adapt both it and the classroom environment so that the language needs of the learner who is deaf can be addressed.

2. Adaptation of the curriculum to meet the language needs of learners who are deaf

Sanders (1988:40) is of opinion that the primary function of a curriculum is to serve as a framework for instruction. According to Sanders (1988:41), a 'curriculum' is defined as:

> *… a systematic, sequential plan of activities, designed to achieve specific goals established by society's expectation that certain competencies be attained within the educational setting.*

This is in accordance with the Department of Education (2002a:5) which proposes that educators should use the flexibility of the curriculum in supporting these learners to become contributive citizens. Sanders (1988:41) also points out that educators of learners who are deaf have to remember that these learners come to school with

very limited information and a dearth of experience. This combination automatically requires adaptation in the area of assumed prerequisite knowledge. A second concern is the linguistic deficit that learners who are deaf exhibit. Bunch (1987:33) also confirms that the most significant characteristic of deafness is its effect on language functioning.

Despite the challenges of the learner's linguistic deficits and limitations, it is possible that, after a measure of adjustment, the content of the regular curriculum can be followed with a large degree of success (Webster & Wood 1989:155). Educators in full-service schools, teaching learners who are deaf, should take cognisance of the fact that adjustments should be made not only in what they teach but also in how they teach. Bunch (1987:30) therefore suggests that educators should have knowledge of different language instructional approaches and apply the best approaches in the class.

The researcher agrees with Harber (1999:3-9) who recommends that, to foster a positive climate, educators should remember that when modification of the curriculum takes place, it has to be done as naturally as possible, so that the learner, who is deaf, will not be singled out.

The researcher also concurs with Edwards (1991:384-401) that educators should learn how to interact with these learners and guide the other learners to support the learner experiencing a learning barrier due to the side effects of hearing loss. Van Dijk (2003:68-72) adds in order for educators to address the successful inclusion of these learners, they should consider the learner as a whole and therefore pay attention to the psychosocial development of these learners.

3.7 THE PSYCHOSOCIAL INTERACTION OF LEARNERS WHO ARE DEAF

According to Van Dijk (2003:70) and Hulit and Howard (2002:165-181), the characteristics of psychosocial interaction of a learner who is deaf reveal problems in certain areas. These are not caused by the hearing loss itself, but by the side effects of the hearing loss.

Sanders (1988:46-50) indicates that learners who are deaf are sometimes unaware of subtle conversational clues. The learner who is deaf may miss portions of fast-paced peer interactions, therefore the learner may become socially isolated and develop a low self-esteem. Sanders (1988:47) advises that educators should remember that these learners have to make a greater effort to listen, therefore the learner may experience more frustration and anger than his or her hearing peers and become tired. Bunch (1987: 44) and Harrison (1993:29-35) elaborate that educators in schools have to be aware of too high expectations that could cause low self-esteem and feelings of anxiety. This means that educators have an important role to play in addressing the psychosocial interaction of learners who are deaf.

3.7.1 Role of the educator in the psychosocial interaction of learners who are deaf

Van Dijk (2003:71) suggests that in order to educate the learner who is deaf successfully, certain physiological needs must be met. Sanders (1988:56) mentions that, according to Maslow's theory of needs, unless basic requirements are met, learning becomes extremely difficult, if possible at all. According to Sanders (1988:57) Maslow states that self-actualisation, knowing and understanding and aesthetic needs can be met only after deficiency needs are met.

Maslow's hierarchy of needs implies that the educator has to motivate learners who are deaf to develop their academic skills optimally, by providing learners with a safe and secure classroom environment, by encouraging the learners to feel that they are loved and belong, and by promoting the learners' self-esteem and improving their confidence in class (Avis, Pauw & Van der Spuy 2000:96 -100).

In the next paragraph, the implications of a safe and secure classroom environment will be discussed.

3.7.1.1   A safe and secure classroom environment

According to the ethos of a full-service school, as discussed in Chapter Two, educators have to ensure that all learners (for the purpose of this study, learners who are deaf) have access to take part in all teaching and learning practices. This implies

that the leadership of a full-service school (including the site-based support team) has to ensure that the curriculum and expectations are designed to allow learners freedom from anxiety and threat (Sanders 1988:59). Educators should therefore strive to make learners feel comfortable, for which an organised and orderly class-room as well as curriculum accessibility is necessary (Avis et al 2000:98). Sanders (1988:55) emphasises that a positive classroom climate will facilitate learner involvement. The educator should thus provide a variety of opportunities that could encourage the successful participation of these learners in the class (Levine 1976:258-267).

Levine (1976:258-267) further argues that educators should avoid situations that could cause embarrassment to learners who are deaf. Sanders (1988:60) adds that learners who are deaf and feel that they may be subjected to embarrassment will withdraw in order to avoid this kind of interaction.

The educator in the full-service school should thus create a climate in which learners feel that they are loved and belong. In the next paragraph, this notion will be discussed.

3.7.1.2   Love and belonging

Avis et al (2000:96-100) indicate that, as human beings, we all have an innate desire for affection and acceptance within a family or a group. Sanders (1988:60) states that learners who are deaf also want to feel that they belong to the classroom and to become functional members of the class. Sanders (1988:60) mentions that if learners who are deaf do not experience membership, they will feel lonely, rejected and isolated.

Sanders (1988:61) suggests that educators should learn to know the likes, dislikes, abilities and weaknesses of the learner who is deaf and demonstrate sensitivity when assigning duties and projects. To experience the need of belonging, Avis et al (2000:100) recommend that educators should accept the feelings, fears and frustrations of these learners. Sanders (1988:46) elaborates that too often, learners who are deaf feel that they have not been accepted or understood. Therefore, educators

should create situations where these learners can acquire feelings of achievement and acceptance among their peers (English 1995:50; Sanders 1988:46).

3.7.1.3 *Self-esteem and self-confidence*

Meyer, Moore and Viljoen (1990: 375) indicate that all human beings need to have self-respect and a sense of adequacy as a person. Strong and Charlson (1987:376-380) indicate that learners who are deaf will increase their concepts of themselves as worthy learners by having experiences that enable them to demonstrate their competencies or accomplishments.

The flexibility of the curriculum can be used to adapt the curriculum in such a way that learners who are deaf are allowed to participate in the decision-making processes that occur in the classroom (Oosthuizen interview on 3 September 2005). This would provide these learners with an opportunity to experience their input as valuable which would enhance their feeling of self-worth (Strong & Charlson 1987:376 – 382).

To promote self-confidence, Bunch (1987:1-15) recommends that educators need to assist learners who are deaf to become aware of their strengths. This is in agreement with a core principle of outcomes-based education, which implies that educators should use learners' strengths to reach desired outcomes (Department of Education 2002c:10-11).

The importance of motivation as a tool to promote self-esteem is reaffirmed by Garay (2003:46) who emphasises the importance of experiencing success. In other words motivation and success contribute to self-esteem. Sanders (1988:63) also implies that success is internally rewarding and is highly motivational in itself. According to Sanders (1988:56), success encourages learners to participate willingly and to assess their capabilities realistically.

The above-mentioned discussion reveals that the successful inclusion of learners, who are deaf in full-service schools, is based on the premise that all aspects of human development should be considered.

3.8 CONCLUSION

This chapter began with a discussion of the concept of 'deafness'. A discussion of the identification of deafness provided the focus of the main section of this chapter, namely the inclusion of learners who are deaf. In this section major sensory devices were discussed in an attempt to address the successful inclusion of these learners.

Due to the specific nature of barriers to learning caused by deafness, educators in full-service schools need specific knowledge to support learners who are deaf. To address the development of inclusive classroom practices, educators at full-service schools have to take note of essential elements, for example, the improvement of classroom acoustics, the learners' listening and language skills as well as the role of the educator to improve the language of learners who are deaf. To ensure that all aspects of human development are considered educators should also be aware of the psychosocial interaction of these learners.

In the following chapter the research design is presented and the findings of the investigation are analysed and discussed.

CHAPTER FOUR

RESEARCH DESIGN AND RESULTS

4.1 INTRODUCTION

The qualitative investigation conducted as part of this study serves as an indispensable source of practical information in ascertaining and investigating the development of full-service schools, to include learners who are deaf. However, from the theoretical background discussed in Chapters One, Two and Three, it appears that in addressing the development of full-service schools to include learners who are deaf, different needs may arise that should be addressed in this study.

It was anticipated that the unstructured and informal interviews conducted with parents of learners who are deaf, the learners themselves as well as educators of these learners would provide valuable information on formulating recommendations for this study.

In this chapter a description of the research design is given. Thereafter, a summary of all interviews undertaken is presented. The researcher identified key needs and patterns which emerged from the literature study and used these as basis for the discussion of the outcomes of the interviews. By identifying commonalities in the data, a chain of evidence was developed. The information enabled the researcher to give meaning to the data and draw certain conclusions to address the development of full-service schools to include learners who are deaf.

4.2 RESEARCH DESIGN

In Chapter One the research design was described as the plan and structure of the investigation used to obtain evidence to answer the research questions. According to McMillan and Schumacher (1993:34), the purpose of a design is to provide the most valid, accurate answers possible to research questions. Since there are many types of research questions and many types of designs, it is important to match the design with the questions. A research design is a very important part of an investigation, since certain limitations and cautions in interpreting the results are related to each

design and the research design determines how the data should be analysed (McMillan & Schumacher 1993:34).

For this research a qualitative research design was chosen.

4.2.1 Qualitative research design

According to Fouché (2002:270), a qualitative research design comprises the entire process of research from conceptualising a problem to writing the narrative. The research design described in this chapter correlates with the research design indicated in Chapter One as the plan and structure of the investigation (McMillan & Schumacher 1993:30). Kirk and Miller (1986:9) are of the opinion that qualitative research depends on interacting with participants in their own language on their own terms. In other words, those who are studied have to speak for themselves.

A qualitative design was used in this inquiry because the researcher was concerned with an in-depth understanding of the development of full-service schools to include learners who are deaf.   Therefore, the assumptions of a qualitative study as identified by Creswell (1994:145) suit the study. Firstly, qualitative researchers are concerned with the process. In this study, the concern is to develop full-service schools to include learners who are deaf. Secondly, qualitative researchers are interested in meaning. In this study the researcher is interested in how learners who are deaf can be included in full-service schools.

In the social sciences, research criteria such as credibility, transferability, dependability and confirmability are used to evaluate the trustworthiness of the research endeavour, and in particular the focus group interviews (Krefting 1991:215). The ensuing paragraphs explain the steps undertaken to enhance the validity of the study (McMillan & Schumacher 1993:202).

4.2.1.1   *Ensuring credibility*

Credibility is the most vital aspect of trustworthiness in qualitative research. A thorough literature review was conducted to ensure the credibility of the theoretical underpinnings of the study (Krefting 1991:215). The credibility of focus group interview

outcomes was sought by ensuring that the researcher elicited the specific information sought from the participants during the interviews (Read & Gough 2000:60). Conducting more than one focus group ensured credibility of the data obtained from focus group interviews (Read & Gough 2000:60-61). Throughout the research process, the researcher reflected on the possible influence of her own background, perceptions, experience and interests on the interpretation of findings, and thus endeavoured to reduce bias (Krefting 1991:216).

4.2.1.2   Ensuring transferability

Detailed descriptions of the participants, data collection techniques and procedures of this specific research were provided, in order to allow applications to be made to other contexts (Krefting 1991:218).

4.2.1.3   Ensuring dependability

The exact methods of data collection, analysis and interpretation of results were described in order to provide information on the repeatability of the research (Krefting 1991:220). The dependability of participants' responses was ensured by upholding the anonymity of their school and location throughout the study and by portraying an unjudgemental attitude during participant contact (Reid & Gough 2000:64). These measures ensured that the participants felt free to state their true opinions and views.

4.2.1.4   Ensuring confirmability

The researcher attempted to take an unbiased stand during data recording and when drawing conclusions from the data in order to satisfy criteria (Reid & Gough 2000:66). The provision of transcripts of focus group interviews and the documentation of all-verbal gestures and facial expressions of participants within these transcripts ensured confirmability of the focus group findings (Reid & Gough 2000:70).

A literature study provides the conceptual framework against which the qualitative research is designed and conducted and is discussed in the next section.

4.2.2 Literature study

Johnson and Christensen (2000:41) emphasise the importance of the literature study, stating:

> *… the general purpose of the literature review is to gain an under-standing of the current state of knowledge about the selected re-search topic.*

In other words, to undertake meaningful research, the researcher should be up to date with existing knowledge on the prospective subject (De Vos 2002:211). Thus, a review of literature provides the researcher with a clearer understanding of the nature and meaning of the problem that has been identified.

Gaining familiarity with the literature will also help the researcher after he or she has collected the data and analysed the results. Johnson and Christensen (2000:41) describe one of the last tasks involved in a research project as being the preparation of a research report in which the results of the study are communicated to others. The researcher should not only describe the study conducted and the results found, but also explain and interpret the results of the study. In trying to make sense of the data collected from a study it is often valuable to be aware of the literature because it can frequently provide clues as to why the effects occurred.

The literature review can stimulate questions and assist the researcher in deriving initial lists of pertinent questions to ask. The questions asked may change as the study progresses, but the prior literature can help in formulating the basis for proceeding with the research project (Johnson & Christensen 2000:41).

The process of data collection will now be discussed.

4.2.3 Data collection

The procedures of data collection are presented forthwith.

4.2.3.1   Policy documents and information seeking interviews

As discussed above, the literature review formed a vital component of the research process. A variety of documents were used as sources of information to address the development of full-service schools to include learners who are deaf. Documents such as policy documents, curriculum documents on outcomes-based education and inclusive education, were accessed during the research study to ensure that the content of the study was compatible with the current education policy expectations. The content of these documents provided information of the fundamental principles regarding the implementation of inclusive education in South Africa.

Information seeking interviews with specialists of the Free State Department of Education and specialists on the auditory oral approach at the Carel du Toit Centre in Cape Town and Bloemfontein, were conducted. This was done to obtain specialist information about policy and practice.

4.2.3.2   Focus group interviews

For the researcher's own background knowledge focus group interviews were conducted with educators of schools where these learners are accommodated.

A focus group interview is a discussion in which a group of participants, under the guidance of a facilitator, talk about topics important to the investigation (Stewart & Shamdasansi 1990:19). This method may be used for exploration and/or confirmation of knowledge (Stewart & Shamdasansi 1990:19). The use of focus group interviews were regarded as an important data collection instrument in the current research for concentrated amounts of data, on precisely the topic of interest could be extracted, new ideas and creative concepts could be stimulated and participants could be made stakeholders in the research process, when they were given a chance to voice their feelings and suggestions freely (Stewart & Shamdasansi 1990:19-30).

The aim of the focus group interviews was to obtain more detailed information on the educators' needs to address the successful inclusion of learners who are deaf and who are using the auditory oral in full-service schools. The use of focus group inter-

views provided the opportunity to embark on an in-depth investigation of participants' opinions on and suggestions for the inclusion of these learners in a hearing society.

4.2.3.3   Selection of participants

The researcher approached the Carel du Toit Centre in Cape Town and in Bloemfontein respectively to assist with the identification of learners who are deaf. The selected learners are currently accommodated in ordinary schools because no fully developed full-service schools exist. The researcher was referred to parents of two learners, the learners themselves as well as two educators teaching these learners. These learners were respectively an eight-year-old girl and nine-year-old boy accommodated in an inner city school. These participants referred the researcher to two other parents of learners who are deaf as well as the learners themselves, an eleven-year-old girl and a thirteen-year-old girl as well as the educators of these learners, also attending the same inner city school. The mentioned participants referred the researcher to parents of a nine-year-old boy, who is deaf and the learner himself who attends an ordinary rural school. This participant referred the researcher to parents of a ten-year-old boy who is deaf and the learner himself who attends another ordinary rural school. The mothers of these learners as well as the educators took part as participants.

Table 4.1 provides a profile of the participants of focus groups. The following codes were used:

- Capital alphabet letter = parent

- Capital alphabet letter plus same small alphabet letter = learner

- Capital alphabet letter plus numerical number = educator

Table 4.1   PROFILES OF PARTICIPANTS

Participants	Gender of learner	Age of learner	Decibel Loss	Cochlear implant / hearing aids	Grade	Size of class	City / Rural school
A: Mother **Aa: Learner** **A1: Educator**	Boy	10	90 – 120dec loss in both ears	Hearing aids	4	25	Rural
B: Mother **Bb: Learner** **B1: Educator**	Boy	9	100 –120dec loss in both ears	Cochlear implant	3	21	Rural
C:Mother **Cc: Learner** **C1: Educator**	Boy	9	110 dec loss in both ears	Hearing aids (will receive cochlear implant)	2	40	City
D:Mother **Dd: Learner** **D1: Educator**	Girl	8	100 dec loss in right ear 90 dec.loss in left ear	Hearing aids	2	31	City
E:Mother **Ee: Learner** **E1: Educator**	Girl	13	70 –90 dec loss in both ears	Hearing aids	7	42	City
F:Mother **Ff: Learner** **F1: Educator**	Girl	11	100 dec loss in right ear 75 dec loss in left ear	Hearing aids	5	35	City

The following excerpts from the interviews provide a holistic picture of the learners interviewed as well as the emotional experiences of their parents, which played a role regarding the learners' teaching and learning experiences. Interviews were conducted in Afrikaans and excerpts have been translated into English taking care to preserve idiom and meaning of the original.

- **Background information on learners**

All six parents indicated that a medical doctor was their point of departure, followed by the audiologist or hearing aid company who recommended the auditory oral approach. Audiologists also confirmed the degree of deafness.

Respondent A related her experiences as follows: "At 20 months our child got a virus infection. Soon afterwards we realised that something concerning his hearing was wrong. The ear-nose-and throat specialist told us that Aa was deaf and that he would be able to speak about three words. He referred us to the Carel du Toit Centre in Cape Town, to receive guidance and training on the auditory oral approach".

Respondent B outlined her experiences: "Since Bb was born, we suspected that something was lacking concerning his hearing. We took him to doctors several times – they assured us that Bb was a normal child. One pediatrician mentioned that I had to be careful not to become paranoid. At 10 months an ear specialist in consultation with an audiologist confirmed that Bb is deaf. He referred us to a school for deaf learners. An educator told us that the sooner we accepted that Bb was deaf and that sign language would have to become his mother tongue, the better. The hearing aid company (representative) told us about the Carel du Toit Centre in Cape Town. He requested us not to tell other people that he had recommended Carel du Toit to us".

Respondent C described her situation: "When Cc was 21 months, I noticed that something was wrong. Deafness was confirmed in both ears. The audiologist informed us about Carel du Toit in Cape Town. We made an appointment and started attending parent workshops on children who are deaf".

All of the mentioned parents suspected deafness prior to the visit to the medical doctor. However, the following parents doubted whether their children had been born

deaf. Respondent D: "Our child was not born deaf. She had a normal speech development till she got chicken–pox at the age of two. We took her to an ear specialist. He assured us that we were just too anxious; she was only a late developer, but I knew something was wrong. A year later, a speech therapist diagnosed deafness. According to the audiogram, Dd has a 100 decibel loss in the right ear and a 90 decibel loss in the left ear. She immediately received hearing aids. Apart from intensive language stimulation from us, she received intensive speech therapy thrice a week".

Respondent E: "We are convinced that Ee was not born deaf. At the age of nine months, she got meningitis. We noticed that she developed the habit of using only one word when speaking. Everybody, even professionals, told us not to worry, her development would improve. Later we realised that she had developed her own way of using sign language. At three we took her to an audiologist. We noticed that she ignored friends and opportunities to socialise. The audiologist identified a 70 to 90 decibel loss in both ears. I made an appointment with a psychologist … the psychologist who had obviously no knowledge of deafness informed us that Ee has a very limited potential - actually a candidate for a school for children with severe mental limitations. We decided to register her the next year at a 'normal' preprimary school. At the preprimary school she was forced to communicate. Her language developed unbelievably. At the end of that year, we registered her at a mainstream school. We support her a lot, but currently we are thankful to say that there is constant progress".

Respondent F gave the following account: "Ff was not born deaf. Compared to her brother, she initially had the same language development till the age of three. From two years old, she developed a chronic allergy. Frequently she suffered from *otitis media* and visited the doctor frequently. I started to question her language development but her pre-school teacher as well as the ear specialist assured us that nothing was lacking. In Grade Two, the school referred her to a psychologist who provided the school with a report on the outcome of the IQ test. The remedial teacher made an appointment with us and told us that Ff was functioning according to her ability. According to the report, Ff has a severe to moderate intellectual barrier to learning. I

was totally upset. I consulted a second psychologist who referred me to an audiologist. A 100 decibel loss in the right ear and a 75 decibel loss in the left ear were confirmed".

- **Emotional experiences and other implications for parents**

Chapter Three indicated that parents whose children are identified with hearing loss experience emotional trauma and intense shock. All parents interviewed agreed that they had experienced intense shock and trauma. Five parents noted that they had had to consider different options immediately and seek information about deafness from various specialists to make informed decisions. These parents mentioned that they were all advised to send their child a school for learners who are deaf as soon as possible to so that sign language could be taught. These parents found this suggestion unacceptable. One parent remarked emphatically: "We could not accept that. I am his mother and my mother tongue is not sign language. If he learns sign language, the school will become his family". Another parent uttered her emotions as follows: "Shattered, yes (sigh)! Everyone used strange terminology which we hardly understood". These five parents agreed that when they were referred to the Carel du Toit Centre where deaf children learn to speak, a long difficult but hopeful journey started. One parent explained: "Here we, together with other parents, began a journey of language learning, step by step". Sometimes discouraged, but never in despair! At Carel du Toit we were supported, helped and given information".

All the mothers mentioned the impact of financial expenditure. One mother explained: "I had to resign from my job because every minute is precious when it comes to language. Yes, and don't talk about the cochlear implant, the apparatus, the FM and the regular visits to Carel du Toit". All the other four parents shared the same opinion.

One parent described an extremely upsetting experience when a specialist informed them that their child had a low intelligence. This experience was shared by another parent, whose child was identified with deafness in grade two. The parent said: "Psychologists and teachers should really be better informed. I was told that my child would have to go to the special school for the mentally retarded".

4.2.3.4　Method of data collection

The interviews were structured in the sense that a list of issues to be explored was made prior to the interview. The list contained certain precise questions and alternative questions or probes depending on the response to the main questions. But the interviews were semi-structured in the sense that the researcher was free to formulate other questions as judged appropriate for the given situation and participants were at liberty to speak freely. Participants were not confronted with already stated definitions or possible answers, but were encouraged describe or express their particular views and solutions to the problem. Here again, the researcher's influence can be considerable. It is therefore important to refrain from influencing the participant by the way one asks questions. At the same time one should remain alert and detect missing information and ask for it to be supplied. Faulty recording of answers can also result in incomplete and subjective information. This type of interview presupposes some prior information, an understanding of the problem under investigation, and a need for more specific information (Bless & Higson-Smith 1995:107).

The researcher conducted interviews with all participants. The purpose of the interviews was to allow the learner participants and parents of these learners to describe in detail their perceptions and interpretations of their experience of inclusion in a hearing environment as well as the experiences of educators teaching these learners.

The researcher contacted the mothers of identified learners and educators telephonically, briefly explained the purpose of the conversation and made arrangements for interviews with the learners, parents and educators. Due to practical arrangements, some of the interviews had to take place at the homes of participants. The researcher informed principals of schools of the purpose of the study and the scheduling of the interviews.

The interview procedure was as follows: each learner was interviewed separately. Interviews with parents took place immediately after the learner was interviewed. Due to the fathers' work circumstances, only mothers attended. Interviews with educators took place after interviews with parents and learners were conducted. The re-

searcher spent a few minutes engaged in small talk to make the participants as comfortable as possible. The researcher also explained the concept of full-service schools to the mothers, learners and educators.

The researcher utilised a tape recorder and explained the purpose of the tape recorder. With the participants' permission, the researcher recorded conversations. Interviews were conducted in Afrikaans and excerpts included in this dissertation were later translated into English as mentioned earlier.

The researcher's participation was limited to the stimulation of the discourse. The duration of the interviews varied between 60 minutes and 90 minutes. As soon as no new information was being added, the interview was ended.

Dialogue between researcher and subject allows the interaction to move in new and perhaps unexpected directions, thereby adding both depth and breadth to one's understanding of the issues involved.

Once the interviews have been completed, the data will need to be analysed and interpreted.

4.2.4 Data analysis and interpretation

McMillan and Schumacher (1993:483) state:

> … qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns among the categories.

With regard to this study verbatim accounts of the interviews were transcribed. Different categories relating to the research topic were formed and the information from the interviews with learners, parents and educators were analysed and arranged according to categories.

The following section tabulates the findings of the interviews in an attempt to identify the needs of learners who are deaf. These needs should be considered and met in a hearing environment such as a full-service school.

Table 4.2   SUMMARY OF INTERVIEWS

	A	Aa	A1	B	Bb	B1	C	Cc	C1	D	Dd	D1	E	Ee	E1	F	Ff	F1
Transformed role Of principal: 1= important; 2= less important; 3= not necessary																		
Involvement of principal	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Knowledge of principal on deafness	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Receive acknowledgement from principal	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Curriculum accessibility: 1 = yes; 2 = sometimes; 3 = not at all																		
Difficulties with self-study activities	1	2	2	2	2	2	1	2	2	1	2	2	1	2	2	2	2	3
Difficulties in the interpretation of examination papers	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Difficulties with English as a spoken 2nd language	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Difficulties with Sotho as a spoken 3rd language	2	3	2	1	3	1	2	1	1	-	-	-	1	1	1	1	1	1
Need to learn sign language as a medium of instruction	3	2	2	3	2	2	3	3	2	2	2	2	3	2	2	3	2	2
Explanation of subject terminology	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
Prior info on new topics	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Difficulties with verbal expressions	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Difficulties with abstract																		

	A	Aa	A1	B	Bb	B1	C	Cc	C1	D	Dd	D1	E	Ee	E1	F	Ff	F1
thinking	3	3	3	2	3	2	2	2	3	2	2	2	3	3	3	2	3	3
Role of support: 1 = definitely; 2 = could be supportive; 3 = not at all																		
Frequent workshops for educators on deafness	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Involvement of specialists e.g. speech therapists, audiologists	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1
All educators and other role players linked to the school have to be informed	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Involvement of officials from the Department of Education	1	2	1	1	-	1	1	-	1	1	-	1	1	2	1	1	2	1
Cooperation with specialist school, e.g. Carel du Toit Centre	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1
Parent/caregiver involvement – 1 = yes; 2 = sometimes; 3 = not necessary																		
Continuous contact with school	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1
Trustful relationship between educators and parent	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1
Serve as an extention of the school	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2	2	-	2
Classroom practices- 1 = yes; 2 = sometimes; 3 = not at all																		
Value use of FM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Experience big classes as a barrier to learning	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

	A	Aa	A1	B	Bb	B1	C	Cc	C1	D	Dd	D1	E	Ee	E1	F	Ff	F1
Value good classroom discipline	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Negative feelings towards toward group work	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Necessity of good seating arrangements	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Modification of teaching strategies	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Need to have a buddy	2	2	2	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
Flexibility in assessment and teaching methods	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Need for individual attention	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Psychosocial strategies – **1 = yes/good; 2 = sometimes/average; 3 = no**																		
Safe and secure environment																		
Acceptance and success	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Love and belonging																		
Peer interaction	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Association with other learners who are deaf	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-
Self-esteem and self-confidence																		
Good self-esteem and self-confidence	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Social acceptance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Comparison with hearing peers **1 = good; 2 = average; 3 = not on same level**																		

	A	Aa	A1	B	Bb	B1	C	Cc	C1	D	Dd	D1	E	Ee	E1	F	Ff	F1
Mother tongue development																		
Spontaneous spoken language	-	-	1	-	-	2	-	-	2	-	-	2	-	-	1	-	-	1
Prepared spoken language	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1
Written grammatical language	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1
Creative writing	-	-	1	-	-	2	-	-	2	-	-	2	-	-	1	-	-	2
Vocabulary	-	-	2	-	-	2	-	-	2	-	-	2	-	-	2	-	-	2
Memorising	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	--	1
Interpretation of humor	-	-	2	-	-	2	-	-	2	-	-	2	-	-	2	-	-	2
Support from parents	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1
Prediction of scholastic success in senior phase	-	-	1	-	-	2	-	-	2	-	-	2	-	-	1	-	-	2
Demonstration of leadership	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1

4.3 REPORT ON QUALITATIVE RESEARCH

The report on data obtained is discussed according to the identified themes.

4.3.1 Transformed role of the principal

In Chapter Two, the discussion on full-service schools in the USA indicated the important role of principals as leaders of these schools. The literature study on transformational leadership also pointed to the crucial role of principals as leaders of full-service schools. The Department of Education (2002b:51) affirms that in the development of full-service schools, principals should recognise his or her role in setting the tone for the successful inclusion of learners experiencing moderate barriers to learning.

All parents interviewed regard the role of the principal to ensure accessibility of the school to their child as important. One parent strongly replied: "He definitely creates

a positive climate". All parents mentioned that principals should have the required knowledge to make informed decisions. One parent indicated that principals should therefore be equipped with knowledge: "... because the principal sets the tone for the successful inclusion of children with disabilities, he must know how to make meaningful contributions". Another parent felt that principals can only be supportive if they are informed, saying: "If the principal realises what is required of a deaf child who is mastering the spoken language, if he knows what road we have walked then he cannot but be supportive. Yes, it also influences his teachers' thinking as well".

Two parents shared the opinion that principals should consider the different temperaments of educators to ensure the correct placement of these learners especially in the foundation phase. The following parent explained: "After we talked with him, our child was placed with an experienced teacher with the right temperament. Indeed, someone with a passion for children with a problem".

Another parent added that principals should consider the placement of these learners in classes taught by educators who have specialised knowledge of learners with barriers to learning. She said: "His teacher was previously a remedial teacher. Her approach was just different from the others". All parents valued principals with an open door policy. One parent responded: "A principal whose door is open, who can listen is most reassuring". Three parents expressed appreciation for principals who foster personal contact with the learner and parents. One parent commented: "A deaf child in a hearing world. It is just that short phone call from the principal to tell us everything is okay or to hear if our child is complaining about problems". All parents concluded that the role of the principal involves much more than that of manager. One parent responded: "It is the principal who is involved, who cares about the concerns of all the children. The principal who does not just manage from his office but knows what is going on, he makes a difference". Another parent reasoned that principals who care about successful inclusion of learners with barriers to learning contribute to the holistic development of these learners: "At the prize giving, our principal encouraged the teachers to give the child recognition for what he has done, even if his marks are not the best". One parent also agreed on the positive outcomes for learners where principals are involved but shared a rather negative experience:

"The principal is just there; hardly anything is done to give the children recognition for the other things that they have achieved. I think he should play much more motivating role".

All six learners agreed that the principal contributes to developing the notion of not being different from hearing learners. One learner mentioned "It was nice when the principal also chose me to welcome the new children. I felt just like my other friends". Another learner affirmed: "Our principal treats me the same as all the other children".

All six educators mentioned that principals contribute to the successful inclusion of these learners. An educator supported the idea of receiving acknowledgement for extra work, energy and inputs needed when teaching these learners. "I feel that principals can support us and thus the deaf child by just a little recognition. For example, by visiting our classes, just being aware the principal automatically begins to play an interactive role". Another educator indicated that the support that educators received from principals contributes to their experience of security and feelings of enthusiasm.

4.3.2   Addressing curriculum accessibility

As indicated in Chapter Two, OBE is the vehicle to promote curriculum accessibility for learners who are deaf and who are using the auditory oral approach in full-service schools. It was also mentioned in Chapter Two that curriculum accessibility takes place through the flexibility of the curriculum, which implies that curriculum adaptation can be implemented. This makes all learning situations accessible to the learner.

4.3.2.1   Difficulties with self-study

Interviews conducted displayed that most learners need support during self-study activities. According to all six parents and four educators, unfamiliar words or new terminology caused uncertainties. An educator noted: "For instance, the child often looks for help in the library. When they have to fill in answers on their won the quality is not always what is should be. He sometimes makes the wrong deductions". How-

ever, another educator found that when new concepts are explained and the learner has enough time to complete a self-study assignment, it becomes meaningful.

A mother mentioned that educators have to realise that her child's limited vocabulary could lead to the wrong conclusions regarding the learner's ability to comprehend. All parents frequently stressed that educators should make allowances regarding self-study. One parent responded: "If only teachers could explain strange terminology before the time or just indicate exactly what must be researched, it would help a lot".

The four learners interviewed indicated the occasional need to receive prior information on new topics to be researched. However, two learners felt that they could cope and would ask if support was required. All learners agreed that clear instructions on what is expected are vital. A learner commented: "The teacher must just give us nice, clear instructions about what she wants".

4.3.2.2   Difficulties in the interpretation of examination papers

With regard to the interpretation of examination papers all participants agreed that these learners sometimes experience difficulties with the interpretation of examination papers. All learners and their parents mentioned that learners usually know the answers but when synonyms are used and questions formulated in an unfamiliar way, uncertainties arise. One learner explained: "If the teacher who does not teach my class compiles the exam paper and uses other words, then I am just lost". Another learner explained: "Yes, if the teacher would just make sure that we understand the words or the questions! What would also help is if we could work through old papers at home and ask our moms to help us understand the questions". Four parents indicated that sometimes their children found they could not complete a question because they did not understand it. A mother remarked: "If I could explain what the words mean, then he would have got full marks".

4.3.2.3   Difficulties with English as a spoken second language

All participants interviewed agreed that English as a second spoken language creates problems. One parent reminded the researcher that language does not develop in a natural way as with hearing children. "It takes lots and lots of energy and hard

work to get our children to learn the language as naturally as possible". Another parent felt that a second language creates stress and problems. She said with a sigh: "I know that they must be able to help themselves in English but for the children to communicate in just one language is absolutely unique. Learning another language is night. Maybe when they are older". Another parent added that these children do not learn language through participation in playful situations, "Lots of effort goes into it".

One parent also noted that learning English after the first language has been established would be more acceptable. "Just teach the children English later or on a much lower level, just so they can help themselves". A learner also uttered frustration: "I hated English. If I could just learn it like you learn spelling it would be okay. But to converse, yuk!". Another learner shared the frustration by mentioning: "English is a pain. I am struggling like anything to learn to speak it". One learner realised that she has to speak English and to work harder than her friends. Therefore, she asked her mother for extra classes, saying. "Since I have been taking extra English classes, I am more comfortable. I am working harder and can even read at the teacher's table".

Two educators indicated that although these learners find learning English as spoken language difficult, areas that can be rote learnt (e.g., spelling or certain grammatical structures) do not create serious difficulties. "Actually he does better in preparatory English than some hearing children". Another educator suggested that in the foundation phase and the first year in the intermediate phase, the goal should only be to make these learners aware of another language. "I only help with comprehension tests. Otherwise I just encourage the chaps".

4.3.2.4   *Difficulties with Sotho as a spoken third language*

Three learners found learning Sotho difficult. Two learners indicated that because they can memorise it, they did not regard it difficult. The general feeling among parents was that Sotho as a spoken language creates problems. Two parents indicated that fewer difficulties were experienced when learners are only expected to recognise and write words. Four educators interviewed shared this opinion. However, two

educators felt that the learner who is deaf does not experience Sotho as an extreme barrier to learning.

4.3.2.5   *Sign language as a medium of instruction*

All parents felt strongly that sign language as a medium of instruction is not desirable. One parent responded: "My child is growing up in a hearing world. Sign language is a natural language for the deaf. He can learn it later in six months. Now it is all about giving meaning to sound." Another parent added "No, definitely not. It is the easier way out. He can learn it later for himself within three months, he can learn it!". One mother uttered: "No, not at all. I cannot see how her spoken language is gong to benefit from sign language. Yes, later when her language is established, she can learn it herself".

Learners interviewed did not regard sign language as a necessity but would like to learn it later. One learner responded: "When I am older I would like to learn sign language. It can only be fun as the teachers won't know what you are saying, but then my friends would also need to speak it". Another learner answered: "Yes, I would like to learn sign language later on. I would like to be able to speak to other deaf people". One learner mentioned that sign language would stand out from others: "I don't want to be different. I want to know what is happening around me. When I am older I may learn it, perhaps instead of Sotho. If I had learned it earlier, I may not have learned to speak".

The six educators interviewed felt that the learners' home spoken language should first be established. They shared the opinion that sign language could be introduced later as a first additional language. One educator mentioned the possibility that sign language could influence the continuing development of the spoken language: "You know there is already and will be so much effort needed to acquire spoken language and to develop it. I am just afraid that sign language may become an easier option for the children. I maintain that once the spoken language has been opted for, we should not create additional problems".

4.3.2.6 Explanation of subject terminology

All participants interviewed affirmed the necessity that new or unknown subject terminology should be explained to learners. One mother mentioned that educators should remember that to add meaning to words is not always a natural process. It has to be taught. "If my child knew the meaning of key concepts or terms, then deductions could be made so much more easily".

One educator mentioned that revision and repetition of certain subject terminology should often take place. "Remember hearing children hear and understand and see. These children do not hear properly, possibly understand incorrectly and then don't make sense out of what has been heard". Three educators emphasised the specific need to be familiar with terminology in mathematics. These educators indicated that comprehension and interpretation are grounded on familiarity with concepts.

One learner mentioned that familiarity with terminology helps to increase her work tempo: "I know exactly what the work is about and then I can think more quickly because I can keep up".

4.3.2.7 Prior information on new topics

Parents and learners interviewed maintained the importance of receiving prior information on new topics. All parents affirmed the necessity to expose learners to new information. One parent explained: "Remember meaning does not just come on its own. It must be learned. When my child has prior knowledge of a topic then he is less likely to become a mere passenger". Two parents mentioned that prior information on new topics helps the learner to establish and expand vocabulary more quickly.

All learners agreed that to receive prior information on new topics helped them to focus, feel at ease and participate.

Educators interviewed agreed on the necessity but two educators mentioned that provide prior knowledge in practice was sometimes difficult. However, all educators

stressed that if these learners receive prior information on new topics, participation and interpretation improve.

4.3.2.8 Uncertainties in terms of verbal expressions

All participants indicate that sometimes help with the interpretation of verbal expressions is needed. According to parents and educators, verbal expressions, sentences or requests must sometimes to be rephrased or repeated. An educator mentioned that the use of visual materials enhances the interpretation or understanding of new concepts. Another educator explained: "Often when a funny incident takes place and I see he does not understand, and then I rephrase the information subtly. I also do this with announcements". All educators agreed that they always assess whether these learners have understood verbal expressions. One parent emphasised that gaps between language and vocabulary exist and therefore explanations or rephrasing of sentences is sometimes needed. She said: "Sometimes they know the word but the real meaning is not clear therefore I have taught my child from an early age to use a dictionary".

One learner mentioned that it is often difficult to understand when guest visitors address the school on unfamiliar topics: "They use words which I don't really understand. Oh, I don't suppose they know we use hearing apparatus".

4.3.2.9 Difficulties with abstract thinking

One parent, four learners and four educators maintained that no serious difficulties were experienced with abstract thinking. The educators added that all learners experience occasional difficulties; learners who are deaf fall in the same or better category. The other participants implied that abstract thinking only becomes a problem when words or language is not clear. One mother mentioned that her daughter does not experience abstract thinking as a problem but she has difficulty working with three-dimensional objects.

As mentioned in Chapter Two and Three, a key feature in addressing the development of full-service schools is the development of support for educators to assist learners who are deaf in the full-service school.

In the next section, the necessity of support as revealed in interviews will be addressed.

4.3.3 Addressing the role of support

As indicated in Chapter Two, the Department of Education (2001:29) has committed itself to provide the necessary infra-structure to establish a comprehensive support system in full-service schools.

Chapters Two and Three indicated clearly the need to develop an infra-structure to provide the support needed by educators to support learners who are deaf. Interviews conducted with participants also revealed the need for support for educators who teach learners who are deaf.

4.3.3.1   Frequent workshops for educators on deafness

All parents agreed that educators should receive some form of in-service training on deafness. Parents referred to this training as information workshops. A parent explained that educators should understand how difficult it is for a learner who is deaf to continuously derive meaning from the spoken word. Another parent added that if educators attend frequent information workshops on deafness, minor adaptations could be made without singling out the learner. One parent mentioned that all the information educators received had been given by her, based on her own approach. Three parents felt that training should be arranged by the Department of Education. These parents indicated that officials or experts from the Education Department could sensitise all educators and other staff members of the school of the need to be supportive by conducting workshops. Two parents indicated that sometimes they remain silent about incorrect teaching strategies which they have observed although they realised the value of the correct strategy. Another parent responded: "I will be most grateful if workshops for teachers could be held. It will be an eye opener for them to grasp what a child who is deaf experiences in order to be able to speak and give meaning to sound". All parents felt that workshops should be of an ongoing nature as are the HIV/Aids information workshops. They felt that knowledge is power. If educators are enriched by knowledge, these learners could

become contributive citizens. One parent indicated that workshops should not just deal with the learner who is using hearing aids, but should cover the needs of all other learners with a degree of deafness.

All educators interviewed affirmed the importance of regular information workshops on deafness rather than once-off training events. According to one educator, the information given at a once-off workshop is easily forgotten. She said: "If it is just one long training session, you forget. Actually so many questions arise afterwards which need answering". Two educators mentioned that teaching learners with barriers to learning, like deafness had not formed part of their teacher training. Another educator stated: "In my time you just had one approach to teaching all children, just as if every child was the same. Yes, indeed, I would be so pleased if we could receive sound training to support these children". Another educator mentioned parents had taught her that minor classroom practices could present a serious barrier to learning for the learner who is deaf. A colleague confirmed that workshops could inform all educators. Information is regarded as a vital tool to ensure progress in the senior phase. "Oh it is so important that in the upper grades teachers should be informed so that they can make the right adaptations. Yes, OBE makes it easier, but everyone must know how to use the flexibility of the curriculum to the child's advantage".

Although learners did not suggest that information on deafness should be disseminated through workshops, all emphasised the importance of having informed teachers. One learner mentioned: "I am just the same as other children. The teacher just needs to know that it is small things which he can do that will ensure that I keep up with the others".

4.3.3.2   Involvement of specialists

Learners indicated that they value the involvement of specialists, such as the speech therapist and have a close relationship with them. One learner responded: "She can tell the teacher things before the time so that it is not necessary for my mother to go and tell her".

Parents interviewed mentioned that the speech therapist has in-depth knowledge about supporting learners who are using the auditory oral approach. Three parents felt that the speech therapist encouraged them continually and was closely involved in teaching their children language. One parent mentioned: "The speech therapist can give direction with authority. It makes it so much easier when the mother does not have to always go to the school and tell the teacher 'Not like that'". Another parent emphasised the valuable role of speech therapists in assisting educators regarding the effective use of the FM system and the functioning of hearing aids. One parent mentioned that her son receives speech therapy after school hours. This parent felt that the ideal situation would be if the speech therapist could provide direct, ongoing information and guidance to the classroom educator.

All educators welcomed the involvement of the speech therapist. One educator implied that questions sometimes arise that can be clearly answered by the speech therapist. Another educator expressed the need to receive information concerning language development and sound formation: "Sometimes I wonder if I am following the right approach when teaching the children sounds and language. If one only knew how and what is necessary for sound formation, one could give more professional help. I would appreciate it if I could get regular help from the speech therapist, so that I knew, yes, knew if I was right". All educators agreed that they need guidance from a specialist regarding skills to promote the development of language. One educator mentioned that the speech therapist could also assist educators identify the origin of common language errors. She also mentioned that the current lack of assistance from speech therapists was a serious problem. Another educator indicated that she had already received support. She, the parent and the speech therapist function as a team: "We work very closely. The help of the speech therapist is unbelievably useful. I feel empowered and know which areas create problems".

One educator felt that as these learners matured, psychologists in collaboration with speech therapists could provide educators with effective strategies to cope with the learner who is deaf in large classes. Psychologists could, if necessary, assist educators support these learners in their emotional development. According to this educator, this would promote the holistic development of these learners.

4.3.3.3 Provision of information to educators and other role players linked to the school

Chapter Two stated that everyone linked to the full-service school should be informed to make learning accessible to all learners. All participants interviewed felt that it would be valuable if everyone linked to the school had basic knowledge on learners experiencing deafness.

One parent mentioned that her child is often confused about arrangements for extramural activities. According to this parent some educators are unaware of basic communication skills needed when talking to learners who are using the auditory oral approach. Another parent shared a positive experience involving informed educators: "The children had to travel by bus and as usual the teacher in charge just gave instructions on the bus. But M, another teacher, was so sensitive that he gave my child instructions about all the arrangements beforehand and so my child was always on time and at the right place". However, another parent shared a negative incident caused by uninformed educators. "The netball coach told the learners to hop and she kept on running. The coach, unaware of her limited vocabulary due to her deafness, reprimanded her for not being cooperative". Two parents felt that school governing bodies should also be informed of the needs of learners who are deaf. A parent mentioned that parents with normal hearing children who are elected as members of governing bodies are not familiar with essential needs concerning children who are deaf. As a result unhelpful policy arrangements are implemented. Another parent expanded by mentioning that financial constraints become a big issue. If governing bodies were aware of their needs, they could assist in installing supportive mechanisms, like the FM system, in the school and make classrooms hearing friendly. This parent felt that as they paid school fees, they had a right to these improvements: "I feel that we all pay school fees. Informed governing body members should surely also support our cause".

One educator added that an informed community forms a natural support system. This educator regards the environment in a rural area as ideal for learners who are using the auditory oral approach. "The rural community is small and everyone is knows about everyone else. Parents are involved in coaching and really have to

make an effort to work with these children. Everyone regards him as an ordinary little boy just like the other children".

All learners expressed appreciation for informed peers. One learner felt that his peers appeared to be more informed than some educators: "My friends know what I need to hear but the teachers don't. At rugby they think I don't listen, but instead I have not heard well". Another learner mentioned that some educators in the intermediate phase are less informed: "They are not always so sensitive. They easily put you in a group at the back of the class without realising that you can't hear properly".

4.3.3.4   Cooperation and involvement of officials from the Department of Education

All parents and educators indicated the necessity regarding the cooperation and involvement of officials from the Department of Education. Three learners did not respond while the remaining learners implied that it could be useful if the Department helped to make classrooms accessible to learners who are deaf: A learner commented: "If only these people would only allow us to take other subjects in the place of say, Sotho. Or if only they could give the teachers tips about deaf children".

Four parents indicated that the Department of Education should take responsibility to initiate structured support for schools accommodating learners who are deaf. One parent mentioned that educator training should be the responsibility of the Department of Education to ensure the development of knowledge and skills of educators regarding deafness. Another parent mentioned that the Department should ensure that education receive training with the operation of classroom amplification devices, the functioning of hearing aids and strategies to modify the classroom environment to ensure that these learners comprehend all that is said. One parent implied that the Department of Education should implement Inclusive education and should take greater responsibility for this policy. "I feel that the White Paper really makes it possible for all children to with moderate disabilities to be in the mainstream. But the infrastructure must be created by the Department or the school should be assisted in establishing its support system". Two other parents argued that schools should have a specific team to conduct a needs analysis to address areas that cause external

barriers to learning: "If, for instance, there could be a committee to ensure that our children can hear in the school hall and who arrange for a compatible FM system or someone you could go to as a parent when you notice something amiss".

Educators interviewed felt that the Department should enable the school to develop expertise. One educator appealed for a functional site-based support team: "If the coordinator of the support team were trained by experts in the Department to give us speedy advice, it would be so effective". Another educator was of the opinion that support should be structured. "If the Department does not ensure that the support to teachers is provided according to a plan, then expertise will only reside in one or two people". Other educators mentioned the need for cooperation between the school and the Department. "If there was a kind of helpline or if we had access to the Department to ask for advice, it would be really useful". The school should be fully informed how to address barriers that could hinder the successful inclusion of these learners. One educator felt that the Department should ensure that the officials, specifically the curriculum officials, should have required knowledge on these learners. All educators agreed that the Department of Education should assist the school in its provision of quality support to these learners.

4.3.3.5   Cooperation with specialist schools

All parents and educators emphasised the importance of continual involvement of educators from specialist schools, such as those at the Carel du Toit Centre. Three parents noted that specialists at the Carel du Centre had supported them since deafness was identified in their children. These parents disclosed that educators from this school played a major role in presenting the auditory oral approach to their children. A relationship of trust had developed between themselves and the school and they would value similar ongoing guidance to all educators in the regular school. These educators also have the capacity to support educators from regular schools on issues like curriculum adaptation. According to parents, educators from the Carel du Centre are frequently exposed to international training workshops on the auditory oral approach. Another parent explained that the learner's progress should be monitored and specialists can make an effective contribution in this regard. "These

teachers are so knowledgeable. They can quickly see which children are having adaptation problems and can address them in time".

Educators interviewed also agree that cooperation with the Carel du Toit Centre would be valuable. One educator valued the possibility of observing educators teaching these learners. Another educator noted that the parents of these learners are better informed and therefore cooperation with the Carel du Toit could enhance her in her professional role.

4.3.4 Addressing parent / caregiver involvement

4.3.4.1 Continuous contact with school

All parents / caregivers interviewed said that they see themselves as a key pillar in the support of their children. They therefore value continuous contact with the school, but they do not want to interfere with the educator's professional responsibility. One parent mentioned that the intention should not be to put extra stress on the classroom educator: "I don't want to be the teacher but I want to support her. Just like other parents we want the best for our child. I really don't want to be a burden to the teacher". One mother found that through ongoing contact with the school, constructive communication channels develop naturally which may enable the educator determine the stronger modalities of the learner. "I can help with visual demonstrations or, for instance, with the consolidation of more difficult concepts or perhaps by making her aware of assessment which is beneficial to him". She also appreciated the educator who informed her of all new concepts with which her child needed assistance. This mother emphasised that educators should not view parents as opponents. "I really don't want to be a nuisance". One mother indicated that contact with the school would always be important. "As my child gets older, the work increases and the support have to take place in other ways. After all, the teacher has 45 other children to deal with".

One parent stressed that the parent should not become the extension of the school but through continuous contact parents could play a vital role in informing the school about important facts. Two other parents shared this opinion, indicating that the in-

clusion of learners who are deaf should be regarded as a developmental process for both the school and the parent. A parent suggested that identified needs could be addressed through contact with the school. "If parents of deaf children could serve on a committee, we could give useful tips to the teachers. For instance, don't let apparatus get wet on an excursion".

Another parent argued that parents can assist the school establish creative ways to inform the whole school society. A parent regarded continuous contact as the vehicle to share knowledge on deafness with educators. "They must not underestimate our knowledge. Regular contact helps to give important albeit minor tips". This parent viewed spoken language as the bridge to broader society. "I would like to share my knowledge with the other mainstream children, whose deafness may not have been identified. I am convinced that many children in township schools have a hearing loss but no one has the knowledge and experience to help them. These children just disappear".

All educators interviewed were positive about regular contact with parents. However, one educator experienced some parents as little bit of intimidating. "Sometimes I get the feeling that the mother just wants to hear good things and questions it when I say he is struggling. She should know there will be many occasions when he will struggle. The work is increasing and he can't always get good marks". Most educators doubted whether the inclusion of the learners would have been as successful without frequent constructive contact with parents, especially in the junior phase. "There are so many other children. Remember meaning must be constantly established. This is where the mother plays such a tremendous role".

Most learners said that they felt secure because they knew their parents could help if there was a lack of clarity. Three learners appreciated help but preferred to solve problems themselves.

4.3.4.2   *Trustful relationship between educator and parent / caregiver*

The general feeling among parents / caregivers and educators was that trustful relationships between educator and parent develop through continuous contact. One

parent mentioned that because she wants to see her child as part of a normal hearing society, she is prepared to walk that extra mile – providing whatever the school requires. According to this parent, this includes sharing of confidential, sensitive information. Another parent mentioned that, as partners, they contribute to the teaching process through providing important information.

Two educators expressed the need for more background knowledge of these learners. One mentioned that more information on parents' experiences of teaching their child language would contribute to a better understanding of deafness among all staff members. Another educator mentioned that since a mother had played her a videotape of incidents during her child's infancy and childhood, all educators had become much more supportive and committed. The mother invited educators to a meeting where she shared her emotional experiences when deafness was identified in the child. This had helped staff form a holistic picture of the learner.

4.3.5 Addressing inclusive classroom practices

It was indicated in Chapter Two that the development of full-service schools cannot be taken for granted, a planned process is necessary. This process included classroom practices as implemented in full-service schools.

4.3.5.1   Utilisation of FM system

Four parents and four learners interviewed valued the correct use of the FM system. Two parents reminded the researcher that after a cochlear implant, the use of a FM system is not necessary but agreed on the necessity to use the FM system correctly

Other parents noted the effectiveness of the FM system but also indicated that their children experience much frustration when it is not used correctly. One parent explained as follows: "If teachers forget to switch it off, he complains a lot. Especially in group work when the teacher is giving the other groups instructions. It makes him terribly tired".

Another parent stressed that educators should be familiar with the functioning of the FM system. "If they know it works, they will be more sensitive. They should remem-

ber to switch it off when they leave the class". All parents regard the implementation of the FM system throughout the whole school as essential for the inclusion of these learners. One parent expressed her opinion as follows: "If children can hear, they understand and feel part of the school which is their life world".

Although all learners using the FM system experience frustration when educators forget to switch it off, they have developed ways to address the situation. A learner noted: "I put up my hand and ask the teacher to switch it off". Another learner implied that he is getting used to concentrating on the task he is focused on. All learners noted that it would be helpful if the FM system was used during all other school activities. One learner voiced her opinion as follows: "It would help especially in the hall. It is always bad when I can't hear what is being said in assembly".

All educators interviewed responded positively about the utilisation of the FM system. They all agreed on the importance being familiar with the FM system. One educator said: "It feels strange in the beginning. But if I had been properly informed about the FM's functioning, I would have been more sensitive about its use. It is a wonderful aid".

4.3.5.2   *Large classes as a barrier to learning*

All participants interviewed shared the opinion that big classes create barriers to learning. According to these participants, numerous learners in classrooms increase the background noise which impedes the ability of these learners to interpret the spoken word.

One parent viewed her opinion as follows: "Remember these children's hearing apparatus allows them to hear all tones on the same level. The bigger the class, the more sounds on the same level. A simple example is turning the pages of a book. Think of the difference when 25 children turn the pages and when 42 children turn the pages". Another parent commented: "Imagine if all sounds were equally loud. Do you realise how intensely these children must concentrate to stay focused on the main message". One parent argued that if the Department of Education wants to promote inclusion, the learner/educator ratio has to be reduced. "According to the

Department our children help to generate posts. The sore point is that our children are not benefiting from the smaller classes".

Learners interviewed noted large classes contribute to increased noise levels. One learner mentioned that in a large class, the teacher is forced to talk amidst chatter. "Sometimes when the children are noisy, the teacher keeps talking and it is difficult to listen". All learners agreed that more chairs, tables and suitcases increase noise levels. When the bell is rung, all learners start talking and the educator sometimes continues teaching. "If the teacher continues, then I don't hear at all".

Educators interviewed shared the opinion that classes with 30 and more learners increase barriers to learning. Educators with less than 30 learners maintained better interaction with these learners. An educator with 42 learners in the class revealed that the number of learners prevented her from rendering the necessary language support. "With 42 children in the class, of whom three-quarters have behavioural problems, you are robbed of unique opportunities to support these children with their language development".

4.3.5.3   Value of good classroom discipline

All participants agreed that good classroom discipline contributes to effective learning. Two learners mentioned that good classroom discipline helps to reduce background noise. Another learner mentioned that it made her feel secure. "I work better with teachers who are a bit stricter. The class is quieter and the children do not all talk at the same time. I know what is going on and can do exactly the right thing". Another learner added that an orderly learning environment is more stimulating. "If the teacher gives clear instructions and does not put up with bad manners, then I work better". All educators agreed on the need to maintain good classroom discipline. One educator explained: "Especially in group work, there must be order and focus. I have noticed that these children are much more confident when there is order". All parents mentioned that their children responded positively to good classroom discipline. A parent explained that her child experienced greater noise levels in less disciplined classes.

4.3.5.4   Negative feelings towards group work

As indicated in Chapter Two, the main teaching approach in full-service schools in South Africa will be outcomes-based. Thus, learners who are deaf should be able to function in groups.

All parents interviewed agreed that their children prefer to work individually. A parent explained that when in groups, learners tend to speak simultaneously, which creates makes it difficult for the learner who is deaf to interpret the spoken message. This parent said: "To concentrate on the main message in a group takes lots of energy. My child says that he lip reads most of the time". Another parent felt that her child sometimes struggles to hear as the other children tend to speak softly when in groups. This parent noted that educators should take these factors into consideration when a learner does not respond correctly. "It may not be the work which he does not understand. He is simply unsure about what is expected of him because he may have made the wrong deductions in the group".

All learners indicate that they sometimes experience difficulties regarding access to the learning situation in groups. Two learners mentioned that softer voice tones used by the other group members create difficulties. Another learner indicated that although he does not experience serious difficulties in a group, he prefers working individually at his own pace. One learner emphasised the support received from peers when working in groups. "The children know that they must look at me when working in groups". Another learner mentioned that functioning in the group is positive if the educator provides him with prior information on the topic to be discussed.

Educators agreed that these learners sometimes encounter difficulties in groups. However, two educators felt that these were not serious. One educator observed that the learner who is deaf tends to become a 'passenger' during verbal discussions and not an active participant. Another educator explained that she introduced the learners in the groups to each other and implementing bonding activities to ensure participation. "Especially at the beginning of the year I see that the learners get to know each other. I create playful situations so that they can get to know each other spontaneously. This helps a lot because then one child is not singled out". Another

educator observed that the learner became frustrated when he could not follow the group discussion.

4.3.5.5 Necessity of good seating arrangements

All participants mentioned the necessity of good seating arrangements. Learners interviewed pointed out the value of being seated away from sources of noise and in full view of the teacher. One learner remarked: "If I can just see the teacher's face, then classroom noises do not really worry me". Another learner found that noise made by learners in the corridors next to the windows was a disturbing factor. Another learner experienced problems when the educator seated her at the back of the classroom. "If I have to sit at the back, I might as well not be in the class". Another learner mentioned: "Teachers should place you where they can see you and you can see their faces. It helps a lot".

One educator stressed that these learners should feel at liberty to request to move to other seats when necessary and that attention should be given to the seating of learners in groups.

4.3.5.6 Modification of teaching strategies

Parents and learners interviewed emphasised that modification in general teaching strategies supports the learners to benefit from instruction. Three parents stressed that educators should be sure that the learner is watching and listening when talking to them. Educators should determine that these learners have understood what is said by requesting the learner to give feedback. One parent commented: "Don't just accept that he has heard. They can bluff you". Another parent mentioned that educators should take care not to speak while there is noise. "Sometimes he complains that the teacher speaks while there is general conversation".

All learners interviewed agreed that educators should write key words, new words and topics on the chalkboard. These learners also expressed the need to have verbal instructions in writing as well. One learner mentioned: "If the teacher gives homework, he must speak slowly or rather write it on the board". Another learner identified the necessity of repeating comments by other learners or messages over

the intercom. "I want to know what is happening. Don't say it doesn't concern me. If only the teacher could quickly repeat the message given over the intercom for my sake". One learner valued frequent eye-contact with her educator. "The teacher looks regularly at me. It helps a lot".

Another learner mentioned that she benefits when new terminology is given to her prior to a visit to the library for research purposes. "It helps a lot when we have to go to the library to find information and my mother can first explain the meaning of the new words". Two educators asserted that learner support really just involves the application of common sense methods to modify teaching strategies. An educator commented: "I see what works and then I just adapt it". The educators agreed on the necessity of being familiar with the language level of these learners. An educator explained: "I try to determine his language leave and then make sure that instructions are given on that level. For instance, I know now that I must use synonyms which are known to him". Another educator mentioned the benefits of a buddy system. "I often make use of his best pal. Children want to help. He frequently asks his pal if he is unsure. Actually all the children are helpful because they are informed and they are really found of him".

4.3.5.7   Flexibility in assessment

All parents interviewed strongly agreed that flexibility in all assessment procedures should be demonstrated. One parent mentioned that if educators really practised the principles of OBE, many barriers to learning would be removed. This parent explained: "We have been informed that in the new system each child competes against himself. This means that he should be assessed on his own level and not by a general question paper".

One parent mentioned that assessment in second and third languages should take into consideration the diminished hearing ability of these learners. One parent mentioned that assessment should support progress and development. She said: "Language acquisition is such an achievement. First establish his first language and assess any shortcomings. Now he has to be tested in other language which is really

just meaningless". Three parents felt that the flexibility of the curriculum should be used to assess these learners on their level of competency.

Both learners and parents indicate that common examination papers caused unnecessary problems. One learner felt that examination papers give rise to comprehension problems. "I know the answers but then the teacher uses other words and I don't know how to answer". This learner felt that the educator should use different forms of assessment to assess his knowledge. "If the teacher used other words it would help or else he could rather ask me orally".

All educators agreed that limited language development causes assessment difficulties. An educator agreed with a parent that these learners should be assessed at their level of language ability. All educators noted that the interpretation of examination and test papers causes problems. Limited vocabulary means that learners spend more time on interpretation of questions and cannot finish within the time limits. However, an educator pointed out that in a class of 45 learners, individualised assessment is difficult and she is also sometimes unsure how to adapt assessment.

4.3.6 Addressing psychosocial strategies

4.3.6.1 Provision of a safe and secure classroom environment

All parents and learners interviewed expressed the need for acceptance and success. All parents emphasised the key role of educators in promoting a positive attitude towards learners. Three parents mentioned that the flexibility of the curriculum can work towards creating a safe and secure classroom environment. One parent remarked: "He is, for instance, very good at maths. This experience of success makes up for other things that he struggles with". Another parent noted that school events cause resistance. "Choir and sing-song practices for school sports irritate him terribly". Another parent mentioned that her daughter becomes discouraged in certain learning areas like technology which requires working with three-dimensional objects. She added: "She does not want to go to technology because she can't cope. I think certain concepts and instructions are strange to her". One parent mentioned

that her child was once embarrassed when an uninformed educator expected him to repeat a song over and over.

Four learners indicated that they had been made to feel welcome when they arrived at the school. According to these learners the educators assured them of support and did not single them out as being different. Two learners indicated that initially they had not enjoyed school, but as educators became better informed and more supportive, they felt more comfortable and accepted. A learner mentioned that the educator always gave her the choice of an oral as feedback and thus she did not feel vulnerable. "I can do an oral after school for the teacher and I feel comfortable with this". Another learner mentioned that she would enjoy more learning areas if difficult words were explained or replaced with easier synonyms. All learners preferred classrooms with discipline and order.

All educators agreed that when these learners feel secure, they maintained focused and perseverance. Two educators stressed the principle of encouraging acceptance by determining and encouraging the learner's special talents. One educator explained: "He loves chess. I allow him to play chess in send of sending him to choir". Three educators mentioned that in large classes where many learners experience behavioural barriers to learning, learners who are deaf become frustrated and tire easily.

4.3.6.2   Love and belonging

All participants interviewed mentioned the importance of relationships. Parents and educators interviewed agreed that these learners show a need for and the ability to establish good relationships with peers. One educator observed that although the learner has good relationships, he takes time to observe new situations or peers. "He will not initiate contact with strange children. It is as if he first checks out the child or the situation". One parent added that her son hesitates to form new friendships and does not readily trust strangers: "He is always friendly but also shows some reserve". However, two educators noted that these learners are popular among their peers. "They like him and are eager to support him".

All learners indicated the importance of friends. Four learners felt that they regard their friends as their support system. "My friends encourage me. They are there for me and make sure I have heard correctly". Furthermore, learners agreed that the inclusion of other learners who are deaf in the class would be appreciated. "It would be nice if there were other deaf children. Then you would feel that there are other children like yourself".

4.3.6.3   Self-esteem and self-confidence

Parents and educators interviewed mentioned that these learners usually have a positive self-esteem and demonstrate self-confidence. All parents noted the importance of developing the self-esteem and self-confidence of these learners. One parent explained: "Remember initially language was an effort. He couldn't have a poor self-image as well. His self-image and confidence have benefited by all our inputs".

Three educators observed strong leadership abilities among these learners, including responsibility and perseverance. They felt that these learners could eventually become leaders at the school.

Parents and educators affirmed that the learners are accepted socially and demonstrate self-confidence and a sense of humor. A learner's response confirmed this view. She remarked: "I enjoy school. All the girls want to know what my apparatus is for and I tell them that I am deaf. If they keep asking, then I tell them I am wearing earrings!". However, two learners mentioned that they are sometimes lonely but have learned to cope and accept their hearing loss. One learner initially got the impression that some people avoided communicating with her. "People seemed to think if you are deaf, you are also dumb". Another learner initially experienced rejection. She explained: "At netball they said that I can't play because I am are deaf". Both learners noted that as they matured, they had become much more adept at dealing with tricky social situations. All learners confirmed that they participate in school activities. One learner said: "I like to play netball against children from other schools". Another learner enjoys interacting

with other learners during sports. "Rugby against other schools is fun. We enjoy lots of jokes".

4.3.7   Comparison with hearing peers

4.3.7.1   Mother tongue development

All educators interviewed agreed that the prepared speeches or talks given by these learners compared very well with their hearing peers. Three educators indicated that spontaneous speech could be regarded as average. The other three educators felt that although spontaneous speech suffers from faulty pronunciation, it compares very well with the speech of hearing peers. All educators maintained that in general they regard the vocabulary of these learners as average compared to their hearing counterparts. One educator replied: "It is the vocabulary which could give problems in future".

Two educators regarded creative writing of an exceptionally high standard. However, the other educators viewed creative writing as average, compared to that of hearing peers with the same intellectual ability. One educator commented: "Vocabulary and sentence construction are not always correct. But they are not weak".

4.3.7.2   Memorising

All educators interviewed noted that these learners demonstrate exceptional memo-rising abilities, which are on a par or better than that of hearing peers. One educator mentioned: "They do very well in subjects that can be memorised. Sotho is easier because the words can be learned. They even learn lines of poetry more quickly that the other children".

4.3.7.3   Interpretation of humor

All educators found that the interpretation of humorous situations is more difficult for these children. One educator noticed that the learner observes his peers closely and responds accordingly. Another found that these learners are sometimes oversensi-tive because they did not understand the intention of a situation. She mentioned:

"Sometimes I see that he gets cross because he didn't understand that someone was just joking".

4.3.7.4   Demonstration of leadership

With the exception of one educator, all educators interviewed remarked on the strong leadership skills displayed by these learners. Two educators observed that they demonstrated a strongly developed sense of responsibility when compared with their hearing peers. One of the latter made this observation about a learner who is deaf: "He is dedicated, responsible and, in actual fact, a teacher's dream!". Three educators felt that these learners could become leaders in the school in future.

4.3.7.5   Support from parents / caregivers

All educators interviewed indicated although parent / caregiver involvement is important for all learners, the interaction with and involvement of these parents / caregivers are regarded as vital. This was most important in the foundation phase where parent involvement among these parents was better than that of parents of other learners without barriers to learning. One educator responded: "I don't think his inclusion would have been so successful if his mother was not absolutely an extension of the school".

All six educators were of opinion that as learners matured, continuous support of parents would be more necessary than in the case of parents of other learners. An educator explained: "Parents of the learners will have to remain involved right through their schooling with learning activities. In a hearing school parents will have to be more supportive than the parents of the other children".

4.3.7.6   Prediction of scholastic success in the senior phase (grade 7-9)

Two educators felt that these learners could do as well as other learners with the same intellectual ability in the class. The continuous involvement of parents was essential to academic success in the senior phase. The other educators hesitated to predict the chances of success or failure compared with hearing peers. They felt that the increased volume of work could become a problem to learners who are deaf.

One educator responded: "The more the work, the more the vocabulary needed. In the higher grades the volume of work and the large classes may have a negative impact". One educator mentioned that these learners tend to work at a slower pace which could influence the level of achievement.

4.4   CONCLUSION

In this chapter a summary of all eighteen interviews was given. The findings of the interviews based on the experiences of parents of learners who are deaf and who are using the auditory oral approach, the learners themselves and educators of these learners enabled the researcher to evaluate the information obtained through the literature study. This also helped to determine whether the development of full-service schools (Chapter Two) to include learners who are deaf and who are using the auditory oral approach (Chapter Three) has been addressed. This has placed the researcher in the position to draw inferences and reach a synthesis of data gathered in interviews and the literature review.

The final chapter provides significant conclusions to the study and recommendations based on the findings.

CHAPTER FIVE

SYNTHESIS, RECOMMENDATIONS AND LIMITATIONS

5.1   INTRODUCTION

The purpose of this study was to address the development of full-service schools to include learners who are deaf. The relevant literature has been reviewed in both Chapters Two and Three. Chapter Four described interviews conducted with parents of learners who are deaf, the learners themselves and the educators of these learners. The interviews enabled the researcher to gain valuable information on learners who are deaf who are included in a hearing environment, such as an ordinary school.

The aim of this chapter is to systematically organise the central objectives of this study and discuss ways and adaptations necessary to include learners who are deaf in a hearing environment, such as a full-service school. In this chapter the outcomes of the research will be interpreted with particular focus on its implications and limitations. A principal section of this chapter is concerned with summarising the major findings of the interviews as outlined in Chapter Four in relation to theoretical propositions outlined in Chapters Two and Three. Based on this, specific recommendations are made to include learners who are deaf in a full-service school.

To begin this chapter a summary of all the results together with recommendations to address the development of full-service schools to include learners who are deaf will be outlined.

5.2   RESULTS AND DISCUSSION ON ADDRESSING THE DEVELOPMENT OF FULL-SERVICE SCHOOLS TO INCLUDE LEARNERS WHO ARE DEAF AND WHO ARE USING THE AUDITORY ORAL APPROACH

The researcher's findings from the literature research as well as interviews conducted are addressed according to themes identified from analysis of interviews.

5.2.1 The need for active involvement of principals regarding their transformed roles in full-service schools

The literature study in Chapter Two reveals that active involvement regarding the role of the principal is a lesson learned from full-service schools operating, for example, in the United States of America. Principals of full-service schools were found to have taken ownership in addressing and developing the inclusive ethos of this kind of school through a collaborative approach with various role players. In other words, the ethos of the full-service school supports the principal in his or her implementation of an inclusive full-service school policy as a basis for the compilation of a plan of action.

Findings of the interviews also reveal the important role of principals in promoting inclusive education in full-service schools. All participants expressed gratitude towards principals who demonstrate understanding of deafness and who are equipped with knowledge. Parents of learners who are deaf strongly indicate that the role of principal implies more than being an administrator only. Parents mentioned that in schools where principals are engaged in the process of inclusion, their children have been accommodated positively. Educators interviewed expressed a need to receive acknowledgement and encouragement from the principal.

From interviews conducted and the literature research, the following recommendations are made:

- Principals of full-service schools should recognise that they play a cardinal role in promoting the ethos of the full-service school which adopts a holistic, flexible and accommodative approach towards learners who are deaf and who are using the auditory oral approach.

- Principals of full-service schools should initiate revision of the existing school policy so that it becomes an inclusive full-service school policy to enhance learning and participation of learners who are deaf and to respond to learner diversity. In other words, principals of full-service schools require an inclusive full-service school policy to compile a plan of action.

- Principals of full-service schools should have knowledge of the needs experienced by learners who are deaf.

- Principals of full-service schools should initiate the creation of conditions to include learners who are deaf successfully. Thus, trustful relationships with parents of learners who are deaf should be developed and fostered. This could be done through an informed school governing body and an effective site-based (school-based) support team.

- Principals of full-service schools should motivate educators to attend to the needs of these learners within and outside the classroom.

- To ensure the successful inclusion of learners who are deaf, these learners should be placed in classes with informed classroom educators. This implies that principals of full-service schools have to be familiar with the special skills and strengths of educators on his or her staff.

5.2.2 A need to ensure curriculum accessibility for learners who are deaf and who use the auditory oral approach to communicate

The literature study in Chapters Two and Three revealed that the development of a full-service school implies a comprehensive process. As indicated in Chapter Two, educators and all other role players linked to the full-service school have to understand that the process entails not only taking cognisance of the philosophy of inclusion but also thinking about practical issues like accessibility of the curriculum. This was confirmed by specialists from the Free State Department of Education. The practical implication is that the full-service schools should thus create conditions for learners who are deaf, to succeed in reaching their desired outcomes.

Interviews conducted revealed that learners who are deaf and who are using the auditory oral approach walk a road less traveled, acquire tremendous perseverance but need support to reach desired outcomes.

5.2.2.1 A need for support in self-study

Findings reveal that learners, who are deaf and who are using the auditory oral approach, demonstrate the ability to work independently but sometimes need the support of parents and educators who should be familiar with the desired outcomes of a task. It appears that limited vocabulary and language delays create uncertainty that could influence the quality of work produced.

According to literature the main consequence of delayed language skills is that the learner has diminished comprehension and could experience difficulty with understanding unfamiliar words. Thus, support regarding the interpretation of unfamiliar topics for self-activity tasks is needed.

Recommendations:

- Educators in full-service schools should, prior to a self-study activity; acquaint learners who are deaf and who are using the auditory oral approach, with the expected outcomes of the activity.

- Educators in full-service schools should support learners who are deaf in comprehending new words or expressions, which appear in the self-study activity.

5.2.2.2 Difficulties in the interpretation of examination papers

Findings reveal that the quality of outcomes achieved during examinations could be negatively influenced owing to difficulties which learners experience in understanding synonyms and interpreting the language used in the formulation of questions. As a result of this lack of comprehension, wrong perceptions could be formed by teachers regarding learners' grasp of the subject assessed. The literature review confirmed that a consequence of delayed language acquisition is that the learner, who is deaf, may experience problems interpreting complex sentences and multiple meanings of words.

Recommendations:

- Educators in full-service schools should support learners who are deaf to interpret the questions of examination papers. This could be done through exposing the learner to different kinds of examination questions and papers.

- Educators in full-service schools should find ways to determine whether the outcomes achieved in examination papers provide evidence of a true reflection of the knowledge of the learner.

5.2.2.3   Difficulties with first and second additional language acquisition

Findings reveal that the acquisition of a first and a second additional language results in frustration and stress. Two learners found Sotho as a second additional language less difficult, compared to English as a first additional language. According to some educators Sotho involves the learning of concrete words and simple sentences rather than the formulation of complex sentences.

It can be speculated that the level of instruction in English as a first additional language could cause extra barriers to learning for learners who are deaf accommodated in a hearing environment. Literature confirms that learners with hearing loss do not cope well with the simultaneous exposure to more than one spoken language. On the other hand sign language is included in the Revised National Curriculum Statement (RNCS) Orientation Programme. Intermediate phase (Department of Education 2004b:4). This implies that learners who are deaf could be introduced to sign language as a first or second additional language. Literature recommends that where learners suffer from hearing impairments sign language can be used to overcome barriers, which hinder them from the opportunity to acquire high levels of proficiency in additional languages.

Recommendations:

- Educators in full-service schools should familiarise themselves with the interpretation of the recommendations regarding the acquisition of a first and second additional language (Department of Education 2003b:30).

- Educators in full-service schools should use the flexibility of the curriculum to promote learning and curriculum accessibility regarding the acquisition of languages. This implies that assessment in a first additional language (e.g., English) could be done on a lower level or grade to that on which the learner is currently accommodated. Learners experiencing barriers to learning caused by deafness could also be assessed on smaller sections of the work.

- Educators in full-service schools could support the learner on the acquisition of the language of instruction rather expose him or her to the acquisition of a first additional language.

5.2.2.4 *The need to learn sign language as a medium of communication / instruction*

Interview findings revealed that parents made an informed decision on the language of communication, which becomes the language of instruction. The majority of participants indicated the importance of first establishing the spoken language of learners who are deaf before sign language is introduced. They also indicated that sign language could be introduced when these learners are older. Parents interviewed viewed the spoken language as the vehicle to broader society; sign language was regarded as an easier means of communication with fewer opportunities. Some learners expressed the need to become familiar with sign language at a later stage.

Literature confirms that parents should be supported to make an informed decision on the language of communication. However, learners who are using the auditory oral approach should receive continuous support to establish the language of their choice.

Recommendations:

- Educators in full-service schools should rather support learners to develop their spoken language, which is the language of learning and teaching than to teach them a first additional language. This should specifically be done in the foundation phase.

- Educators in full-service schools, parents of these learners and the learner him or herself should be supported by specialists from the district-based support team (e.g., the speech therapist serving on the site-based support team of the school) to make informed decisions at which stage sign language could be taught to these learners without influencing the acquisition of the spoken language negatively. The teaching of sign language could be done to support these learners' acquisition of a first or second additional language.

5.2.2.5   The need to receive explanation of subject terminology

All participants expressed the need for learners who are using the auditory oral approach to become familiar with subject terminology in order to interpret and comprehend knowledge of a subject. Findings from interviews with educators reveal that knowledge of subject terminology helps these learners increase their speed with which they reach the expected outcomes of the subject.

Recommendations:

- Educators in full-service schools should address ways to orientate learners who are deaf to new subject terminology.

- Educators in full-service schools should be informed that new subject terminology could cause additional barriers to learning for the learner who is deaf.

5.2.2.6   The need to receive prior information on new topics

Findings reveal that all factors should be considered to enhance any new language acquisition that is required by new topics. The interpretation of new concepts as they appear in new topics should not be regarded as an automatic process. Parents / caregivers of these learners and the learners themselves indicated that the latter need support in the form of prior information about vocabulary and grammatical use, used in new topics in order to grasp new knowledge regarding the topic. On the other hand, some educators express the concern that, due to time constraints, this arrangement was not always practical.

Recommendations:

- Educators in full-service schools should realise that introducing new topics involves new vocabulary and new linguistic expressions that could be unfamiliar to the learner who is deaf and who is using the auditory oral approach.

- Educators in full-service schools should find ways to support learners who are deaf, in their interpretation of unfamiliar concepts linked to the new topic.

5.2.2.7   The need to receive support on the interpretation of verbal expressions

Findings reveal that these learners sometimes experience verbal expressions as a barrier to learning. Parents, educators and the learners themselves confirm that support to interpret verbal expressions is sometimes required. Some educators indicate that they use different strategies to ensure the learner who is deaf remains on board. One mentioned strategy is to rephrase certain information or to write the main ideas on the chalk board.

Literature confirms that, due to auditory pathways that are distorted or inconsistent, these learners may experience difficulty remaining consistently connected to the spoken word.

Recommendations:

- Educators in full-service schools should realise that although the learner who is deaf, appears to understand verbal expressions, some verbal information could be lost due to the learner's deafness.

- Educators in full-service schools should ensure that the learner understands what is said by requesting the learner to repeat information, answer a question or to write key words on the chalkboard.

5.2.2.8   Difficulties with abstract thinking

Findings reveal that learners, who are deaf, do not experience extreme difficulties with abstract thinking. All participants mention that misunderstandings might arise if

the learners are exposed to unfamiliar words. Literature affirms that educators should therefore keep communication and instruction in class on a level which the learner can comprehend.

Recommendations:

- Educators at full-service schools should be informed of the language level of the learner prior to his or her inclusion in the classroom. This should be done to ensure that all learning activities provide intellectual opportunities and stimulation for the learner who is deaf.

5.2.3 A need for system support

The literature study in Chapter Two and Chapter Three and interviews conducted indicate that to address and develop support for learners who are deaf in full-service schools, the establishment of a support system is necessary.

5.2.3.1   Frequent information workshops for educators on deafness

Findings reveal that parents felt that educators could benefit from in-service training in the form of workshops. Parents felt that workshops on deafness would contribute to providing quality education to learners who are deaf in a hearing environment. Literature corroborates the importance of in-service training for educators of learners who are deaf in an inclusive classroom.

Furthermore, both parents and educators agreed that educators would benefit most from continuous in-service training and that they would benefit least from a once-off training session as a method of support. All educators indicated that their training as educators did not involve information on learners experiencing barriers to learning, for example deafness. One educator also mentioned that guidance is needed on how to use the flexibility which outcomes-based education provides to make the necessary adaptations to support these learners.

Recommendations:

- Educators in full-service schools should receive training to develop their knowledge and skills regarding the inclusion of learners who are deaf.

- Adequate and appropriate continuous in-service training is necessary to keep educators informed with the latest practices relating to the inclusion of learners who are deaf.

- Specialists from the district-based support team should assist educators to understand how the flexibility of outcomes-based education can be used to the advantage of these learners.

5.2.3.2   Involvement of specialists

Interview findings reveal that learners who are deaf felt comfortable with the involvement of specialists such as the speech therapist. In most cases, these specialists are closely involved in the process of language acquisition and thus form a close relationship with learners. Parents interviewed indicated that they relied heavily on the guidance and support they received from speech therapists and therefore appreciated the intervention of these specialists. All educators revealed that speech therapists should provide guidance and support strategies through intervention.

Literature confirms the importance of receiving support from speech therapists or audiologists when including learners who are deaf and who are using the auditory oral approach. These specialists have specialised knowledge of hearing loss and its impact on a learner's ability to be included with hearing peers.

Recommendations:

- Educators in full-service schools should continuously receive support from speech therapists and audiologists to acquire knowledge of the various aspects of learners with deafness.

- Educators in full-service schools should receive support from speech therapists and audiologists on how to troubleshoot hearing aids.

- Educators in full-service schools should receive training from speech therapists and audiologists on addressing the negative impact of a hearing loss on the language development of a learner who is deaf.

5.2.3.3   *The need of all educators and role players linked to the school to be provided with information on learners who are deaf*

Participants agreed that all educators and other role players such as members of the governing body, other parents and peers should receive information on deafness. The reason provided is that an informed school community contributes to the successful inclusion of learners who are deaf. This was confirmed by the literature.

 Recommendations:

- The governing bodies of full-service schools as well as all other role players attached to the full-service school should be informed about the essential needs of learners who are deaf.

- The governing bodies of full-service schools should be informed about arrangements and ways to promote the successful inclusion of these learners in a hearing environment.

5.2.3.4   *Need for involvement of officials from the Department of Education*

Findings reveal that all participants regarded the promotion of inclusive education in schools as one of the major responsibilities of the Department of Education. Parents and educators indicated the necessity of expanding and strengthening the knowledge of educators to address the needs of learners who are deaf. Educators expressed felt that schools should have a functional support team, strengthened by specialists from the Department of Education.

Literature confirms that all schools should have a site-based support team to coordinate educator and learner support. According to literature the site-based support team should assist educators to fulfill the roles of mediator, mentor and assessor. Literature also regards the establishing of partnerships with members of the community as a task of the site-based support team. However, findings from literature re-

veal that specialists from the district (in other words specialists from the district-based support team) should ensure the proper functioning of these site-based support teams.

Recommendations:

- The district-based support team, serving the full-service school should assist educators to establish a proper functioning site-based support team. The site-based support team should be co-coordinated by an educator with specialised knowledge. This team should take the initiative to collaborate with the district-based-support team to arrange in-service training workshops for educators concerning the inclusion of learners who are deaf and who are using the auditory oral approach. This team should also determine the level of support needed by the learner experiencing a barrier to learning caused by hearing loss.

- Officials of the district-based support team should assist the site-based support team of the full-service school to implement various inclusive strategies to support learners experiencing barriers to learning, such as deafness. Learners who are deaf sometimes require additional or concentrated support in a specific learning area. The site-based team should encourage classroom educators to provide the required support. Support should take place in the classroom rather than beyond it.

- Officials of the district-based support team should encourage the site-based support team to form partnerships with members of the community. Through partnerships specialists in the community can become involved in providing support to learners experiencing barriers to learning.

5.2.3.5 Cooperation with specialist schools

Findings reveal that parents regarded educators from specialist schools, such as the Carel du Toit Centre as an imperative source of information as they possess vast knowledge and skills in teaching learners who are deaf. Educators supported the notion of cooperation and expressed the need to learn from these educators.

Literature confirms the importance of cooperation with these educators and it was recommended that educators from special schools should become members of the district-based support team. These educators, as members of the district-based support team, can support and encourage educators teaching learners experiencing barriers to learning like deafness.

Recommendations:

- Educators and specialists from specialist schools, for example the Carel du Toit Centre, should form part of the district-based support team to assist full-service schools on the inclusion of learners who are deaf.

- Educators from special schools, such as the Carel du Toit Centre, are of the persons most suitable to assist regular educators with strategies to support learners, who are deaf.

5.2.4   A need for parent / caregiver involvement

5.2.4.1   Continuous contact with the school

Findings reveal that parents strongly indicate the need to have continuous contact with the school as they realise that their children need extra support to ensure their successful inclusion. Parents of these learners also view themselves as a valuable source of information for educators who can assist them in supporting their children and in determining stronger modalities of their children. In addition, educators viewed parents of learners who are deaf as partners. However, one educator stressed that the educators' professional abilities should be respected. Literature confirms the importance of ensuring that parents or caregivers remain involved through continuous contact. According to literature continuous contact can be promoted by making parents members of the site-based support team of the school.

Recommendations:

- Full-service schools should acknowledge parents of learners who are deaf as a rich source of information and create situations to promote the involvement of these parents.

- Site-based support teams should incorporate parents as partners when assessing their children who are deaf. Parents of these learners should be involved in decision–making regarding support to their children.

- Educators in full-service schools should use the positive contribution of these parents in order to provide the required support for learners who are deaf.

- Parents / caregivers of learners, who are deaf and who are using the auditory oral approach, should support educators at full-service schools to determine and use the stronger modalities of the learner who is deaf to demonstrate the expected outcomes of the different learning areas.

5.2.4.2   *Trustful relationships between educator and parent / caregiver*

Findings reveal that parents and educators have to foster trustful working relationships. Educators indicated the need to have a holistic understanding of the learner who is deaf. To reach this understanding, educators should know the background of the learner, which comprises sensitive confidential information. In addition, parents were willing to share information, which could contribute to a better understanding of their child.

Literature confirms that for educators to come to a holistic understanding of these learners, they should be aware of to the emotional experiences of parents when deafness was identified at their children as these experiences could have influenced the learners' development.

Recommendations:

- To encourage parent involvement educators at full-service schools should be aware of the trauma these parents have gone through and be sensitive to the needs of parents.

- Educators should address the holistic development of learners who are deaf and should thus be aware of the barriers to learning caused by the side effects of deafness.

- Parents / caregivers of learners, who are deaf, should be involved during assessment procedures to obtain a complete representation of the learner's level of functioning across all contexts

- Educators at full-service schools should develop parent empowerment programmes and establish parent support groups for parents whose children are deaf.

5.2.5 A need for inclusive classroom practices

5.2.5.1 *Utilisation of the FM system*

Findings reveal that participants viewed the use of the FM system as an effective tool. Learners expressed frustration when the FM system was incorrectly used. In addition, learners mentioned that they had developed ways to overcome problems caused through the incorrect use of the FM system. To reap the benefits of supportive tools, like the FM system, all educators emphasised the importance of receiving guidance on the correct use of all apparatus to support learners who are deaf. Literature confirms that the FM system is aimed at supporting learners hear comfortably and clearly from anywhere in the classroom. Literature also suggests that all schools including learners, who are deaf, should have a compatible FM system.

Recommendations

- Educators in full-service schools should be informed of the purpose and correct utilisation of the FM system. Educators should be reminded of the importance that learners who are deaf receive clear and correct information from the educator.

- Full-service schools should be equipped with a compatible FM system.

5.2.5.2   Big classes as a barrier to learning

Findings reveal that all participants viewed big classes as an extra barrier to learning. Learners revealed that they relied heavily on their hearing aids to communicate and are negatively influenced by additional noise caused by many learners in the classroom.

According to one parent it remains the responsibility of the Department of Education to develop the quality implementation of inclusive education by reducing the number of learners in a class. All educators were concerned about the negative impact of behavioural problems caused by learners in big classes. These educators also mentioned that the large number of learners experiencing behavioural problems hinder them from providing quality education to learners experiencing barriers to learning, like deafness.

Literature confirms that smaller classes contribute to the language development of learners who are deaf, because the general background noise of the learning environment is reduced. Literature also suggests that educators should use different strategies to minimise classroom noise. Classroom noise is created by shuffling chairs, paging through books and noises from the corridor and outside the classroom.

Recommendations:

- Educators in full-service schools should be informed of ways to deal with noisy situations created by big classes.

- Educators in full-service schools should determine the noisy areas of their classrooms and try to place the learner away from the source.

- The Department of Education should assist full-service schools to reduce the educator/learner ratio in classes where these learners are included. These educators should also be assisted to cope with the challenges of supporting the learner with hearing loss in a classroom with an unfavourable educator/learner ratio.

5.2.5.3   Value of good classroom discipline

Findings reveal that learners, who are deaf, included in a hearing environment regarded good classroom discipline as an important measure to ensure effective learning. All participants indicated that learners benefit from constructive classroom discipline in classrooms where educators are in control. Literature confirms that an educator as a mediator and role model should create a constructive learning environment to nurture qualitative learning.

Recommendations:

- Educators in full-service schools should receive support and training on the practice of good classroom discipline.

- Educators in full-service schools should be motivated to accept the role of a mediator and role model for learners experiencing barriers to learning.

5.2.5.4   Group work

Findings reveal that to work optimally in groups, these learners need clear direction or instructions on what are expected from them. According to parents / caregivers of these learners, it is necessary that the learner's peers should be informed on ways how to communicate with the learner in the group. The preference to work individually rather in groups was noted by one learner.

Some educators noted that working in groups could promote internal barriers to learning, for example tiredness and frustration. According to these educators these

learners have to concentrate intensively to comprehend what is said. All educators mentioned the supportive role which can be played by peers of the learner. When peers are informed of the needs of the learner, they become supportive buddies who promote the learner's participation.

Literature confirms that working in groups could create barriers to learning because the learner's hearing aids pick up background sounds and cannot selectively amplify only the speaker's voice. Barriers occur where learners tend to speak simultaneously in the group.

Recommendations:

- Educators in full-service schools should inform the learner's peers about communication strategies prior to group situations.

- Educators in full-service schools should explain in a natural way and in simple terms to the learner's peers about how hearing loss interferes with hearing. To familiarise learners with the concept of 'deafness', the flexibility of the curriculum could be used to incorporate deafness as part of a learning area.

- Educators in full-service schools should provide clear directions on what is expected from the group to demonstrate required outcomes.

- Educators in full-service schools should observe these learners when working in groups, to prevent them from becoming 'passengers' and not active participants.

- Educators in full-service schools should know their learners in order to use discretion in allowing the learner who is deaf and who is using the auditory oral approach to work individually at times.

5.2.5.5   *Necessity of good seating arrangements*

Findings reveal that educators should be aware of proper seating arrangements for these learners. According to the parents / caregivers of these learners and the learners themselves, the visibility of the educator to the learner and the origin of noise

sources, for example corridors, should always be taken into consideration. An educator mentioned that learners should be allowed to move to other seats, when necessary. This calls for a positive learner/educator relationship. Literature confirms that educators teaching these learners should be aware of the best seating arrangements, which will benefit the learner. It is also suggested that educators should consult learners to determine the most appropriate seating.

Recommendations:

- Educators in full-service schools should be informed that appropriate seating enhances the learner's ability to hear and understand what is said in the classroom.

- Educators in full-service schools should be aware of the best seating arrangements: to seat the learner near to where the educator typically teaches where the learner can easily see the educator or to seat them away from noise sources.

- Educators in full-service schools should allow learners to move to other seats when necessary for demonstrations, classroom discussions or other activities.

5.2.5.6   Modification of teaching procedures

Findings reveal that all participants felt that educators should consider which teaching procedures could be modified or adapted to benefit the learner. According to participants interviewed educators should use strategies, which could reinforce comprehension of the spoken word. Strategies include adaptations regarding all forms of verbal communication, for example verbal instructions, explanations, note taking and use of unfamiliar or new vocabulary.

Practical suggestions mentioned are that educators should write key words or new words on the blackboard and rephrase sentences rather than repeat them. Parents of these learners implied that educators should encourage learners to make eye contact during any conversation. Parents of these learners also mentioned that

learners who are deaf use the facial expressions of educators to support them their verbal interpretations. One learner confirmed the importance of frequent eye contact. Clearly the visibility of the educator is regarded as vital. These parents also mentioned that educators should not take it for granted that the learner always comprehends what has been said.

Educators confirmed that continuous observation of the learner is necessary to ensure that he or she remains involved. They expressed the need to be informed regarding the learners' language level as this is essential to implement for meaningful teaching procedures.

Literature indicates that educators should always remember that the listening skills and language ability of these learners are diminished compared to hearing peers. Educators should therefore adapt teaching procedures to promote comprehension of the spoken word and implement strategies to support discrimination of words, phrases and sentences to enhance their meaning. According to the literature educators in full-service schools are often educators from ordinary schools who require additional assistance in the development of language skills of learners with hearing loss.

Recommendations:

- Educators in full-service schools should apply the most suitable teaching methods to learners who are deaf. Educators should enhance the understanding of new words or key words by writing them on the chalkboard.

- To successfully implement inclusion, educators in full-service schools should be informed about the unique learning needs of these learners. Educators should, for example, remember that the learner who is deaf cannot always interpret everything. Learners should therefore be encouraged to ask have certain things repeated.

- Educators in full-service schools should receive additional training to support and develop the language skills of learners who are deaf.

5.2.5.7 Flexibility in assessment

Findings reveal that all parents strongly agreed that different forms of assessment should be used to assess learners who are deaf. These parents felt that assessment as it is currently practiced does not always provide a true reflection of the learner's level of knowledge. These parents indicate that although they are informed that outcomes-based education underlines the principle of flexibility, different forms of assessment are not used in schools. One learner affirmed that her limited vocabulary sometimes hinders her from demonstrating a true reflection of her knowledge. Educators agreed that learners should be assessed on their level of competency but implied that the practical implementation of different forms of assessment creates problems. It appears that educators experience a need for support in developing and implementing different forms of assessment.

Literature affirms that to support learners in demonstrating the required outcomes in the different learning areas, educators have to implement different assessment strategies. Literature also supports the idea that each learner should be viewed as an individual and should be assessed accordingly.

Recommendations:

- Educators in full-service schools should be familiar with implementing different forms or strategies of assessment. Thus, learning facilitators from the district-based support team should frequently visit the school to monitor the implementation of different forms of assessment. The implementation of different forms of assessment will ensure that a true reflection of the competency of learners, who are deaf, in reaching the outcomes of the different learning areas, is obtained.

- Assessment should identify barriers to learning in order to improve the learning environment of the learner who is deaf and not to be used to exclude learners with hearing loss from participation.

5.2.6 A need to develop psychosocial strategies

5.2.6.1   Provision of a safe and secure classroom environment

Findings reveal that learners who are deaf flourish in a safe and secure classroom environment. According to parents and learners interviewed, the classroom educator is regarded as the initiator in the creation of a safe and secure classroom environment. Findings also reveal that the flexibility of the curriculum could be used to benefit from the stronger modalities of learners who are deaf. Orderly and disciplined classrooms contribute to the feeling of safety and security. Learners interviewed also expressed the need not to be singled out or regarded as different from their peers.

Literature confirms that educators teaching these learners should use the flexibility of the curriculum to afford learners freedom from anxiety and threat. The educator should thus provide a variety of opportunities through which a learner can successful demonstrate the required outcomes of learning areas.

Recommendations:

- Educators in full-service schools take responsibility for making learners experiencing barriers to learning feel safe and secure. This can be done by accepting each learner as a unique individual with unique strengths and possibilities.

- The learning facilitators from the district-based support team should assist educators who are unsure of the benefits of outcomes-based education in developing the full potential of the learner who is deaf.

5.2.6.2   Need for love and belonging

Findings reveal that these learners experience love and belonging through positive relationships with peers. Findings also reveal that newcomers in the classroom are firstly observed and avoided before contact is made. All learners respond positively to association with other learners who are deaf and who are included in a hearing environment.

Literature confirms that educators as mediators should encourage participation and acceptance of these learners through creating situations where these learners experience of love and belonging.

Recommendations:

- Educators in full-service schools should deliberately observe and promote the social integration of learners in all classrooms and during extra-mural activities.

- To create conditions in which the learners who are deaf experience love and belonging, principals and governing bodies of full-service schools should ensure that the inclusive policy of the school is upheld.

5.2.6.3   Need for self-esteem and self-confidence

Findings reveal that learners, who are deaf, demonstrate good self-esteem and self-confidence. The parental / caregiver support received by learners as well as their successes contributes to the development of perseverance. In addition, educators of these learners revealed that they demonstrate leadership skills and positive strategies to overcome negative experiences. Findings furthermore reveal that the learners who are deaf included in a hearing environment are not oversensitive for social rejection. It can be concluded that the positive way they address negative situations could be the result of the support they have received which has promoted the development of   positive self-esteem and self-confidence.

Literature confirms that experience of success and positive motivation contributes to the development of self-esteem and self-confidence in these learners. Educators should therefore use the strengths of these learners to compensate for their weaker points caused by deafness.

Recommendations

- To ensure the ongoing psychosocial development of learners who are deaf in the full-service school, frequent collaboration among parents, educators and

the district psychologist should be implemented. Psychologists should assist educators address the psychosocial development of these learners.

- Educators at full-service schools should acknowledge the participation of these learners through giving recognition for outcomes achieved.

- Educators in full-service schools should facilitate acceptance and respect from hearing peers. Educators should thus provide opportunities for socialising and interaction in the class.

5.2.7 Comparison with hearing peers

5.2.7.1 Language (Mother tongue)

Findings reveal that educators in general regard spoken language, especially prepared spoken language as well developed compared to their hearing peers. All educators indicate that vocabulary could be described as average depending on the learner's language ability. However the writing skills of these learners appeared to be well developed. Unusual pronunciation of words tends to cause an unclear spoken language.

It can be suspected that these learners benefit much from the intensive support received from parents and other specialists, such as the speech therapist as well as specialists at the Carel du Toit Centre.

Although literature indicates that the language ability of learners who are deaf could be delayed, older learners demonstrate positive language development.

Recommendations:

- Educators in full-service schools should be informed about how to continuously address the negative impact of hearing loss on the language development of the learner.

- Educator training is required to develop the knowledge and skills of educators in the foundation phase in full-service schools, prior to the inclusion of these

learners. These educators should be well informed about conditions that promote the spoken language acquisition of these learners.

5.2.7.2   Memorising

Findings reveal that in comparison to hearing peers, the memory skills of these learners are well developed. Some educators interviewed regarded the memory skills of these learners even better than their hearing peers. The powerful memory ability of learners who are deaf could be regarded as one of the strong points of these learners.

Recommendations:

- Educators in full-service schools should take cognisance of the benefits of the well-developed memory skills of these learners. Educators should provide guidance to these learners on how to use their memory ability to integrate new knowledge.

5.2.7.3   Interpretation of humor

Findings reveal that although the educators of these learners indicated that the spoken language of learners, who are deaf, appears to be on the same level as their hearing peers, the ability to interpret verbal expressions as found in humorous situations differs. It appears that the learners' limited vocabulary creates barriers to learning regarding the interpretation of what is said.

Literature confirms that the multiple meaning of words could create comprehension problems and that learners who are deaf could misunderstand complex sentences.

Recommendations:

- Educators in full-service schools should use different ways to ensure that learners who are deaf remain involved in all verbal conversations. Examples of ways could be to repeat or rephrase things said by peers or to use a 'buddy' to alert the learner to what is said.

5.2.7.4   Demonstration of leadership

Findings reveal that nearly all the educators regarded these learners as potential leaders in the school. Moreover, all the educators agreed that these learners demonstrate tremendous perseverance and responsibility in comparison to their hearing peers.

Recommendations:

- Educators in full-service schools should encourage these learner's special abilities through creating opportunities to demonstrate leadership.

- Educators in full-service schools should at all times promote the acceptance of these learners. To come to a clear understanding of the unique needs experienced by these learners, the educator could discuss the learner's deafness with him or her. Educators should also accept the learner as an individual and be aware of his or her limitations.

5.2.7.5   Support from parents / caregivers

Findings reveal that all educators interviewed noted that parents of learners who are deaf and who are using the auditory oral approach are more intensively involved in the learning situation of their children compared to other parents. These findings are corroborated by literature, which indicates that the involvement of parents of learners who are deaf is necessary to ensure their successful inclusion in a hearing environment. However, all educators affirmed that parents of these learners have to remain involved throughout the learner's whole school career.

Recommendations:

- Parents / caregivers of these learners should be recognised and encouraged to serve as ad hoc members of the site-based support team of the school.

- Educators in full-service schools should find ways to ensure continuous contact between school and home.

5.2.7.6   Prediction of scholastic success in the senior phase (grade 7-9)

According to interview findings, two educators were convinced that these learners could experience success in the senior phase in an ordinary school. However, most educators hesitated to predict scholastic success in the senior phase in an ordinary school. They felt that the learners' limited vocabulary and their slower work tempo combined with the amount of work in the senior phase could create barriers to learning.

Literature recommends that learners experiencing barriers to learning should receive the required support to access the curriculum and to achieve success. This can be done through direct intervention programmes to address barriers to learning experienced by the learner who is deaf.

Recommendations:

- Learners who are deaf should be supported to achieve the required outcomes of the different learning areas successfully through adaptations of the curriculum.

- Educators in full-service should receive continuous support from officials from the district-based based support team on ways to implement curriculum accessibility for these learners.

- Specialists from the district-based support team and specialists from special schools should, in collaboration with the site-based support team of the school, continuously monitor the progress of the learner who is deaf. This is necessary to ensure that supportive interventions are made to promote the scholastic success of the learner.

5.3   RECOMMENDATIONS FOR FURTHER RESEARCH

The following section outlines certain recommendations for further research.

- Currently it is not possible to obtain information regarding the outcome of learners who are deaf. This is because full-service schools have only been

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recently introduced in the South African schools system; hence no learner who is deaf and who is using the auditory oral approach has completed schooling in a full-service school. Time is needed to allow these learners to continue their school career and determine whether they are indeed successful. This is an area in which more research could be conducted.

- More specific adaptations to the curriculum, teaching materials and classroom practices in order to include learners, who are deaf and who are using the auditory oral approach, should be investigated.

- The Department of Education (2003b:20) states that to acquire a grade 9 certificate all learners should be able to use their home language and a first additional language. However, because literature indicates that learners who are deaf struggle to learn an additional spoken language and parents of these learners currently discourage the introduction of sign language in the foundation and intermediate phase, further research is recommended on adaptations required to support the learners' acquisition of a first additional language necessary to obtain a grade 9 certificate.

- Considering that full-service schools would be transformed ordinary schools, it is clear that most educators would have little or no exposure to educating learners with any degree of hearing loss. To address the development of educators' knowledge on this subject, training educators of full-service schools becomes an important vehicle. Ongoing research into best practices for educators at full-service schools to develop ongoing language acquisition and other learning skills of learners who are deaf and who are using the auditory oral approach is of utmost importance.

5.4 LIMITATIONS

- This current research was undertaken in the early stages of the development of full-service schools, to include learners who are deaf and who are using the auditory oral approach. Therefore, the scope of research may change once full-service schools have been firmly established and educators and

learners, who are deaf, have encountered new challenges to include these learners successfully.

- The development of full-service schools is a fairly new field of research and not much has been researched on this topic especially in the South African context. Therefore, the researcher relied on research carried out on existing full-service schools in the United States of America and on the inclusion of learners who are deaf who are currently accommodated in ordinary schools.

5.5   FINAL PERSPECTIVE

This chapter has brought the research to its culmination in which the problems formulated in Chapter One have been investigated and the aims met. By summarising the main findings from the literature review and interviews conducted, the researcher was in a position to outline ways to address the development of full-service schools to include learners who are deaf.

The Department of Education (2002b:43) encapsulates the core of this study by stating that support should be provided to all learners and educators so that the full-service school can meet the challenges encountered in everyday school life when successfully including learners experiencing barriers to learning.

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INTERVIEWS CONDUCTED

De Villiers, R. Educator and head of parent guidance. Carel du Toit Centre Tygerberg. 3 February 2002, 10 March 2002, 14 September 2005 & 20 September 2005.

Educators Carel du Toit Centre Tygerberg. 3 February 2002 & 10 March 2003

Oosthuizen, E. Chief Education Specialist. Free State Department of Education Curriculum Studies. 2 September 2005, 3 September 2005 & 2 November 2005.

Paulsen, ME. (Dr.) Deputy Chief Education Specialist. Free State Department of Education Inclusive Education. 3 September 2005.

Speech therapist (telephonic interviewed): Speech, Language and Hearing Department Pelonomi Regional Hospital Bloemfontein. 2 September 2005.

Speech therapists (telephonic interviewed): Universitas Hospital & Rosepark Hospital Bloemfontein. 2 September 2005.

Speech therapist (telephonic interviewed): Provincial hospitals Bethlehem, Kroonstad & Welkom. 3 September 2005

Steyl, R. Speech therapist. Free State Department of Education Bethlehem Educational District Office. 14 September 2005.

APPENDIX

SELECTED INTERVIEW

Watter rol speel die skoolhoof ten opsigte van die suksesvolle insluiting vir 'n leerder wat doof is, in 'n horende skool omgewing?

(Ouer) Die skoolhoof beinvloed alles (pose) mmm ja, dit is hy wat onderwysers se koppe swaai om 'n ekstra tree te gee. As die hoof ingelig is en insluitings onderwys sy besigheid maak doen hy werklik baie moeite. Ek sou sê skoolhoofde moet kennis dra van verskillende gestremdhede, hy moet sy personeel ken om te weet watter onderwyser gemaklik voel om met kinders wat byvoorbeeld doof is te kan werk.

Ons skoolhoof verwelkom dit as ons met hom oor … wil praat. Sy oopdeur maak dit net makliker om sensitiewe inligting onder die aandag van personeel te bring. Hy't aan die begin gereeld geskakel net om te hoor of ... gelukkig van die skool kom, dis great (pose) ons het dit so waardeer.

(pose) Die vorige hoof was glad nie betrokke nie, nou waardeer ons 'n hoof wat nie net vanuit sy kantoor opdragte gee nie, maar wat werklik probeer om ons hande te vat. Hy het byvoorbeeld die onnies aangemoedig om op die prysuitdeling nie net klem te lê op akademiese prestasies nie. En daar kry ... toe 'n prys vir een of ander opstel wat hy geskryf het. (pose) Maar ek dink ... se inskakeling by die skool sou vir die hoof meer gemaklik gewees het as hy vooraf goed ingelig was oor dowe kinders se behoeftes, eintlik oor leerders met verskeie gestremdhede se behoeftes. Ek meen dit versterk jou, as skoolhoof, om mos ingelig te wees.

(Leerder) Meneer is baie gaaf. Ek dink dit sou nogal sleg gewees het as meneer my anders behandel het. Ek moes nou die dag vir 'n ander tannie welkom sê. Dit was lekker, want ek dra nou wel apparate, maar is maar nes al die ander kinders.

(Onderwyser) Ons skoolhoof is betrokke, maar ek dink as hy werklik weet wat dit vra om kwaliteit aandag aan hierdie kinders te gee dan sal hy net so 'n bietjie meer erkenning aan 'n mens gee.

Ek meen, (pose) kan hy nie dalk motiveer dat ons wat leerders met spesifieke gestremdhede het, minder kinders in die klas het nie? (pose) Of as ek byvoorbeeld minder buitemuurs het, dan kan ek na-skool byvoorbeeld vir … meer effektief help met goedjies wat ek deur die dag waargeneem het.

Hoe kan skole toesien dat die kurrikulum toeganklik is vir kinders wat doof is in 'n horende omgewing?

Selfstudie -

(Ouer) Kyk in uitkomsgebaseerde onderwys word klem op take, m.a.w. selfstudie gelê. 'n Mens moet onthou dat jou dowe kind wat geleer het om te praat natuurlik 'n agterstand het wat woordeskat betref. (Sug) Nou gebeur dit dat hul wild vreemde topics kry en uitdrukkings moet verstaan wat vir hom baie vreemd is. As die onderwyser my net vooraf kan inlig oor onderwerpe wat nageslaan moet word, dan kan ek by die huis die nuwe woorde aan hom bekendstel, (frons) onthou nuwe woorde leer 'n dowe kind nie per toeval nie. Dit moet verduidelik word, in konteks gebring word.

(Onderwyser) As ons in die biblioteek werk, dan merk ek die ou soek hulp. Deesdae kom vra hy as hy nie weet wat 'n woord of stuk beteken nie, maar aanvanklik moes ek hom dophou. Ek probeer om aan die begin van die kwartaal vir sy ma 'n lys te gee van onderwerpe waaroor hul op gegewe tye verslag moet kom doen. Dit help baie.

(Leerder) As ons in die biblioteek moet werk en ek weet nie dan vra ek maar wat die woord beteken, maar partykeer wil ek nie altyd vra nie, (pose) maar as juffrou in die klas presies gesê het wat ons moet doen en miskien iets van die onderwerp, dan kom ek maklik reg. Partykeer slaan ek die woorde wat moeilik is oor en vra maar later wat dit beteken.

Eksamen of toets vraestelle –

(Ouer) Soos ek sê, woordeskat beinvloed baie dele van al die leersituasies. Ek dink aan vraestelle, yes soms word ek bietjie vies (pose) wat wil die onderwyser toets, die kind se kennis of wat? As dit om kennis gaan, dan moet onderwysers seker maak

dat die kinders, okay, veral jou kind wat doof is gemaklik is met die tipe taal wat ge-
besig word. Soms kom … by die huis, moedeloos, want dan het hy die antwoord
geken, maar het nie geweet wat spesifieke woorde beteken nie. (Vryf aan kop) Jy
sien, om inclusive te wees beteken dat aanpassings gemaak moet word om kinders
te kan ondersteun. Ek sou sê onderwysers moet maar net ingestel wees om te weet
dat die kinders ondersteuning in alle taalfasette benodig.

(Leerder) As dit my juffrou is wat die toets vraestel opstel dan gaan dit gewoonlik
goed. Maar al die onderwysers weet mos nou nie. (pose) Byvoorbeeld as meneer …
die vraestel opstel dan weet ek, ek gaan sukkel al lees hulle die vraestel.

(Onderwyser) Ja 'n mens moet bedag wees daarop dat vreemde woorde en kon-
septe vir …'n probleem kan wees. Ek het al vraestelle huis toe gestuur sodat hy net
gewoond kan raak aan verskeie maniere van vraagstelling.

Engels en Sotho as addisionele tale –

(Ouer) Wat natuurlik 'n vreeslike probleem is, is om 'n tweede en derde gesproke
taal vir die kinders te leer. Weet jy dis eintlik so onbillik as mens in ag neem hoeveel
effort daarin gegaan het om sy huistaal, te vestig. As Engels op 'n laer vlak geneem
kan word sal dit ook help. Ek voel regtig dat meer tyd eerder spandeer kan word om
sy gesproke huistaal en ander vaardighede te ontwikkel in plaas daarvan om amper
nog ander probleme te skep deur die aanleer van nog gesproke tale. Oe Sotho kan
hul maar regtig los, (pose) as dit dan moet laat ons aangaan met Engels, maar
waarom nog Sotho? Ek sê weer, onderwysers moet onthou dat 'n kind wat doof is
nie taal toevallig aanleer nie, dit moet ervaar word, doelbewustelik geleer word. (sug)
Dink net wat alles moet gebeur om te kan verstaan as jy byvoorbeeld Russies moet
leer, eintlik kan mens dit nie vergelyk nie, want jy kan hoor.

(Leerder) Waarmee ek die meeste probleme het is Engels. Veral die uitspreek van
woorde. Die goed wat ek moet leer, soos spelling is okay. Sotho is nie so moelik nie,
want ons leer net die woorde en almal sukkel maar.

(Onderwyser) Engels is vir … moeilik, maar interessant dit wat geleer kan word soos
spelling; en ja selfs sy Engelse skryfvaardighede, is eintlik glad nie sleg nie. Die

probleem kom by die praat daarvan, maar weer eens sy ma help baie en help regtig om betekenis te gee aan woorde. Op hierdie stadium doen hy glad nie sleg in Sotho nie. Jy sien dit gaan maar weer oor woordeskat wat geleer word, die uitspreek en praat, ja dit is vir hom moeliker.

Aanleer van gebaretaal –

(Ouer) Gebaretaal, nooit! (stilte) Ons het 'n ingeligte keuse gemaak om gesproketaal as medium van kommunikasie te kies. Ons is nog nou in die tydsvlak waar gesproke huistaal ten alle koste gevestig en voortdurend ontwikkel word. Wanneer hy ouer is kan hy gebaretaal binne ses maande self aanleer. Nie nou nie, want dit kan die mak-liker uitweg word.

(Leerder) As ek ouer is sal ek graag gebaretaal wil leer. Miskien sal dit my nou lui maak, maar dit sal nogal fun wees om dit in die skool te kan praat.

(Onderwyser) Ek dink gesproketaal moet werklik eers baie goed gevestig wees. My logika sê dat gebaretaal vir hom makliker sal wees (pose) ek sou sê laat hy dit later leer as 'n addisionele taal, maar nee nie in die laerskool nie, of dan hier by graad ses of sewe rond of nog later.

Vakterminologie en nuwe onderwerpe -

(Ouer) As jy die pad van taalaanleer saam met ons gestap het sou jy sien   dat, soos ek netnou gesê het, om vir 'n dowe kind taal aan te leer is nie 'n natuurlike proses nie. Dit beteken dat waar ander kinders makliker afleidings kan maak moet hierdie kinders aanvanklik gelei word om die grootsheid van taal te click. As … weet wat spesifieke woorde beteken wat tipiese sê, maar wiskundige begrippe is, werk hy vinniger en heg hy betekenis aan konsepte. Ek het gesien watter verskil maak dit as onderwysers sekere vakbegrippe baie goed vestig. Ek dink dis waarom wiskunde vir hom lekker is. Hy weet presies wat beteken al die konsepte en ja dit lyk vir my die kwaliteit van sy werk is dan werklik goed.

(Leerder) Ek bly by en kan my self help as ek weet waaroor dit gaan. Ja partykeer sukkel ek en dan was dit, sê maar 'n klein woordjie wat my deurmekaar gekrap het.

Partykeer kom mense in die saal praat oor vreemde onderwerpe. As hulle baie vreemde woorde gebruik weet ek nie altyd presies wat hul sê nie.

(Onderwyser) Ek het al die vakteminologie van leerareas wat ek as baie belangrik beskou vir sy ma gegee om mee te help. Dit werk baie goed. As hy vooraf ingelig is, is die kwaliteit van werk wat betref interpretasie van 'n baie goeie gehalte. Die probleem is net dat 'n mens nie altyd die tyd het om vooraf, sê nou maar 'n lys van kern woorde te maak en dit dan huis toe te stuur nie, ja of om eenvoudig net meer te doen.

Interpretasie van verbale taalgebruik -

(Ouer) Man, taal is mos 'n wye begrip, dinge soos jou body language of die spesifieke atmosfeer waarin iets gesê word, speel mos 'n rol. Interpretasie van verbale taal is maar iets wat soos by enige ander kind, by dowe kinders net meer, ondersteun moet word. Sinonieme kan byvoorbeeld 'n probleem word. Jy sien toe hy klein was, is elke woord of uitdrukking sover moontlik beleef, natuurlik is dit nou minder maar die feit bly dat taal voortdurend gestimuleer moet word. Dit gebeur soms dat hy die essensie van 'n gesprek verloor, nie soseer omdat hy verkeerd gehoor het nie, maar omdat hy verkeerd geinterpreteer het.

(Onderwyser) Ek sien soms dat wanneer grappige insidente plaasvind hy nie werklik dit saam geniet nie. Ek dink dit is moontlik dat sy ietwat beperkte woordeskat of taalgebruik 'n rol speel.

Abstrakte denke -

(Ouer) Hy bou die wonderlikste goed met lego's. Ek is verstom om sy kreatiewe denke te beleef. Wiskunde is natuurlik sy voorliefde, vakansies sal hy en sy pa altyd doenig wees met wiskundige goed wat hul gebruik om iets te bou. As … iets nie kan doen nie, sou ek nie sê dit gaan nie oor sy vermoë nie, maar eerder die gevolg van 'n taal agterstand.

(Onderwyser) Alle kinders ervaar een of ander tyd onsekerhede met abstrakte denke. Nee, ek sou nie sê dat … meer sukkel as enige van my ander kinders as dit by abstrakte denke kom nie.

Watter tipe ondersteuning het skole nodig om leerders wat doof is suksesvol in te sluit?

Inligtingswerkswinkels vir onderwysers –

(Ouer) Ek dink dat onderwysers versterk moet word deur inligting. Werkswinkels kan aangebied word waar kundiges met hul kan praat. Wanneer onderwysers verstaan hoe taal gevorm word en wat die impak van om doof te wees op taal is, dan eers sal hul werklik verstaan waarom hierdie kinders ondersteun moet word. Weet jy soms doen onderwysers goed uit onkunde, soos byvoorbeeld die juffrou wat vir hom oor en oor 'n deuntjie laat sing het. Dit was absoluut vir ... 'n traumatiese belewing. Ek dink ook dit sal beter wees as daar gereëlde werkswinkels kan plaasvind, in plaas van een lang inligtingsessie. Behoeftes verander, ook benaderings, dis goed wat onderwysers moet weet.

(Onderwyser) Ons benodig inligting wat aangebied word deur kundiges. In my tyd het ons opleiding glad nie kinders met gestremdhede ingesluit nie, een benadering vir almal. Maar, asseblief ons is gretig vir opleiding solank dit goed beplan is. Na gesprekke met ... se ma besef ek dis sulke klein logiese aanpassings wat mens kan doen wat 'n geweldige positiewe effek het. 'n Mens moet net in daai klimaat van kennis geplaas word om meer kreatief te dink ten opsigte van hulpverlening aan hierdie kinders. Die gevaar is dat omdat hy eintlik heel goed funksioneer jy aangaan asof hy geen gehoorblokkasie het nie, (mmm) as ons kennis het kan hulpverlening aan kinders met gestremdhede 'n baie meer integrale deel van jou klaskamer word, met ander woorde jy pas vanselfsprekend aan.

(Leerder) As onderwysers weet, sal hul die regte goed doen. Dit sal ook lekker wees as die menere kan weet watter maniere nie met dowe kinders kan werk nie, (pose) dan hoef ek of my ma nie elke keer te gaan sê nie.

Betrokkenheid van spesialiste -

(Ouer) Ons kom so 'n ver pad met die spraakterapeut en mense van die Carel du Toit Sentrum. As hierdie ouens onderwysers kan bystaan met praktiese raad, gaan skole oornag vanself inclusive word. Onthou hierdie mense word voortdurend ingelig oor die nuutste benaderings, hulle werk daagliks met gehoorgestremde kinders. (sug) Waarvoor nie gebruik maak van hulle nie? (pose) Sover ek weet bepaal Wit-skrif 6 dat met kundiges in die samelewing venootskappe gevorm kan word.

(Leerder) Die spraak tannie kan nogal baie goed vir die juffrouens of menere sê wat kan help. Maar hulle moenie te veel by die skool oor my praat nie.

(Onderwyser) As ons op 'n gereëlde basis kon saamwerk met die spraakterapeut sal dit vreeslik baie beteken. Daar is soms goed wat mens meer objektief met die spra-akterapeut kan bespreek as met die ouer. Eintlik sou ek sê dat selfs sielkundiges 'n waardevolle rol kan speel. Ek sou dit byvoorbeeld waardeer as 'n as mens soms bi-etjie kan brainstorm oor benaderingsstrategieë wat die beste werk vir kinders met gestremdhede, eintlik vir alle kinders. Die ander dag kon ek byvoorbeeld sien hoe ... hom opruk toe ek vir hom vra om iets te doen. Ek sou byvoorbeeld graag sulke goed, die hantering van insidente met iemand wat kundig is wil bespreek.

Alle onderwysers en almal wat verbonde aan die skool is moet ingelig wees -

(Ouer) Die groot geheim wat ek sou sê vir 'n kind met 'n gestremdheid om gelukkig in sy skoolomgewing te funksioneer is dat almal hom aanvaar soos hy is omdat al-mal ingelig is. Dis natuurlik noodsaaklik vir sy klasonderwyser om ingelig te wees, maar die hele skoolgemeenskap moet basiese kennis hê. Anders kan soveel onno-dige probleme ontstaan. Een voorbeeld is toe hul die ander dag gaan toer het. Sy rugby onderwyser het hom vooraf presies ingelig van die program en ook die skrifte-like program gegee. Almal was gerus (pose) ja, inteenstelling met verlede jaar wat ons altyd opgeklits was, want ... was nooit seker van reëlings nie. Afkondigings was sommer op die rugbyveld, in die groot groep gedoen. En ek sou sê (sterk stemtoon) die beheerraad van 'n skool moet ingelig wees oor noodsaaklikhede om die skool

toeganklik te maak vir alle kinders. Moet my nie verkeerd verstaan nie, ons is so dankbaar vir 'n positiewe gesindheid, (pose) maar almal betaal skoolgeld, so almal kan dan seker voordeel trek uit ingesamelde fondse. As hul byvoorbeeld kon help om 'n FM sisteem te kon aanskaf – dis alles goed wat geld kos.

(Leerder) My juffrou het die kinders in die klas vertel wat hulle moet doen en nie moet doen nie. Ag (lag) eintlik werk dit goed as almal van almal kan weet. Soos die tannie in die snoepie, mmm sy weet al wanneer ek haar mis, ek meen nie lekker verstaan nie. As al die kinders so gelyk pouses praat dan sê sy sommer: kom gou agter die toonbank in (pose) en ek help myself (glimlag)!

(Onderwyser) Op die platteland is almal ingelig. Almal weet van ... en hanteer hom as 'n doodgewone kind. By ons is die ouers ook ophoogte, want dis die ouers wat met buitemuurs en ander bedrywighede help. Jy sien ek praat nogal baie met die ander kollegas, dit help, want so dra almal stelselmatig kennis van sy gestremdheid.

Betrokkenheid ten opsigte van die Onderwys Departement -

(Ouer) As skole inklusiewe onderwys regtig in die praktyk wil laat geskied moet die Onderwys Department aktief betrokke wees. Ek lees in die Witskrif van 'n skoolondersteunings kommittee. Dis ideaal. Maar om dit te laat werk, moet die kundiges van die Departement die skool bystaan om dit te implementeer. As so 'n span kan help om die onderwysers te coach met metodes wat werk, is dit mos ideaal (pose) okay, maar mens moet onthou onderwysers het 'n groot werkslading. Daarom sal die Department met praktiese riglyne moet help.

(Leerder) Kan die mense van die Department nie help dat ons eerder ander vakke in die plek van Sotho neem nie? Ek kan mos eerder iets anders doen, soos ekstra wiskunde.

(Onderwyser) Ons weet ons moet 'n skoolondersteuningsspan hê. Maar as die Department se kundiges ons kan help om onsself te bemagtig, soos insette van spraakterapeute of sielkundiges oor groepsdinamiek in klasse, kan dit so effektief wees. 'n Mens sal moet toegerus wees nie om net die probleem te identifiseer nie, maar ook om te weet wat om te doen (pose) en dis daar waar ek die nut van so 'n span kan

sien. Ek dink as iemand met spesialis kennis die voorsitter kan wees en ondersteuning kan koördineer kan dit werk. Die gewone klasonderwysers is oorlaai, maar die feit is jy nodig ondersteuning om die ouens met gestremdhede en ander leerprobleme te kan help.

Samewerking met gespesialiseerde skole –

(Ouer) Hoekom moet mens bestaande goed, soos stategieë wat deurdink en beproef is deur kundiges, self eers weer uitvind? Wat ek meen is dat daar is mos spesialis skole soos die Carel du Toit Sentrum en sommer die ander skool hiernaby wat eksperts is op hulpverlening aan kinders wat 'n gestremdheid ervaar, soos byvoorbeeld doofwees. Hierdie ouens het spesialis kennis. As hulle byvoorbeeld die vordering van kinders in hoofstroom kan monitor, dan kan probleme vroeg uitsorteer word. Dis kenners wat onderwysers kan help met strategieë wat werk.

(Onderwyser) Ek sou graag by ander onderwysers wil leer wat al jare met die kinders werk (pose) ek sou wat wou gee om byvoorbeeld net vir 'n dag of wat te kan waarneem. Die ding is, ek as leerkrag wil eintlik in 'n posisie kom waar ouers weet ek is op hoogte (stilte) sjoe mens werk aan iemand se toekoms, daarom wil ek bemagtig wees.

Hoe beskou u ouerbetrokkenheid by die skool?

Voortdurende kontak met die skool –

(Ouer) Ek wil nie die onderwyser wees nie, maar soos alle ander ouers wil ek net die beste vir my kind hê. Onderwysers moet weet as ek die skool besoek is dit regtig nie om 'n las te wees nie, maar met die intensie om te help, druk te verlig. Ek dink darem dat die onderwysers besef dat deur gereëlde kommunikasie help ons mekaar. Ek lig haar in en sy hou my op hoogte van werk wat ekstra aandag moet kry. So daar is regtig goeie kontak tussen my en sy klasonderwyser. Eintlik is ons soort van vennote, maar soos wat hy ouer word sal ek steeds betrokke bly, maar nie so intensief soos aanvanklik nie. Eintlik wil ek vir ouers met kinders wat een of ander leergestremdheid ervaar sê – bou kontak op met die skool – dit werk. Jy ondersteun jou kind en jy maak die onderwyser sterker.

(Onderwyser) As sy ma my nie ingelig het en soveel ondersteuning gegee het nie twyfel ek of sy insluiting in 'n gewone skool so relatief glad sou verloop het. Met groot klasse kan ek eenvoudig nie uitkom by dinge wat ek waarneem nie. Omdat daar gereëlde kontak tussen my en sy ma is, skryf ek 'n briefie of dui aan in sy huiswerkboekie. Ek sê jou kontak tussen huis en skool is so noodsaaklik, veral vir kinders met 'n leerprobleem of dan gestremdheid.

'n Vertouensverhouding tussen ouer en skool –

(Ouer) Deur gereëlde sinvolle besoeke aan die skool het daar 'n baie nou band tussen my en sy onderwyseres ontwikkel. Dit beteken dat ek haar vertrou met sensitiewe agtergrond inligting wat nodig vir haar was om te verstaan van die pad wat ... geloop het. As sy vir my laat weet hy sukkel met wat ook al dan weet ek dis nie negatief nie, maar dis iets waarmee ek kan help. Jaaa (pose) ek waardeer regtig haar ingesteldheid, dit loop deur na die hele skool.

(Onderwyser) Met tyd het 'n baie besonderse verhouding tussen my en sy huis ontwikkel. Ek het soveel geleer van inligting wat sy ma aan my meegedeel het. Sy het op 'n keer 'n video vir ons kom speel. Wat 'n amazing ervaring. Om te sien die pad wat hy en sy huisgesin geloop het om taal te leer, maak jou bewus van klein goedjies in die klas wat groot probleme kan veroorsaak. Ek het die vrymoedigheid om regtig haar hulp te vra met enige iets wat ek meer vasgelê wil hê.

Watter klaskamerpraktyke kan bydrae tot die suksesvolle insluiting van leerders wat doof is?

Gebruik van die FM sisteem -

(Ouer) Die FM sisteem is 'n duur maar wonderlike hulpmiddel. Dit maak 'n reuse verskil, eintlik kan ... nie regtig daarsonder nie. Wat egter so belangrik is, is dat onderwysers ingelig moet wees van ten opsigte van die werking van alle apparate. Jy sien insluiting beteken dat skole eintlik daai ekstra tree moet gee om die hele skoolomgewing toeganklik te maak vir hierdie kinders.

(Leerder) Die FM help my baie, maar die onderwysers vergeet om dit af te skakel. Partykeer is dit baie snaaks, want dan hoor ek baie ander dinge (lag) maar ek het maar geleer om te konsentreer op dit waarmee ek besig is. Ek wens die FM kon ook in die saal gebruik word. Daar hoor ek gewoonlik die minste (glimlag).

(Onderwyser) Die FM is 'n wonderlike ding. Weet jy, jy kan werklik die verskil aan sy betrokkenheid sien vandat ons dit gebruik. Ek dink net ek moes vooraf ordentlik ingelig gewees het oor al die voor en nadele van die FM.

Groot klasse veroorsaak struikelblokke -

(Ouer) Groot klasse is regtig sleg. Om 'n praktiese voorbeeld te noem kan ons sê dat onthou moet word dat hierdie kinders hoor al die tone van klanke op dieselfde vlak. Met ander woorde hoe meer kinders hoe meer geluide op dieselfde vlak. 'n Eenvoudige voorbeeld is om te dink aan die blaai van 'n boek. Dink aan die verskil tussen 25 kinders wat blaai en wanneer 42 blaai. So kan jy aangaan. Besef jy hoe intensief hierdie kinders moet luister om op die hoofboodskap te bly fokus. Om insluiting te implementeer beteken dat klasse sal moet kleiner word.

(Leerder) Hoe groter die klasse hoe meer geraas is dit. Juffrou moet dan baie hard praat, veral as die klok gelui het en almal begin stoele skuif.

(Onderwyser) Om kwaliteit aandag aan 'n leerder met 'n gestremdheid soos gehoorverlies in 'n klas van 42 te gee, is baie moeilik. Man, gee my 10 kinders met 'n gestremdheid, wat jou doodmaak is hierdie oorvol klasse met driekwart leerders met gedragsprobleme. Jy kan eenvoudig net nie doen wat jy so graag wil nie. Dit voel vir my ek word van unieke situasies beroof om kwaliteit aandag aan ... te gee.

Goeie klaskamer dissipline -

(Ouer) Hier is een juffrou by die skool wat blykbaar kwaai is, maar (lag) ... is mal oor haar. Hy sê altyd sy vat die stoutes vas. Eintlik dink ek hy voel baie minder uitgeput, want die konsentrasie om reg te hoor en reg te interpreteer is minder aangesien daar meer dissipline is en dus minder geraas (pose) (mmm) dis wat ek vermoed.

(Leerder) Ek hou daarvan as juffrouens streng is. Die kinders praat minder en 'n mens weet presies wat om te doen.

(Onderwyser) Ek is maar erg oor my dissipline. Ek kan sien dat ... baie moeg raak as die klas 'n dag baie raserig was. Mens moet werklik maar groepwerk goed monitor, enige outjie kan uitval as daar nie goeie rigting en kontrole is nie. Maar jong dis nie maklik nie.

Groepwerk veroorsaak negatiewe gevoelens.

(Ouer) Kyk UGO se groot ding is om in groepe te werk. Buiten dat ... doof is het ons hom baie indiwidualisties grootgemaak. Ek vermoed sy gehoorverlies en sy self-standige aard maak dat hy nie van groepwerk hou nie. Hy kla dikwels dat hy nie alles in 'n groep hoor nie en dat die kinders nonsense praat. Nou die dag het hy gesê dit gaan beter, want hy lipplees die kinders makliker.

(Leerder) Partykeer kan ek die kinders nie lekker hoor nie, veral as hul fluister. Maar as juffrou vir ons vooraf baie mooi sê waaroor ons moet werk en wat sy wil hê, gaan dit beter, (pose) ek gaan dan sommer aan.

(Onderwyser) Man groepwerk kan nogal 'n probleem wees. Ek hou hom maar dop, as ek sien die ou raak 'n passassier staan ek maar nader. Wat natuurlik baie help is sy maatjie. Eintlik kan ek sê, sy buddy. Hy vra as hy nie weet wat gesê is nie en die maatjie is weer gretig om vinnig te help. Maar oor die algemeen is dit nie so 'n groot probleem nie.

Die noodsaaklikheid om op die regte plek te sit –

(Leerder) As ek net die onderwyser se gesig kan sien dan pla agtergrond geluide my nie so baie nie. Ek het al voorheen vir die juffrou gevra om op 'n ander plek te gaan sit want die kinders wat wissel op die stoepe lawaai te veel. Een slag het 'n meneer my heel agter in die klas gesit. Dit was baie sleg, (lag) ek kon niks verstaan nie. My ma het toe maar gevra dat hy my op 'n ander plek moet laat sit.

(Onderwyser) Ek het vir ... gevra waar wil hy sit. Ek dink dis belangrik as die kind die vrymoedigheid het om te sê waar hy wil sit. Wanneer hul in groepe werk moet mens

maar dophou of hy wel op die regte plek sit. Ek dink nogal die regte sitplek waar hy almal se gesigte kan sien speel 'n rol.

Aanpassing van onderrigtegnieke -

(Ouer) Onderwysers moet maar onthou dat wanneer jy met iemand met gehoorverlies praat doen hy of sy meer as net luister. Hulle kyk en neem alles waar. Dis so belangrik dat wanneer iets verduidelik word die onderwyser nie net sal aanvaar dat hul gehoor het nie. Ek dink 'n goeie wenk waarby alle leerders kan baat is om nie net soms bloot te herhaal wat jy gesê het nie, maar om dit net bietjie anders te fraseer of om die kind te vra om iets te herhaal. So, (stilte) wat ek wil sê is dat onderwysers in hul manier van klasgee sal moet seker maak dat die essensie alle leerders bereik.

(Leerder) My onderwyser skryf gereeld kern woorde op die bord mmm, sy doen dit soos wat sy praat. Dit help verskriklik baie. Veral as jy miskien iets net nie mooi verstaan het nie. Wanneer sy nuwe werk verduidelik kyk sy baie vir my. Partykeer dan stuur sy vir my ma 'n briefie waaroor ons gepraat het. As ons by die huis dit weer doen dan is ek voor die ander kinders.

(Onderwyser) Eintlik moet mens maar net dink wat werk vir 'n kind of wat werk vir enige kind. Vir my was dit baie belangrik om agter te kom op watter taalvlak hy funksioneer. Ek het agtergekom om nie bloot net iets te herhaal nie, want dit kan wees dat hy, sê maar weet wat is baie groot, maar yslik groot, verwar hom. So ek herfraseer dikwels en vra hom, nou nie opsigtelik nie, om iets te herhaal. Soms vra ek sy maatjie en outomaties luister hy weer. Ek probeer maar aanpas om inligting om verskeie maniere te versterk.

Buigbare assessering –

(Ouer) Weet jy ons is ingelig dat volgens die nuwe stelsel kompenteer elke kind teen homself. (sug) Maar, in die praktyk gebeur dit nie. Ons kopseer is tale. Hoe op aarde wil jy 'n kind wat doof is op dieselfde vlak assesseer as horende kinders ten opsigte van tweede en derde tale. Okay hy doen dit, maar daar gaan geweldig baie energie in. Ek sou net sê dat volgens die nuwe stelsel daar 'n manier moet wees om die kinders ten opsigte van 'n tweede en derde taal tegemoet te kom.

(Leerder) Die eksamens is vir my 'n probleem. Baie keer dan ken ek die werk, maar dan gebruik die onderwyser vreemde woorde en dan is ek heeltemal onseker. Ek wil nou ook nie elke keer vra nie. Maar ek weet ek ken die antwoord, maar die woorde maak mens deurmekaar.

(Onderwyser) Hierdie kinders se ietwat beperkte woordeskat maak dat toets of eksamen vraestelle 'n probleem kan word. Ek lees vir die hele klas en herfraseer dikwels 'n vraag, maar nie al die kollegas doen dit nie. Eintlik moet mens dit werklik in ag neem dat hulle taalagterstand vir jou as leerkrag onder die verkeerde indruk kan bring t.o.v die demonstrering van bepaalde uitkomste. Ek merk ook dat hy heelwat langer aan sommige vraestelle werk, dit neem hom natuurlik langer om te interpreteer. Jy sien, volgens UGO kan ons eintlik vele aanpassings maak, maar soos ek sê nie al die onderwysers pas dit altyd toe nie.

Watter innerlike of sosiale ervarings het leerders wat doof is nodig om suksesvol in 'n horende omgewing te kan skoolgaan?

Die behoefte om veilig te voel en sekuriteit te beleef -

(Ouer) Wanneer enige mens sukses beleef voel jy gewoonlik goed, Jy voel half in beheer. Dis maar presies met ... die geval. Hy is byvoorbeeld baie goed in wiskunde. Dis vir hom lekker, hy voel veilig en waag graag om vooruit te werk. Ek dink omdat die skool werklik moeite doen, ja sy klas juffrou, om hom sukses te laat ervaar, voel ... veilig, hy beleef sekuriteit en is dus nie bang om te waag nie. Hy sê altyd almal maak foute, dis nie net hy nie.

(Leerder) Ek is nie bang om foute te maak nie, want ek het gesien almal sukkel maar een of ander tyd. Maar daar is altyd iemand wat kan help. My juffrou is baie geduldig, ons is nie bang vir haar nie (giggel).

(Onderwyser) Soos enige ander kind, is dit belangrik dat hulle moet sukses beleef om die gevoel van veiligheid te ervaar. Weet jy ... het al soveel selfvertroue dat hy sowaar velede jaar op die kunswedstryd voorgedra het. Ons het die beoordelaars nou net ingelig ten opsigte van sy spraak. Sy selfvertroue was uitstekend, daar kry hy toe 'n A! (opgewonde stemtoon) Ek sê jou dis omdat sy omgewing hom laat veilig

voel. Dit is mos nou maar so dat wanneer 'n kind goed of veilig voel dan oortref hul, hulself.

Die behoefte aan liefde en aanvaarding -

(Ouer) Sy vriende is vir hom baie belangrik. Maar interressant dis asof hy eers nuwe maatjies uitkyk. Hy sal nie sommer eerste vriende maak nie. Maar tog is hier altyd kinders.

(Leerder) Ek het lekker vriende. As ek nie iets weet nie, dan sê hulle gewoonlik vir my. My vriende laat my maar nes hulle voel, ek is nou net bietjie doof, maar ... dra weer 'n bril.

(Onderwyser) Hy is nogal baie gewild. Ek dink die feit dat hy nogal goeie sosiale vaardighede het, maak hom net sterker, want hy ervaar aanvaarding.

Selfvertoue en selfbeeld -

(Ouer) Met al die baie stimulasie wat ... gekry het, het sy selfbeeld absoluut daarby gebaat. Ek dink dit dit het hom amper 'n voorsprong bo sy klasmaats gegee. Hierdie ouditiewe orale metode vra baie guts. Hierdie kinders kan nie nog sukkel met self-beeld nie.

(Leerder) Parykeer voel ek bietjie eensaam, maar my ma sê altyd alle mense voel maar eensaam een of ander tyd. Soos wat ek ouer word, word dit makliker om met ander te gesêls. Ek het altyd ander vreemde kinders vermy, maar nou nie meer nie.

(Onderwyser) Sjoe ... het 'n baie sterk selfbeeld. Dit maak dat hy werklik as 'n leier uitstaan. Hy sal baie maklik nog die hoofseun word. Sy selfbeeld en ingesteldheid maak regtig van hom 'n besonderse kind. Hy sal byvoorbeeld die outjie wees wat die voortou neem met besluite. As ons 'n klas projek aanpak kom hy met vreeslike mooi inisiatiewe vorendag. Gewoonlik wil die meeste kinders in sy span wees. Sy dryfkrag en sterk wil is absoluut opvallend. Eintlik baat die hele klas daarby, ek merk nogal die positiewe invloed op wat hy op die hele klas het.

Hoe sou u as onderwyser ... vergelyk met ander leerders?

Taal –

Ja behalwe vir soms 'n onduidelike uitspraak, (pose) eintlik maar so 'n tipiese dowe aksent (glimlag), vergelyk sy algemene gesproke taal eintlik vreeslik goed met die van ander kinders. Onthou hy het soveel stimulering as kleuter ontvang, eintlik in 'n ryk taalomgewing grootgeword. Sy woordeskat sou ek sê vergelyk gemiddeld teenoor 'n ander leerder met min of meer dieselfde intellektuele vermoë, maar sy sinskonstruksie en taaluitdrukking is baie goed. Hy spel natuurlik uitstekend. O hy kan die mooiste opstelle skryf.

Memorisering –

Sy geheue is briljant. Dit vergelyk baie goed, selfs beter as ander leerders met dieselfde intelektuele vermoë. In Sotho doen hy baie goed – want dis woorde wat hy leer en memoriseer.

Humor –

Ek merk dat die interpretasie van, kom ons sê gebeure soos in klassituasies, waar sê, maar iets komies vertel word, hy nie altyd by is nie. Ander outjies sal vinnig die essensie van die snaakse gebeurtenis snap, terwyl hy baie keer kyk wanneer die ander lag. Dit het ook al gebeur dat hy hom vervies en al die tyd was dit eintlik as 'n grap bedoel.

Leierskap –

Sy leierskap is absoluut iets wat uitstaan. Dit vergelyk dieselfde of beter as met die van ander leerders in die klas. Hy het 'n baie spesiale manier van interaksie met sy maats. Ek het nou gesê dat dit soms lyk of sy humor nie so goed is nie, maar on-middellik wil ek sê hy maak en doen baie grappies met sy maats. O die meisies ook, oe hulle kan tog so care vir hom. Sy pligsgetrouheid en verantwoordelikheidsin maak eintlik van hom 'n onderwyser se droom. Sy werk is op datum, ja as jy iets vra dan kan jy weet hy voer dit uit.

Ondersteuning van ouers –

Sy ma is beslis meer betrokke in vergelyking met ander leerders se ouers. Ek dink werklik dat as dit nie vir haar insette en ondersteuning was nie, sou sy insluiting moontlik moeiliker gewees het. Sy help my regtig baie. As ek merk daar is areas wat ekstra aandag verdien kontak ek haar dadelik. Ek vermoed dat soos wat hy ouer word skolastiese ondersteuning van sy ouers se kant minder sal word, maar nog steeds meer in vergelyking met ander leerders se ouers.

Voorspelling van skoolsukses –

Vorentoe dink ek kan dit goed gaan. Ek sou sê in vergelyking met ander kinders op sy vlak, behoort dit goed te gaan. Alhoewel, sy woordeskat kan hom dalk kelder om massas werk vinnig te interpreteer. Maar as hy op ondersteuning tuis kan staat-maak, kan ek nie sien waarom dit nie sal goed gaan nie. Onthou net ... is 'n beson-der intelligente kind, hy snap vinnig. Ek dink net dat hoërskole, net soos ons, sal moet leer om ook meer akkommoderend te wees ten opsigte van hulpverlening aan kinders met gestremdhede.