

EVALUATION OF SUPPORT AND TRAINING SIGN LANGUAGE SERVICES AT
SETOTOLWANE SECONDARY SCHOOL

By

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This Mini-Dissertation is submitted in partial fulfillment of the requirements

For the Degree of

Master of Arts in African Languages

At The

University of Limpopo

Turfloop Campus

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2018

DECLARATION

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I declare that **EVALUATION OF SUPPORT AND TRAINING SIGN LANGUAGE SERVICES AT SETOTOLWANE SECONDARY SCHOOL** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature

Date

DEDICATION

For my mother, Rirhandzu, Salmina Makamu.

With love and admiration

Ndzi ri eka n'wina va Chake na va N'wa-Chake matlharhi hansi!! "PEACE"

ABSTRACT

Support and training services serves as a key to easy life for the deaf community. The whole experience allows deaf people to better people who understand who they are and how life should be. The purpose of this study was to evaluate the support and training Sign Language services provided at Setotlwane Secondary School. Data was collected from Setotlwane Secondary School using semi-structured interviews. Qualitative approach was used where ten (10) people were interviewed. Among them there were five (5) deaf learners and five (5) Sign Language teachers. Finally, the results show that deaf people are being provided with support and training Sign Language service. The services provided are not enough that are further recommendations to improve in the situation. This study aims to indicate how relevant support and training can improve and empower the deaf community around the world.

Keywords Sign Language, support services, training services.

ACKNOWLEDGEMENTS

- The all mighty God for making things possible even when they seem impossible to me, I am grateful for thy unending mercies, grace, support and steadfast love.
- My supervisor: DR SJ Kubayi for your support, dedication and not giving up on me. God bless you more for believing in me.
- DR OR Chauke for guiding me in the correct path, I'm blessed to have someone like you in my life.
- My beloved mother: Rirhandzu Salmina Makamu for her unconditional love and support.
- My loving brother for his motivation and support.
- My colleagues MS JA Nxumalo and MS HE Novela for giving me a reason to believe in something.
- A word of gratitude to Setotolwane Secondary School for the warm welcome and all the time we spent on the interviews.

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ABBREVIATIONS

ASL	-	American Sign Language
ArSL-TS	-	Arabic Sign Language Translation
BSL	-	Bengali Sign Language
LIS	-	Italian Sign Language
NAD	-	National Association of the Deaf
TODs	-	Teachers of deaf children
BSL	-	British Sign Language
DEAFSA	-	deaf federation of South Africa
JSL	-	Japanese Sign Language
SASL	-	South African Sign Language

CHAPTER 1

GENERAL INTRODUCTION

1.1 INTRODUCTION

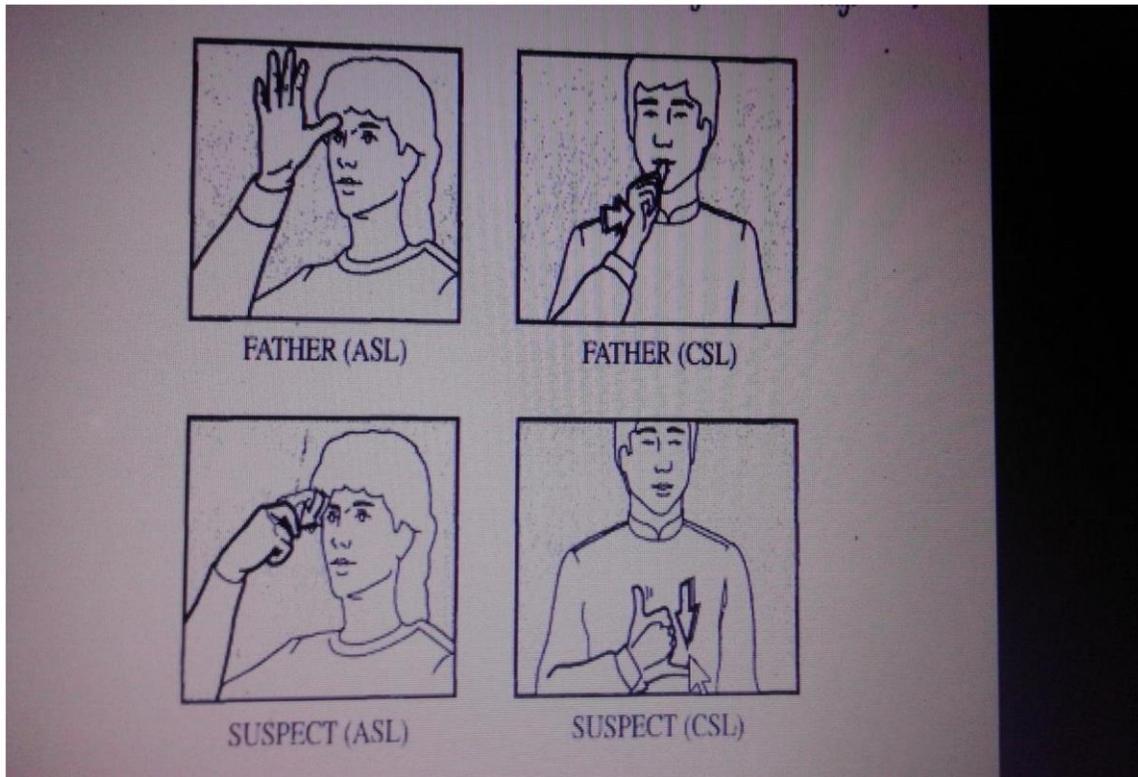
Language is more than words. By language, we do not solely mean words, but the grammar that we use to put them together to produce utterances that reflect our impressions of our lives, experiences and environment, as well as enable us to affect people and events around us (Fromkin, Rodman & Hyams, 2013). Sign Language is one of the means of communication used by the deaf community all over the world. The study addresses the support and training services needed by the deaf community. This chapter gives insights into the brief historical background of the study, the research problem, ethical considerations and finally the significance of the study.

1.2 HISTORICAL BACKGROUND TO SIGN LANGUAGE IN SOUTH AFRICA

1.2.1 Types of Sign Languages

Sign Languages are used all over the world, but they are not the same language. Each country has its own Sign Language. For example, French Sign Language, American Sign Language, Greek Sign Language in Greece, Japanese Sign Language in Japan, Arabic Sign Language in Saudi Arabia, British Sign Language in the United Kingdom and South African Sign Language (SASL) in South Africa (Kent, Sugnet, Furey, Roskin, Pringle, Zahler, Haussler, 2002). These Sign Languages differ from each other structurally in terms of phonology, syntax, vocabulary and grammar (Arik, 2013).

Sign Languages are not visual-gestural representations of spoken languages; they are rich fully-fledged languages on their own. They are akin to dialect and idiolect variations in spoken languages (Gaziasgar, 2010). The following are pictures of different people signing the same word differently.



Approximately 300,000 people are profoundly deaf in both ears, and use South African Sign Language as their first and only language (Gaziasgar, 2010:1). Thus, although Sign Language is best learned through observation and from demonstrations by a signer, the need for support via graphic aids to assist with practice and self-learning appears to be critical. Graphic aids - such as photographs and line drawings (sign illustrations) in learning to sign have long been used as supplements to signing classes, and continue to be popular (Flodin, 1994).

1.2.2 Definition of Sign Language

The term Sign Language is used to refer to the language of deaf people, parallel to spoken languages of hearing people (Kyle and Woll, 1985). Sign Language has no spoken correlate. It is the native language of deaf people and was created by deaf people for the purpose of communicating with each other (Costello, 1995). Benderley (1988) writes that Sign Language expresses ideas in space rather than in sound.

South African Sign Language (SASL) is a “visual-gestural” language created and used by Deaf South Africans to communicate with one another. It is a language which, as opposed to a spoken language, is perceived visually and not aurally (Akach & Morgan, 1999:68). SASL is a fully fledged natural human language equivalent in all ways to every other human language. Aarons and Akach (2002:127-128) indicate that Sign Languages have phonological, morphological, syntactic and semantic levels of representation. The distinguishing feature of signed languages is that they are made through the medium of space, not sound, and that they use the hands, face, head and upper torso for their realisation. There is no universal signed language. Earlier research on SASL by Akach (1997) investigated and indicate the properties of Sign Language and its linguistic structure.

While spoken languages are ‘produced by the vocal tract and perceived by the auditory channel’ (Perniss, Pfau & Steinbach, 2007:1), by contrast Sign Languages ‘are produced by the hands, but also by other non-manual articulators like the head, face and body and are perceived visually’ (Perniss et al., 2007:2). This means that natural human languages exist in two different modalities, and so any attempt to describe the universal elements of language structure is incomplete without the inclusion of research on Sign Languages. Baker (2011) says that deafness is a difference, a characteristic that distinguishes ‘normal’ deaf people from ‘normal’ hearing people. Sign Language is a visual-gestural language which occurs in three-dimensional space which are: hands, body and eyes.

1.2.3 The colonisation period

Veditz (1913) guides us through the Sign Language colonisation period. At the beginning of the 20th century, the National Association of the Deaf (NAD) was concerned that “pure Sign Language” might disappear under the pressures of oralism. Veditz (1913) explains oralism as an oralist method that emphasises learning spoken language and lip reading, and either minimises the use of Sign Language or rejects it outright.

After colonisation, and at the onset of government-funded education, the state authorities took little or no responsibility for establishing schools for the deaf, and this was left almost entirely to various churches (Veditz, 1913). It is argued that a major influence on signed languages was experienced when a worldwide deaf education conference was held in

Milan in 1880. During the debate around the non-use of signed languages, all deaf delegates were excluded from the voting process and the result was that the World Congress of Educators of the deaf voted for a policy that restricted the use of oral language in schools for the deaf, leading to signed language going “underground” (Veditz, 1913).

However, deaf people did not stop signing to one another. Another result of the decision to follow the oralism approach was that Signed languages became stigmatised, and deaf people, particularly those who wanted to consider themselves educated, did not sign in public (Aarons & Akach, 2002:131).

Thirty years after the Congress of Milan, it seemed that Sign Language was in danger of becoming a dead language (Veditz, 1913). The Congress had been extremely influential through continental Europe. The authority of the Congress’s pronouncements enabled oralist educators to push manualists out of their jobs and to replace them or mixed curriculums with pure oral programmes. In America, the National Association of the Deaf (NAD) was founded in response to what deaf people saw as a threat to their cultural existence.

1.2.4 The Apartheid period

Little is known about the history of the deaf in South Africa prior to colonisation (Heap, cited in Aarons & Akach, 2002). The history of Sign Language in South Africa is deeply intertwined with the history of apartheid schooling and its complicated language policies. Aarons and Akach (2002:130-131) argue that schools for the white deaf insisted on oralism, while schools for the other races allowed some measure of manualism (a mixture of speech and some signs).

Until the 1980's the official medium of instruction at all the deaf schools in South Africa was the mother tongue (Akach, Demey, Matabane, Van Herreweghe & Vermeer Bergen, 2006). It is held that the educational system used for the deaf in South Africa is not on a satisfactory level. Although the South African Sign Language is recognised as the communication medium of the deaf, it is still not utilised as the one and only medium of instruction in schools for the deaf. Most teachers still use total communication or a “broken”

Sign Language (Akach et al, 2006). Lack of trained interpreters in classes is also a reality where no Sign Language is used.

1.2.5 The post-apartheid period

The first school for the deaf opened in Cape Town in 1863 with signing educational methodology (Aarons and Akash, 2002; Penn, 1993). Since then schools for the deaf have been spreading in all provinces of South Africa. According to Ganiso (2012), DEAFSA revealed that there are 47 deaf schools in South Africa. Of this number only 12 offer grade 12.

The history of the signed language used in South Africa is closely linked to the development of schools for the deaf in the country (Aarons & Akach, 2002:130). As is the case world-wide, signed language developed in South Africa in places where there were communities of deaf people who used (exclusively) their hands and faces in order to communicate.

In order to accommodate a diversity of learning needs through addressing barriers to learning, education institutions are required by the government to provide education support services to learners (Department of Education, 1997). This research was conducted at Setotolwane Secondary School in Limpopo. Setotolwane ELSEN Secondary School is a high school for learners with both auditory and visual impairment. The school is based in Mashashane, Limpopo Province, South Africa. It was built and started offering services in 2000. The first principal of the school was Rampau M.E who was appointed in 2012 and now the principal is Miss Molepo R.M.

The school has relocated to Mankweng at Hwiti High School for over 30 months because the school is currently under construction. The vision of the school is to cater for learners with visual and hearing impairment, where all learners grow to their best potential, irrespective of the nature of their disability, and to equip them with the necessary skills to enable them to become responsible citizens (Setotolwane, 2000). The mission of the school is to provide a safe and nurturing environment, encourage excellence in both

learners and teachers, support all stakeholders, to uphold the code of conduct for staff and learners, and to respect both learners and staff in general.

1.3 RESEARCH PROBLEM

Deaf students are supposed to be provided with support services like Sign Language interpreters, tape recorders and other forms of academic support. They should be taken care of by their caregivers, community and the government. The reality is that not all of them get the support and training services they deserve. This can lead to the deaf isolating themselves from the world or feeling ashamed of themselves. For example, the deaf community can isolate themselves from their communities because they are not able to socialise with them because they can feel that they do not fit in. This study seeks to evaluate the support and training services received by learners as well as Sign Language teachers at Setotlwane Secondary School in Mankweng, Limpopo Province.

1.4 PURPOSE OF THE STUDY

1.4.1 Aim

This aim of the study is to evaluate the support and training Sign Language services at Setotlwane Secondary School.

1.4.2 Objectives

- To determine whether the Deaf community and Sign Language teachers are getting the support and training they deserve.
- To evaluate the kind of support and training that Sign Language learners and teachers receive from different sponsors.
- To examine the kind of training and support received by Sign Language teachers.
- To find out whether the Deaf community is happy and comfortable about the support and training they receive.

1.5 RESEARCH QUESTIONS

The study seeks to address the following questions with regard to the investigation of support and training Sign Language services:

- Where do you receive support or training services?
- What kind of support and training services do you receive?
- How is the support and training services provided helpful?
- What kind of services do you think the school is in need of?

1.6 SIGNIFICANCE OF THE STUDY

This study will be of significance to the deaf community, families with deaf members, community members and South Africa as a whole. It is going to help people to understand that the Deaf community is to be taken care of. It is going to help people to want to pursue Sign Language studies so that they can be able to communicate with and help the deaf community everywhere around the world. It will help the deaf community to realise that they are not alone. According to Penn (1993:12), Sign Language is a real language which should be equal in status to all other languages. The Deaf do not live apart from hearing people, and they need to communicate with hearing people in order to function socially and economically. Furthermore, this study is of significance because it will help people who will like to conduct research about Sign Language, as well as students and learners around the world.

1.7 ETHICAL CONSIDERATIONS

Research ethics were taken to consideration to prevent violation of participants' rights. Ethics are codes or rules which govern those practices of a profession. Ethics is a philosophical term derived from the Greek word 'ethos', meaning character or custom and connotes a social code that conveys moral integrity and consistent values (Partington, 2003:22). Babbie and Mouton (2001:238) is of the opinion that the ethics of science

concerns what is wrong and what is right when conducting research. To this end, all researchers, regardless of research designs, sampling techniques and choice of methods, are subjected to ethical considerations (Gratton & Jones, 2010:121). Ethics dictates how information and participants' relationships should be managed. In this case, the respondents were informed of the following rights:

1.7.1 Privacy, confidentiality and anonymity

The information provided by the participants was treated with confidentiality. The participants were not be required to provide their names or contact details. They were allowed to withdraw from the study if they did not wish to continue with it. The researcher maintained the anonymity of participants through the use of codes (Fritz, Gustafsson, & Larsson, 2008).

1. 7.2 Informed consent and voluntary participation

In this study participation was voluntary. The participants were given the right not to disclose the information that they did not wish to share with the researcher. The researcher informed the participants that they could withdraw from participating at any time if they felt the need to withdraw (Fouke & Mantzorou, 2011).

1.7.3 Emotional and psychological constraint

The researcher did not cause any psychological or emotional harm to the participants. In terms whereby a participant shows some signs of being overcome by emotions, the researcher promised to consider referring the participant for psychological counselling.

1.8 SUMMARY

This chapter described a brief historical background of South African Sign Language, which shows that before the 1980s, Sign Language was not recognised because of colonisation. It also explained that Sign Language was first recognised in 1980 at Milan and has been improving until today. Furthermore, the chapter explained the research

problem, purpose of the study, research questions, ethical considerations, scope of the study and significance of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents and discusses the theoretical framework of the study and literature review in relation to the concept of Sign Language support and training services. Hart (2001) says literature review is an account of what has been published on a topic by accredited scholars and researchers. It is an essential test of the research question against that which is already known about the subject (Taylor & Procter, 2008: 1). De Vos, Strydom, Fouche and Delpont (2005:266) assert that literature review is used to allow the researcher to build up a logical framework that is set within a context of inquiry and studies that are related. The other aim is to compare existing findings with those of the study at hand.

2.2 THEORITICAL FRAMEWORK OF THE STUDY

2.2.1 Social support theory

The research has adopted the social support theory to explain the theoretical basis of the study. Caplan (1974) explains social support as an exchange of resources between at least two individuals. Social support can also be defined as the means by which people give assistance to each other (Barrera & Ainely, 1983). It refers to the function and quality of social relationships, such as perceived availability of help or support actually received. It occurs through an interactive process and can be related to altruism, a sense of obligation, and the perception of reciprocity (Schwarzer & Leppin, 1991). Rook (1990) argues that:

Health and well-being are not merely the result of actual support provision, but are the consequence of participation in a meaningful social context. Receiving support gives meaning to individuals' lives by virtue of motivating them to give in return, to feel obligated, and to be attached to their ties. Rook uses the term companionship to refer to such a harmonious network of mutual support and obligation. Being embedded in a positive social world might be more powerful than receiving help.

Social support system theory proposes that the way people believe, act and feel is affected by the people with whom they are interconnected. Social support theory is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive social network. The deaf do not live apart from hearing people, and they need to communicate with them (hearing people) in order to function socially and economically (Ricci, 1986:331). These supportive resources can be emotional (e.g. nurturance), tangible (e.g. financial assistance), informational (e.g. advice) or companionship (e.g. sense of belonging) and intangible (e.g. personal advice).

The social support theory is related to my study because it suggests that for people to feel good depends on the support they receive from the people around them, and my study evaluates the kinds of support and training services deaf people receive and how the support makes them feel.

2.3 SIGN LANGUAGE SUPPORT SERVICES

2.3.1 Support services provided to deaf individuals

Deaf people need all support from hearing people in order to survive in this world. Glaser and Tucker (2004) present a description of telecommunications for Deaf people in South Africa by comparing the situation in the developed world. The main motivation – such as providing South Africans a better life and education – is to provide a locally appropriate solution. A software solution called the Soft Bridge is designed to allow people to download new software which will help them with several purposes like learning how to Sign. A period of time is given to drive technological changes to the Soft Bridge and to encourage adoption by the deaf community.

Penn (1984) describes the variations of aspects of visual language of the deaf such as signs that imitate or represent something. Seven deaf speakers with different types of hearing loss repeated six test words five times which were rated by third year Audiology students in a closed set format. Two listeners were required to agree in 70 % of the cases that a specific vowel was heard. The rating machines showed that the listeners were able to identify consistencies.

Halawani (2008) introduces Arabic Sign Language Translation (ArSL-TS) software that runs on mobile devices. It is a Sign Language Translation software that translates text into Sign Language gestures to improve deaf lives, especially in communication and accessing information. It is proven that mobile users with wireless devices can easily access and interact with information and services instantly.

Reagan (2008) presents an overview of complex issues presented by the case of South African Sign Language for language-in-education policy. The study concentrated on both growing research literature in South Africa and the extensive international research that deals with issues of Sign Language and the deaf world in educational settings. As Archbishop Desmond Tutu (1983: 45) once observed about oppression in South Africa under the apartheid period, "at present nobody is really free; nobody will be really free until Blacks are free. Freedom is indivisible." The same is true with regard to the rights of all dominated cultural and linguistic groups, and it certainly applies to the case of the Deaf because their language (Sign Language) was one of the languages which was not taken into consideration.

Kritzinger, Schneider, Swartz and Braathen (2014) explore whether there are other factors besides communication difficulties that hamper access to health care services for deaf patients. The study uses the qualitative methodology and semi-structured interviews to collect information. People who were not able to use Sign Language to communicate were found to be a barrier in accessing health care services.

Bond (2000) and Scheetz and Martin (2008) identify characteristics of effective teachers, and qualities of master teachers of the deaf. These characteristics are combined and used

to explain people who were taking classes to become Sign Language teachers. The results show that a sign language programme is an effective tool for the delivery of teachers for the deaf. This is because the teachers seem to have improved in their skills and are better teachers of Sign Language.

Othman and Jemni (2011) develop a machine which can translate an English text to American Sign Language (ASL). The machine translates input texts into gestures, and the signs are played on the screen. Jarman and Arshad (2015) presents a new process of identifying Bengali Sign Language (BdSL). When the participants are signing, the positions of the finger-tips are located by applying a fingertip finder machine. The machine will find the finger tips and translate the signs into oral language. The results showed an average of 88.69% accuracy in recognising BdSL, which is very much promising compared to other existing methods.

2.3.2 Support services provided to hearing individuals for the benefit of deaf people

Deaf individuals cannot live a better life without proper support from the society. And if there is no communication between the deaf and the hearing people, deaf people will not get all the support they need. There are a number of people who conducted studies in order to help hearing people to be able to communicate with the deaf.

Because many hearing parents of deaf children cannot read books to their children, a Shared Reading Project was conceived by David R. Schleper, Jane Kelleher Fernandes, and Doreen Higa at the Hawai'i Center for the Deaf and Blind in 1993. It was built in such a way that hearing people can learn to read storybooks to the deaf and hard-of-hearing children by observing how deaf adults do it (Delk and Weidekamp, 2001). The project is based on 15 book sharing principles. Deaf tutors serve as models and coaches to help hearing parents learn the skills needed to share books with their young deaf and hard-of-hearing children. It was found that positive changes associated with the Shared Reading Project took place in family book sharing at the five sites, which include an urban centre school for the deaf, a residential school with satellite programmes in a rural state, an urban public school programme, and two not-for-profit organisations serving families with deaf and hard-of-hearing children in urban and rural areas.

Gaziasgar (2010) investigates the use of mobile phones as service-delivery devices in a Sign Language machine translation system. Four Sign Language visualisation methods are evaluated on mobile phones. Three factors are considered: the intelligibility of Sign Language as rendered by the method and the bandwidth usage associated with each method. The researcher concludes that mobile phones are suitable service-delivery platforms for Sign Language machine translation systems.

Al-Jarrah and Halawani (2001) develop a system for the automatic translation of gestures in the Arabic Sign Language. A collection of machine networks were designed, each of which is trained to recognise one gesture. The system deals with images of bare hands, which allows the user to interact with the system in a natural way. An image of the hand gesture is processed and converted into words. Finally, it is proven that the system is able to recognise the 30 Arabic manual alphabets with an accuracy of 93.55%.

Ricco and Tomasi (2009) propose a new principle for recognising finger spelling signs from American Sign Language (ASL). They recognise gestures according to transitions between letters. The results showed that the system recognises 82 different words signed by a single signer using more than an hour of training and a test video.

Starner, Weaver and Pentland (1998) present two real-time machine systems for recognising sentences in American Sign Language (ASL). The system observes the user from a desk mounted camera and achieves 92% word accuracy. The second system mounts the camera in a cap worn by the user and achieves 98% accuracy (97% with an unrestricted grammar). Both experiments use a 40 word lexicon.

2.3.3 Support services provided to impaired individuals

We also have people who are not completely deaf but they have difficulty when it comes to communicating and they need support to learn Sign Language in order to communicate with the world. Bouzid, Khenissi, Essalmi and Jemni (2016) examined the interest of learners with hearing impairments in using an educational game for learning the Sign Language. The results indicate that the application is useful, enjoyable and easy to use.

Boulares and Jemni (2012) present a mobile operating system to build a mobile translation system from text into Sign Language. They use a signing agent that facilitates Sign Language learning for hearing people or text translation into Sign Language for persons with hearing impairment. The main feature of this work is that it can be used to learn Sign Language and to provide Sign Language translation of written text for people with hearing impairment.

Yorganci, Kindiroglu and Kose present usable educational tools for hearing impaired students who cannot use text and speech based technological and educational material that is becoming a crucial tool for modern education. An interaction scheme is compared between students to analyse the success and effectiveness of the tool, the performance of the text, and visual-based interaction in a human computer. The results demonstrate that visual-based tutoring was more effective in assessing the child's knowledge of certain Sign Language words.

2.4 SIGN LANGUAGE TRAINING SERVICES

2.4.1 Training services provided to deaf individuals

Because deaf people are not born with their language and most of them are brought up in families of hearing people, they also need training for them to be able to go out and compete with others. Magongwa (2008) explores the experiences of deaf teachers as students at Wits University. A qualitative research design is used to conduct the study.

In -depth interviews and documentary information are used to collect data from twelve current and past deaf and hard-of-hearing students. The findings show high level of academic competitiveness among the deaf and hard-of-hearing students but low social participation. Their academic success was driven by factors such as commitment to Deaf education, the availability of interpreting services, having deaf peers and their pre-university experiences.

Engelman et al (2013) assesses deaf related emergency training needs for state emergency agencies and deaf-serving community-based organisations. Four approaches are used: a literature review; results from 50 key informant interviews; results from 14 participants who are interviewed with deaf-serving community based organisation in the

San Francisco Bay; and a pilot programme evaluation of an emergency responder training serving the deaf in one urban community. The results indicate that there is a substantive gap in emergency preparedness training on serving deaf people provided by state agencies.

2.4.2 Training services provided to hearing individuals for the benefit of deaf people

Many hearing individuals need to learn Sign Language for them to be able to help the deaf. A few scholars have worked very hard to train hearing individuals to be able to use Sign Language. Kimberly (2013) develops a mobile learning application to help parents of deaf children learn American Sign Language vocabulary. The study consists of three studies. First, it shows that novices are able to reproduce signs presented on mobile devices. Secondly, interviews are conducted to hearing parents with deaf children to discover the difficulties that they have with the current methods of learning ASL. Finally, the participants learning story vocabulary had higher sign recognition scores than the participants who learned vocabulary based on word types.

Akmeşe (2016) examines the opinions of individuals who had enrolled in a Sign Language certification programme to find out whether the programme is helpful. The researcher uses a qualitative research method to conduct the study. Semi-structured interviews are prepared and expert opinion is received. 190 participants who have completed or are continuing their Sign Language education are contacted. The findings of this study are thought to be able to contribute to regulations regarding Sign Language education. It is confirmed that the programme is helpful.

Comerford (2003) evaluates a long-term Sign Language intervention programme for the hearing caregivers of deaf children living within a disadvantaged community. Focus group interviews are undertaken to evaluate the caregivers' perceptions and attitudes towards the programme. The findings indicate that although the expected improvement in the caregivers signed communication was not observed, the programme was considered beneficial to the caregivers.

The Unit for Language Facilitation and Empowerment at the Free State University in collaboration with the Deaf Federation of South Africa (DEAFSA) develops a training programme for Sign Language interpreters (Lotriet, 2001). The current situation, needs, problems and challenges, such as lack of Sign Language interpreters, deaf people not knowing how to sign and many more, are discussed and a brief exposition of the pilot training course format and content is given. The results show that positive feedback is received from the trainees and recommendations are made for further training of interpreters.

Lincoln and Guba (1985) examine the nature of vocabulary instruction by four early childhood teachers of deaf children (TODs) from two classrooms through a qualitative collective case study. The results indicate that the four different teachers' vocabulary Programme (Graves, Fernández, Gomez and Schmidhuber, 2006) could account for the nature of vocabulary in these classrooms. However, within this framework TODs used qualitatively different language strategies to address the unique parts of teaching a visual language.

Christiansen and Leigh (2004) examine changing parent and deaf community perspectives related to hearing devices. Questionnaires are distributed to parents of children with cochlear implant. The results indicate that while parents frequently receive conflicting information about educational and communication options for their child, they generally support signing before and after implantation. The parents of the child with an implant have a great interest in their child's spoken language development. These children with implants are educated in a variety of educational settings.

Capirci, Cattani, Rossini and Volterra (1998) describe an educational experience designed to teach Italian Sign Language (LIS) to a group of hearing children. Two studies are conducted to help with the aim. The first involved an educational experience lasting two years with a group of hearing children attending a Sign Language class from first to second grade. The second study involved an educational experience in first grade. The results suggest that learning a Sign Language may lead to an advancement in hearing children, because they will be able to use the skills in future when it is needed.

Huang and Huang (2011) create a system that recognises American Sign Language (ASL) using a machine which is capable of tracking the skeletal part of a human being. The system has additional benefits of extending the tracker to be a platform for people to learn and practise Sign Language. Finally, ten ASL signers with an accuracy of 97% are trained and they are able to translate an entire sign sequence.

2.4.3 Training services provided to impaired individuals

A few studies have been conducted to help train hearing impaired people around the world. Carr and Kologinsky (1983) decide to train autistic children who display poor communication skills to use their signs to make requests from adults. These result may be accounted for in terms of strengthening competition, consistency, or discriminative stimulus effects. The children showed improvement in their communication.

Carr, Binkoff, Kologinsky and Eddy (1978) taught expressive sign labels for common objects to autistic children using a training procedure that consist of encouraging, disappearing and stimulus rotation. The efficacy of the procedure was demonstrated in a multiple-baseline design across objects. The results show that correct signing was controlled solely by the visual cues associated with the presentation of a given object.

Remington and Clarke (1983) compare two different autistic children in using manual signs. One of the children is mute and the other capable of some verbal imitation. The two are taught to use signs as expressive labels for pictures of objects. Tests conducted to assess the reaction control of signing, and the learning of verbal gestures in training show that the behaviour of the imitative child is controlled by the verbal stimuli, but not the one of the mute child.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Globally, researchers undertake studies to find answers to a question by undertaking processes within particular frameworks or a set of philosophies (approaches). They use procedures, methods and techniques that have been tested for their validity and reliability, and that are designed to be unbiased and objective in their application. This chapter presents an overview of methodology which was used in this study. The main focus of this study was the evaluation of sign language support and training services within the qualitative research approach. The chapter further discusses the research design, population and sampling, data collection and data analysis procedures. Ethical considerations and measures to provide trustworthiness in the study are included. This is followed by a summary of the chapter.

3.2 RESEARCH APPROACHES

Research methodology refers to the logical sequence of the study process and how the research is conducted. According to Burns and Grove (2003:488), research methodology entails the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study. Holloway (2005:293) concurs with the above view by highlighting a methodology as a framework of theories and principles on which methods and procedures are based. Qualitative methodology is dialectic and interpretive in nature. During the interaction between the researcher and the research participants, the participants' world is discovered and interpreted by means of qualitative methods (De Vos, 2002:360). Hence, methodology in research can be considered to be the theory of correct scientific decisions (Karfman as cited in Mouton and Marais, 1994:16).

Mouton (1996:35) describes methodology as the means or methods of doing something. Polit and Hungler (2004:233) argue that methodology refers to ways of obtaining, organising and analysing data. Decisions about the applicability of any type of methodology depends on the nature of the research question. Henning (2004:36)

describes methodology as a coherent group of methods that complement one another and that have the ability to fit to deliver data and findings that will reflect the research question and suit the researcher purpose.

Research methodology refers to ways of obtaining, organising and analysing data that would reflect the overall research design and strategy (Johnson and Christensen, 2004:163). This study used the qualitative research method. Qualitative research can be described as a research strategy that usually emphasises words rather than quantification in the collection and analysis of data (Bryman, 2001:20). Qualitative research adopts a person-centred and holistic perspective. It develops an understanding of people's opinions about their lives and those of others. It also helps the researcher to generate an in-depth account that will present a lively picture of the research participants' reality (Holloway, 2005:5). In qualitative research, the researcher is required to be a good listener, non-judgmental, friendly, honest and flexible.

De Vos, Strides, Fouche and Delpont (2011:64) argue that the qualitative approach is used to answer questions about the complex phenomena with the purpose of describing and understanding the phenomena from the participants' point of view. This approach was relevant to this study because it helped in the description and understanding of the kind of support and training systems received by stakeholders at Setotolwane Secondary School.

3.2.1 Research design

A research design is defined as structures within which the study is implemented (Burns & Grove 2001:223). Bless, Higson-Smith and Kagee (2006:71) define a research design as "... operations to be performed, in order to test a specific hypothesis under a given condition". A research design, according to Fisher-Wellman and Bloomer (2009:46), is best described as the overall plan according to which the respondents of a study are selected, as well as the means of data collection or generation. Babbie (2008:74) describes a research design as a plan or blueprint for conducting the research. The research design also entails a detailed plan according to which research is undertaken (Mouton, 1996:107). This means that research design simply means procedures or rules

which needs to be followed when choosing participants for a particular research. Vosloo (2014:316) maintains that:

A research design focuses on the end-product and all the steps in the process to achieve that outcome. In this sense, a research design is viewed as the functional plan in which certain research methods and procedures are linked together to acquire a reliable and valid body of data for empirically grounded analyses, conclusions and theory formulation. The research design thus provides the researcher with a clear research framework; it guides the methods, decisions and sets the basis for interpretation.

The research adopted the exploratory research design. Exploratory research is defined by Burns and Groove (2001:374) as research conducted to gain new insights, discover new ideas, and increase knowledge on a phenomenon. According to Collins Cobuild English Dictionary for Advanced Learners (2001:540), exploratory actions are done in order to discover something or to learn the truth about something. The exploratory design enables the researcher to gain new insights in order to discover new ideas and to increase knowledge of experience that brings about ways of providing support to the deaf community. The researcher is interested in gaining a rich and complex understanding of people's experiences (Burns & Grove, 2003:313).

3.2.2 Sampling

Sampling refers to the selection of a subset of persons or things from a larger population, also known as a sampling frame (Scott & Morrison, 2007:219), with the intention of representing a particular population (Fluri, Wuersch, Plinzger & Gall, 2007:166; Kraska & Neuman, 2011:246). The population includes all elements that meet certain criteria for inclusion in a study (Burns & Grove 2003:43). A sample is a segment selected to represent a population as a whole.

In non-probability sampling, subjective judgments play a specific role (Henry, 1990:16). The advantage of non-probability sampling is that it a convenient way for researchers to assemble a sample with little or no cost and/or for those research studies that do not

require representativeness of the population (Dowdall & Babbie, 1997). Purposive sampling is selecting a sample “on the basis of your own knowledge of the population, its elements, and the nature of your research aims” (Dowdall & Babbie, 1997). Therefore the population is “non-randomly selected based on a particular characteristic” (Frey et al., 2000:132).

The researcher used purposive sampling, which is a type of non-probability sampling technique to select participants from Setotlwane Secondary School. A purposeful sampling strategy is typically used when focusing on a limited number of informants, who were selected strategically so that their in-depth information will give optimal insights into an issue about which little is known. Maruster and Gijsenberg (2013:80) argue that:

Qualitative research uses non-probability samples for selecting the population of the study. In a non-probability sample, units are deliberately selected to reflect particular features of our groups within the sampled population. The sample is not intended to be statistically representative: the chances of selection for each element are unknown but, instead, the characteristics of the population are used as basis of selection.

3.2.3 Data collection

To yield data for a qualitative investigation, different measuring instruments are employed. Measuring instruments include different types of interviews (standardised open-ended, semi-structured and structured), observations and content analysis or review of documents (Cooper & Schindler, 2011:183). Given the extent and purpose of this research, interviews were used to collect the data. Data gathering is the precise and systematic collection of information relevant to the research sub-problems using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Burns & Grove, 2003:373). The empirical phase, which involves the actual collection of data, is followed by preparation for data analysis (Polit & Hungler, 2004:51). Data collection begins with the researcher deciding from where and from whom data will be collected (Talbot, 1995:472).

The researcher was the main research tool or primary instrument (Streubert Speziale & Carpenter, 2003:18). The data collection process was reflective in order to give the participants the opportunity to reflectively express their experience. In this study, the collection of raw data from the participants took place in one stage.

In this study, data was collected from Setotolwane Secondary School using semi-structured interviews. Edwards and Holland (2013) state that semi-structured interviews allow the researcher to access comprehensive information, including participants' beliefs about, and perceptions of a particular topic with flexibility. Fisher (2005) says:

The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview.

In this study, data was gathered by interviewing research participants in a quiet environment free from disturbances, and where they felt safe. Interviews were held in an empty classroom, and were conducted individually for a period of about 10 to 15 minutes.

The choice of the interviews method to conduct the study was informed by the following advantages as stated by Burns and Grove (2003:285) and De Vos (2002:302). The interview is a flexible technique that allows the researcher to explore greater depth of meaning than can be obtained with other techniques. Interpersonal skills can be used to facilitate co-operation and elicit more information. There is usually a higher response rate to interviews than questionnaires, leading to a complete description of the phenomenon under study by the participants. Interviews allow the collection of data from the participants who are unable or unlikely to complete questionnaires such as those who's reading, writing and ability to express themselves is marginal.

3.2.4 Data analysis

Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns & Grove, 2003:479). This is where data are

collected from the participants and then analysed in order to reach a particular conclusion. Jorgensen (1989:170) state that:

Analysis is a breaking up, separating, or disassembling of research materials into pieces, parts, elements, or units. With facts broken down into manageable pieces, the researcher sorts and sifts them, searching for types, classes, sequences, processes, patterns or wholes. The aim of this process is to assemble or reconstruct the data in a meaningful or comprehensible fashion.

The researcher applied thematic analysis to analyse data. Thematic analysis is a technique used to identify emergent patterns or recurring “themes” within a data set through a rigorous and systemic investigation of the data, allowing for a rich description of data as it pertains to the research problem (Braun & Clarke, 2006). Thematic analysis is a poorly demarcated and rarely-acknowledged, yet widely-used qualitative analytic method (Roulston, 2001; Boyatzis, 1998).

The researcher translated and transcribed the tape-recorded interviews, then read and reread them, reflecting on them as a whole. Then, she summarised them, keeping in mind that more than one theme might exist in a set of these interviews. Once identified, the themes that appeared to be significant and concepts linking substantial portions of the interviews were written down and entered onto the computer for storage (Morse & Field, 1996:115).

After collecting data the researcher familiarised herself with it by re-reading it in an active way to become immersed and closely familiar with the content. The researcher did this in order to search for meanings and patterns of behaviour in the data. Furthermore, the researcher transcribed data into written form (Thomas & Harden, 2008), generating an initial list of ideas about what was in the data and what was interesting about them. This process was important for organising the data into meaningful groups and for the identification and synthesis of potential patterns.

The researcher further sorted different codes into potential themes, and organised relevant coded data extracts within identified themes so that they could be merged with the data in the context of viability aspects of each candidate theme (Huff, Melnick, Tomaszewski,

Thiessen, Jagoda, & Fesmire, 2014). This researcher read all the organised extracts for each theme, and considered whether they formed a clear pattern. She then reviewed themes to improve them by splitting, combining or discarding irrelevant information. Finally, she focused on a set of fully worked-out themes, which led to the final analysis and write-up of the research report.

3.2.5 Trustworthiness

Streubert Speziale and Carpenter (2003:364) describe trustworthiness as “establishing the validity and reliability of qualitative research”. Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Trustworthiness of data in method triangulation is demonstrated through the researcher’s attention to and confirmation of information discovery. This is referred to as rigour. The goal of rigour in qualitative research is to accurately represent the study participants’ experiences (Streubert Speziale & Carpenter, 2003:39).

(a) Credibility

According to Morrow (2005), credibility refers to the idea of internal consistency, where the core issue is how we ensure rigour in the research process and how we communicate to others that we have done so. For the purpose of this study, credibility is the consistency of being trustworthy. The researcher conducted a pilot study with relevant people to the study to ensure that the data collection measures and methods collected data that had the quality of being trusted and believed.

(b) Transferability

Transferability is the degree in which the outcomes of a research study can be applied and transferred beyond the limits of the project. It also implies that the results of the research study can be applicable to similar situations, and the knowledge obtained would be relevant in another phenomenon. Transferability ensures the validity of the study. Morrow (2005) mentions that transferability refers to the extent to which the reader is able to generalise the findings of a study to her or his own context. It addresses the core issue of how far a researcher may make claims for the general application of their theory.

(c) Dependability

Dependability is the quality of being reliable and worthy of trust. In this study, dependability is a measure of a system's reliability, and its maintainability in order to obtain valid and reliable outcomes. Morrow (2005) points out that dependability deals with the core issue that the way in which a study is conducted should be consistent across time and analysis techniques.

(d) Confirmability

Confirmability is a creation for evaluating data quality, and refers to the neutrality or objectivity of the data by agreement between two or more dependent persons that the data is similar (Polit & Hungler, 2004:435). Confirmability is a strategy to ensure neutrality (De Vos, 2002:331). It is a neutral criterion for measuring the trustworthiness of qualitative research. If a study demonstrates credibility and fittingness, the study is also said to possess confirmability (Lincoln & Guba 1985:331; Streubert Speziale & Carpenter, 2003:38).

3.3 SUMMARY

In this chapter, the research design and methodology were set out as informed by the study objectives. The qualitative research design was used to ensure the achievement of the aim of the study. The semi-structured interview method was used to collect data in order to arrive at trustworthy results and conclusions of the study. Data were analysed thematically following a systematic process involving sorting, sifting and the development of patterns. Sampling was made purposefully because the researcher personally selected the school and the participants suitable for the study. Finally, the study applied measures to ensure the trustworthiness and objectivity of the study. The next chapter focuses on data presentation and analysis.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRATION

4.1 INTRODUCTION

South Africa is a big country with eleven (11) official languages, and yet it also have deaf people. This means that Sign Language is part of languages in South Africa. This chapter focuses on the presentation of data gathered during semi-structured interviews. A description of the respondents who took part will be provided. The data will be analysed and interpreted to find out the results of the study. Qualitative data analysis can be described as the process of making sense of the research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen et al, 2007:461). The summary of the chapter will be given at the end.

The analysis and interpretation of the research results should identify the source of Sign Language support and training services, types of Sign Language support and training services, the most needed support and training services and the importance of providing Sign Language support and training services.

4.2 DEMOGRAFIC RELATIONSHIPS AND STUDY VARIABLES

The participants of the study were selected in terms of occupation, gender, age and language. Ten (10) participants were purposefully selected from Setotolwane Secondary School and voluntarily participated in the study. Amongst the ten (10) participants, there were five (5) Sign Language speakers, two (2) Sepedi speakers, two (2) Xitsonga speakers and one (1) SiSwati speaker. The sample consisted of five (5) female and five (5) Male participants. In terms of age, five (5) of the participants were between the ages 13-21, three (3) were aged between 22-40 and two (2) were aged between 41 and 60. In terms of occupation, there were five (5) learners, four (4) teachers and one (1) principal.

The following is a table representing the demographic information of the respondents:

Participants	Gender	Age	Occupation	Language
A	Male	13-21	Learner	Sign Language
B	Male	13-21	Learner	Sign Language
C	Female	13-21	Learner	Sign Language
D	Female	13-21	Learner	Sign Language
E	Female	13-21	Learner	Sign Language
F	Female	22-40	Teacher	Xitsonga
G	Male	22-40	Teacher	Sepedi
H	Male	22-40	Teacher	SiSwati
I	Male	41-60	Teacher	Xitsonga
J	Female	41-60	Principal	Sepedi

The participants' responses can be categorised in terms of the following themes: sources of Sign Language support and training services, types of Sign Language support and training services, Sign Language support and training services in need, and the importance of providing Sign Language support and training services.

4.3 SOURCES OF SIGN LANGUAGE SUPPORT AND TRAINING SERVICES

This section answers question 1 (see Annexure 2) which asked the participants to provide sources of Sign Language support and training services. The section discusses the sources which often provide the school with Sign Language support and training services.

Many people with disabilities need assistance and support to achieve good quality life and to participate in social and economic activities on an equal basis with others (World Report on Disability, 2011:157). By providing support and training services to the deaf, we give them a chance to be part of the world and to participate in it. For many people with disabilities, assistance and support are two things which they need in order for them to participate in society. According to the World Report on Disability (2011:137),

The lack of necessary support and training services can make deaf people to depend on their family members and this can prevent both the deaf people and the family members from becoming economically active and socially included.

This explains that if deaf people do not receive any kind of support, they will be totally excluded from the world of hearing people economically as well as socially. There are two sources of Sign Language support and training services at Setotolwane Secondary School namely, the Department of Education and stakeholders of school.

4.3.1 Department of Education as a source of Sign Language services

From the responses of the participants it is very clear that one of the sources of Sign Language support and training services at Setotolwane Secondary School is the South African Department of Education. The department provides computers for the school even though they are not enough. It provides teachers with Sign Language training and resources such as stationery. The learners are provided with social workers to help them get through their emotional times such as emotional breakdown, fear, crisis and more. They are also provided with stationery to use throughout the year. Participant F mentioned that the department plays a very important role at the school by providing them with the services which they need.

“We receive support and training services from the Department of Education. They provide us with training on how to take care of the learners” (Participant F).

“The Department of Education provide us with most of the support and training services we need at this school. It is the main provider of services so far” (Participant H).

The data indicates that Setotlwane Secondary School indeed do receive support and training services. The school is in a better condition because the Department of Education is doing its best to help with different services needed by the school.

4.3.2 Setotlwane stakeholders as sources of Sign Language services

People at Setotlwane Secondary School also receive support from the employees at the school. These people are the cleaners who make sure that the learners and staff stay in a clean and healthy environment. There are people who put more effort to cook all meals for the learners on a daily basis, making sure they do not sleep in empty stomachs. There are house masters who make sure that they stay in comfortable places. The school has security officers who are always determined to protect them day and night: they make sure that the school is always safe. There are gardeners who also contribute in making the lives of the deaf easier by keeping their place beautiful and lively. They make learners understand the importance of living by helping plants survive on daily basis.

The learners receive many services from their school as much as they receive them from their families. This is because they spend more time at school than at home since their school is a boarding school. Participant B says that they receive support and training services from Setotlwane Secondary school, and that he hardly receive any support from any other source before. This tells us that there are no other sources of Sign Language services except the ones mentioned above. One can make this conclusion because of the following responses from the participants:

“We spend almost all of our time here at school, so we receive most of the support the need from the school” (Participant C). Participant J mentioned that there is another kind of support which participants receive from other people in the school.

“The school receives that kind of support from the department of education, and the school teachers, learners, domestic workers as a whole help each other with day to day duties” (Participant J).

These responses show that the stakeholders provide the necessary support from each other on a daily basis. This means that the school as a whole practices humanity to deal with their everyday lives. For example, since deaf people cannot attract each other’s attention from a distance, people such as gardeners who are close to them tend to help by telling them when someone tries to talk to them.

4.4 TYPES OF SIGN LANGUAGE SUPPORT AND TRAINING SERVICES

In this section attention is paid to question 2 (see Annexure2) which says: what are the types of Sign Language support and training services which are received at Setotolwane Secondary School? In this section, different types of Sign Language services that are received by the stakeholders are discussed. The states that: US Department of Education (2000)

When parents first learn that their child has a disability, they are often faced with the challenge of finding the appropriate educational setting which is best suited for the growth and development of their child. It is important to become familiar with the basic rules.

Because disability is not an easy thing to live with without proper support, disabled people like the deaf need to be exposed to all the things which they need to survive. This includes education where they can learn a lot about themselves and other hearing people at an early age. In this section, different types of support services like emotional support services received by the school, educational support services received by the school and Sign Language training received by the school are discussed.

4.4.1 Emotional support services received by the school

Deaf people need support from people in their daily lives, it can be physical support, emotional support or any kind of support and training services that they may need. Participant A explains that when there are problems, they report to social workers and get most of the help that they need. In most cases, social workers help people deal with situations like emotional breakdown and motivation in order to build self-confidence. Social workers are people who deal with the psychological aspects of a person. Participant C further posits that the school provides education to learners. It helps them with plans for the future. These are people who help learners emotionally whenever they need such kind of help. Some of the responses from the participants about emotional support are as follows:

“When they have problems they report to the social worker and we get all the help which they need, in most cases learners are in need of emotional support so it will be more helpful to have a social worker who understand Sign Language at school” (Participant A).

“Even though we do not get much support except educational support we also receive emotional support from specialist who comes to visit our school once in a while” they give us guidelines on how to encourage learners to go out there and face the world”

(Participant I).

From the responses, it is clear that the Department of Education provides the school with social workers to help learners deal with their inner conflicts and problems on a daily basis. They help deaf people understand the meaning of their lives and to build their self-esteem. Social workers also help teachers to overcome problems like stress caused by learners in class or anywhere around the school. Emotional support also motivates deaf learners to hang in there, to carry on with their lives and to believe that they can do better in life like all other people.

4.4.2 Educational support services received by the school

The school is provided with educational support by the Department of Education. Even though what the department gives is not enough, it helps the deaf learners and Sign Language teachers at Setotolwane Secondary School. The school provides education, and help deaf learners learn how to read and write. It also provides computer lessons where learners learn how to read signs. They also use the computer to record their signs during tests and exams.

The responses show that the educational support services given to the school is not enough. Nonetheless, they use these services to learn how to sign so that they can be able to communicate with other deaf people as well as hearing people who can sign. These services also help learners to work hard so that they can be able to pass at school. Akach and Naude (2008:5) state that “the educational system used for the deaf in South

Africa is not on a satisfactory level”. According to the responses, this statement is true because Setotolwane Secondary School is in short of a lot of educational support facilities such as computer devices to help them understand signing, and Sign Language interpreters to help with communication between hearing and deaf people on daily basis and may more. According to the California Department of Social Services (1999:35),

Children who are deaf need early intervention to increase their interest and understanding of the world around them. The information that most children acquire naturally must be introduced deliberately and systematically to children who are deaf.

The above quotation means that providing deaf people with support or training services is one thing, and that it would be better to provide these services at an early age for better understanding of the world. The following are participants’ responses confirming that Setotolwane Secondary School receives some form of educational support:

“The school provides us with education; we now know how to read and write because the school is doing its best to help us” (Participant B).

“we receive educational support like campaigns where we are taught and educated about deaf people like us from Setotolwane Secondary School, where we are taught how to sign and how to read and write” (Participant E).

The educational support services provided at Setotolwane Secondary School are helping learners to be able to cope in different subjects. The educational support received motivates deaf learners to want to continue learning in order to become something in their lives. It gives them a reason to believe in themselves.

4.4.3 Sign Language training services received by the school

The data shows that the Department of Education provides training for Sign Language teachers as well as Sign Language learners at Setotolwane Secondary School. Teachers are given training services where they are taught how to use signs as a means of communication with a group of learners in class. They are trained to treat deaf people in proper ways. They are also provided with psychologists for when things get tied in class as well as in the staff room. They are also trained on how to deal with conflicts between learners without offending them. Learners, on the other hand, are provided with Sign Language training where they get to learn how to use the South African Sign Language.

This training is provided by Sign Language specialists.

Akach and Naude (2008:6) explain that “there is a demand from the Education Department for South African Sign Language training for advisors and teachers who work at the schools for deaf learners”. The training services make it easy for teachers to do their work and to help learners with their learning. The following are excerpts from the participant’s responses which accompany the above information:

“Because the school is for the deaf as well as the deaf, the department of education provide us with training on South African Sign Language and brail. Brail is a method which is used by the blind learners to read” (Participant F). Another participant says that:

“The government provide us teachers with training services where we are trained to take care of the learners in a good way. We are taught how to Sign so we can be able to teach the learners” (Participant G). The government provide the school community with professionals, the next participant explains:

“The department of education provide the school with professionals who come and train us on how to take care of the deaf learners and how to deal with their issues without offending them” (Participant J).

In terms of the responses, the school is provided with South African Sign Language training services where learners and teachers are trained how to use different signs by professionals. Furthermore, teachers are trained to take good care of the learners in different situations, such as when there is a conflict between learners. They are also advised to respect learners and to treat them in the same way. This make deaf learners to feel welcomed and to enjoy being at the school.

4.5 SIGN LANGUAGE SUPPORT AND TRAINING SERVICES IN NEED

This section answers question 3 (see Annexure 2), where participants are required to mention Sign Language services which are mostly needed at the school. This section is going to outline services needed by the school. These include subjects, Sign Language interpreters, Sign Language teachers and the necessary tools that are mostly in need at Setotlwane Secondary School.

4.5.1 Subjects needed by the school

School subjects help learners from different schools to have options when it comes to choosing careers. A school that offers different kinds of subjects gives its learners the opportunity to have many choices. Setotlwane Secondary School offers many subjects like Sign Language, Geography, Mathematics, Sepedi, Economics, Business and Accounting. The data shows that the school does not have all the subjects, and that it will be very good if subjects like Life Sciences can be offered at Setotlwane Secondary School to help improve the learners’ knowledge about life. Some learners can find these subjects interesting, and may decide to make a career out of these subjects.

“The school need to add more subjects, for example some learners are good at drawing so it will be good if we can be provided with a biology subject at our school” (Participant D).

“The Department of Education provide the school with professionals who come and train us on how to take care of the deaf learners and how to deal with their issues without offending them” (Participant F)

“I think the school needs to add more subjects, for example people like me are good at drawing and we would like to pursue drawing as a career so it will be great to have an art subject at school. This will help learners to get a better background about drawing before they can go out there” (Participant A).

The data shows that Setotlwane Secondary School is in need of some of the subjects like Life Sciences and Art. The lack of these subjects is a problem because it robs some of the deaf learner’s opportunities that may arise from doing these subjects. This problem can also make learners relocate to other schools which offers these subjects.

4.5.2 Sign Language interpreters needed by the school

A sign language interpreter is a trained professional who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact (World Health Organization, 2011). “Interpreting emerged out of a need for different language communities to communicate with each other, so Sign Language/spoken language interpreting developed from the same need Department of Disability Services ” (Akach and Naudé, 2008:13). Setotlwane Secondary School is in need of Sign Language interpreters to help deaf learners communicate with the outside world.

Qualified interpreters are skilled professionals who adhere to a strict code of ethics and facilitate communication between two parties that do not share the same language. American Sign Language (ASL) has a linguistic structure quite different from English, so a skilled interpreter must be able to interpret effectively, accurately, and impartially both expressively (voice-to-sign) and receptively (sign-to voice) in any given communication situation (California Department of Social Services, 1999: 95).

The Department of Social Services explains that interpreters follow certain rules when interpreting, and that an interpreter is someone who should be able to interpret information accurately and effectively at all times. It should also be noted that information interpreted should always be kept confidential. The data posits that it is difficult for deaf learners to communicate with visitors and other hearing learners at school because there are no interpreters. "Interpreters may be requested whenever signers and non-signers must communicate. These interpreters are not versed in the obvious ethical issues involved in interpersonal communication. Privacy is also an obvious problem if professional interpreters are enlisted" (Segers, 2010:4).

"It is important to have Sign Language interpreters to help the learners communicate with the hearing people and to understand them" (Participant J).

"It is very difficult for visitors and other family members of the deaf to communicate with them when visiting the school because there are no professional interpreters at school to help them with the interpretation" (Participant H).

In terms of the responses, the school is in need of professional interpreters. Lack of interpreters makes it difficult for deaf learners and the other learners to communicate while socialising at school. Teachers have to disturb their busy schedules just to help facilitate communication between the deaf and the hearing people when they visit the school. For example, when hearing people want to conduct interviews, one of the teachers has to stop everything and help with the interpreting.

4.5.3 Sign Language teachers needed by the school

Teachers are a very important part of learning, without whom there is no learning. Learners have to go from being learners, researchers to being scholars, and through all this they need a teacher. Setotlwane Secondary School has Sign Language teachers, but they are not enough. This makes learning difficult for deaf learners. Sign Language teachers have a hard time keeping up with all the work at school between teaching and completing paper work. It is just too much for them. "Most of the schools for the African Deaf were vastly under-resourced, under-funded, and understaffed" (Aarons and Akach, 2002:10).

The responses from the participants show that the school is in need of Sign Language teachers who will teach them on a daily basis. It will be very helpful if the school can be provided with enough deaf teachers who will help the available Sign Language teachers with the work that they are doing. Let us hear from some of the responses:

“The school is mostly in need of Sign Language teachers, yes we have teachers but they are not enough so it will be very helpful if we can be provided with enough deaf teachers” (Participant C).

“The school is doing its best to help the children but we have limited resources and a few teachers, the service given to the learners is very low because of lack of teachers” (Participant J).

The participant responses indicate that it is important to have more Sign Language teachers who will permanently help deaf learners with their studies. Learners need people who will take good care of them and with their education. It is better to provide deaf people with professional Sign Language teachers at an early age because teachers are key to good education. Providing more deaf teachers can help reduce the workload that the current teachers have, and will open doors for new ideas of teaching for them.

4.5.5 Important tools needed by the school

Learners with hearing disability have a number of helpful tools which they need for their education and more. Some of the tools are hearing aids which are fairly well known and common among those with more serious impairments, cellphones that can transform text to sign and many more. According to the data, it is found that Setotlwane Secondary School is not a developed school so they do not have enough tools which they can use to enhance their education except for the few teachers available. Vendrame et al (2013) states that:

Providing learners with a suitable writing form in their first language could be a help to them. It has been demonstrated that an appropriate Sign Language written form can offer deaf learners the possibility to process written linguistic information provided in a syntactic structure that reflects the structure of the corresponding Sign Language. Moreover, such written form can be very useful to improve the ability of these signers to comprehend and acquire the written versions of oral languages.

The quotation above posits that it is wise to teach deaf people Sign Language as their first language because it helps them to adapt easily as life goes on. It also helps them to improve the ability to sign in time. Participant F mentions that the school does not have enough resources like Sign Language laboratories where deaf learners can be taught how to sign and write their examinations. Furthermore, the teachers also explained that it is difficult for them to teach learners without a laboratory because the lab is the most important place where most of the work takes place. For example:

When deaf learners are writing exams we need to record them, but without a lab it is so difficult for us to do our job. One of the most challenging aspects for assistive Sign Language tools is to interactively input signs into a computer, as Sign Languages are visual-spatial languages with no simple textual representation (California Department of Social Services, 1999).

“The school is not a developed school so we do not have a lot of tools we can use to enhance our education except the few teachers we have” (Participant B).

“The school lacks resources, we do not have enough resources. We need a Sign Language Lab where we can teach the deaf learners. It is difficult for us to teach them without a lab because the lab is the most important place where we can do our best. For example when deaf learners write exams we need to record them, but without a lab it is so difficult for us to do our job” (Participant F).

The school does not have enough resources to help learners with their learning. The learners are in need of a computer laboratory, and they do not have the necessary tools

for learning. The shortage of necessary tools makes it difficult for teaching and learning to take place at the institution. Lack of necessary tools can make learners look down on themselves when they are with other learners who have access to tools.

(a) Technological devices in need

Back then when Sign Language was not recognised, there were no devices to help the deaf with communication, their education or any other activity. Today all deaf people need technological devices to help them fit in and become part of the world.

The responses show that the school does not have much technological devices and it will be a good idea if they can be provided with these technological devices like computers and cellphones which can be used to improve signing and to communicate with other people (hearing people). Technological devices make life for the deaf very easy to live and enjoyable because most things like communication and learning is possible without help from anyone.

“The school does not have much but I think if we can be provided with technological devices like computers and cellphones which we can use to improve our signing and be able to communicate with the other people ” (Participant E).

“The school is in need of the technological devices such as computers, voice recognition cellphone, tablets where the learners can learn how to sign and many more” (Participant I).

The data show that Setotolwane Secondary School is in need of technological devices to help improve teaching and learning. It will also make deaf learners feel like they do not depend on other people to live their lives since technological devices do not need anyone to facilitate when in use. Having technological devices can help learners improve their confidence, and it will make them feel free to explore ideas with other deaf and hearing people.

4.6 THE IMPORTANCE OF PROVIDING SIGN LANGUAGE SUPPORT AND TRAINING SERVICES

This section answers question 4 (see Annexure 2), which require the participants to explain the importance of services to them and everyone else. A few reasons like Sign Language support and training services improve communication, with emotional growth, and develop a sense of identity. Sign Language services are outlined and explained in detail below.

4.6.1 Sign Language support and training services improve communication

The ability to communicate effectively is essential to the human experience and necessary for cognitive development, social and emotional wellbeing, linguistic competence and academic growth (The National Association of State Directors of Special Education - NASDSE, 2006). The data shows that the services are much helpful because deaf people can now go wherever they want and still be able to communicate with both deaf and hearing people. Their unique language and communication needs present special challenges to educators regarding appropriate programming and placement (NASDSE, 2006). The California Department of Social Services (1999) states that:

Communication Services help in obtaining qualified Sign Language interpreters, including 24-hour, seven days a week interpreting for emergency medical, civil or legal situations; translation of documents for deaf clients with low language skills; information about assistive technology, signaling devices, hearing and signal dogs; access to public videophones.

Sign Language interpreters also play a part in the improvement of communication between the deaf and hearing people. Sign Language interpreters help to improve communication between two people, more especially when communication is not good or the two people cannot understand each other. Participant J explains that it is important to have Sign Language interpreters to help the learners communicate with hearing people and to understand them.

“The services are very much helpful because we can now go wherever we want and will be able to communicate with the hearing people” (Participant D).

“The department of education is training teachers so they can be able to teach and train deaf learners to go out there and face the world without fear” (Participant H).

The participants’ responses tell us that by providing support and training services for the deaf, we give them the opportunity to improve their communication skills. We motivate them to want to go out and explore the world. We improve communication between parents and learners, and learners and teachers by providing them with Sign Language interpreters. Sign Language interpreters must continue to be trained so that a school like Setotlwane can have access to better communication.

4.6.2 Sign Language support and training services help with emotional growth

Providing the school with support and training services is a good thing to do because it helps the deaf to grow up emotionally. Deaf learners are now free to go out and show themselves in the open world because they have improved in their emotional sense and are no longer afraid of what other people might think of them. “Educational games can increase creativity, improve self-confidence and provide visual, tactile and intellectual stimulation” (Griffiths, 2002). The data shows that the services received from the school help teachers learn something new about deaf people every day. The California Department of Social Services, 1999) states that:

Individual and family counseling that is responsive to the communication needs of deaf and hard of hearing clients; peer counseling, which includes crisis intervention and referral, teaching coping skills, and mentoring.

Counselling is part of emotional support which needs to be provided to the deaf community. It is good to also include the families of the deaf to fit them in emotionally. After counselling, both the deaf and family members will accept their situations and be able to carry on with life.

“The services provided for Sign Language teachers are helping us as teachers to grow up emotionally and be able to do our work on daily basis” (Participant I).

“We are provided with social workers who take us through the process of counselling. The family members of the deaf learners also attend the counselling sessions so that they can be able to cope with the situation” (Participant E).

Support services improve deaf learners’ emotional well-being. Deaf learners know that there is always a place to go to when things get tough. They have social workers to help them understand themselves and the world around them. Teachers also get emotional help from social workers; they get counselling on what and how to do things around the deaf learners. Counselling is also provided to family members of the deaf so that they are able to cope with the situation at home.

4.6.3 Sign Language support and training services develop sense of identity

It is important for the school to get different kinds of support and training services because it helps deaf learners and teachers to realise who they really are and what they want to be in future. The services help them find themselves; they develop some sense of identity in themselves. The data shows that for some of the learners, things were a bit confusing before they come to school, but through the support and training received from the school, things are now falling into place.

Being a Sign Language teacher also means to be able to take good care of the deaf. In this sense, Sign Language teachers also need to know who they are, and that being a Sign Language teacher comes with responsibility such as caring for the deaf. One can say that the services provided help teachers to know who they are. NASDSE (2006:80) states that:

Education personnel who work with students who are deaf or hard of hearing encompass a wide range of skills, abilities and talents. Any given child may require a multiplicity of services. Collaboration among services providers, families, communities and students is a key component to successful provision of services.

This means that one needs to become multi-skilled in order to work with deaf people. It is not an easy job but with all the support and training services from different people and places, one can be able to do it successfully.

“The services are very much helpful because teachers are learning how to take care of the learners and provide them with good education” (Participant F).

“Most of us were a bit confused when we first come here but we are fine now because here at school we are leaning and we can go to university and further our studies” (Participant C).

The data confirms that deaf learners as well as Sign Language teachers developed a sense of identity. This is achieved through all the support and training services provided to them by the Department of Education and stakeholders from Setotolwane Secondary School. Learners are now planning to further their studies and are looking forward to the future because they now understand who they are and what they want to become.

Teachers are now ready to help their learners because they now understand their roles and responsibilities which come with being teachers for the deaf.

4.7 SUMMARY

This chapter outlined the participants of the research according to occupation, gender, age and position at Setotolwane Secondary School. The participants' responses show that sources of Sign Language support and training services at Setotolwane are the Department of Education and other stakeholders at the institution. The types of Sign Language support and training services received at the school include emotional support and educational support training services. The school is in need of Sign Language support and training services such as school subjects, Sign Language interpreters, Sign Language teachers as well as technological tools. The chapter covered the importance of providing Sign Language support and training services to the deaf. The next chapter presents the findings, conclusions and recommendations of the study.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMENDECTIONS

5.1 INTRODUCTION

The previous chapter looked at the interpretation and analysis of data. In this chapter, the findings of the interpreted data are presented, conclusions are drawn and finally, the recommendations as to what can be done to further improve the findings are made.

5.2 FINDINGS

This study evaluated sign language support and training services at Setotolwane Secondary School. The findings relate to the research objectives that guided the study. These are sources of sign language support and training services, types of sign language support and training services, the most needed support and training services, and the importance of sign language support and training services. These are all used as subtopics for the discussion of findings.

5.2.1 Sources of sign language support and training services

The first finding relates to the question: where do you receive Sign Language support and training services? The results show that Setotolwane Secondary School uses the Department of Education as a source of sign language support and training services. The government is trying hard to provide the best education for the deaf. It provides the school with stationery for both learners and teachers to use during teaching and learning. It organises workshops where teachers receive training on sign language. South Africa is lucky to have such a government which provides for its people.

Setotolwane Secondary School in itself happens to be another source of support to its community. The different departments of the school have different people such as teachers, cleaners, gardeners, housing and security officers as well as teachers. All these people come together and play their daily role to keep the school functioning. The cooperation of the stakeholders help improves the quality of learning because deaf

learners no longer worry about life outside the classroom. They concentrate knowing that they are safe. Engelman et al (2013), Kimberly (2013) and Akmeşe (2016) support the finding because they have conducted studies to train deaf and hearing people on different things that will benefit deaf people. They have been providing support and training to the deaf.

5.2.2 Types of sign language support and training services

The second finding explains the types of support and training services provided to Setotlwane Secondary School. These include emotional support where deaf learners and Sign Language teachers receive help to deal with their emotions. Social workers are the people who deal with this in a professional manner. The government provides the school with a social worker who helps deaf learners to deal with the fears and other psychological destructions. Teachers also get help on how to deal with issues like breakdown when they are overwhelmed with work and personal problems.

Educational support service is another service received at the school. Deaf learners and teachers receive materials to use during teaching and learning. The materials received include exercise books, pens, pencils, erasers, colors, calculators, computers and many more. Teaching and learning is becoming an easy job because of the services provided. Deaf learners now have a better future because they receive education and they have dreams about what they want to become. Education is a very important thing for everyone to receive. Starner, Weaver and Pentland (1998), Capirci, Cattani, Rossini and Volterra (1998) and Reagan (2008) support the idea by conducting studies on education for the deaf.

The Department of Education also provides the school with Sign Language training services. These kind of services help teachers become better and approachable people. Learners can now look up to them and can rely on them for other things except learning.

Today teachers are able to live and treat deaf learners like their own because of the training received. Deaf learners can now sign better because of the training they received, and so is their teachers.

5.2.3 Support and training services in need

The third finding brings forward all the support and training services which the school is mostly in need of. The school does not have enough teachers to facilitate during learning. The lack of teachers forces one available teacher to teach a big number of learners in one classroom, which is not good for deaf learners. Teachers need to have a few number of learners in a deaf classroom for them to be able to use their teaching methods and produce better results. “Another accommodation for deaf students is a reduction in the number of the pupils in the deaf children’s classrooms to facilitate the adaptation of teaching methods by the teacher” (Hadjikakou, Petridou & Stylianos, 2005:210). Learners also need a good classroom environment where they can be free and have their space. Lincoln and Guba (1985), Bond (2000), Scheetz and Martin (2008) and Magongwa (2008) have conducted studies which support that more Sign Language teachers should be trained in order to help the deaf.

It is confirmed that the school is in need of computers. The teachers as well as learners need computers for purposes like learning how to sign, and for writing tests and exams.

“It is specified in the Special Education Law that special arrangements should be made for deaf pupils undertaking examinations and tests (e.g., extra time, language modification of the tests and exams” (Hadjikakou et al, 2005:210). Technological devices like computers are very helpful to deaf people. This is the reason why all of them should be provided with at least one. Lack of computers make teachers of the deaf to work very hard doing everything manually when they can just record their exams and assess later.

Apart from shortage of teachers, the school is also in great need of Sign Language interpreters. It is difficult for learners and non-signers to engage in a successful conversation. Interpreters can help improve the process of communication between deaf learners, visitors as well as family members who cannot sign. The communication blockage between deaf learners and hearing people makes life difficult for both people. Some of these people are family members of the deaf and it is very sad for them not to be able to have successful communication. The above information is supported by (Lotriet, 2001).

The research concludes that the school can use an addition of Sign Language teachers. The problem of lack of teachers has put deaf learners at risk of receiving poor and unprofessional education because their teachers are always busy and tired. This situation also places the school at risk of decreasing their pass rate as well as reputation. This can make learners have a lot of work and end up failing. Some of the slow learners can decide to quit school thinking that it is not a place for people like them. Glaser and Tucker (2004), Halawani (2008), Gaziasgar (2010), Boulares and Jemni (2012) support the above information by conducting studies to help deaf and hearing people with technological devices.

5.2.4 Usefulness of sign language support and training services

The fourth finding outlines the importance of providing the school with support and training services. Sign Language support and training services improve communication between the deaf and the hearing. Communication makes it easy for the deaf to blend in and become part of the world they live in. Deaf learners are now ready to go out and communicate with the world. This is because the services provided has upgraded them from deaf to signers. Both Carr and Kologinsky (1983) and Remington and Clarke (1983) have conducted studies to help improve communication by deaf and autistic people.

Sign Language support and training services help with emotional growth to both Sign Language Teachers and deaf learners. Deaf people are no longer hiding and always feeling sorry for themselves but are now living the life they have always been dreaming about. They now understand that they do not need hearing for them to be themselves. Many of the learners are considering furthering their studies so they can go out there and compete with the world. One can say that life has started for the deaf.

Sign Language support and training services help deaf learners and Sign Language teachers know and understand their roles. It helps them understand who they are, and that it is important to help one another in life. Sign language teachers understand what it means to be part of the deaf; they know what and how they have to do things around deaf people. They know that their lives depend on each other. Deaf learners realise what they want to become in future after passing their grade 12.

5.3 RECOMMENDATIONS

It is recommended that training should be provided for all stakeholders at school as well as family of the deaf so that they do not become strangers to their loved ones. Training can help teachers of the deaf improve in their teaching skills. It can also help deaf learners to sign better using the South African Sign Language and other Sign Languages. The training should involve teachers, gardeners, security officers, cleaners, cooks and all other stakeholders at different schools. This will make the school a good environment for deaf learners because they will be able to communicate with the whole school community.

Companies are advised to help by offering bursaries and scholarships for people who will like to become professional Sign Language teachers. This can help make it easy and much cheaper to become Sign Language teachers. The bursaries can help increase the number of people who enrolled for the Sign Language course. And finally the country can have many teachers for the deaf at schools.

The school should be provided with technological devices such as computers, which will help deaf learners record the answers when writing exams and any other assessments. Cellphone devices which can translate from voice to Sign Language and from Sign Language to voice can be very useful to deaf learners. Deaf people can also make use of devices which can teach them how to sign at an early age. Having technological devices can also make it easy for deaf people to go out of their houses alone because the devices will do all the translation.

5.3.1 Recommendations for future studies

Since the study only involves a sample of one school, more schools can be used to expand on this research topic so that the results of the findings can be generalised. This can involve a larger sample size which will make the findings more reliable, valid and credible. More research can also be done to evaluate support and training services provided to communities which are living with deaf people. In this sense, communities would be taught to live with deaf people. This can also help deaf people to be comfortable around their own communities.

More studies can be conducted to find out how much people in South Africa know about sign language. Where families living with deaf people can be taught a lot more about. This will benefit most people around the world, including deaf people, families with deaf people and people in general.

5.4 CONCLUDING REMARKS

This research has served as an extremely educational experience for this researcher. The study has provided the researcher with new insight into the world of the deaf, which she did not know before. It was not an easy job to do but we pulled it through. The study has also given me knowledge on challenges faced by deaf people on their everyday lives. It is hoped that this research will help as many deaf and hearing people as possible out there. It is further hoped that people will continue to conduct more researches about the deaf community.

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ANNEXURE 1

CONSENT LETTER

DEAR PARTICIPANT

RESEARCH TOPIC: Evaluation of support and training sign language services at Setotolwane Secondary School.

My name is **Nkhululeko Chake**, Master of Arts in African Languages student at the University of Limpopo. I am carrying out this research towards completion of my dissertation, titled; **“Evaluation of support and training sign language services at Setotolwane Secondary School”**. I am requesting you to participate in this study.

For your participation in the study, please note the following:

- There are no wrong answers, all answers are correct.
- Your participation is voluntary; you are allowed to withdraw from the study without penalties at any time if you do not wish to continue.
- The information that you will provide will be treated as confidential and your name will not be recorded anywhere.

Thanking you in anticipation for your co-operation.

Yours sincerely

CHAKE N

(201008938)

ANNEXURE 2

INTERVIEW SCHEDULE

SECTION A: BIOGRAPHICAL INFORMATION

1. Gender

FEMALE	
MALE	

2. Age

12-21	22-40	41-60
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3. Occupation

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4. Language

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SECTION B: RESEARCH QUESTIONS

1. Where do you receive support or training services?

.....

.....

2. What kinds of support and training services do you receive?

.....
.....
.....
.....

3. What kind of support and training services do you think the school is in need of?

.....
.....
.....
.....

4. How is the support and training services provided to the school helpful?

.....
.....
.....
.....

University of Limpopo
Private Bag X1106
Sovenga 0727

31/03/2017

Setotlwane ELSEN Secondary School

Jakkalsfontein Farm 11

Mashashane

0700

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Nkhululeko Chake, I am a registered Master's student in the Department of languages at the University of Limpopo. My supervisor is DR S.J Kubayi.

The topic of my research is: Evaluation of support and training sign language services at Setotlwane secondary school. The aim of the study is to evaluate the support and training of sign language services at Setotlwane Secondary School, to determine whether the Deaf community and sign language teachers are getting the support and training they deserve, to evaluate the kind of support and training that the sign language learners and teachers receive from different sponsors, to examine the kind of training and support received by the sign language teachers and collect information to find out if the deaf community is happy and comfortable about the support and training they receive.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

DR S.J Kubayi: 015 268 3707

MS N Chake: 0724784902

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

CHAKE NKHULULEKO

ANNEXURE 3



SETOTLWANE ELSEN SECONDARY SCHOOL

FOR LEARNERS WITH SPECIAL EDUCATION NEEDS

Enq: Tema D.P
Cel: 082 462 7359
Fax: 086 561 8093
Email: setotlwaneschool@gmail.com

P/Bag X 7372
Polokwane
0700

Date: 26 October 2017

To Whom It May Concern

This letter serves to confirm that **Ms Nkhululeko Chake** has been granted permission to conduct research for her studies in the school. The research will be conducted in line with the university regulations.

Please feel free to contact the school should you require any further information.

Thank you


Molepo R.M (Principal)



Principal: Molep R.M

Deputy Principals: Tema D.P and Makhubela E.K

H.O.Ds Matlala E.M (Social Sciences), Shilajoe M.M (Languages), Boloko P.E (Commercial) and Matlakala R.E (Sciences)

ANNEXURE 4



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4029, Fax: (015) 268 2306, Email: Abdul.Maluleke@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 02 November 2017

PROJECT NUMBER: TREC/365/2017: PG

PROJECT:

Title: Evaluation of support and training sign language services at Setotolwane Secondary School

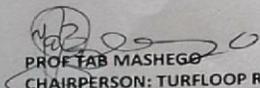
Researcher: N Chake

Supervisor: Dr SJ Kubayi

Co-Supervisor: N/A

School: School of Languages and Communication Studies

Degree: Masters in Languages and Communication


PROF. FAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

- Note:**
- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
 - ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

ANNEXURE 5

TRANSCRIPTION

Participant A (learner) Jack Makhubele

Source of support

My only source of support and training services is my school (Setotolwane Secondary School)

Kinds of support

When I have problems I report to the social worker and I get the help I need, in most cases I'm in need of emotional support so I find it more helpful to have the social worker who understand Sign Language at school.

Services in need

I think the school need to add more subjects, for example I am good at drawing and I would like to pursue drawing as a career so it will be great to have an art subject at school.

How are they helping?

The services I receive from the school are very helpful, I am now growing emotionally and I learn something new every day.

Participant B (learner) Lehlogonolo Mehlape

Source of support

I receive support and training services from Setotolwane Secondary school, I have never receive any support from any other source before.

Kinds of support

The school provide us with education, we now know how to read and write because the school is doing its best to help us.

Services in need

The school is not a developed school so we don't have a lot of tools we can used to enhance our education except the few teacher we have.

How are they helping?

The services are helpful because I now am able to read and write. And I am looking forward to a better life in future.

Participant C (learner) Chauke Vinolia

Source of support

I spend almost all of my time here at school, so I receive most of the support I need from the school.

Kinds of support

The school is providing me with education and plans for my future, we also have people who are helping us emotionally (such as social workers)

Services in need

The school is mostly in need of Sign Language teachers, yes we have teachers but they are not enough so it will be very helpful if we can be provided with enough deaf teachers.

How are they helping?

I was a bit confused when I first come here but I am fine now because here at school I am leaning and I can go to university and further my studies.

Participant D (learner) Shantell Molele

Source of support

The school is my main source of support and training services,

Kinds of support

The school does not have much services so we are mostly provided with educational support like learning how to sign so we can be able to communicate, and pass at school.

Services in need

The school does not have all the subjects, it will be very good if we can be provided with a biology subject at our school.

How are they helping?

The services are very much helpful because I can now go wherever I want and sill be able to communicate with the hearing people.

Participant E (learner) Xoliswa Gumede

Source of support

I receive support and training Sign Language services from my school (Setotolwane Secondary School)

Kinds of support

Most of the support I receive here is educational support, where I am taught how to sign and how to read and write.

Services in need

The school does not have much but I think if we can be provided with technological devices like computers and cellphones which we can use to improve our signing and be able to communicate with the other people (hearing people).

How are they helping?

We are provided with social workers who take us through the process of counselling. The family members of the deaf learners also attend the counselling sessions so that they can be able to cope with the situation.

Participant F (teacher) Leseba Halane

Source of support

We receive support and training services from the department of education. They are giving us training.

Kinds of support

Because the school is for the deaf as well as the deaf, the department of education provide us with training on South African Sign Language and brail. Brail is a method which is used by the blind learners to read.

Services in need

The services are very much helpful because teachers are learning how to take care of the learners and providing them with good education.

Setotlwane Secondary School has been functioning for a long time now but still it does not have all school subjects to offer learners because of lack of teachers

How are they helping?

The school lacks resources, we don't have enough resources. We need a Sign Language Lab where we can teach the deaf learners. It is difficult for us to teach them without a lab because the lab is the most important place where we can do our best. For example when deaf learners are writing exams we need to record them, but without a lab it is so difficult for us to do our job.

Participant G (teacher)

Source of support

The school get support and training services from the department of education. It is the only source I know so far.

Kinds of support

The government provide us teachers with training services where we are trained to take care of the learners in a good way, how to Sign so we can be able to teach the learners Services in need

Here at Setotlwane Elsen Secondary School we are in need of many things like Sign Language labs, computers and Sign Language interpreters.

How are they helping?

The services provided are helping us as teachers because we are now able to handle the learners with care, they trust us and they always come to us for help.

Participant H (teacher)

Source of support

The department of education provide us with most of the support and training services we need at this school. It is the main provider of services so far.

Kinds of support

The department of education is training teachers so they can be able to teach and train deaf learners to go out there and face the world without fear.

Services in need

It is very difficult for visitors and other family members of the deaf to communicate with them when visiting the school because there are no professional interpreters at school to help them with the interpretation

How are they helping?

Because teacher are provided with good training so they will be able to help learners with everything they need when they are at school.

Participant I (teacher)

Source of support

So far we get most of the support from the department of education, we also get more support from everyone from the school community.

Kinds of support

Even though we much support except educational support we also receive emotional support from specialist who come to visit our school once in a while.

Services in need

The school is in need of the technological devices such as computers, voice recognition cellphone, tablets where the learners can learn how to sign and many more.

How are they helping?

The services provided for Sign Language teachers are helping us as teachers to grow up emotionally and be able to do our work on daily basis.

Participant J (principal)

Source of support

Our school get most of the support from the school community as a whole. The school community is doing its best to help.

Kinds of support

The department of education provide the school with professionals who come and train us on how to take care of the deaf learners and how to deal with their issues without offending them.

Services in need

The school is doing its best to help the children but we have limited resources and a few teachers, the service given to the learners is very low because of lack of teachers.

How are they helping?

Explains that it is important to have Sign Language interpreters to help the learners communicate with the hearing people and to understand them.